

Journal Surveys

I. EUROPEAN SPORT AND PHYSICAL ACTIVITY

I-1

Marrus, Michael R. *The Rise of Leisure in Industrial Society*. St. Louis: Forum Press, 1974. 14 pp. (The Forum Series, FE 127)

By defining leisure time as time that is not obligated and leisure activities as those that are non-obligatory, the author concludes that prior to the industrial revolution, leisure for leisure's sake did not exist. Amusements were related to one's corporate obligations, religion, work, or custom. He attributes the development of leisure to such modernizing effects of the industrial revolution as urbanization which weakened agrarian and communal ties. After the first third of the nineteenth century drinking, dancing, and going to church increased, but out of free choice and not because of obligation. Money and labor saving devices were integral to society's growing affluence and so was the growth of the leisure industry which through heavy advertising tended to dictate choices. The author insists that the most important aspect of these changes was not the quality of the recreational activities chosen, but that choices were now made possible because of the erosion of traditional life. 14 suggestions for future reading; no notes.

Garold L. Cole

I-2

Schrader, Carl L. "Carnival Customs and Frolic" *Journal of Health and Physical Education*, 9, No. 4 (April, 1938), 214-15, 256-59.

Man's celebrating prior to Lent can be traced back to several formal carnivals. PreLenten festivals were celebrated in Venice, Cologne, and Nuremberg. The Roman festival of Faunum prevailed until 494 AD when it changed to a Christian festival. German tribes also participated in Secular Festivals or Games for three days preceding Ash Wednesday. Five illustrations; no notes.

Miriam F. Shelden

I-3

Zeigler, Earle F. "The Early Middle Ages: Life, Education, and Patterns of Sport and Physical Activity," *Canadian Journal of History of Sport and Physical Education*, 8, No. 2 (December, 1977), 35-50.

The Early Middle Ages has been divided into two periods termed: The Formation of the West (sixth to eleventh centuries) and Feudal Society (eleventh to thirteenth centuries). While there appears to have been more education, and more continuity of education than previously believed, little physical education existed until Feudal Society. The attitude of the Church towards sports and pastimes may not have been as negative as has been suggested—the primary aim of the Church being to avoid the excesses of the Roman Games. Chivalric training and contests, the games, dancing and festivals of peasants and farmers, and the activities of the expanding middle class (Burghers) during the thirteenth century formed the patterns of sport and physical activity during the Early Middle Ages. Based on primary sources and secondary works; 24 notes.

Peter Donnelly

I-4

Lee, Frieda. "Continuity? The Palaestra, La Giocosa, The Philanthropinum," *Canadian Journal of History of Sport and Physical Education*, 7, No. 2 (December 1976), 58-69.

This essay attempted to determine whether Da Feltre's La Giocosa Court School, 1423-1446, and Basedow's Philanthropinum, 1774-1793 perpetuated Greek ideals of the Palaestra. Three educational "aims" were common to all the schools: moral training, healthy constitutions, and strong physical development correlated with active intellectual attainment. Often commonalities existed in the "promotion" of physical education through private endowments and adapting the program to fit the needs of the individual. There was continuity in the "programs" of the three institutions in that ballgames, dancing, jumping activities, running and wrestling were popular. But there was very little commonality in "teaching methods." The chief method at the Palaestra was active participation, while La Giocosa stressed emulation of the instructor and the Philanthropinum used experience and observation. Based on secondary works; 56 notes.

Robert K. Barney

I-5

McConahey, Michael W. "Notes on Some Later Medieval Peasant Ball Games," *Canadian Journal of History of Sport and Physical Education*, 7, No. 2 (December 1976), 70-73.

Medieval ball games were most popular among French and English peasants. "Virtually all the forms of ball games existed in the peasant sporting culture of the later Middle Ages" except the basketball-type games. The most prominent types of ball games were bowling-type games (giving rise to bowls, skittles, ninepins and tenpins); bat and ball games (developing into hurling, field hockey, cricket, tennis, croquet, squash and lacrosse); and throwing or projecting-by-hand a ball (resulting in handball-type games). Based on secondary works; 21 notes.

Robert K. Barney

I-6

Lucas, John A. "Coubertin's Philosophy of Pedagogical Sport," *Journal of Health, Physical Education and Recreation*, 35, No. 7 (September 1964), 26-27, 56.

Coubertin believed that physical recreation and athletic training could bring about an active mind in a strong and healthy body. He believed that athletics should be educational and he spent most of his life promoting this belief. In promoting the Greek ideal, Coubertin called for the revival of the Olympic Games which he hoped would spread his philosophy of pedagogical sport. Based on primary sources and secondary works; 21 notes.

Miriam F. Shelden