

Physical Education & Sport in the Ancient World

- Exam 3 – class notes –
- Continues to rebirth of Modern Olympics

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Physical Education & Sport in the Ancient World

- When did physical education begin?
- Prehistoric references to what we call physical education
- Males needed to learn hunting & fighting skills, strength, speed, agility, etc. for survival.

2

Physical Education & Sport in the Ancient World

- Two areas of chief concern:
- Survival Skills
- Conformity Skills

3

SURVIVAL SKILLS

- The ability to defend self & others
- Need to provide food, clothing, shelter
- Need to develop skills to live as an individual in the world
- Led to “survival sports” or “natural sports”

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CONFORMITY SKILLS

- Survival of the group was all important - Similar to society being more imp. than the individual
- Special skills of the individual imp. for service to the group (fire, fighting, etc.)
- Had to be able to work with others

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Activities NOT related to survival

- Dance - used to “communicate to the ‘forces’” and in religious festivals
- Games -
 - Games of chance
 - Games of dexterity (e.g. ball games)
 - Games played by children (e.g. tag, chase)

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Essential Skills

- Hunting Skills:
 - Throwing implements:
 - rocks, spears, archery
- Running
- Swimming
- Wrestling, Boxing

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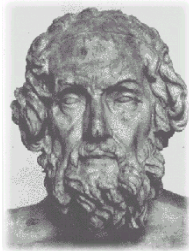
Early Cultures & Physical Education: GREECE

- Four main periods
- I. Homeric Era (Prehistoric times - 776 BC)
- II. Spartan Era - (776 BC - 371 BC) City/State emphasis
- III. Early Athenian (776 BC - 480 BC) Democracy/ individual freedom
- IV. Late Athenian (480 BC-338 BC) Individual curiosity

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Early Cultures & Physical Education: *Homeric Era*

- Named for Homer - author of *Iliad* & *Odyssey* - earliest record of sport comp.
- Promoted idea of Greek ideal: *Unity of man of action with man of wisdom.*
- Represented Greek gods as personification of the Greek ideal - superior intellect & physical skills



Homer

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Early Cultures & Physical Education: *Spartan Era*

- Totalitarian Society - Individuals existed to serve the state
- State oriented to military way of life
- Education was almost totally “physical”
- Males began training at age 7-left home
- Trained by older youth until 14
- Military-type training until 20 & entered military

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Early Cultures & Physical Education: *Spartan Era*

- Youth trained in running, throwing, (discus, javelin) swimming, wrestling, boxing, gymnastics, & dance
- Young males checked by *Ephors* for “fluidity & flabbiness”
- Not able to marry until age 30 & still had to have evening meals with men in barracks.

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Early Cultures & Physical Education: *Spartan Era*

- One of the first societies to educate females
- Prepared for motherhood & to care for males injured in battles; had to maintain “Spartan Way of Life” while men were away
- Women were taught weight control & conditioning to help in child birth
- Allowed to compete in athletics until married
- Participated in discus, javelin, wrestling, swimming, horseback riding (horse training was a specialty)

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Early Cultures & Physical Education: *Spartan Era*

- Won more athletic events than other city-states
- Discouraged from competing in boxing & *PANKRATION* (ultimate fighting) because not allowed to admit defeat
- Ruled poorly in peace time
- Unbalanced approach to education - not able to think for themselves



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Early Cultures & Phys. Educ.: Early Athenian

- Strong balance in education
- Emphasized sound mind in sound body
- Education stressed : aesthetic sensibilities, ethics, overall knowledge, physical training
- Elite males educated by tutors stressed physical education (6), grammar (10), music (13), military (18)
- Women educated at home - not equals

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Early Cultures & Phys. Educ.: Early Athenian

- Phys. Educ. for older males at *gymnasium*: large area outside of city
- Discussions @ gov't, social issues, etc. sought Greek ideal of *paideia* (self improvement) & *arete* (virtue or excellence). Sought to develop qualities of individual through physical means not just the physical.

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Early Cultures & Phys. Educ.: Early Athenian

- *Palestra* - gym in town for youth; also taught math, literature, music
- *Paidotribe* - teacher of physical exercise
- *Gymnastes* - coaches/trainers of athletes

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Early Cultures & Phys. Educ.: Late Athenian

- Individual happiness became more important
- Economic expansion, self-confidence, more leisure time, more intellectual curiosity
- Physical aspects of education were de-emphasized

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Early Cultures & Phys. Educ.: Late Athenian

- Mercenaries used in army & athletics
- Gymnasiums became resorts
- Individuals were not prepared to defend selves & land
- Defeated by Macedonians in 338 BC

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Greek Athletic Games/Contests The Panhellenic Games

- Athletic prowess was tied to religious festivals. The body was both athletic & aesthetic.
- Olympic Games - Zeus (Olive wreath)
- Pythian Games - Apollo (Laurel wreath)
- Isthmian Games - Poseidon (Pine wreath)
- Nemean Games - Zeus (Celery wreath)
- Panathenean Games - Athens (no wreath)

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Greek Olympic Games

- Greatest of all the games (Zeus)
- 5 days in August (2½ days comp. 2½ days religious)
- Requirements: Had to be Greek born;
- No criminal record
- Train for 10 months before games; last month under supervision of judges
- Took oath of fair play; fined if broke rules
- Pax Olympica or "ekcheiria" - one month peace declared

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Greek Olympic Games Events

- Most were running events
- Stade - varied distances 180m - 5K
- Most important were shortest events
- Discus; javelin; Long jump (halteres)
- Pentathlon (short run, long jump, discus, javelin, wrestling)
- Boxing, chariot races, races in armor



Stade

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Greek Olympic Games Women's Games

- Women had own games/festival to Hera (sister/wife of Zeus) every 4 years between Olympics
- 1st prize was olive wreath & portion of a cow for sacrifice to Hera
- Events similar to men's, but shortened to about 1/6 distance of males
- Competed bare footed, in short tunic, revealing one "shoulder"

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Greek Olympic Games Women's Games

- Women could not attend/view men's games under penalty of "death"
- Kalipeteria wanted to see her son box
- Disguised herself as a trainer & went in
- Her son won & she became excited & her "womanly attributes" were exposed
- Arrested, tried, found guilty, but law not applied

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Figure 2.3 "Olympic Girl Runner." Marble reconstruction of Ann Sweeney statue, circa 450 B.C. Reprinted from Selman (1955).

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Greek Olympic Games Women's Games

- Keneska (daughter of King of Sparta): Female winner of olive wreath
- Was the owner of chariot team, but had a male driver

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Roman Influence

- Conquered Greece & most of known world
- Citizens expected/taught to serve the state
- Males served from 17 - 47; Women taught children to accept their roles & responsibilities to the state

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Roman Influence

- Honored their gods with festivals - like Greeks - but more violent
- Romans characterized as "Doers"
- Greeks characterized as "Thinkers"
- Eventually had mercenaries assume many responsibilities which led to the decline of the Roman Empire

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Middle Ages - Feudal Times

- Middle ages - Dark ages - Time of transition from Roman Empire to smaller nations
- Areas ruled by lords/knights - responsible for protection of all
- Allegiance to church - responded to decree to defend holy land during crusades

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Middle Ages - Feudal Times

- 8 crusades called for by popes
- Early crusades for idealistic reasons
- Later crusades for greed
- Fought by knights - only ones to value physical training
- Demonstrated warrior skills at festivals & tournaments in controlled situations

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Middle Ages - Knighthood

- Age 7 left home for training at castle by "ladies of the castle" for 7 yrs. (PAGES)
- At 14 became SQUIRES & learned militaristic arts
- 21 - Served as VALETS then eligible for knighthood

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Middle Ages - Church Influence

- Church opposed phys. educ. for 3 reasons
- 1) Not pleased with Roman influence
- 2) Roman games were related to pagan religions
- 3) The body was evil
- Value only in the soul- body not to be catered to - no exercise, no dance

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Middle Ages - Church Influence

- Valuable contributions to education
- Education only mental - no physical side
- Liberal Arts stressed
- QUADRIVIUM - Arithmetic, geometry, astronomy, and music
- TRIVIUM - Grammar, rhetoric (The art or study of using language effectively and persuasively), and logic

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Renaissance & Reformation

- Education became valued
- "New" philosophies developed or discovered
- Humanistic education - Rediscovery of Greek ideals - Unity of mind & body
- Classical education meant study of Greek & Roman literature & ideas
- People began to think of & for themselves

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Renaissance & Reformation

- Schools developed for youth of wealthy - stressed classical education (Greek & Latin literature, swimming, fencing, riding, dancing)
- Ideal of Renaissance was the Universal Man - wide variety of talents sought - sought to develop the all around person (Da Vinci)

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Renaissance & Reformation

- Education valued for its own sake but education reserved for church's leaders
- Humanists protested the control of the church - being told what to think
- Led to Protestant Reformation
- Humanism - embraced the Greek & Roman ideals

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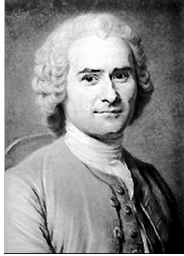
Renaissance & Reformation New Philosophies

- Realism - Education for life
 - Humanist Realist - classical education as the foundation - train scholars (Liberal Arts schools today)
 - Social Realist - Preparation for career - solve contemporary problems & needs (Vocational/ Trade schools today)
 - Sense Realist - Learn by experience, use spoken language - teach useful info.

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Renaissance & Reformation New Philosophies

- Naturalism - Everything according to nature - learn when ready - learn from life
- **Jean Jacques Rousseau** - advocate
- Example: *EMILE* – text he wrote to explain his beliefs



Jean Jacques Rousseau

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Rousseau's *EMILE*

- Educated by tutor - alone in country
- Allow nature to "teach"
- Stages of *EMILE*:
- Animal 0-5
- Savage 5-12
- Pastoral 12-15
- Social 15-20
- Adult - marriage

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Rousseau's *SOPHIE*

- *SOPHIE* became Emile's future wife
- *SOPHIE* educated in traditional way for girls
- Educated to make husband's (Emile) life pleasant
- According to Rousseau - only men were equal before nature

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European Heritage - A Time of Naturalism

■ **Johann Basedow** - developed the **Philanthropinum (1774)** Coeducational to meet individual needs & readiness to learn - promoted "natural" activities



Johann Basedow

■ **Johann Simon** - 1st modern physical education instructor - Hired by Basedow - introduced crude gymnastics; exercises outdoor on natural materials

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European Heritage - A Time of Naturalism

- **Johann Guts Muths** - Grandfather of gymnastics worked at Schnepfenthal Institute - influential on 2 continents (1825)
- Developed outdoor gymnastics
- Activities organized by age levels, difficulty, & kept records

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European Heritage - A Time of Naturalism

- **Frederick Jahn** - Father of gymnastics - expanded on ideas of Guts Muths
- Developed **TURNPLATZ** for **TURNERS**
- Wanted to mold German youth to promote nationalism - "Free men in a free country"



Frederick Jahn

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Jahn's Turnplatz



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Jahn's Vaulting



Figure 8-3
Vaulting the horse.
From Charles Beale, *A Treatise on Gymnastics*, taken chiefly from the Germans of F. L. Jahn.
Northampton, Mass., Brown, Butler, 1922.

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European Heritage - A Time of Naturalism

- Adolph Speiss - a Turner - developed German school gymnastics
- Gave same worth as other subjects
- Had progressions for boys & girls; free exercises with no apparatus; to music
- Ability levels; indoor & outdoor activities
- Required trained specialist to teach
- Stressed discipline & obedience

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European Heritage - A Time of Naturalism & Nationalism

Per Henrik Ling - Founder of Swedish Gymnastics - mass drills
Developed the "Days Order" systematic exercises from head to toe - special apparatus for children



Ling

Franz Nachteggall - Danish gymnastics founder - command response exercises-promoted nationalistic beliefs



Nachteggall

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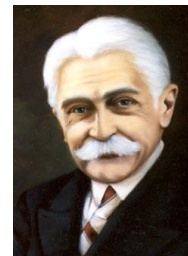
European Heritage - A Time of Naturalism & Nationalism

- Archibald Maclaren - Influence in England - legacy was sports & games
Sought to develop an "English Gymnastics System" but not successful
English enjoyed games - lower classes liked blood sports - boxing cockfighting, soccer; wealthy enjoyed cricket, tennis, golf, horse racing
Sought to develop the affective domain of education - moral virtues - cooperation; initiative, leadership, loyalty, self-discipline, sportsmanship - compete for the love of sport

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Olympic Rebirth

- Pierre de Coubertin - France - founder of modern Olympic games (1896)
- Promoted Olympism as way to stress character development, intellect, and development of the body - characterized by religion, peace, & beauty
- Influenced by the English educational system



Pierre de Coubertin

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Olympism

Olympism had four principles that were far from a simple sports competition:

- 1) To be a religion i.e. to "adhere to an ideal of a higher life, to strive for perfection";
- 2) To represent an elite "whose origins are completely egalitarian" and at the same time "chivalry" with its moral qualities;
- 3) To create a truce "a four-yearly festival of the springtime of mankind";
- 4) And to glorify beauty by the "involvement of the philosophic arts in the Games"



First Members of the IOC 1894 –
Had to value "Internationalism"
above Nationalism

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Olympic History

- Not really the "First Modern Games"
- Actual interest since the Renaissance
- English had "*Olympic Games of England*" from 1610-1860 (originator Capt. Robert Dover)
- 2 days for competition in wrestling, field hockey, fencing, jumping, throwing the pole, hammer, & javelin
- More of a religious protest against religious oppression of Puritans - "Sport & games were the works of the devil"

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Olympic History

- 1849 - DeCoubertin attended the games at Shropshire by Dr. W.P. Brookes
- Athletics (T&F); cricket, tilting at rings on horseback, literary & artistic competition

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I Olympiad - 1896 - Athens

- First modern Olympic Games in Greece
- deCoubertin wanted them in France
- Games presented a financial strain on Greece - had to raise money
- Sold stamps, commemorative medals, tickets to events

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I Olympiad - 1896 - Athens

- 13 countries; 311 athletes
- Events: fencing, wt. lifting; athletics (T&F); cycling' wrestling; shooting; swimming; tennis; gymnastics
- Culminating event - marathon
- To commemorate Greek victory over Persians (490 BC) - @ 22 mile run by ***Pheidippides*** to announce victory

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I Olympiad - 1896 - Athens

- de Coubertin snubbed by Greeks – he didn't want the Greeks to monopolize the games
- Suggested development of ***Intercalary Games*** – to be held in Greece in mid Olympiad – but never caught on

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II Olympiad - 1900 - Paris

- Plagued by poor organization and bickering – lasted from May – Oct.
- French more interested in “Paris Exposition” – people wanted amusements & the Eiffel Tower
- Conditions were poor – uneven tracks; muddy water for swimming
- Events included: motor car racing, firemen competition, balloon rides, trials of carrier pigeons
- Highlight was “tug-of-war” – low point was track & field; Margaret Abbott won golf without knowing it was an “Olympic” event
- 1300 males 12 females (tennis & golf federations allowed women to compete)
- Had “official” & “unofficial” Olympic events

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Olympic Tug-of-War (1900)



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III Olympiad - 1904 – St. Louis

- Battle of sites – St. Louis vs. Chicago – St. Louis considered offering “rival” games – Wanted to celebrate the anniversary of the Louisiana Purchase from France in 1803
- Pres. Theodore Roosevelt named “president” of the games
- IOC gave in & set stage for political manipulation in future games
- These games had same financial problems as earlier Olympics

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III Olympiad - 1904 – St. Louis

- Only 13 nations competed - 17 sports – 617 ♂ & 8 ♀ - mainly an American event – difficult to get to St. Louis from around the world – de Coubertin did not attend
- Events poorly staged – Water polo held in pond where cattle drank – athletes got sick & 3 died
- Women’s boxing was a demonstration sport
- Low point was the “Anthropology Days” events – racially biased to show superiority of Caucasian competitors – emphasis was on origins of competitors NOT the performances – compared to “side-show” of carnival
- Olympics needed to establish their own identity

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IV Olympiad - 1908 – London

- Original site was Rome but Mt. Vesuvius erupted – held in conjunction with Franco-British Exhibition – British Olympic would get ½ of gate receipts
- Olympic motto was introduced: Citius, Altius, Fortius (Swifter, Higher, Stronger)
- Rivalry between British & Americans for Games Trophy – first of real political statements
- 2020♂ 36♀ (Tennis, figure skating, archery, exhibitions in swimming/diving & gymnastics)

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IV Olympiad - 1908 – London

- Finland told to carry Russian flag because of conflict
- Irish told to compete under British flag
- Americans did not dip their flag when passing King Edward because of Irish-Americans’ support of Irish
- Americans protested British use of boots in tug-of-war; also claimed Tom Longboat (Canada) was a professional – ruled against Americans by British

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•Dorando Pietri (Italy) helped across finish line of marathon – American protest allowed Johnny Hayes (USA) to win



•Marathon now set at 26 miles 385 yards because started at Windsor Castle and ended at Shepherds Bush – allowed the royal family to see start and finish

[Gabrielle Andersen Los Angeles Olympics 1984](#)

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V Olympiad - 1912 – Stockholm

- Considered the “best” games to date
- Noted for performances of Jim Thorpe (decathlon & modern pentathlon: swimming, fencing, shooting, running & equestrian)
- IOC would allow women to compete, but only in “feminine appropriate activities” outside of official Olympic program
- Women’s swim/dive began, but no Americans – fear of attracting voyeurs
- 1st racially mixed USA team – Howard Drew set/tied world records in prelims, but hurt leg for finals
- Beginning of formalized training; British protested the “make-up” of the USA team

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VII Olympiad - 1920 – Antwerp

- No games in 1916 - WWI - Germany excluded until 1928
- New Olympic traditions started: Doves released as symbol of peace; Olympic Oath; & Olympic Flag
- Strong push for more women to compete
- de Coubertin opposed to women’s T&F; “felt it would not constitute an edifying sight for assembled crowds”; successful until his retirement in 1925
- Mme. Alice Millait established Intl. Fed. of Fem. Sport – Led to development of Women’s Olympic Games that lasted until 1934 – actually outdrew the “regular” Olympics

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VIII Olympiad - 1924 – Paris

- Better planned than first time (1900)
- Questioned success of Paavo Nurmi (Finland) – won 1,500, 3,000 team relay, 5,000, & 10,000 cross country)
- Claimed native food & training were his “secrets”, but kept quiet about his training
- French reputation for being discourteous began; British & Americans still arguing about “professionalism”

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I Winter Olympiad - 1924 – Chamoinx, France

- Originally opposed by de Coubertin, but later gave in when proved to be successful
- 6 sports: ice hockey; figure skating ♂ & ♀; pairs; speed skating; 4 man bob sled; cross country skiing & ski jumping

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IX Olympiad - 1928 – Amsterdam

- 1st games after de Coubertin’s retirement
- Women’s T&F allowed; but there were problems; male dominated IAAF wanted to control the women’s games & events
- Research paper critical of women’s participation in athletics – claimed to have harmful effects on women’s reproductive potential
- Problem with ♀ 800m race-reported badly, but banned until 1960!

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X Olympiad - 1932 – Los Angeles

- Known for success of Mildred “Babe” Didrikson
- Qualified for 5 events, but limited to three (2 gold - 80 M & javelin; 1 silver- high jump technique) under IOC regulations
- Lead the way for future women to compete



Mildred “Babe” Didrikson

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There were ten events in the Olympic qualification meet. Babe participated in eight of them—and won six!

Babe(21) competed in three events at the [1932 Olympics](#)—the 80-meter hurdles, the javelin, and the high jump. She would have competed in more, but at the time women were limited to competing in up to three individual events. She easily won the first Olympic javelin event for women with a throw of 143'4" .

She broke the world record in the first women's Olympic 80-meter hurdles with a time of 11.7 seconds.

She tied for the gold in the high jump with Jean Shiley, but was only awarded the silver after it was determined that her jumping style was illegal. Always ahead of her time, Babe's head crossed the bar before her body, much like the "Fosbury Flop" that is the popular style today.



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Olympics & Nationalism

- Problem still exists
- Nationalistic considerations:
- Medal count by media;
- National anthem played for winners;
- Compete as teams from country with uniforms;
- March in as team with flag (now group march at end of games)

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