

## CHAPTER 16 – Emergence and development of modern day sport

### Questions - text book page 173

1) What were the characteristics of popular recreation?

**Answer:**

- Characteristics:
  - Played **occasionally** at festivals such as holydays.
  - Few, simple, unwritten **rules** (not just 'no rules').
  - **Violent**, injuries, damage to property.
  - **Males wagering** and **alcohol**.
  - **Low structure**, unlimited time, numbers of participants and few boundaries (not just 'unstructured').
  - **Limited facilities** and equipment needed.
  - For the **working classes**.
  - **Brute force** rather than skill.
  - **Local** i.e. village versus village.

2) How did the activities, illustrated in figures 16.2 and 16.5 (on pages 172 and 173), reflect pre-industrial society in the United Kingdom?

**Answer:**

*Reflection on society, figure 16.2 hunting as a sport*

- For the educated rural **upper class**.
- With agreed **conduct**.
- And plenty of **free time** to pursue.

*Figure 16.5 Mob football*

- Uneducated so **no written rules**.
- Reflected harsh lifestyles and **uncivilised society**.
- **Limited time** to pursue.

### Questions - text book page 176

1) What is meant by the term social control?

**Answer:**

- The establishment of order, stability and good behaviour in society.

2) Describe and explain the effect that the industrial revolution had on sport after 1800.

**Answer:**

**Time:**

- Initially there was hardly any **time** for the working population to participate in sport.
- There were very long working hours for 7 days per week.
- Introduction of the 1/2 day on Saturdays and holidays led to the development of set leisure time.

**Space:**

- Initially there was no **space** for sport.
- Common land was lost or not available.
- **Urbanisation** meant that lots of people were available for teams.
- And as spectators.
- Purpose-built **facilities** were developed.
- And parks and playing fields.
- The working population moved to **spectating** rather than participation.

2) (continued)

**Travel:**

- **Travel** became available to all.
- This meant that teams could now play away fixtures.
- And travel to outdoor areas.
- This led to problems over rules, there was then a need for national rules.

**Education:**

- **Education** became compulsory.
- There was a development of PE.
- Along with literacy (and the expansion of the media).

**Holidays:**

- There was less influence of the church.
- **Holidays** becoming industrial holidays.
- Business and commercial potential of sport was recognised.
- Factory teams were set up and organised.
- There was a reduction in the level of **violence**.
- With animal sports (bear baiting, dog fights, cock fights) banned.
- **Equipment** was more accessible.

3) Define the terms 'Gentleman Amateurs' and 'Playing Professionals'.

**Answer:**

Note that the difference between the two terms was defined by English class structure in the 19th and 20th centuries.

- The '**Gentlemen Amateurs**' were members of the **middle and upper classes**, usually products of the English public school system, and who nominally claimed expenses when they played games such as cricket.
- The '**Playing Professionals**' were deemed to be **working-class wage-earners** and were paid wages by their county clubs or fees by match organisers.

4) Discuss the sporting opportunities available to females in the 19th century.

**Answer:**

- Sport had evolved from **violent activities** undertaken by **males** in connection with the need to prepare for **war**, such as stave and fist fighting.
- **Working class women** did not have the **time, money or provision** for sport.
- **Middle class women** had **leisure time** and chose to play as long as activities were private and genteel such as **lawn tennis, croquet and golf**.

### Exam style questions - text book page 182

1) What do you understand by the terms codified, regulated, and respectable in relation to rational recreation? 6 marks

**Answer:**

**Codified:**

- The acceptance of **written rules** for a sport.
- Which everyone who participates in the sport **accepts**.
- These rules take over the **many different versions** of sports which existed previously.

**Regulated:**

- Once rules have been accepted, playing conditions have to be **controlled** by referees or umpires.
- Players **accept** that matches should be run by the rules.
- Matches and competitions take place **according to the rules**.

**Respectable:**

- Spectators feel that they can attend matches where there are no fights and **bad behaviour**.
- It is an **accepted part of society** that people should play or attend sport.
- Without any implication of **criminal** attachment.

- 2) What influence did 'non-local' admission to the public schools and universities have on the development of rational sport?  
6 marks

**Answer:**

- **Entry:**
  - Boys were coming from all over the country.
  - Bringing different versions or experience of activities with them.
- **Schools:**
  - There were seven elite boarding schools.
  - Eton, Harrow, Charterhouse, Rugby, Shrewsbury, Westminster, Winchester.
- **Melting Pot:**
  - Boys spent over 5 years together, sharing ideas and experiences.
  - These were melting pots, however, because each school had different facilities or traditions or staff.
  - These meant that different ideas and practices were mixed up and sorted out into the games which developed into those we know today.
- **University:**
  - Melting pot – two universities – Oxford and Cambridge.
  - But they shared contests, rules, players, (which still persists to today) for example, the boat race.
- **Careers:**
  - Graduates of the universities went into society as leaders of industry or teachers or church or army, etc.
  - There was a major influence on the colonies.
  - And an influence on middle class sports clubs.
  - There was the social reform of passing these down to the working classes.

- 3) Public schools, such as Rugby and Eton, played an important part in the development of rational games in society from mid 19th century onwards. Explain the role played by 'old boys' of such public schools in the development of rational recreation.  
4 marks

**Answer:**

**Note:** Public school old boys were important in the development of rational recreation in a number of ways:

- Many old boys returned from university as **teachers** to coach games such as rugby to boys at public schools.
- Some old boys became **vicars** and spread their love of athleticism via games in their parishes.
- Some old boys became **factory owners**. They gave facilities and set up teams to play sport and improve worker's health and morale.
- Some old boys were responsible in the setting up of **National Governing Bodies** (NGBs) with rules and regulations that are still valid in today's contemporary sports and activities.

- 4) Church organisations promoted sport amongst their local communities in the late 19th century. Explain their reasons for doing this and how they achieved it. 4 marks

**Answer:**

*4 marks from 4 of:*

- The church saw many working class sports as *immoral*, as they involved gambling and drinking. For example, cock fighting, horse racing and mob games.
- This was frowned upon by the church as it was against the highly moral behaviour they wanted to develop.
- By the late 19th century people had moved to towns and cities, which meant that traditional village rivalries of *mob games* had been lost.
- With the advent of *rational recreation*, the attitudes of the church radically changed.
- Young churchmen, as *old boys* of the *Public Schools*, set up the Boys Brigade to get boys off the streets.
- Sport became an *alternative* to gambling and drinking, and channelled these men's energy with religious ideals in mind.
- To get more people involved in sport, the church *organised competitions* for people to take part in.
- These developments occurred in the context of the growth of *Methodism*, with its reliance on a non-conformist life with absolutely no drinking and gambling.
- Methodists always went to church on a Sunday, always respected their neighbours and lived a life of striving to make the best of life (to succeed in whatever was worthwhile).
- The *Young Men's Christian Association* (YMCA) introduced athletic and religious centres, and sport was used to recruit new members.
- The YMCA was founded on the principles of '*muscular Christianity*' and used to improve young peoples' social discipline and encourage people to take part in a range of organised sports.

- 5) What was the purpose of the Clarendon Commission and how did the Clarendon Report and government legislation in the Public Schools Act of 1868 change public school life? 5 marks

**Answer:**

*5 marks for 5 of:*

- The Clarendon Commission was a *Royal Commission* established in 1861 to investigate the state of nine leading public schools in England in the wake of complaints about the finances, buildings and management of Eton College.
- The *Clarendon Report* was published in 1864 with general recommendations on questions of curriculum and governance.
- It highlighted topics such as institutionalised fagging and bullying.
- The abuse of charitable endowments by trustees.
- And the dominance of Classics.
- Thus providing a *detailed picture of Public school life*.
- It advised the need to introduce mathematics and science.
- As a consequence of this report, '*The Public Schools' Act*' was passed in 1868 which enabled the British Parliament to reform and regulate the seven Boarding schools known as EHCWRS.
- Hence improved *physical, intellectual and social well-being* of pupils.
- Which formed a template for later expansion of boarding schools as middle class copies appeared this model throughout the country.

- 6) Why were Oxford and Cambridge Universities able to make such an impressive contribution to elite sport in the late 19th century? 6 marks

**Answer:**

6 marks for 6 of:

- As games and sport became more **important** in the public schools.
- Pupils would leave and **go to either Oxford or Cambridge** universities.
- Where they wanted to **continue** with their sport and games.
- The **rules** for the same sort of game (for example football) were often **unwritten** and were **different** from school to school.
- The boys wanted to **organise teams** to play between the different **colleges**.
- And eventually **between Oxford and Cambridge**.
- Therefore they had to meet and decide on **rules** which would apply to all these games - hence **codification**.
  
- This led to more **regularisation** of games between colleges and universities.
- And the establishment of **clubs** outside the universities by the same young men once they had left university.
- This led to **leagues and games** across the country with the same rules.
- These young men often **returned to the schools** as teachers, where they changed the existing rules to the new ones, so that inter-school games could be played.
  
- Also, some young men joined the **military**, the **church** or the **foreign service**.
- And **spread** the same games across the Empire (and hence to Australia, New Zealand, Canada, and South Africa).
- This particularly accounts for the spread of rugby and cricket across the world.
- And the initiation of **international** fixtures (tests matches).
  
- These same ex-Oxbridge students organised and created the International **Governing Bodies** (IGBs) which controlled these sports.

- 7) Participation in sports and games was a key feature of 19th century public schools. Describe three factors which lead to increased participation in physical activity by young people in public schools in Stage three of development (the 'cult' of athleticism). How do these factors continue to impact upon participation and performance in physical activity in schools today? 9 marks

**Answer:**

6 marks for 6 of:

An increased participation due to:

- Improved quality of **facilities** such as games' fields.
- Increased quality of **purpose built** facilities. For example, squash courts.
- Money donated by old boys to support sporting facilities and programme.
- Specialist **coaching** form assistant masters and/or professional coaches.
- **Compulsory games**.
- **House participation**.
- **Inter-school fixtures**.
- Belief in **character building** value of games. For example, leadership, loyalty, teamwork.
- Belief in **health and fitness** of participants/fresh air and healthy lifestyles.
- **Headmaster** support.
- **Enthusiasm of young teachers** who had 'been through the system'.
- Playing games became an **obsession**.
- **Special festivals** such as athletics sports days.
- **Role models** from sixth form and society.

7) (continued)

3 marks for 3 of

Impact upon participation and performance in schools today:

- Quality and quantity of **facilities** affect levels of participation and performance today.
- Public schools continue their very strong 19th century traditions and today are supported by the **best facilities**, house systems, **professional coaching** and sporting **opportunities**.
- Hence they maintain high **participation** rates.
- In state schools availability of **funding** and its impact affects quality of delivery and participation rates.
- **Participation** believed to develop character, health, fitness and to encourage life long participation.
- **Head teacher** support still vital in terms of kudos of subject in school.
- **Subject teachers** who are prepared to help with **extra-curricular activities** affect regularity of practices and number of teams.

8) How were games used by Thomas Arnold (figure 16.16 page 178) as a means of social control in Rugby School? 4 marks

Answer:

4 marks for 4 of:

- Arnold believed in and encouraged '**muscular Christianity**' or the belief in having a strong, robust, hearty soul with a strong, fit body.
- His aim was to produce Christian gentleman (a combination of **godliness** and **manliness**).
- Games provided the means of introducing a **moral code** of fair play.
- Aimed to reduce **bullying** and **lawlessness**.
- **Athleticism** combined **physical effort** and **moral integrity** or playing hard but with sportsmanship.
- Arnold established a more **trusting** and **sympathetic** relationship with his sixth form.
- Whilst his masters gradually adopted the status of sixth form with increased the **powers of discipline**, and in return required them to be positive role models.
- Arnold introduced the '**House system**' which became the focus of boys personal, social, recreational and sporting existence.
- Games taught the boys how to work as a **team** and developed **leadership** characteristics.
- The 'House System' ultimately set an environment of healthy games competitions and **cohesive attitudes**.

9) What is meant by the term 'melting pot' in connection with 19th century public school athleticism? 6 marks

Answer:

2 marks for 2 of:

- Widespread influence of **public school athleticism** on sport in society.
- By virtue of the fact that pupils from many **different** public schools met at the Oxbridge universities.
- And **spread the message** of public school activity.
- Implication that a healthy mind in a healthy body was valuable.
- Link made between **physical endeavour** and **moral integrity**/muscular Christianity.
- The notion of **fair play** as being part of general life as well sport.
- All these things were discussed and brought to fruition by the ex-pupils.

4 marks for 4 of:

The fact that its level of impact was considerable because:

- A **social elite** promoted this ethos as part of public school education.
- This social elite carried the ethos to universities to create a melting pot or **mixture of ideals**.
- Where there was **shared camaraderie** of young men with **free social time**.
- Continued melting pot within and between universities.
- Eventual influence of **graduates in society**, army/industry/schools/estates/clergy/colonial, as a melting pot.
- And on the **next generation** of public schools/heads/assistant teachers/boys.
- There was **opportunity** and **provision** in schools/competitions and administration.
- And energy and expertise led to formation of **clubs** and **governing bodies**.

10) a) Discuss the development of Saturday Half-Day and the emergence of working class sport. 4 marks.

**Answer:**

- During the latter half of the industrial revolution the large factory owners realised that a **shorter** working week enabled workers to rest and be more productive..
- Male workers realised that they could use this **time** to play sport (mostly soccer).
- And teams were created to use this time.
- **Spectatorism** (consisting of working men) was huge on Saturday afternoons.
- Large factories also developed **facilities** (pitches and changing rooms) to be used on these occasions.

b) Account for the delay in the opportunities for the working class to be able to play games such as lawn tennis.

4 marks

**Answer:**

*4 marks for 4 of:*

- Didn't have enough **time** as working class worked long hours.
- Lack of disposable **income**, so couldn't afford equipment and fees.
- No **garden** (not just space).
- Was **not included in state school system** until the 20th century.
- Initially **amateur** development was meant for the **middle and upper classes**.
- **Excluded** from clubs, local authorities, discrimination by middle class.
- Lack of public **provision** via local authority.
- Working class people did not have same middle class values, dress code and etiquette, there is still a hangover from this in the insistence that Wimbledon players always wear whites for playing.

11) Modern sports are partly a result of changes that occurred in the 19th century. How did English public schools influence the technical development of games? 3 marks

**Answer:**

*3 marks for 3 of:*

- Boys brought activities from villages and schools.
- Played regularly in free time.
- Devised initial rules which were individual schools versions.
- This allowed **inter House** competitions.
- Later adopted **standardised** rules.
- This allowed **inter-school** competitions.
- Structural changes such as **boundaries, time limits, numbers** on teams, **strategies**, roles, skills, techniques and kit.
- Developed skills of leadership, captain roles and the games' elite.

- 12) **A Level.** Explain the emergence of physical endeavour and moral integrity in 19th century public school athleticism and discuss the issues which threaten it in today's sport. 15 marks

**Answer:**

3 marks for 3 of:

What was the ethic of physical endeavour and moral integrity:

- **Physical endeavour as:**
  - Healthy exercise and fresh air.
  - Pleasure in energetic pastimes.
  - Robust individuals with manly sympathies.
  - Achieved through rational sport.
- **Moral integrity as:**
  - An educational vehicle.
  - Linked with Christian virtues/honour and integrity.
  - Character building experience/fair play and sportsmanship.
  - Team first/good leadership skills/halo effect.
- **Athleticism as:**
  - Set out as a philosophy of producing Christian Gentlemen.
  - Extended/became a cult of muscular Christianity.
  - Culminated in Corinthian ethic of manly virtues/an all-rounder.

4 marks for 4 of:

Explanation of its emergence in 19th century public schools:

- Started as **boy culture** reflecting bravery.
- **Comradeship** and loyalty.
- Developed as a **social control** vehicle.
- Compulsory games to **increase impact** of the experience.
- To reinforce the **house system**/sixth form influence.
- To establish **character building** potential of organised games.
- As a recognition of the playground as an educational vehicle.
- As a fully fledged **competitive** house/school/interschool experience.
- As a university/societal **melting pot**.
- As a product of an **emergent middle class**/expression of the public school ethos.
- As a reflection of English Society at its **colonial** height.

4marks for 4 of:

How it is threatened in today's sport:

- Professional sport as part of a **business ethic**.
- Rise in professional sport persons and **financial self-gain**.
- **Commercial**/media interests overtaking sport values and the programming of global events.
- Increased impact of the **win ethic**.
- Dominance of **referees** and technology in decision-making.
- **Gamesmanship** replacing fair play ethic.
- Impact of **spectators**/management on sport.
- For example, the **armchair spectator** reduces **gate revenue** income.

4 marks for 4 of:

An explanation of the causes behind this threat:

- Public school **athleticism** has less influence given the emergence of state education and **expansion** of universities.
- Physical education has less impact in modern day curricula.
- Instability of **morals** and family life may threaten participation levels.
- Commercial/media interests are often more important than ideal **sports ethics**.
- There is an **affluent** society looking for excitement through sport rather than holding to traditional moral values.
- The spectator/arm-chair society is reflecting by high levels of **obesity** and associated cardio-vascular diseases.
- **Wagering**/betting on everything with a sporting chance.

13) Many National Governing Bodies of sport were set up in England during the period between the late 1800s and early 1900s. Why was it necessary to form these governing bodies and why did some of them prevent professional from competing in their sport? 6 marks

**Answer:**

3 marks for 3 of:

Why form NGBs?

- Increase in number of **fixtures** or competitions.
- More widespread playing of sport required nationally agreed rules, structure and **regulation**.
- Different versions developed by different schools, for example mob football needed to be **rationalised**.
- To set up competitions in **leagues**.
- Deal with professionalism and **commercialism**.
- **Prevention** of professionals

3 marks for 3 of:

- Desire to maintain **control** of sport.
- Preservation of **amateur** ideals.
- Maintain **exclusivity** of sport, so that upper and middle classes did not mix with lower classes.
- NGBs were **amateur** bodies and so amateur participants did not like losing to professionals.

14) What was impact of the sporting press on sports' participation and spectatorship in the 19th century? 4 marks

**Answer:**

4 marks for 4 of:

- **Technical innovations in printing** and the telegraph system eased the way for a rapid expansion in newspaper production and a classless readership.
- During the 19th century there was a huge increase in **sports journalism**.
- For example, the Sporting Times was devoted chiefly to sport, and in particular to horse racing.
- At the same time, NGBs were founded, plus a **sporting calendar**.
- Sports journalism was the first form of **media coverage** showcasing sports events, results and betting odds.
- There was popular coverage for horse racing, pampering to upper and middle classes pursuits.
- The sports column offered free **publicity and results** coverage for the developing NGBs, clubs and leagues.
- Stimulating an increase on sports' **participation and spectatorship** as more results and stories from lower class sports, such as football, were included within the sports column.

15) Using sporting examples, explain the view that many teams and athletes are now influenced by corporations. 6 marks

**Answer:**

6 marks for 6 of:

- Some teams are now **owned** by corporations, for example New York Red Bulls.
- Some teams are now **named** as the corporation name itself, for example Ferrari.
- Athletes are more **accountable** to the **sponsor** than the team in some cases.
- Athletes are getting paid as much by their sponsors as by their professional sporting contracts in some cases.
- For example Andy Murray has a four-year kit deal with Under Armour worth £15m in 2016.
- **TV corporations** dictate which **day and times** sporting event takes place, for example Sky Monday to Friday night football.
- TV corporations dictate when the **commercial breaks** take place.
- Athletes' **kits** are plastered with different sponsors' names, for example Tour de France cyclists.
- Corporations pay vast sums for **naming rights** for stadiums, for example: bet365 stadium/Stoke City FC.