

THE HISTORY AND DEVELOPMENT
OF WRESTLING
IN OUR EDUCATIONAL SYSTEM

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Bachelor of Science

Oklahoma Agricultural and Mechanical College
Stillwater, Oklahoma
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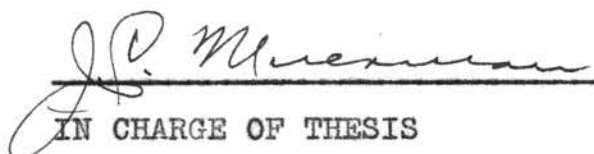
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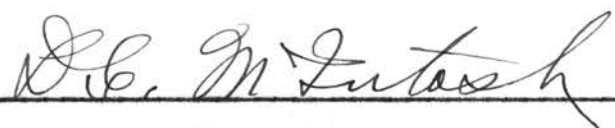
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DEAN OF SCHOOL OF EDUCATION


DEAN OF GRADUATE SCHOOL

PREFACE

The history and development of wrestling, of which very little is known, has long been an important problem to wrestling coaches and educators. Yet after all the deliberation and consideration on the part of the educators they are still doubtful about what part of our school program should be given over to wrestling.

The aim of this study is not to solve the problems that exist with wrestling in our schools today, nor to say just what place wrestling should have in our modern education; the purpose of the present study is to preserve in a single thesis a brief but accurate history of the development of wrestling in the various countries of the world, from its earliest beginning down to the present time. The study also aims to point out to educators and all concerned what some of the values and objectives are to be accomplished in our educational system through wrestling participation. I also hope that it will correct the misconception that many fond parents have toward the sport, in order that more and more boys will be permitted to take part in one of the oldest and best games in existence today.

It is the sincere hope of the author that this effort will be an aid to those who seek to give wrestling a place in modern education. If we work in the light of the past performance of wrestling in the various countries and especially in Oklahoma, and under the influence of a desire to serve, and

the highest of educational ideals, this may be accomplished.

To Dr. J. C. Muerman, Professor of Rural Education, Oklahoma A. & M. College, for his wise guidance and counsel during the development of this study, I wish to express my sincere appreciation. To Mr. E. C. Gallagher, the greatest wrestling coach in the world and wrestling coach of Oklahoma A. & M. College, for his untiring efforts in trying to teach me wrestling and for his many personal contributions besides a host of literature and records that he made available during this study, I am indeed very grateful. For the kindly cooperation of the State Department of Education, the Oklahoma Athletic Association, the Oklahoma A. & M. Library, and Mr. Art Griffith, Coach of Tulsa High School, I am indebted.

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What is Wrestling

Wrestling is a sport in which two persons strive to throw each other to the ground. It is one of the most primitive and universal of sports.¹ Wrestling is a competitive sport engaged in by two persons, each of whom tries to throw the other prone upon the ground. Wrestling engaged in under the proper restraining rules is one of the most beneficial of sports. The winner in a wrestling match is usually the man who is the more skillful and alert; strength and weight count, but a quick eye and decision of action are even more essential. Wrestling, being the most natural of sports, is among the oldest.² Wrestling is a sport which brings every muscle into play, from the crown of the head to the soles of the feet. It is therefore among the most healthful of sports. Many athletic sports are likely to exercise one set of muscles at the expense of others, but of wrestling and swimming it may be said that they "play no favorites." In wrestling it is not always the strongest and heaviest man who wins, weight counts, naturally, but skill counts also, and a wrestler who has mastered all the difficult holds that may be used stands a very good chance of throwing a much heavier and stronger opponent who has less skill. In no game are the quick eye and the decisive action more essential. The slow wrestler is always the ineffective

1 Encyclopedia Britannica, 14th Edition, New York City, New York.

2 American Educator, Extension Edition, 1924, Ralph Durham Company, Chicago, Illinois.

wrestler; he wastes strength which should be concentrated in the sharp attack and the unexpected stratagem.³ Wrestling isn't the rough and tumble sport that uninformed people think it is. It demands all the traits of a good athlete; the speed and wind of a track man, the muscles of a football lineman, an acrobat's agility and sense of balance, and a swimmer's all-round development. It builds these qualities in the boys who take it up. During the winter months, when the baseball diamond and the football gridiron are covered with snow, you'll find wrestling just the thing to keep you in fine condition for spring athletics.⁴

John C. Meyers says wrestling is a man's game. Wrestling is a study of anatomy for the physicists. As a tissue-making, blood-stirring pastime there is nothing to equal it. It stretches and massages every muscle, expands the chest, strengthens legs and arms; adds coolness, determination and quickness of mental perception to man's capacities. It is physical chess. One must anticipate moves ahead of the opponent's twitching of muscle or gesture, tending toward agile, centralized response. Wrestling affords an outlet for aggressive, primitive instincts. It furnishes the best medium for the development of courage, manliness, and self control.⁵

3 The World Book, 1929 Edition, Roach & Fowler, Chicago, Illinois.

4 Charnley, Mitchell V., Play the Game, Viking Press, New York, 1931.

5 Meyers, John C., Wrestling from Antiquity to Date, Von Hoffman Press, St. Louis, 1931.

Wrestling is perhaps the oldest, and in any case is the most universal, of athletic sports. Wall-paintings at Beni-Hasan on the Nile, dating from about 2000 B. C., show nearly all the grips and throws now known. Plato says that this sport was instituted in mythical times. In Greece its origin is lost in mythology. It was one of the most popular of Greek sports from the time of Homer down. This popularity is shown by the frequency with which it appears in mythology and art. Early vases picture Herakles wrestling with giants and monsters. The whole history of coins down to imperial days show such scenes. No other exercise required so much strength and agility, and consequently wrestling matches early became a part of the great games.⁶

Wrestling is the peer of all sports in its test of men. The test it makes is not only a supreme test of physical powers, but a test also of mental abilities, for the expert wrestler is a swift thinker, and a prompt decision maker. By the intense exertion of the wrestling contest every muscle of the body is called into play, and where there is weakness the attack is certain to center--so it is of paramount importance that a wrestler be physically a living fort of muscular strength, and constantly on the alert to make and keep his body powerful in every particular.⁷

6 Hyde, Walter Woodburn, Olympic Victor Monuments, Published by the Carnegie Institution of Washington, 1921.

7 Sandow, Billy & Lewis, Ed. "Strangler," The Fundamentals of Health and Muscular Development, Volume 6, Sandow Lewis Incorporated, Kansas City, Missouri, 1926.

The standing of wrestling as a profit-making enterprise has received little attention in the economic journals. There has been a general tendency to regard wrestling as sort of a little country cousin to boxing, a rude and primitive trial of strength persisting feebly in the backwoods section. The fact is that wrestling is now the most solvent of all sports. The American public in these difficult times is paying some \$5,000,000 a year to see the professional matches alone. Any industry that can gross \$5,000,000 a year is big business and deserves respectful attention from the realists of finance. The wrestler makes more money than the boxer. There has never been a million dollar gate in wrestling and there has in boxing, but a wrestler may wrestle one, three, four, or five times a week where a boxer will fight once a year. In 1934, when Ed "Strangler" Lewis wrestled Jim Londos, the receipts were \$207,000. Londos is generally considered to be the biggest money maker in the history of wrestling. He is said to have earned \$2,500,000. This is a considerably larger stake than the great Tunney was able to amass in the boom times of boxing. Other wrestlers who have made a fortune are Frank Gotch, Strangler Lewis, Joe Stecher, Zbyszko, Farmer Burns, Hackenschmidt, Earl Caddock, and many others along with their promoters.

Another interesting comparison between boxers and wrestlers is the time they stay in the game. The career of a boxer is necessarily brief; few of them stay in the top flight after the age of thirty-two. Wrestlers go on forever.

Londos has been wrestling since 1915 and he has not as yet retired. Stan Zbyszko is past sixty and thinks he could scrimmage a little bit if the purse were large enough.⁸

⁸ MacKaye, Milton, "On the Hoof", The Saturday Evening Post, December 14, 1935.

Styles of Wrestling

Styles of wrestling have varied through the ages and according to the section of the country in which they were practiced. Some of the styles that have stood the test of time are:

The Lancashire style, generally known as "catch-as-catch-can", is practiced in Lancashire, throughout Great Britain generally, and is the most popular style in the United States, Canada, Australia, Switzerland, and some other countries. It is the legitimate descendant of the ancient Greek upright wrestling combined with ground struggling, but minus the rough stuff permitted by the Greeks, and undoubtedly is representative of the wrestling of the middle ages. A fall is gained when both shoulders of one wrestler touch the ground together. This necessitates most contests being completed while struggling on the ground or mat. Much of this ground work is admittedly very skillful. No kicking, striking, or other foul practices are permitted, but theoretically every hold is used. No hold designed to cut off an opponent's breathing is allowed. Also grips or forms of attack causing acute pain or intended to force the defender to roll on his shoulders to avoid injury by dislocation or fracture are barred. The style contains practically all the maneuvers known to other methods with many peculiar to itself; and because of its freedom and opportunity for the display of strategy, skill, and strength, is most preferable.

The name Graeco-Roman for a style of wrestling is misleading; it was really developed in France, and has less in common with the sport practiced so skillfully by the Greeks and Romans than has catch-as-catch-can. In Graeco-Roman wrestling, the contestants are stripped to the waist. They are not permitted to seize each other anywhere below the belt, nor are they allowed to trip. It is a product of the French wrestling schools which arose about 1860. When no time limit is enforced, contests are usually tediously long. British and American wrestlers, accustomed to their own freer styles, seldom compete under Graeco-Roman rules. These, however, of late years have been revised by the governing body of international wrestling, the International Amateur Wrestling Federation (inaugurated in 1921), with the result that the character and quality of this style of wrestling has greatly altered and improved. The pre-eminence that French wrestlers formerly held has been transferred to the Scandinavian countries. The Finnish wrestlers show a marked advance. Finland shared with Sweden the wrestling championships at the Olympic games of 1912, held at Stockholm, repeated the success at Antwerp in 1920, and won four of the six weights at Paris, in 1924. The Swedes, Hungarians, and Germans are also formidable exponents of this style, the last named taking the chief honors at Amsterdam in 1928.

Ju-jutsu or Jiu-jitsu is the Japanese method of offense and defense without weapons in personal encounter. Some historians assert that it was founded by a Japanese physician

who learned its rudiments while studying in China, but many writers maintain that ju-jutsu was in common use in Japan centuries earlier. It is certain that the science was originally imported from China but the Japanese have modified it greatly in the course of centuries. It was a secret art, jealously guarded from those not privileged to use it, until the feudal system was abandoned in Japan, and now ju-jutsu is taught in the schools, as well as in public and private gymnasiums. In the army, navy, and police departments, it receives particular attention. About the beginning of the 20th century, masters of the art began to attract attention in Europe and America, and schools were established in Great Britain and the United States, as well as on the continent of Europe.

Many writers translate the term ju-jutsu, "to conquer by yielding", and this phrase well expresses a salient characteristic of the art, since the weight and strength of the opponent are employed to his own undoing. When, for example, a big man rushes at a smaller opponent, the smaller man, instead of seeking to oppose strength to strength, falls backwards or sidewise, pulling his heavy adversary after him and taking advantage of his loss of balance to gain some lock or hold known to the science. "In ju-jutsu there is a sort of counter for every twist, wrench, pull, push or bend; only the jiu-jitsu expert does not oppose such movements. No, he yields to them. But he does much more than that. He aids them with a wicked sleight that causes the assailant to put out his own shoulder, to fracture his

own arm, or, in a desperate case, even to break his own neck or back."

A modern bout of ju-jutsu usually begins by the combatants taking hold with both hands upon the collars of each other's jackets or kimonos, after which, upon the word to start being given, the maneuvering for an advantageous grip begins by pushes, pulls, jerks, falls, grips, or other movements. Once the wrist, ankle, neck, arm or leg of an assailant is firmly grasped so that added force will dislocate it, there is nothing for the seized man to do, in case he is still on his feet, but go to the floor, often being thrown over his opponent's head. A fall of this kind does not necessarily mean defeat, for the struggle proceeds upon the floor, where indeed most of the combat takes place, and the ju-jutsu expert receives a long training in the art of falling without injury. Blows are delivered, not with the fist, but with the open hand, the exterior edge of which is hardened by exercise.

The physical training necessary to produce expertness is the most valuable feature of ju-jutsu. The system includes a light and nourishing diet, plenty of sleep, deep breathing exercises, an abundance of fresh air, and general moderation in habits, in addition to the actual gymnastic exercises for the purpose of muscle-building and the cultivation of agility of eye, and mind as well as of body. It is practiced by both sexes in Japan.

In Cornwall and Devon or "West Country" style, the wrestlers wear stout, loose, canvas jackets, the hold being

anywhere above the waist or by any part of the jacket, though any manipulation of the jacket collar to strangle an opponent is forbidden. A fall is gained when both hips and a shoulder, or both shoulders and a hip (three points), touch the ground simultaneously. A throw that does not secure a fall is a "hitch". Ground wrestling is forbidden, and a man, when he feels himself falling, will try to turn and land on his side or chest. Many of the tricks used by Cumberland and Westmorland wrestlers are possible in this style, with slight differences of execution required by the different methods of taking hold and under other names "forehip" (cross-buttock); "inside lock" (hank); etc. More distinctive throws are the "heave", and the "flying mare," a trick of universal use in which the opponent's wrist is grasped with the opposite hand, the upper part of the same arm by the other hand, the back turned and the captured limb drawn across a shoulder, over which the opponent is vigorously shot forward. Until comparatively recently there was a difference between the styles of Cornwall and Devon, the wrestlers of the latter country having worn heavily soled shoes, with which it was legitimate to kick the adversary's shins.

Another style of wrestling is "collar and elbow". This style was popular until about 1880; it is recognized as the national style of Ireland. The wrestlers wear a short coat or jacket, with stout collar and sleeves to obtain a good grip. Each man seizes the collar of his opponent with his right hand and with the other hand takes a

firm grip on the sleeve near the elbow. During the entire struggle neither grip must be relaxed although it becomes very painful. A man is thrown when two shoulders and one hip or two hips and one shoulder touch the mat.

In Switzerland a style of wrestling flourishes under the name of schwigen which means swinging. The wrestlers wear schwinghosen or wrestling breeches, with stout belts, on which the holds are taken. Lifting and tripping are prevalent, and the first man down loses the bout.

In Styria, wrestlers stand firmly on both feet with right hands clasped. When the word is given, each tries to pull or push the other from his stance, the slightest movement of a foot causes one to lose.¹

1 Encyclopedia, Britannica, op. cit.

Ancient and Greek Wrestling

The athletic ideal of Greece is largely due to the practical character of Greek life. Every Greek had to be ready to take the field at a moment's notice in defense of hearth and home, and under the conditions of ancient warfare his life and liberty depended on his physical fitness. Every citizen was a soldier, physical fitness was a necessity to him, and his athletic exercises were admirably calculated to produce his fitness. Wrestling and boxing taught him to defend himself in hand-to-hand warfare. The practical value of exercises explains their importance in Greek education.

The Greeks united their music, art, religion, and exercises. They wrestled for style as well as for victory. They regarded athletics as an essential part of their education and life.

From remote antiquity the Greeks cultivated wrestling as an art. In the Palestra, the school of wrestling, the different holds and grips were taught by easy stages and it appears the rod was not spared by the instructors. Special schools were established where boys and girls were taught the art of wrestling. Paintings, vases, and sculpture tell us that small children were so taught. They early recognized that as a strength and health giver, wrestling was the cleanest, most manly, and the most effective form of physical development nature had afforded man.¹

¹ Meyers, John C., Wrestling from Antiquity to Date. Von Hoffman Press, St. Louis, 1931.

In Egypt, indeed, we find depicted in the tombs of Beni-Nasan, in the Nile Valley, a varied array of athletic sports and games, including a most wonderful series of over three hundred holds, all of which are known to modern wrestlers. From their contacts with Egypt, the ancient Greeks probably secured their knowledge of rules and procedure. By the time of the eighteenth Olympiad in 708 B. C., wrestling had become an important feature of the pentathlon. Athenians in the days of Pericles witnessed bouts conducted as part of the general education of Greek youth. Though kicking, striking, and other rough practices were permitted, these exercises of ancient Greece were evidently modified through the centuries until they became the English and American "catch-as-catch-can" style of wrestling.

In the 23rd Illiad reference is made to the various games of which wrestling is one. The following is an extract taken from Homer's Illiad.

"But the son of Peleus quickly staked other third prizes for laborious wrestling, exhibiting them to the Greeks; for the conqueror, indeed, a large tripod, ready for the fire, which the Greeks estimated among themselves at twelve oxen; and for the conquered person he placed a female in the midst. She understood various works, and they reckoned her at four oxen. But he stood up and spoke this speech among the Greeks: "Arise, ye who will make trial of this contest." Thus he spoke; but then arose mighty Telamonian Ajax, and wise Ulysses stood up, skilled in stratagems. But these two, having girded themselves, advanced into the midst of the circus, and grasped each others arms with their strong hands, like the rafters of a lofty dome, which a renowned architect has fitted, guarding off the violence of the winds. Then their backs creaked, forcibly dragged by their powerful hand, and the copious sweat poured down; and thick welds, purple with blood, arose upon their sides and shoulders. Yet always eagerly they sought deserved

victory, for the sake of the well-made tripod. Neither could Ulysses trip, nor throw him to the ground, nor could Ajax him, for the valiant might of Ulysses hindered him. But when at length they were wearying the well-greaved Greeks, then mighty Telamonian Ajax addressed him: "O most noble son of Laertes, Ulysses of many wiles, either lift up me, or I thee, and all these things will be a care to Jove."

So saying, he lifted him up; but yet was not Ulysses un-mindful of a stratagem. Aiming at his ham, he struck him behind, and relaxed his limbs, and threw him on his back; but Ulysses fell upon his breast; then the people admiring gazed, and were stupefied. Next noble, much-enduring Ulysses, lifting him in turn, and moved him a little from the ground, nor did he lift him up completely; but he bent his knee; and both fell upon the ground near to each other and were defiled with dust. And, getting up, they had surely wrestled for the third time, had not Achilles himself stood up and restrained them:

"No longer contend, nor exhaust yourselves with evils; for there is victory to both; so depart, receiving equal rewards, in order that the other Greeks also may contend." Thus he spoke; but they indeed heard him willingly, and obeyed; and, wiping off the dust, put on their tunics."²

The Homeric Greek had no gymnasium, no race-track no athletic meeting. The courtyard served for a wrestling ring.

Boxing and wrestling formed the chief part of the Achaean Chieftain's athletic education for they are essential exercises of skill. The importance of the art of self-defense in those unsettled times is obvious from the many legends of robbers and bullies who challenged strangers to a bout of wrestling or boxing, till career of murder was cut short by a Hercules, a Thesus or a Polydeuces, in whose victories later art and story represented the triumph of science and Hellenism over brute force and barbarism.

The wrestling matches were conducted under definite

² Homer's Illiad, Ch. 23, pp. 438-439, Harper Bro. Publishing Company, New York.

rules, the rules of what were called "upright wrestling." The object was to throw the opponent.

The conditions of Greek wrestling may be summed up as follows:

1. If a wrestler fell on any part of the body, hip, back or shoulder, it was a fair fall.
2. If both wrestlers fell together, nothing was counted.
3. Three falls were necessary to secure victory.
4. Tripping was allowed.
5. Leg holds, if not actually prohibited, were rarely used.

6. It seems that Greek wrestling was governed more by a tradition of good form than by actual rules.

There was also a type of wrestling known as ground wrestling which existed in connection particularly with the pankration in which boxing, kicking, and hitting were allowed; anything to make one competitor admit defeat.

The Greeks had no mats as the modern wrestlers have. He wrestled in sand pits leveled off for that purpose in upright wrestling. In ground wrestling, water was often poured on the ground until it became muddy and the wrestlers were not so likely to be injured. The mud was thought to be a good thing for their skin and that a wrestler would also get muddy and slippery thereby making him hard to hold.

The hair of the wrestlers was usually cut short. They wore nothing but a loin cloth in the early days. Later that was discarded and the wrestlers wore nothing at all unless

their bodies were sometimes sprinkled with fine sand. Everyone was permitted to wrestle. They had various classes, of course, but according to literature, paintings, etc., girls and boys were permitted to wrestle together. From the paintings, drawings, monuments, sculpture, and many bronze statues one may conclude that the Greeks knew nearly as many holds in wrestling as the modern wrestler. Therefore, one cannot overlook the fact that wrestling played an important part in the educational system of the Greeks.

In literature, reference is made of the importance of wrestling in Greek education. There were doubtless many textbooks of drill in wrestling and other sports for the use of teachers. According to Gardiner, a fragment of such a textbook has been found on a papyrus of the second century A. D. We find many drawings of pupils grouped in pairs receiving instruction and reference is made of an instructor using the rod freely to get the proper results. In Greek wrestling it was not enough to throw a man, it had to be done correctly and in good style.

Records show a case of a certain Sicilian wrestler, Leontiscus, who defeated his opponents by trying to break their fingers. But such tactics did not commend themselves to the Greeks. As a result, maybe the sportsmanship that we attempt to teach in our public schools today was an outgrowth of these ancient Greeks.

In no sport is there greater variety of styles and rules than in wrestling. Almost every country has a style of their own. The Sicilians have a style of their own but we do not

know what hold they excelled in. The Argives, who were especially famed for their skill in wrestling, are described by Theocritus as "crossbuttockers."

On the other hand, the Spartans disdained the science of wrestling and the teaching of trainers, and relied on mere strength and endurance. Individuals, too, had their favorite holds, which aided in bringing about the various styles.

In Greece, however, the Panhellenic festivals helped to preserve uniformity and the Olympics of today are doing the same thing.³

3 Gardiner, Edward Norman, Greek Athletic Sports and Festivals, London Macmillan Company, 1910.

Wrestling in Japan

In feudal times in Japan there were many martial exercises such as fencing, archery, the use of spears, etc. Amongst them there was one called Jiu-jitsu, which consisted chiefly of the different ways of fighting without weapons, although occasionally some weapons were used such as daggers, swords, and other weapons.

The kinds of attack were chiefly throwing, choking, holding the opponent down, and bending or twisting the opponent's arms or legs in such a way as to cause pain or fracture. The Japanese had multitudinous ways of defending themselves against such tactics. This exercise in its primitive form, existed even in the mythological age in Japan but it was not taught in any systematic form as an art until about 1575 A. D. according to Professor Jigoro Kano, who was the original founder of the Jiudo and Kodokan.¹

Before the time of Kano there were several so-called eminent masters but none were world famous. In 1882, Kano started a school and called it Kodokan which literally means "a school for studying the way." He named the subject which he taught Jiudo instead of Jiu-jitsu. Jiu means "gentle" or "give way". Jitsu means "an art" or "practice". Do means "way" or "principle". Jiu-jitsu means then the art or practice of gentleness or of first giving way in order ultimately to gain the victory; while Jiudo means the way or principal of

1 Kano, Professor Jigoro, "Principles of Jiudo and Their Application to all Phases of Human Activity," Lecture at the Parnassus Society, Athens, June 5, 1934.

the same. Kano was not thinking in terms of a type of wrestling as a physical exercise alone but he was thinking of applying his system to all phases of life.

Jiudo is further defined as a study and a training in mind and body as well as in the regulation of one's life and affairs.

One of the best illustrations of Jiudo is to suppose that two men are combating. If one man's strength is measured in eight units and another man's strength six units, it is easy to see that if the weaker man tries to resist the stronger the weaker will be thrown, but if the strong man should push with a force say four units and instead of the weaker resisting with the same strength should pull with the stronger man say with four units and at the same time keep his balance, the strong man would be thrown off balance and then lose the match. In other words, the weaker works with the stronger to gain advantage instead of against him.

The principle of Jiudo then is to work with the greater power whether wrestling or social life, or what, in such a way that you will guide it toward the maximum efficiency for your purpose.

Jiudo is being taught in almost all schools above the middle grades as well as in the army, navy, and the police in Japan. The name jiudo is taking the place of the name Jiu-jitsu.²

² Kano, Professor Jigoro, "The Contribution of Jiudo to Education," Lecture given at University of Southern California, 11th Olympiad, 1932.

There is another type of wrestling in Japan known as Sumo. Sumo has nothing to do with Jiu-jitsu or its modernized form of Jiudo, the art of self-defense in two hundred fifty holds which is compulsory in all Japanese schools.

Sumo started in 25 B. C. long before Jiu-jitsu had been thought of. The winner of the first bout on record, Sukune is now the God of Japanese wrestlers.

In 858, two sons of Emperor Buntoku wrestled for the throne. Koneshito won and instituted Sumo as Japan's national sport.

Professional wrestling became popular in 1600 and has remained so ever since.

For the last three hundred years professional wrestlers in Japan have divided into East and West. Each group develops young Sumo addicts. They teach the forty-eight tricks and dodges of Sumo. Twice a year a national tournament is held in the Kokugikan to determine by round robin the best wrestler of each group and the grand champion.

The object of Sumo is not to pin an opponent's shoulder to the mat but to:

1. Make him touch ground with any part of his body other than his feet.

2. Push him out of the twelve-foot circular ring.

Sumo, in its present form, has existed at least eight hundred years. However, during the time of Shinto, the original faith of Japan, which existed before Buddhism, spread over the land. Crowds gathered to watch and laid wagers on the outcome of frays, in which two bulls were

pitted against each other. Great yokes, much trimmed, adorned the necks, and gay streamers hung from the heavy ropes attached as reins and used to separate animals after the judges had pronounced which was endowed with the greater force. When, in course of time, people lost interest in the bull fights, a samurai of the Kyushu Clan, Yoshida Oikage, hit on the idea of recreating interest in the contests by having men as combatants.³ This was about 800 years ago.

There still lives a Yoshida Oikaze, of the old Kyushu family. He is of the 23rd generation descended from that illustrious ancestor who became one of the earliest elders, or judges, of Sumo. It is the observance of old customs and the use of curious symbols that adds, for the foreigner at least, a fascinating element of the festive and the picturesque to the wrestling sport.

The wrestling matches begin early in the day, soon after breakfast and continue until late afternoon. Spectators bring their lunch and sit all day watching the matches. The wrestlers wear long hair and a belt which supports a loin cloth.

The Gyojis are umpires and they are ranked as 1st class, 2nd class or 3rd class. They are armed with a specially designed Gumbai, or fan. By lifting or lowering this fan he emphasizes orders. The classes of gyojis can be distinguished by their dress. The 3rd class gyojis go barefooted. The 2nd class wear white cloth tabi, or short stockings made with

3 Time, Sumo, pp. 39-40, February 10, 1936.

a separate division for the great toe. The 1st class gyojis wear zori which are woven straw sandals held in place with silk or velvet thongs.

In the matches the decision is made by four judges and their verdict is never questioned. This is one thing that makes the sportsmanship of the wrestler so wonderful. After the match, both victorious and defeated combatants retire to their mat sheds adjacent to the big tent where they find their servants and possessions.

The special aprons worn by wrestlers on ceremonious occasions are gifts of affluent patrons and range in value from three hundred to five thousand yen.

The matchless Tani Kaze who lived about one hundred-forty years ago began to train at the age of twenty-one and died at forty-six. He took part in two thousand sixty-four matches and was defeated only four times. He was commanded and received an audience by the Emperor Ninko, who had heard of his never ending generosity to the poor, the helpless and the sick. There was no salary. Money went to poor.

For all his benevolent deeds the ruler praised him, touched his hand in extraordinary condescension, and presented him with a purple apron as a souvenir.

It is a high honor to become a wearer of the Yokozuna, or half girdle of silk rope. This decoration, which is awarded only to the very strongest is bestowed solely by consent of the supreme judge, Yoshida Oikaze. From the beginning of the sport until the present day, the one most worthy to wear the Yokozuna was Tani Kaze Kashinosuke and

according to written records he was the first to be honored with the trophy.

Sumo, in modern times, does not rank so high among conservative classes as the more scientific jiu-jitsu but it still has a tremendous following, and certain episodes in its past history are recounted with pride.

It is a matter of note that once, during the ninth century, the Japanese throne was wrestled for. The reigning mikado died leaving two sons with rival claims. The matter of dissension was settled by each claimant selecting a wrestler as his representative, and the throne was awarded to the prince whose chosen champion won the bout.⁴

The Japanese have probably done more than any other country in the last few years toward building better bodies. They are looking toward world supremacy and realize that they cannot succeed unless they are outstanding in health. The Japanese have installed a system in their schools, in the physical education departments, for the building of larger bones, for the stretching of bodies for building a higher stature. This has increased the male height one and one-half inches in the last ten years. Women are as important as men in developing bodies. The Japanese government is behind this wave of athletic enthusiasm which has swept the country and have made wrestling along with other sports compulsory in schools, colleges, police departments, etc.

⁴ Time, op. cit., loc. cit.

Wrestling in England

In England the act of wrestling was highly esteemed by the ancients and made a very considerable figure among the Olympic Games. Under Roman auspices, the fundamentals of Greek wrestling were probably brought into Great Britain during the Christian Era. In the ages of chivalry, to wrestle well was accounted one of the accomplishments which a hero ought to possess.

Wrestling was probably well known in this country long before the introduction of foreign manners. The inhabitants of Cornwall and Devon, we are well assured, from time immemorial, have been celebrated for their expertness in this pastime, and are universally said to be the best wrestlers in the kingdom. To give a Cornish hug is a proverbial expression.

The citizens of London, in times past, are said to have been expert in the art of wrestling and annually upon St. James day they were accustomed to make a public trial of their skill. In the reign of Henry III, the Londoner's were met by the citizens of Westminster in a wrestling combat in which a prize of a ram was given. The Londoners won and a challenge from the losers was made to renew the combat upon the Lammas day following. Due to the fact that several people quarreled, a battle followed and it was several days before peace was restored. Stow informs us that in 1453 A. D. at a wrestling match near Clerkenwell another tumult was excited against the lord mayor.

In old times, in the month of August there were days spent in wrestling. The lord mayor, sergeants, sheriffs, etc. gave a general challenge to inhabitants who thought themselves good in wrestling. They pitched a tent outside of town and people would gather there to see the matches. The common prize was a ram sheep. This is referred to in Chaucer's Canterbury Tales when he describes the Knight as:

"Of wrastling was there none his pere,
Where any Ram shulde stonde."

And again in his character of the miller:

"For over al ther he cam,
At wrastling he wolde have away the Ram."

Other rewards, no doubt were sometimes proposed, because man has found engravings where two men are wrestling for a cock, on manuscripts before the time of Chaucer.

In modern times the prizes have varied a great deal, both in things awarded and values. We may conclude from a part of the poem of a knight going to Robin Hood that there were several prizes put up at once because the author writes:

"Unto Bernisdale, as he went,
By a bridge was a wrastling
And there taryed was he,
And there was all the best yemen,
Of all the west country.
A full fayre game,
There was setup;
A white bull, up ypyght;
A great courser with sadle and brydle,
With gold burnished full bryght;
A payre of gloves, a red-gold ringe,
A pipe of wine, good faye;
Waht man bereth him best, ywis,
The prize shall bear away."¹

1 Chaucer, Geoffrey, The Prologue to Canterbury Tales, Charles E. Merrill Company, New York, pp. 84.

Of course it is not known just when the May Day festivals were instituted but we do know that they existed long before Chaucer's time. Wrestling was one of the pastimes during that celebration according to Strutt in his book on "The Sports and Pastimes of the People of England". In his description of the May festival he writes:

"On the 18th they were to be ready to wrestle all comers all manners of ways; according to their pleasure."²

Since so many people took part in this pastime and since so much honor was given the hero there is no doubt in my mind that the activity played an important part in the educational program of England.

Different types of contests developed in various sections of the island, though it was late in the eighteenth century before these local types became easily distinguishable. The "Cumberland and Westmoreland" rules prevailed in southern Scotland and most of northern England. The "Cornwall and Devon" or "West Country" existed in Lancashire. At the beginning of the fourteenth century, there was another type of wrestling in existence known as Hippias. This was handed down by the Greeks. In this style, one man sits upon the shoulders of another as upon a horse, and two competitors then attempt to dismount or pull their opponent off the shoulders of his carrier.

Again professional athletes and money seekers degraded the sport. In England wrestling was transferred to the

2 Strutt, Joseph, "Sports & Pastimes of the People in England", London, Chatte and Windus, 1898.

Beargardens where it existed until the abolition of those places of amusement. Since that time, wrestling was not popular and was only practiced as a rule by the lower class of people, and between 1800 and 1900 it was seldom seen except at fairs and wakes. With the revival of the Olympics, wrestling is coming back to the front as are many other sports. In 1908, Great Britain won the Olympic wrestling championship in the catch-as-catch-can style.

Wrestling in the United States

Very little of the early wrestling history of this country is now preserved. Farther back than fifty years our personal experience does not reach. Professional wrestling began in this country with Billy Muldoon, who is called the Father of Wrestling in this country. This was about the year 1880. From that time on professional wrestling has had its ups and downs. Before 1880, the principal style was mostly collar-and-elbow wrestling, brought over from England. Muldoon and his wrestlers introduced the "Graeco-Roman" style and rules of wrestling.¹

In 1888, the first national Amateur Athletic Union wrestling tournament was held and from that date to the present time a tournament has been sponsored almost every year. A list of the winners in each weight will possibly point out the growth in wrestling as well as anything can. One can readily see that the first tournament must have been small because only two weight classes were recorded. As one follows the tournament records one can see the growth or spread of wrestling to all parts of the United States.

A complete list of the winners in the National Amateur Athletic Union tournaments down to the present time follows:

1888

120 lbs. class-J. Steil, N.Y.T.V.
158 lbs. class-J. K. Shell, A.C.S.N.

1 Meyers, John G., op. cit.

1889

105 lbs. class--J. B. Reilly, A.C.S.N.
 115 lbs. class--F. Mueller, N.T.V.
 135 lbs. class--M. Luttbeg, N.Y.T.V.
 158 lbs. class--M. Lau, S.A.A.C.

1890

105 lbs. class--J. B. Reilly, A.C.S.N.
 115 lbs. class--F. Mueller, N.T.V.
 158 lbs. class--George W. Hoskins

1891

105 lbs. class--F. Bertsch, A.A.C.
 115 lbs. class--E. Beck, S.T.V.
 125 lbs. class--F. Weis, P.H.
 135 lbs. class--A. Ullman, W.A.A.
 158 lbs. class--Z. Von Bockman, S.C.A.C.

1893

105 lbs. class--C. Monnypenny, P.A.S.C.
 115 lbs. class--J. Holt, P.A.S.C.
 125 lbs. class--W. Treelsch, P.A.S.C.
 135 lbs. class--C. W. Clark, P.A.S.C.
 158 lbs. class--W. D. Osgood, P.A.S.C.

1894

105 lbs. class--R. Bennett Jr., N.T.V., Newark, N. J.
 115 lbs. class--F. Bertsch, N.T.V.
 125 lbs. class--W. J. Reilly, M.A.A.
 135 lbs. class--A. Lippman, St. George's A.C.
 158 lbs. class--F. B. Ellis, P.A.C.

1895

105 lbs. class--J. Hiliash, Alegheny, A. C.
 115 lbs. class--M. Kerwin, Kingsley A. C.
 125 lbs. class--W. J. Reilly, M.A.A.
 135 lbs. class--J. McGrew, Pittsburgh A. C.
 158 lbs. class--C. Reinecke, C.T.V.

1896

105 lbs. class--H. Cotter, Bay Ridge, A. C.
 115 lbs. class--R. Bennett Jr., N.T.V., Newark, N. J.
 125 lbs. class--E. Harris, St. George's A. C., New York
 135 lbs. class--A. Ullman, Bay Ridge, A. C.
 145 lbs. class--H. W. Wolff, A.C.S.N.
 158 lbs. class--A. Ullman, Bay Ridge, A. C.

1897

- 105 lbs. class--G. W. Owen, Pittsburgh, A.C.
- 115 lbs. class--R. Bennett, Jr., N.T.V., Newark, N.J.
- 125 lbs. class--A. Meanwell, Rochester A.C., Rochester, N.Y.
- 135 lbs. class--H. Wolff, Quaker A. C.
- 145 lbs. class--W. F. Riggs, W. Philadelphia Y.M.C.A.
- 158 lbs. class--D. S. Chesterman, Quaker City, A.C.

1899

- 105 lbs. class--W. Nelson, St. George's A.C., New York.
- 115 lbs. class--Robert Bennett, Jr., N. T. V., Newark, N.J.
- 125 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 135 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 145 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 158 lbs. class--A. Mellinger, St. Bartholomew A.C. New York.

1900

- 105 lbs. class--W. L. Nelson, St. George's A.C., New York.
- 115 lbs. class--J. Renzlard, St. George's A.C., New York.
- 125 lbs. class--A. Kurtzman, St. George's A.C., New York.
- 135 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 145 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 158 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.

1901

- 105 lbs. class--William Karl, Metropolitan A.C.
- 115 lbs. class--George Owens, Verner A.C.
- 125 lbs. class--I. Niflot, Pastime A.C.
- 135 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 145 lbs. class--Max Wiley, Rochester A.C., Rochester, N.Y.
- 158 lbs. class--J. Schmicker, Avonia A.C.

1902

- 105 lbs. class--William Karl, Pastime A.C.
- 115 lbs. class--George Mehnert, N.T.V.
- 125 lbs. class--I. Nivlot, Pastime A.C.
- 135 lbs. class--F. Cook, Newark Turn Verein.
- 145 lbs. class--Nick Nelson, Pastime A.C.
- 158 lbs. class--J. Schumacker, Verner A.C.

1903

- 105 lbs. class--Robert Curry, St. George's A.C., New York.
- 115 lbs. class--George Mehnert, N.T.V., Newark, N.J.
- 125 lbs. class--I. Niflot, Pastime A.C.
- 135 lbs. class--B. Bradshaw, Boys' Club, New York.
- 145 lbs. class--M. R. Yokel, Pastime A.C.
- 158 lbs. class--W. Beckman, New West Side A.C.

1904

105 lbs. class--Robert Curry, St. George's A.C., New York.
 115 lbs. class--George Mehnert, N.T.V., Newark, N.J.
 125 lbs. class--I. Niflot, Pastime A.C.
 135 lbs. class--B. J. Bradshaw, Boys' Club, New York.
 145 lbs. class--O. F. Roehm, Central Y.M.C.A., Buffalo, N.Y.
 158 lbs. class--Charles Ericksen, Norwegian Turn Society.
 Heavyweight-----B. Hansen, Norwegian Turn Society.

1905

105 lbs. class--J. Hein, Boys' Club, New York.
 115 lbs. class--Gus Bauer, N.T.V., Newark, N.J.
 125 lbs. class--George Mehnert, N.T.V., Newark, N.J.
 135 lbs. class--I. Niflot, Pastime A.C.
 145 lbs. class--R. Tisney, St. George's A.C., New York.
 158 lbs. class--William Schaefer, N.T.V.
 Heavyweight-----B. Hansen, Norwegian Turn Society.

1906

105 lbs. class--W. Lott
 115 lbs. class--Gus Bauer, N.T.V., Newark, N.J.
 125 lbs. class--George Mehnert, N.T.V., Newark, N.J.
 135 lbs. class--A. S. Rubin, Grace Club.
 145 lbs. class--C. Clapper, Central Y.M.C.A.
 158 lbs. class--J. F. McAfee, Central Y.M.C.A., Chicago, Ill.
 Heavyweight-----J. F. McAfee, Central Y.M.C.A., Chicago, Ill.

1907

105 lbs. class--G. Taylor, N.T.V., Newark, N.J.
 115 lbs. class--Gus Bauer, N.T.V., Newark, N.J.
 125 lbs. class--George S. Dole, Yale University.
 135 lbs. class--B. Bradshaw, Boys' Club, New York.
 145 lbs. class--Richard Jaeckel, New York A.C.
 158 lbs. class--Fred Narganes, New York A.C.
 Heavyweight-----Jacob Gunderson, Dover Sporting Club.

1908

105 lbs. class--R. Schwartz, Boys' Club, New York.
 115 lbs. class--George Mehnert, N.T.V., Newark, N.J.
 125 lbs. class--L. A. Dole, Yale University.
 135 lbs. class--G. S. Dole, Yale University, New Haven, Conn.
 145 lbs. class--Max Wiley, German-American A.C.
 158 lbs. class--Carl Anderson, Swedish-American Club Posse,
 Boston.
 Heavyweight-----J. Gunderson, Dover Sporting Club.

1909

105 lbs. class--G. Taylor, N.T.V., Newark, N.J.
 115 lbs. class--Gus Bauer, N.T.V., Newark, N.J.
 125 lbs. class--L. Ruggiero, Grace A.C.
 135 lbs. class--S. Fleischer, Educational Alliance.
 145 lbs. class--C. Johnson, Swedish American A.C.
 158 lbs. class--F. Narganes, New York A.C.
 Heavyweight-----Emory Payne, Northwestern A.C.

1910

105 lbs. class--George Taylor, N.T.V., Newark, N.J.
 115 lbs. class--John Hein, Boys' Club, New York.
 125 lbs. class--Max Himmelhoch, Young Men's Hebrew Assn.,
 Detroit.
 135 lbs. class--S. S. Kennedy, Lincoln Turners, Chicago, Ill.
 145 lbs. class--Carl Johnson, Swedish American A.C.
 158 lbs. class--Fred Narganes, New York A.C.
 Heavyweight-----Frank J. Motis, Cornell Square A.C.

1911

105 lbs. class--H. Donaldson, Spokane A.C.
 115 lbs. class--N. Chapman, Olympic Club, San Francisco, Calif.
 125 lbs. class--Gus Bauer, N.T.V., Newark, N.J.
 135 lbs. class--O. E. Franzke, Multnomah A.A.C., Portland, Ore.
 145 lbs. class--W. Milchewske, David Square Club, Chicago, Ill.
 158 lbs. class--C. Gesek, Spokane A.A.C.
 Heavyweight-----H. E. Grimm, Seattle A.C.

1912

105 lbs. class--George Taylor, N.T.V., Newark, N.J.
 115 lbs. class--Walter Strobach, Unattached.
 125 lbs. class--Gus Bauer, N.T.V., Newark, N.J.
 135 lbs. class--Eli Helikman, Educational Alliance.
 145 lbs. class--Gus Peterson, Harlem Y.M.C.A.
 158 lbs. class--J. Waldo Smith, New York A.C.
 Heavyweight-----Eliel Kain, Finnish American A.C.

1913

108 lbs. class--George Taylor, N.T.V., Newark, N.J.
 115 lbs. class--John E. Hein, Boys' Club, New York.
 125 lbs. class--V. V. Vosen, Bronx Church House, Bronx, N.Y.
 135 lbs. class--A. Anderson, Norwegian American A.C.
 145 lbs. class--C. Johnson, New York A.C.
 158 lbs. class--J. Waldo Smith, New York A.C.
 175 lbs. class--Joe Brown, Pawtucket, R. I.
 Heavyweight-----A. J. Reich, I.A.A.C.

1914

- 108 lbs. class--R. Goudie, Lima Y.M.C.A., Lima, Ohio.
 115 lbs. class--J. Vorees, Hull House.
 125 lbs. class--S. Vorees, Hull House.
 135 lbs. class--H. H. Jenkins, Pittsburgh A. C.
 145 lbs. class--H. H. Jenkins, Pittsburgh A. C.
 158 lbs. class--B. Reuben, Hebrew Institute.
 175 lbs. class--E. C. Caddock, Hebrew Institute, Chicago, Ill.
 Heavyweight-----A. Minkley, Bankers' A.C.

1915

- 108 lbs. class--Richard Goudie, Lima Y.M.C.A., Lima, Ohio.
 115 lbs. class--Frank Glahe, Spokane A.C.
 125 lbs. class--Speros Vorres, Greek Olympic A.C., Chicago, Ill.
 135 lbs. class--Oliver Runchey, Seattle A.C.
 145 lbs. class--David Burns, Spokane A.C.
 158 lbs. class--Ben Rubin, Chicago Hebrew Institute.
 175 lbs. class--Earl Caddock, Chicago A.A.
 Heavyweight-----Earl Caddock, Chicago, A.A., Chicago, Ill.

1916

- 108 lbs. class--George Taylor, N.T.V., Newark, N.J.
 115 lbs. class--K. Borsits, Gary Y.M.C.A., Gary, Ind.
 125 lbs. class--Carl Liljehult, Bronx Church House, Bronx, N.Y.
 135 lbs. class--William Hallas, Greek Olympic A.C., Chicago, Ill.
 145 lbs. class--Louis Nelson, Norwegian American A.C.
 158 lbs. class--William Americus, Greek-American A.C.
 175 lbs. class--W. G. Pendleton, New York A.C.
 Heavyweight-----Sam Schwartz, New Haven A.A., New Haven, Conn.

1917

- 108 lbs. class--Carl Benson, Swedish American A.C.
 115 lbs. class--Louis J. Servais, University of Pennsylvania, Philadelphia.
 125 lbs. class--Carl Liljehult, Bronx Church House, Bronx, N.Y.
 135 lbs. class--Peter Metropoulos, Gary Y.M.C.A., Gary, Ind.
 145 lbs. class--Harry Jenkin, Pittsburgh A.A.
 158 lbs. class--Charles Johnson, Swedish G.A.P., Boston, Mass.
 175 lbs. class--Ted Jamieson, Milwaukee A.C., Milwaukee, Wis.
 Heavyweight-----John Gaddi, St. Bartholomew Club, New York.

1918

- 108 lbs. class--J. F. Meagher, Gary Y.M.C.A., Gary, Ind.
 115 lbs. class--V. V. Vosan, Unattached.
 125 lbs. class--John Felios, Greek Olympic A.C., Chicago, Ill.
 135 lbs. class--Spyros Vorres, Greek Olympic A.C.
 145 lbs. class--A. Forst, Great Lakes Naval Station.
 158 lbs. class--Stephenson, Great Lakes Naval Station.
 175 lbs. class--Karl Kunert, Gary Y.M.C.A., Gary, Ind.
 Heavyweight-----Stanley Czarnecke, Gary Y.M.C.A., Gary, Ind.

1919

- 108 lbs. class--J. F. Meagher, Gary Y.M.C.A., Gary, Ind.
 115 lbs. class--Max Gans, Morris A.C.
 125 lbs. class--Max Gans, Morris A.C.
 135 lbs. class--B. Johnson, Birmingham Y.M.C.A.
 145 lbs. class--Glenn Smith, Gary, Ind.
 158 lbs. class--George Tragos, Gary Y.M.C.A., Gary, Ind.
 175 lbs. class--Karl Kunert, Gary Y.M.C.A., Gary, Ind.
 Heavyweight-----Stanley Czarnecke, Gary Y.M.C.A., Gary, Ind.

1920

- 108 lbs. class--C. Benson, Swedish-American A.C.
 115 lbs. class--S. Panmow, Chicago Hebrew Institute.
 125 lbs. class--A. Gallas, Greek Olympic Club, Chicago, Ill.
 135 lbs. class--T. Murphy, Kansas City A.C., Kansas City, Mo.
 145 lbs. class--W. Tikka, Finnish American A.C.
 158 lbs. class--E. Leino, New York A.C.
 175 lbs. class--Karl Kunert, Gary Y.M.C.A., Gary, Ind.
 Heavyweight-----N. Pendleton, New York A.C.

1921

- 108 lbs. class--Carl Benson, Swedish American A.C.
 115 lbs. class--Jot Troyer, Redlands University.
 125 lbs. class--Robin Reed, Multnomah A.C.C., Portland, Ore.
 135 lbs. class--J. J. Humerich, Los Angeles A.C., Los Angeles, California.
 145 lbs. class--R. J. Vis
 158 lbs. class--Charles Johnson, Swedish American A.C., Boston, Massachusetts.
 175 lbs. class--Fred Myer, Chicago Hebrew Institute, Chicago.
 Heavyweight-----Fred Myer, Chicago Hebrew Institute, Chicago.

1922

- 118 lbs. class--Valentine Vosen, Illinois A.C., Chicago, Ill.
 125 lbs. class--Andrew Callas, Greek-American A.C.
 135 lbs. class--Robin Reed, Oregon Agricultural College.
 147 lbs. class--Russell Vis, Los Angeles A.C., Los Angeles, California.
 160 lbs. class--Emil Wolf, Manchester Y.M.C.A., Manchester, New York.
 175 lbs. class--Paul Berlenbach, New York A.C.
 Heavyweight-----Fred Myer, Chicago Hebrew Institute.
 2 lbs. class--Fred Myer, Chicago Hebrew Institute.

1923

- 112 lbs. class--Robert Rousey, Gary Y.M.C.A., Gary, Ind.
 118 lbs. class--L. J. Servais, New York A.C., N. Y.
 125 lbs. class--Andrew Callas, Greek Olympic Club, Chicago, Illinois.
 135 lbs. class--J. Vcores, Greek Olympic Club, Chicago, Ill.

1923 (Cont.)

147 lbs. class--Russell Vis, Los Angeles A.C.
 160 lbs. class--Eino Leino, New York A.C.
 175 lbs. class--Paul Berlenbach, New York A.C., N.Y.
 Heavyweight-----Kalle Lepannen, Finnish American A.C.

1924

112 lbs. class--Robert A. Rousey, Gary Y.M.C.A., Gary, Ind.
 118 lbs. class--Bryan Hines, Northwestern University.
 135 lbs. class--Robin Reed, Oregon Agricultural College.
 147 lbs. class--Russell Vis, Los Angeles A.C.
 160 lbs. class--Perry Martter, Los Angeles A.C.
 175 lbs. class--W. D. Wright, Jr., Cornell University, Mt.
 Vernon, Iowa.
 192 lbs. class--Chas. W. Strack, Colgate.
 Heavyweight-----R. L. Flanders, Unattached, Stillwater, Okla.

1925

112 lbs. class--Harold DeMarsh, Cushing H. S., Cushing, Okla.
 118 lbs. class--George Campbell, Oklahoma A. & M. College.
 125 lbs. class--Buel B. Patterson, Oklahoma A. & M. College.
 135 lbs. class--L. Brigham, Oklahoma A. & M. College.
 147 lbs. class--Kenneth Truckemiller, Cornell College, Mt.
 Vernon, Iowa.
 160 lbs. class--R. W. Hammonds, University of Texas.
 175 lbs. class--O. H. Stuteville, Stillwater, Oklahoma.
 Heavyweight-----Robert Z. Krouse, Multnomah A.C., Portland, Ore.

1926

112 lbs. class--Leander Lupton, Cornell College, Mt. Vernon, Ia.
 118 lbs. class--Cyril Mitchell, Multnomah A.A.C.
 125 lbs. class--H. O. Boyvey, Iowa State College, Ames, Iowa.
 135 lbs. class--Al Morrison, Marshalltown, Texas.
 147 lbs. class--R. W. Myers, Multnomah A.A.C., Portland, Ore.
 160 lbs. class--Frank Bryan, Oregon Agricultural College.
 Heavyweight-----Charles Strack, Oklahoma A. & M. College.

1927

112 lbs. class--Leroy Pfeffer, University of Iowa, Iowa.
 118 lbs. class--Lawrence Lake, Oklahoma A. & M. College.
 125 lbs. class--Arthur Holding, Iowa State College, Ames, Ia.
 135 lbs. class--Allie Morrison, Unattached, Marshalltown, Ia.
 147 lbs. class--Ralph Prunty, Ames Lions Club.
 160 lbs. class--Findley Collins, Oklahoma A. & M. College.
 175 lbs. class--George Rule, Oklahoma A. & M. College.
 Heavyweight-----Roger Flanders, Unattached, Stillwater, Okla.

1928

112 lbs. class--Gordon Rosenberg, Iowa Falls High School.
 118 lbs. class--Robert Hewitt, University of Michigan.
 135 lbs. class--Allie R. Morrison, University of Illinois.
 147 lbs. class--Clarence Berryman, Oklahoma A. & M. College.
 160 lbs. class--Lloyd O. Appleton, Cornell College, Mt. Vernon,
 Iowa.
 175 lbs. class--R. W. Hammonds, University of Texas.
 192 lbs. class--Ensign H. L. Edwards, U. S. Naval Academy.
 Heavyweight-----Ed George, University of Michigan.

1929

112 lbs. class--George R. Shoemaker, Lehigh University.
 118 lbs. class--Thomas McCary, Cornell College, Iowa.
 126 lbs. class--George Campbell, Sand Springs, Oklahoma.
 135 lbs. class--John Bareckson, Baltimore, Md.
 147 lbs. class--Archie Tomlinson, Oklahoma A. & M. College.
 160 lbs. class--Ben Shuman, Portland, Oregon.
 175 lbs. class--Kaare Drough, University of Chicago.
 Heavyweight-----Ed George, University of Michigan.

1930

112 lbs. class--Harold Phillips, New York A.C.
 118 lbs. class--Bobby Pearce, Oklahoma A. & M. College.
 126 lbs. class--James L. Reed, New York A.C.
 135 lbs. class--Zigmont Lewtowt, New York A.C.
 147 lbs. class--Oswald Kapp, New York A.C.
 160 lbs. class--Jack VanBebber, Oklahoma A. & M. College.
 175 lbs. class--Glenn Stafford, New York A.C.
 Heavyweight-----Earl McCready, Oklahoma A. & M. College.

1931

115 lbs. class--Joseph Sapora, New York A.C.
 125 lbs. class--Robert Pearce, Oklahoma A. & M. College.
 135 lbs. class--Lyle Morford, Cornell College, Mt. Vernon, Ia.
 145 lbs. class--Archie Tomlinson, Oklahoma A. & M. College.
 155 lbs. class--Oswald Kapp, New York A.C.
 165 lbs. class--Jack VanBebber, Oklahoma A. & M. College.
 175 lbs. class--Conrad Caldwell, Oklahoma A. & M. College.
 Heavyweight-----Robert Jones, University of Indiana.

1932

118 lbs. class--Louis Conti, Lenox Hill A.A.
 123 lbs. class--Joe Sapora, New York A.C.
 134 lbs. class--Joe Fickel, Kansas State College.
 145 lbs. class--Ben Bishop, Manhiem, Pennsylvania.
 158 lbs. class--Jack VanBebber, Los Angeles A.C.
 174 lbs. class--Joe Schutt, New York A.C.
 191 lbs. class--Louis Pritrin, New York A.C.
 Heavyweight-----Louis Bamnoch, U. S. Army.

1933

115 lbs. class--Fredrick, Champaign, Ill.
 125 lbs. class--Andes, Baltimore, Y.M.C.A.
 135 lbs. class--Stout, Southwestern State Teachers, Oklahoma.
 145 lbs. class--Sappington, Columbia, Missouri.
 155 lbs. class--Belshaw, Indiana University.
 165 lbs. class--Hess, Ames, Iowa.
 175 lbs. class--Sweet, Southwestern State Teachers, Oklahoma.
 Heavyweight----Ellison, Cornell College.

1934

112 lbs. class--R. Johnson
 118 lbs. class--E. Thomas
 126 lbs. class--J. Gott, Southwestern Teachers, Oklahoma.
 135 lbs. class--E. Stout, Southwestern Teachers, Oklahoma.
 145 lbs. class--F. Stout, Southwestern Teachers, Oklahoma.
 155 lbs. class--E. Killhorn, Southwestern Teachers, Oklahoma.
 165 lbs. class--O. England, Southwestern Teachers, Oklahoma.
 175 lbs. class--G. Martin.
 Heavyweight----T. League, Southwestern Teachers, Oklahoma.

1935

112 lbs. class--Meyers, Indiana.
 118 lbs. class--Perry, Oklahoma A. & M. College.
 126 lbs. class--Flood, Oklahoma A. & M. College.
 135 lbs. class--Razor, Oklahoma A. & M. College.
 145 lbs. class--Tomlinson, Oklahoma A. & M. College.
 155 lbs. class--Lewis, Oklahoma A. & M. College.
 165 lbs. class--England, Southwestern Teachers, Oklahoma.
 175 lbs. class--Rick, Oklahoma A. & M. College.
 Heavyweight----League, Weatherford, Oklahoma.

1936

112 lbs. class--C. M. Ritchie, University of California.
 118 lbs. class--Joseph McDaniels, Oklahoma A. & M. College.
 123 lbs. class--Ross Flood, Oklahoma A. & M. College.
 135 lbs. class--Fred Parkey, Oklahoma A. & M. College.
 145 lbs. class--Lyndal Fagg, Oklahoma A. & M. College.
 158 lbs. class--George Belshaw, Hobart, Indiana.
 175 lbs. class--Richard Voliva, Chicago.
 191 lbs. class--Lloyd Ricks, Oklahoma A. & M. College.
 Heavyweight----Roy Dunn, Oklahoma A. & M. College.

1937

112 lbs. class--Charles Peterson, N.Y.A.C.
 118 lbs. class--Merrill Croft, Brigham Young U., Salt Lake City.
 123 lbs. class--William Duffy, Bloomington, Indiana.
 134 lbs. class--George Hanks, Southwestern Teachers, Oklahoma.
 145 lbs. class--Emile Bruno, Inglewood Wrestling Club, Calif.
 158 lbs. class--Walter Jacob, Baltimore Y.M.C.A.

1937 (Cont.)

174 lbs. class--Al Crawford, Y.M.C.A., Wilmington, Delaware.
 191 lbs. class--William Norton, Southwestern Teachers, Okla.
 Heavyweight----Richard P. Vaughan, Newton Boys' Club,
 Newton, N.J.^{1,2,3}

Amateur wrestling rules have been changed several times, until we find the true catch-as-catch-can style practiced in most all of the colleges and high schools of this country. Several men who have had much to do with the making of these rules and the growth of wrestling in general are: Gallagher of Oklahoma A. & M., Sheridan of Lehigh, Thom of Indiana, Dr. Clapp of Nebraska, and Otopalik of Iowa.

I think possibly the record of E. C. Gallagher as wrestling coach of Oklahoma A. & M. College furnishes proof of the growth of wrestling in Oklahoma in general. Oklahoma A. & M. College started wrestling in 1915, one year before Ed Gallagher came there. In a combination wrestling and gymnastic meet the A. & M. boys downed Oklahoma University, but no score is available. In 1916, Gallagher took a team to Texas University and lost but from that time on until 1921 his team was not defeated. In 1921 A. & M. was defeated by Nebraska and Iowa State. Then for twelve consecutive years, from 1921 to 1932, the A. & M. matmen ran up a string of seventy-three straight wins. They were beaten in 1932 by Oklahoma University coached by Paul Keen, a former student of Gallagher. From 1932 until 1937, the A. & M. boys again ran

1 A. & M. Athletic Records.

2 World Almanac.

3 Newspapers.

up a string of victories until they were stopped by Oklahoma Southwestern State Teachers College.

One of Gallagher's greatest teams was in 1931. I was a member of that team that went to Providence, Rhode Island to the National Intercollegiate Wrestling Tournament. Out of the eight weights, we brought back four firsts, one second, and two thirds. That same year we were able to turn back Kansas University by a perfect score of 40 to 0 in a record time of twenty-eight minutes from the time the first man climbed into the ring until the referee raised the hand of our heavyweight as the winner.

In producing individual title-holders, Gallagher has not even been approached. While his nearest competitor, Paul Keen, Coach of Oklahoma University, has produced ten champions, Gallagher has turned out thirty-three Intercollegiate belt holders, and twenty-nine A.A.U. champions. In addition, he has landed fifteen men on the American Olympic teams of 1924, 1928, 1932, and 1936. Three of his boys have won world titles in the Olympics. He has also placed trained coaches in many of the leading mat schools of the nation.

While Gallagher has been the cause of wrestling growing and spreading in Oklahoma and the southwest, several other coaches have been boosting it in other sections of the nation.

The year 1928 should be remembered so far as wrestling in our schools is concerned. It was in that year that the National Intercollegiate Athletic Association was formed.

This organization allowed only college athletes to take part which has helped raise the standard of wrestling in this country.

I have attempted to point out the growth of college wrestling by listing the first and second places in each weight. This, of course, will only include representatives of the leading wrestling schools while there are many schools that have wrestling who do not have finances to send their teams to the meets. However, during the last ten years collegiate wrestling has increased considerably and is still growing. In some places it has become a major sport.

The history of Intercollegiate Tournaments is as follows:

National Intercollegiate Championships

1928

- | | |
|----------------|---|
| 115 lbs. class | (1) Demarsh, Oklahoma A. & M. College.
(2) Leach, Oklahoma University. |
| 125 lbs. class | (1) Lupton, Northwestern.
(2) Hewitt, Michigan. |
| 135 lbs. class | (1) Holding, Iowa State.
(2) Moore, Oklahoma A. & M. College. |
| 145 lbs. class | (1) Clodfelter, Oklahoma A. & M. College.
(2) Swain, Indiana. |
| 158 lbs. class | (1) Biers, Iowa University.
(2) Donohue, Michigan. |
| 175 lbs. class | (1) Rule, Oklahoma A. & M. College.
(2) Hammonds, Texas University. |
| Heavyweight | (1) McCredy, Oklahoma A. & M. College.
(2) Webster, Illinois University. |

1929

- | | |
|----------------|--|
| 115 lbs. class | (1) Sapora, University of Illinois.
(2) Leach, Oklahoma University. |
| 125 lbs. class | (1) Mantooth, Oklahoma University.
(2) Hewitt, Michigan University. |

1929 (Cont.)

- 135 lbs. class (1) Minot, University of Illinois.
(2) Miller, Oklahoma University.
- 145 lbs. class (1) Bancroft, Oklahoma A. & M. College.
(2) Kelly, University of Michigan.
- 155 lbs. class (1) VanBebber, Oklahoma A. & M. College.
(2) Parker, University of Michigan.
- 165 lbs. class (1) Caldwell, Oklahoma A. & M. College.
(2) Hooker, Purdue University.
- 175 lbs. class (1) Stafford, Cornell University.
(2) Dougovito, University of Michigan.
- Heavyweight (1) McCready, Oklahoma A. & M. College.
(2) Swenson, University of Wisconsin.

1930

- 115 lbs. class (1) Sapora, Illinois.
(2) Axford, Mass. Inst. of Technology.
- 125 lbs. class (1) Mantooth, Oklahoma University.
(2) Morford, Cornell College.
- 135 lbs. class (1) Linn, Iowa State.
(2) Beverle, Illinois.
- 145 lbs. class (1) Lewis, University of Oklahoma.
(2) Tomlinson, Oklahoma A. & M. College.
- 155 lbs. class (1) Kelly, Michigan University.
(2) Watkins, Oklahoma Central State Teachers.
- 165 lbs. class (1) VanBebber, Oklahoma A. & M. College.
(2) Church, Kansas University.
- 175 lbs. class (1) Caldwell, Oklahoma A. & M. College.
(2) Kelgerson, Ohio State.
- Heavyweight (1) McCready, Oklahoma A. & M. College.
(2) Burdick, Illinois.

1931

- 118 lbs. class (1) Engel, Lehigh.
(2) Arends, Michigan State.
- 126 lbs. class (1) Pearce, Oklahoma A. & M. College.
(2) Morford, Cornell College, Iowa.

1931 (Cont.)

- 135 lbs. class (1) Cole, Iowa State College.
(2) Divine, Oklahoma A. & M. College.
- 145 lbs. class (1) Doyle, Kansas State Agricultural College.
(2) Thomas, Iowa State.
- 155 lbs. class (1) McGuirk, Oklahoma A. & M. College.
(2) Richardson, Kansas State College.
- 165 lbs. class (1) VanBebber, Oklahoma A. & M. College.
(2) Hess, Iowa State.
- 175 lbs. class (1) Caldwell, Oklahoma A. & M. College.
(2) Dougovito, University of Michigan.
- Heavyweight (1) Riley, Northwestern.
(2) Fields, Haverford.

1932

- 123 lbs. class (1) Puerta, University of Illinois.
(2) Pearce, Oklahoma A. & M. College.
- 134 lbs. class (1) Belshaw, Indiana University.
(2) Rasor, Oklahoma A. & M. College.
- 145 lbs. class (1) Lewis, University of Oklahoma.
(2) Goings, Indiana University.
- 158 lbs. class (1) Dougovito, Michigan University.
(2) Silverstein, U. S. Naval Academy.
- 174 lbs. class (1) Hess, Iowa State Teachers.
(2) McGuirk, Oklahoma A. & M. College.
- 191 lbs. class (1) Blosser, Ohio University.
(2) League, Southwestern Teachers.
- Heavyweight (1) Riley, Northwestern University.
(2) Mahringer, University of Kansas.

1933

- 118 lbs. class (1) Rex Perry, Oklahoma A. & M. College.
(2) Joseph Puerta, University of Illinois.
- 126 lbs. class (1) Ross Flood, Oklahoma A. & M. College.
(2) Robert Emmons, University of Illinois.
- 135 lbs. class (1) Patrick Devine, University of Indiana.
(2) W. R. Phillips, Frankling & Marshall.
- 145 lbs. class (1) Alan Kelly, Oklahoma A. & M. College.
(2) Hoy Stout, Southwestern State Teachers.

1933 (Cont.)

- 155 lbs. class (1) Merrill Hrevert, Iowa State.
(2) Warren Landis, Virginia Military Institute.
- 165 lbs. class (1) George Martin, Iowa State College.
(2) Pete Peck, Lehigh University.
- 175 lbs. class (1) Robert Hess, Iowa State College.
(2) Richard Voliva, University of Indiana.
- Heavyweight (1) Ralph Teague, Southwestern State Teachers.
(2) Robert Jones, Indiana University.

1934

- 118 lbs. class (1) Perry, Oklahoma A. & M. College.
(2) Natvig, Iowa State.
- 126 lbs. class (1) Flood, Oklahoma A. & M. College.
(2) Cellini, Indiana.
- 135 lbs. class (1) Martin, Oklahoma University.
(2) Leathers, Spring.
- 145 lbs. class (1) Kelly, Oklahoma A. & M. College.
(2) Mosier, Michigan.
- 155 lbs. class (1) Bishop, Lehigh.
(2) Lewis, Oklahoma A. & M. College.
- 165 lbs. class (1) Foreman, Oklahoma University.
(2) England, Southwestern State Teachers, Okla.
- 175 lbs. class (1) Voliva, Indiana.
(2) Schellstede, Central State Teachers, Okla.
- Heavyweight (1) Teague, Southwestern State Teachers, Okla.
(2) Kuss, Indiana.

1935

- 118 lbs. class (1) Perry, Oklahoma A. & M. College.
(2) Duffy, Indiana University.
- 126 lbs. class (1) Flood, Oklahoma A. & M. College.
(2) Gote, Southwestern Teachers, Oklahoma.
- 135 lbs. class (1) Sisney, Oklahoma University.
(2) Razor, Oklahoma A. & M. College.
- 145 lbs. class (1) Martin, Oklahoma University.
(2) Tomlison, Oklahoma Central State Teachers.
- 155 lbs. class (1) Lewis, Oklahoma A. & M. College.
(2) McGrath, Cornell, Iowa.

1935 (Cont.)

- 165 lbs. class (1) Johnston, Pennsylvania State.
(2) Kulhorn, Iowa State.
- 175 lbs. class (1) Silverstein, Iowa State.
(2) Ricks, Oklahoma A. & M. College.
- Heavyweight (1) McDaniel, Indiana.
(2) Scobey, Lehigh.

1936

- 123 lbs. class (1) Ted Anderson, Oklahoma Central Teachers.
- 134 lbs. class (1) Wayne Martin, Oklahoma University.
- 145 lbs. class (1) Harley Strong, Oklahoma A. & M. College.
- 158 lbs. class (1) Walter Jacob, Michigan State.
- 174 lbs. class (1) Harry Broadbent, Oklahoma University.
- 191 lbs. class (1) Roy Clemmons, Oklahoma Central Teachers.
- Heavyweight (1) Howell Scobey, Jr., Lehigh University.

1937

- 118 lbs. class (1) McDaniel, Oklahoma A. & M. College.
(2) Natvig, Iowa State Teachers College.
- 126 lbs. class (1) Brand, Cornell College, Iowa.
(2) Anderson, Central State Teachers.
- 135 lbs. class (1) Cheney, Iowa State College.
(2) Parkey, Oklahoma A. & M. College.
- 145 lbs. class (1) Henson, Oklahoma A. & M. College.
(2) McElvoy, Illinois.
- 155 lbs. class (1) Keas, Oklahoma University.
(2) Jessup, Kansas A. & M. College.
- 165 lbs. class (1) Base, Oklahoma A. & M. College.
(2) Word, Oklahoma University.
- 175 lbs. class (1) Whittaker, Minnesota.
(2) Giney, Illinois.
- Heavyweight (1) Ricks, Oklahoma A. & M. College.
(2) Haak, Indiana University.¹

Amateur wrestling in high schools, boys' clubs, Y.M.C.A., and other organizations promoting this activity, has increased so far as actual members and interests are concerned, probably 40% throughout the nation in the last two years. Although the pioneering and the leading states, such as Oklahoma, Iowa, Nebraska, have developed a very fine interest and have succeeded in placing this activity where it belongs in the roster of recognized forms of instruction, many other states such as New York, New Jersey, Minnesota, Pennsylvania, Georgia, California, Missouri, Indiana, Illinois, and many others indicate that wrestling is being systematically taught and encouraged.¹

Physical education had to gain a place in our public school system before any sport could be added. Since about 1915, physical education curriculums have been gaining momentum until now almost every high school in the country offers some kind of a physical program. Wrestling is growing every year. Oklahoma is one of the leading states in this sport but the history of high school wrestling in this state is somewhat in keeping of the whole United States. All athletics in Oklahoma high schools are under the supervision of the Oklahoma Athletic Association which was organized in 1911. The association governs eligibility and interschool relations of the members in all sports.²

1 Wiggins, B. E., Member H. C. A. A. Rules Committee.

2 Anderson, Lee K., Secretary, Oklahoma Athletic Association, 1937.

Below is a list of the high school tournaments that have been held in Oklahoma:

YEAR	PLACE	WINNING SCHOOL
1922	Oklahoma A. & M. College	Stillwater & Altus tied
1923	Oklahoma A. & M. College	Stillwater
1924	Oklahoma A. & M. College	Stillwater
1925	Oklahoma A. & M. College	Cushing
1926	Oklahoma A. & M. College	Cushing
1927	Oklahoma A. & M. College	Cushing
1928	Oklahoma A. & M. College	Tulsa
1929	Oklahoma A. & M. College	Tulsa
1930	Oklahoma A. & M. College	Tulsa
1931	Oklahoma A. & M. College	Stillwater
1932	Oklahoma A. & M. College	Tulsa
1933	Oklahoma A. & M. College	Cushing
1934	Oklahoma A. & M. College	Tulsa
1935	Oklahoma A. & M. College	Tulsa
1936	Oklahoma University	Tulsa
1937	Southwestern State Teachers College	Tulsa ¹

Other states show corresponding advances in high school wrestling and as fast as the public is informed of the values of wrestling it will continue to grow. The traditional straining, grunting, and groaning are conspicuously absent in our modern high school wrestling. Instead we have speed, skill, and a fine sense of balance developed.

¹ Griffith, Art, Tulsa High School Coach.

Olympic Wrestling

At the time of the full moon of the month of Appolonius, in the year that we now reckon as 776 B. C., there was a great footrace in a meadow beside the river Olpheus at Olympia, and Coroebus was the winner. Thus Coroebus, a youth of Elis, was the first Olympic victor of whom we have anything more than legendary record.

Yet the festival, religious and athletic, held in the vales of Olympia below the heights of Cyllene and Erymanthus, goes back beyond the recorded triumph of Coroebus. It goes back to twilight of legend. Pindar and other Greek poets have told the tale in varying form and meter. Some say that Zeus and Kronos, the mightiest of gods, wrestled for possession of the earth and the high peaks above and that the games and religious celebrations held later in the valley below were in commemoration of the victory of Zeus. This may be thought of as the first wrestling match, but remember it is legendary.

When Coroebus ran, there was only one event on the Olympic athletic program. That was the footrace of approximately two hundred yards. After the thirteenth Olympiad, other events were added and in time there were races at different distances, races for boys, boxing, wrestling, etc. For all this increase in athletic activity the games never lost their religious significance. Rather it grew with the widening of the athletic program. The athletes performed scheduled religious duties. The holding of the games was a religious feast for all Greece. Though those were the days

of almost incessant warring among neighboring towns and states, hostilities were suspended during the sacred month during which athletes and spectators were allowed to journey to and from the games with safety under the protection of tradition and the watchful eyes of the gods.

In 708 B. C. in the eighteenth Olympiad the Pentathlon or fivefold contest was introduced. This consisted of leaping, hurling the discus, running, wrestling, and boxing. In 628 B. C. wrestling and boxing were started where boys were permitted to take part. I do not know how long this was permitted, but at that time the Greeks thought that girls should develop fine bodies as well as boys. However, at the first Olympiads women were not even permitted as spectators of the men's athletic contests. Women gradually gained admittance and in some cases took part in competition against men. Belisiche, a woman of Macedonia, won the chariot race at the one hundred and twenty-eighth Olympic games. The Olympic games continued to occur every four years, but for a long time competitors were restricted to free born Greeks of unstained character. Every contestant was obliged to swear that they had honestly and consistently trained ten months and would live up to the rules. The wrestling and boxing contests were by far the most popular and spectacular, and of course the most dangerous. But it was regarded as the most scientific of all the Olympic games. It resembled our catch-as-catch-can style with no holds barred. Eight hour continuous bouts were not rare. However, I doubt if they set the fast pace that some of our boys do in this generation. One of the greatest athletes in the history of wrestling

was Milos of Croton. He is the most celebrated wrestler of Greece and perhaps the whole world. He held the wrestling crown for twenty-four years. He was six times Olympic winner.¹

The Olympic games probably reached their zenith in the period after the Persian Wars. As Hellenic influence extended to the Asiatic states and from Macedonia and Thrace, the games grew larger and larger. In the Roman period from all parts of the empire we find champions hailing, and even two emperors, Tiberius and Nero, won victories here. Greece proper became less and less conspicuous. As Greece lost power and prestige, the games lost their ancient significance. They lost the spirit of the older days. They lost the religious atmosphere. Aliens entered the lists. Winners were no longer content with a simple olive wreath as a prize. They sought gifts and money. The games, instead of being patriotic and religious festivals, became carnivals, riots, and circuses. Professional athletes appeared and traveling from one to another of the numerous athletic meetings, succeeded in degrading the Olympic victory to a trade. The games dragged on intermittently to a lingering death and in 394 A. D. they were finally suppressed by a decree of Emperor Theodosius of Rome. The Olympic temples were pillaged by barbarian invaders and the later records were all lost. Probably they were not worth saving.

On January 1, 1862, was born a Frenchman, Baron Pierre de Coubertin, who was possibly destined by nature to revive the Olympic games. His parents marked out a military career for

1 Kieran, John, The Story of the Olympic Games, Frederick A. Stokes Company, New York, 1936.

him but as he grew and traveled he decided that since boys and sports have gone together since the dim dawn of human history, education and athletics might well go hand-in-hand toward a better international understanding. He evolved the idea of reviving the ancient Olympic games on a world wide basis. As he visioned it, international rivalry in sports would promote international amity in broader fields. The athletic meetings would produce educational benefits. Coubertin thought that the games should be revived and offer all sports for all, that all should participate and that the high ideals which the Greeks had should be reestablished. Baron de Coubertin was a great traveler and wherever he went, he broached his plans for a revival of the Olympic games. After years of effort and with the help of men of many nations whom he had enlisted to the cause, the first modern Olympic games were organized and held at Athens, Greece in 1896.² There is no record of any wrestling at this first Olympics but as the various nations joined in to renew the old Greek games wrestling has been added. Since the revival, the Olympics have been held as follows:

Athens.....1896	Stockholm.....1912
Paris.....1900	Antwerp.....1920
St. Louis.....1904	Paris.....1924
Athens.....1906	Amsterdam.....1928
London.....1908	Los Angeles.....1932
	Berlin.....1936

² Parker, Alfred E., "The Ideal of the Olympic Games", Hygeia, January, 1932.

In 1906, games were held at Athens which according to some were not truly Olympic contests because Olympics were supposed to be four years apart, but results are on record as one of the Olympics. Then in 1916, the World War interrupted the sequence of the regular holding of the Olympic Games and the 1916 program, scheduled for Berlin, was wiped out by the drumfire of opposing artillery. But hardly had the firing died down when the Olympic movement had been resumed and in 1920 games were held at Antwerp. Since that time, the games have been held in regular sequence at the above mentioned places.

Records show that in 1904 wrestling became a part of the new Olympics. It was at first just a part of the Pentathlon in which Graeco-Roman style was practiced.

In order that readers may review the winners of the Olympics and realize the place wrestlers have had and the place they have today in various countries, I am listing the winners in the various weights since the Olympics were revived.

Olympic Wrestling Champions

Flyweight

1904	R. Curry	United States
------	----------	---------------

Bantamweight

1904	George Mehnert	United States
1908	George Mehnert	United States
1924	Kusta Pihlajamaki	Finland
1928	K. Makinen	Finland
1932	R. E. Pearce	United States
1936	O. Zombori	Hungary

Featherweight

1904	I. Niflot	United States
1908	G. S. Dole	United States
1920	Charles E. Ackerly	United States
1924	Robin Reed	United States
1928	Allie Morrison	United States
1932	H. Pihlajamaki	Finland
1936	H. Pihlajamaki	Finland

Lightweight

1904	B. J. Bradshaw	United States
1908	G. de Relwyskow	Great Britain
1920	Kalle Antilla	Finland
1924	Russell Vis	United States
1928	O. Kapp	Esthonia
1932	Charles Pacome	France
1936	Karoly Karpati	Hungary

Welterweight

1904	O. F. Roehm	United States
1924	Hermann Gehri	Switzerland
1928	A. J. Haavisto	Finland
1932	J. F. VanBebber	United States
1936	Frank Lewis	United States

Middleweight

1904	Charles Erickson	United States
1908	S. V. Bacon	Great Britain
1920	Leino	Finland
1924	Fritz Haggmann	Switzerland
1928	E. Kyburg	Switzerland
1932	Ivar Johansson	Sweden
1936	Emile Poilve	France

Light-Heavyweight

1924	John Spellman	United States
1928	T. S. Sjostedt	Sweden
1932	P. J. Mehringer	United States
1936	Knut Fridell	Sweden

Heavyweight

1904	B. Hansen	United States
1908	G. C. O'Kelly	Great Britain
1920	Rotte	Switzerland
1924	Harry Steele	United States
1928	J. C. Richthoff	Sweden
1932	J. C. Richthoff	Sweden
1936	Kristjan Palusalu	Estonia

In checking to see what place wrestling has in regard to other sports, I have listed below fourteen sports and the number of countries taking part in each.

1. Athletics	34	8. Yachting	11
2. Swimming	21	9. Shooting	10
3. Boxing	18	10. Modern Pentathlon	10
4. Wrestling	18	11. Weightlifting	8
5. Fencing	16	12. Gymnastics	7
6. Rowing	13	13. Equestrian	6
7. Cycling	13	14. Field Hockey	3 ³

One can see that wrestling has fourth place in respect to the above mentioned sports. There are two styles of wrestling in which contestants participate at the Olympics today. They are free style or catch-as-catch-can and Graeco-Roman. I think, possibly, that the Olympics will do more than anything else to bring about one universal style. The tendency seems to be in favor of the free style because in the last two Olympics the countries entering the free style have outnumbered those entering the Graeco-Roman.

In 1932, the United States won the free style championship by winning three first places, and two second places. Sweden was second by winning two firsts, one second, and two thirds, while Finland came through for third. In 1926, Hungary won two first places while the United States captured only one,

³ The Games of the 10th Olympiad, Official Report, Published by 10th Olympiad Committee, 1933.

however, the United States won two second places.⁴

⁴ Kieran, John, *op. cit.*

Wrestling Holds

The purpose of this chapter is not to show and describe a series of holds which will enable one to go out and start coaching, but it does have for its purpose that desire to show its readers a few of the positions which wrestlers experience. The author also wishes to call attention to the names of a few of the many holds known to man in the hope that more people will become able to better appreciate wrestling matches.

On the following pages you will find thirty-two illustrations which I will refer to as position 1, position 2, etc.

Position 1 represents a typical leg ride which is used for the purpose of holding an advantage.

Position 2 is another riding position called the arm-ride.

Position 3 shows what is known as a leg sticker or stretcher. It is a very good pinning hold.

Positions 4, 5, and 6 show a series of holds in which a fall may be secured. It ends with a half-nelson and crotch hold in a fall.

Position 7 shows the referee's position on the mat after one person has the advantage.

Positions 8 and 9 show two stages of the guillotine or body stretcher which is one of the tightest positions found in amateur wrestling.

Positions 10, 11, and 12 show how one wrestler might work from an arm and hip lock into a pinning position. This has been known as the cross buttock hold.

Position 13 shows a near arm lock with a leg and an opposite half-nelson, which by applying pressure could develop into a fall.

Position 14 shows the arm-twister or short arm scissor with the arms which is a pinning position.

Position 15 shows another famous ride whereby the top man may gain time advantage. It is a body and arm lock.

Positions 16 and 17 show the step-over as it first starts and as it nears completion.

Position 18 shows a very clever take down in which the boy on the offensive reaches low and catches his opponent's ankle with his right hand and pushes him above the knee with his left hand to throw him off balance and at a disadvantage.

Position 19 shows the switch, which is a very famous escape.

Position 20 shows the set-out, in which the bottom man comes to a sitting position and reaches over his shoulder for his opponent's head. He then rolls toward his opponent's head.

Positions 21 and 22 show the escape under the arm. The bottom man opens for a half-nelson which the top man takes in figure 21. Position 22 shows the bottom man crawling on top.

Positions 23 and 24 show a go-behind. In position 23 the man on the right has his opponent's wrist and is holding his arm away from his body so he can go under and behind as shown in position 24.

Positions 25, 26, and 27 show three stages in the development and application of the banana split. It is a good pinning hold if applied effectively.

Position 28 represents the famous hook scissor and half-nelson. This is a very effective tiring hold.

Position 29 is a typical occurrence found when two combatants spar for an opening.

Positions 30 and 31 show two steps in a leg take down. The man bent over in figure 30 is starting to dive between his opponent's legs and as he does so his opponent is thrown as in figure 31, enabling the offensive man to come up from behind and gain an advantage.

Position 32 shows the beginning of a wrist-lock after a leg has been picked up.

The following pictures were made possible by the kindly cooperation of three of my Perry High School wrestlers: namely, Warren Ryan, Pat Dennis, and Orville Winters.

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2



3





4



5



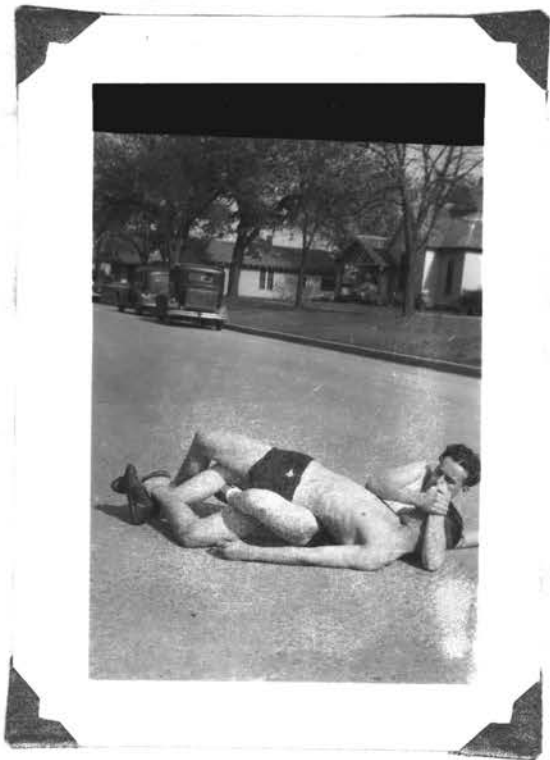
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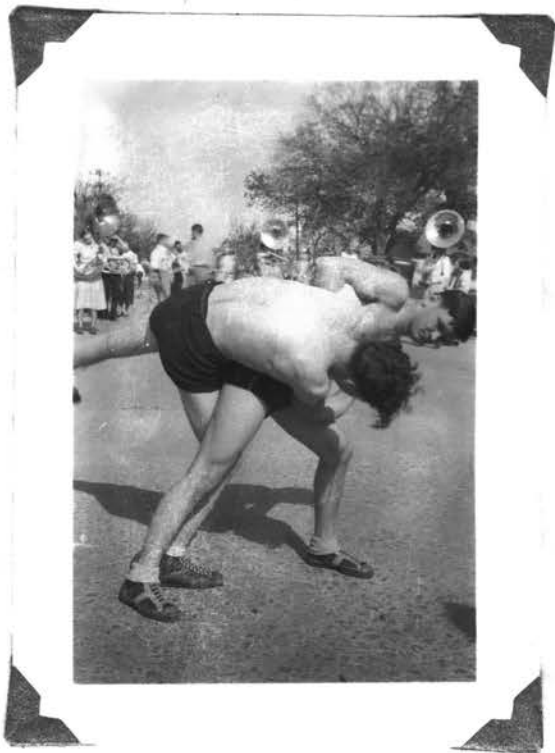
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23



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31



32



Values and Objectives of Wrestling

The history and development of wrestling would not be complete without giving a few of the objectives sought and values obtained through participating in this sport. Therefore, let us list several reasons why wrestling should be taught in our schools and colleges. This list was put out by Hugo Otopalik, the wrestling coach at Ames, Iowa. He says:

"Wrestling is one of the best recreations and one of the most fascinating games we have, like golf, some new situation is arising at every turn of the road; one moment a boy is on the offensive and the very next he is on the defensive.

No matter how young a boy is or how old a man is, he can with wonderful benefits take part in this exercise."

Every muscle in the body is exercised; no group of muscles exercised or developed to the exclusion or the detriment of any other; a harmonious and complete development results. A wrestler acquires as perfect a physique as is humanly possible to get.

Every type of boy can participate in wrestling with only good resulting; no matter how young or how old one is; no matter how light or heavy; no matter what type physically a boy is, there is always a place for him on the wrestling mat.

If competition is good for one boy it certainly should be for another; everybody should be provided with some form of competition; all boys cannot get out for every sport but every boy can participate in wrestling.

Wrestling is the most economical sport we have in our

schools today; very little equipment is needed and all boys can take part in it.

It is just as natural for a boy to wrestle as it is for a duck to swim or a bird to fly. Men have wrestled since the dark ages and start in life to wrestle as early as the age of two years.

Wrestling is one game that a boy can participate in and keep in perfect trim after his college days are over; very few of our college sports can be followed for pleasure by our athletes; wrestling can be indulged in as lightly or as strenuously as one may desire.

We have many examples of men still wrestling at the age of sixty and more: Farmer Burns, George Bothner are fine examples.

Wrestling is one of the best reducing exercises we have.

Ten minutes of wrestling is more beneficial than an hour of monotonous arm and leg exercises.

Wrestling inculcates the qualities of determination; desire to win; self-confidence; faith in one's self; independence; that feeling of strength that spells victory; wrestling instills in one the desire to keep in physical trim or to keep fit in order to be of greater service.

Wrestling leads to better health, greater strength and a finer manhood. It helps to keep us young in mind, body and spirit.¹

1 Otopalik, Hugo, 1935 Amateur Wrestling Hints.

A further study of the objectives of wrestling was made by David C. Bartelma who after selecting a set of items to have scored sent out the following questionnaire to several schools:

Rating sheet of physical education objectives as applied to high school wrestlers in Iowa.

Name..... Official position.....

School..... City.....

Directions

Please score the following traits according to the ways you have found wrestling offers an opportunity for training toward the given objectives of physical education. If in your experience you have found wrestling contributes in a large degree, place a "3" in score column; if to a moderate degree, a "2"; if to a small degree, a "1"; if not at all, score column "0".

Educational Achievement:	Score		
Health Knowledge	Strategy	.....
Personal and Group Hygiene	Resourcefulness	.....
First Aid	Judgment	.....
Motor Education	Perception	.....
Mental Activity:	Score	Imagination	.....
Attention	Self-control:	Score
Alertness	Self-discipline	.....
Initiative	Self-restraint	.....
Promptness	Self-reliance	.....
Decisiveness	Self-defense	.....

Recreation	.....	Self-sacrifice	.....
Competitiveness:	Score	Loyalty	.....
Courage	.....	Leadership	.....
Determination	.....	Proper Attitude towards Victory and Defeat	.....
Perseverance	.....	Physical Appearance:	Score
Aggressive	.....	Posture	.....
Confidence	.....	Symmetry of Development	.....
Morality:	Score	Bodily Form	.....
Integrity	.....	Carriage	.....
Ideals	.....	Neuro-muscular Control:	Score
Honesty	.....	Coordination	.....
Sociality:	Score	Rhythm	.....
Courtesy	.....	Timing	.....
Thoughtfulness of the Other Fellow	.....	Grace	.....
Appreciation of the Other Fellow	.....	Poise	.....
Friendliness	.....	Balance	.....
Self-esteem	.....	Agility	.....
Citizenship:	Score	Speed	.....
Respect for Laws	.....	Accuracy	.....
Respect for Rules	.....	Physical Fitness	.....
Respect for Authority	.....	Endurance	.....
Fair Play	.....	Strength	.....
Sportsmanship	.....	Vitality	.....
Justice	.....	Organic Vigor	.....
Team Spirit	.....	Health Habits	.....
Cooperation	.....	Desire for Physical Activity	.....

To what extent do you feel there is a transfer of the above attainments as applied to wrestling to the generally accepted Cardinal Principles of Education?

The schools that filled out the above questionnaire were:

Burt	Gilmore City
Burr Oak	Grant, Consolidated Ledyard
Carroll	Grinnell
Clarion	Hamburg
Clinton	Iowa Training School, Eldora
Cherokee	Lamont
Council Bluffs, Abraham Lincoln	Lu Verne
Council Bluffs, Thomas Jefferson	Mason City
Cresco	New Hampton
Dubuque	Oskaloosa
Eagle Grove	Perry
Eldora	Valley Junction
Forest City	Waterloo, East
Port Dodge	Yale

The following is an average of the scores sent in by the Administrators and Physical Directors:

Educational Achievement:	Administrators' Physical Directors'	
	Score	Score
Health Knowledge	2.19	2.62
Personal & Group Hygiene	2.37	2.48
First Aid	1.96	1.90
Motor Education	2.30	2.34

Mental Activity:	Administrators' Score	Physical Directors' Score
Attention	2.48	2.55
Alertness	2.74	2.79
Initiative	2.37	2.76
Promptness	1.96	2.17
Decisiveness	2.15	2.41
Strategy	2.48	2.79
Resourcefulness	2.44	2.66
Judgment	2.36	2.41
Perception	2.15	2.24
Imagination	1.56	1.76
Self-control:		
Self-discipline	2.44	2.62
Self-restraint	2.33	2.52
Self-reliance	2.52	2.90
Self-defense	2.77	2.93
Recreation	2.07	2.41
Competitiveness:		
Courage	2.63	2.76
Determination	2.59	2.90
Perseverance	2.59	2.72
Aggressive	2.67	2.79
Confidence	2.52	2.79
Morality:		
Integrity	1.74	2.07
Ideals	1.67	2.10
Honesty	1.59	1.93

Sociality:	Administrators' Score	Physical Directors' Score
Courtesy	1.85	2.24
Thoughtfulness of the Other Fellow	1.74	2.14
Appreciation of the Other Fellow	1.96	2.52
Friendliness	2.00	2.48
Self-esteem	2.07	2.48
Citizenship:		
Respect for Laws	1.56	2.21
Respect for Rules	2.33	2.79
Respect for Authority	2.41	2.83
Fair Play	2.59	2.83
Sportsmanship	2.52	2.83
Justice	2.11	2.48
Team Spirit	1.93	2.34
Cooperation	1.93	2.28
Self-sacrifice	2.04	2.66
Loyalty	2.15	2.59
Leadership	1.78	2.00
Proper Attitude towards Victory and Defeat	2.52	2.66
Physical Appearance:		
Posture	2.11	2.62
Symmetry of Development	2.44	2.79
Bodily Form	2.37	2.72
Carriage	2.19	2.41
Neuro-muscular Control:		
Coordination	2.81	2.93

	Administrators' Score	Physical Directors' Score
Rhythm	2.26	2.00
Timing	2.56	2.79
Grace	1.93	2.17
Poise	1.93	2.41
Balance	2.74	3.00
Agility	2.74	2.86
Speed	2.56	2.65
Accuracy	2.19	2.34
Physical Fitness:		
Endurance	2.81	2.97
Strength	2.74	2.76
Vitality	2.70	2.83
Organic Vigor	2.48	2.93
Health Habits	2.30	2.69
Desire for Physical Activity	2.52	2.82

Bartelma listed all of his results in a graph form. I took his results and found that the average scores for all items were Administrators' 2.28 and Physical Directors' 2.54.

The results of this questionnaire cannot be assumed to be statistically objective. They are based on the subjective judgment of a selected group. However, it is logical to assume that conclusions based upon composite observations of persons holding responsible positions should be of educational value.

One criticism might be made in that the questionnaire was submitted only to schools sponsoring wrestling and therefore

the answers might be prejudiced. The obvious answer to such a criticism is that those who had an opportunity to see the results of wrestling in their school system would be best qualified to criticize the sport intelligently.

The results of this study would seem to justify the following conclusions:

Wrestling contributes to the various phases of physical education studies in the following order: Competitiveness, self-control, neuro-muscular control, physical fitness, physical appearance, citizenship, mental activity, educational achievement, sociality, and morality.

Wrestling contributes to all the specific objectives of physical education studies to more than a slight degree.

Wrestling contributes less than a moderate degree beginning with the lowest, to the following specific objectives: Imagination, honesty, ideals, respect for laws, integrity, leadership, first aid, thoughtfulness of others.

Objectives were rated relatively higher by physical directors than by administrators. Physical directors rated sixty-two objectives of physical education to more than a moderate degree with only three objectives receiving less than an average score of two. Administrators rated forty-nine of the objectives as contributing to the objectives of education to more than a moderate degree with sixteen objectives receiving less than average score of two. There are probably two factors contributing to this divergence of opinion. It is possible that the coaches let their enthusiasm for this work

prejudice their evaluation, or it is also possible that the coaches having close contact with the wrestling program in the school would observe contributions that wrestling had made that the administrators would not have observed.²

On the basis of this study it would seem that administrators might well consider the inclusion of wrestling in their boys' high school physical education program.

² Bartelma, David C., A Questionnaire and Philosophical Study of the Objectives to be Attained Through Wrestling in Iowa High Schools, Master's Degree 1935, State University of Iowa.

Summary and Conclusion

This thesis has been almost altogether on amateur wrestling so far as winners of various tournaments are concerned and the place it has or should have in our school system. Of course, the early history of the sport had no professionalism in it but it was rough. Professionalism also aided in degrading the Olympics until they were stopped for several hundred years. In the last few years, there has been the professional wrestler and the amateur wrestler. The former is after money. He is brutal and likes to put on a show for spectators. He leaves the wrong impression on the public. The public gains much of its conception through movies and sport page accounts of the modern professional combats, in which large performers employ the tactics of muscle cuffing, grunting, and making grimaces at their opponents.¹

Amateur wrestling is the type of wrestling engaged in by boys all over the world. It is a sport that does not lend itself to alibis as much as some of the other sports do. It teaches you to respect the rights and abilities of others. William B. Schriever says wrestling is the one sport that he knows of where men may continue well past the age of forty. Therefore, it is very obvious that wrestling, because of its many health giving benefits, its recreational possibilities, and the intrinsic value it has in building character in juvenile and junior stages should have a place

¹ Eriksen, F. B., Modern Conception of Amateur Wrestling, Journal of Health and Physical Education, Volume 5, No. 1, 1934.

in our educational system. It is a sport that is fitting for all and no one is left out because of his size.

The styles of wrestling have varied in the different countries. At first, the Olympic games aided in keeping uniformity throughout the country but after the games were discontinued the various styles developed. Today, however, the Olympic games are helping the world to settle on two outstanding styles, namely, the catch-as-catch-can and the Graeco-Roman. The former seems to be gaining in popularity.

According to Greek history, wrestling has always had a place in the educational system. The Greeks found nothing that would excel wrestling in building health, character, and citizenship. Japan has probably advanced farther than any other country by insisting that wrestling be taught in schools, colleges, and police departments. The United States is a young country but it has realized the profits gained from wrestling. As a result, wrestling has spread all over the United States in schools, Y.M.C.A.'s, Athletic Clubs, Colleges, etc., and in the last few years we have won our share of the world honors.

The results of the study made by Bartelma indicate the position that administrators and physical educators have taken toward the benefits of wrestling in our physical education programs. Every type of boy can participate, no matter how young or how old he is, no matter how light or how heavy, no matter what type physically a boy is, there is always a place for him on the wrestling mat.

Wrestling has gained in popularity in the last decade, due to the rapid growth of scientific technique. Today, wrestling is taught in most colleges and in a large number of secondary schools. If wrestling is intelligently directed with regard to conditioning, training, participation, and equipment, it may be made a very valuable part of an extra curricular program.²

Some may ask the question, what place does wrestling have in our educational system or what place has it had? Before that question can be answered we must first define education. Education should fit a man for his work in the world. It should make him a good citizen and a capable soldier, ready to play his part in public life, according to the Romans.³ There has never been a time when the people did not stress health in education. Sir Thomas Elyot wrote "The Governor", a treatise on education. In this he stressed the importance of games and exercises such as tennis, fencing, dancing, wrestling, etc. He was one of the outstanding leaders of the sixteenth century. John Milton, the great English poet of the seventeenth century, wrote a "Tractate of Education", in which he set forth the ideas of the Humanists. His famous definition of education is:

"I call therefore a complete and generous education that which fits man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

2 Cramlet, Theodore and Hinote, Russel, Physical Education Activities, Dodd, Mead and Company, New York, 1932.

3 Leonard, Fred Eugene, History of Physical Education, Lea and Febiger, Philadelphia and New York, 1923.

He says that boys should divide their days work into three parts: their studies, their exercises and their diets. In exercises he states that they should be practiced in all the locks and grips of wrestling.

John Comenius, the great Bohemian educational reformer and school master of the sixteenth century says that physical education including running, jumping, wrestling, ball playing, etc. should be encouraged.

Therefore, if we accept the above definitions of education we will surely have to let wrestling have a place in our present day system. It has always had a place in the educational program even though it has not always been taught inside the school house walls. In view of the past, our present leaders in education who believe in the cardinal principles of education could well say, "Learn to wrestle for health's sake."

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