

## IV. English Sport

- IV-1 Collins, Larry. "A Comparative Study of the Development and Structure of Sport in Great Britain and West Germany," *Physical Education Review*, 2, No. 2 (1979) 101-114.

Collins provides a cursory, descriptive review of similarities and contrasts in the development of sport in Great Britain and West Germany in the twentieth century with a decided emphasis on the period following World War II. The author relies mainly on textual sources rather than journals or government documents. In general, the article supports a similarity of policies and organizational structure, with each country developing a democratic program in sport and physical recreation. Based largely on secondary sources with primary sources limited to pamphlet references; no notes.

—Sharon Kay Stoll

- IV-2 Goodwin, P. J. "Thomas Arnold: So What?" *Physical Education Review*, 7, No. 2 (1984). 126-131.

Thomas Arnold of Rugby School, who has been credited with the development of the "Muscular Christianity" and "games ethic" philosophy, in reality viewed games, gamesmanship, and sport competition as irrelevant. Consumed by religious fervor and obsessed by the concept of inherited, original personal sin, Arnold's intent was to bring about social reform. He revised the house system, appointed house masters, and selected boy leaders, all successful changes adopted by other public schools. The chief reason that Arnold was considered the founder of "muscular Christianity" was Thomas Hughes' *Tom Brown's Schooldays*, which used the literary invention of sport and games to carry out the theme of morality in the public schools. Based on primary sources and secondary works; 22 notes.

—Sharon Kay Stoll

- IV-3 Parry, Nicholas A. "Pioneer of Physical Education in the Nineteenth Century—Mr. Alexander Alexander," *Physical Education Review*, 2, No. 1(1979), 11-24.

Alexander Alexander, an early gymnastics pioneer in Liverpool, England, was adept in agility exercises, archery, swordsmanship, tumbling, and apparatus skills. Although

Alexander promoted physical training, i.e., gymnastics, as the basis for physical education and sport in England, such a broad basis for physical education did not begin to occur until 1933. Alexander's advocacy continued while he was Director of the Liverpool Gymnasium and during his tenure at the Southport Physical Training College. Alexander failed in promoting his form of gymnastics because he did not hold a college diploma and because Swedish gymnastics fit English military drill better. Based on primary and secondary sources; 60 notes.

—Sharon Kay Stoll

IV-4 Tozer, Malcolm. "Charles Kingsley and the 'Muscular Christian' Ideal of Manliness," *Physical Education Review*, 8, No. 1 (1985), 35-40.

This brief biographical sketch of Charles Kingsley portrayed him as the greatest all-rounder of his era, a living exemplar of the Platonic concept of the whole man, the mid-Victorian ideal of manliness, and a true Romantic. A propagandist of an active lifestyle in the spirit of duty and chivalry, Kingsley espoused that "healthy bodies are the only trustworthy organs for healthy minds." As a leader of the hygienic movement and an enthusiast for physical education, he helped to improve the social conditions and education of the working classes. Kingsley, in his novels, and particularly *Westward Ho!*, conveyed the ideal and virtues of the Protestant manliness that many public school headmasters attempted to promote in their schools. Based on primary sources and secondary works; 57 notes.

—Angela Lumpkin

IV-5 Treadwell, Peter J. "A Socio-Historical Analysis of Sports Boarding in the UK and the USSR and their Links with the Modern Olympic Philosophy," *Physical Education Review*, 8, No. 1 (1985), 14-25.

The author describes and analyzes the development and underlying philosophy of sport in the British public schools and in Soviet schools. The popularity of team games and the cult of athleticism in English public schools in the nineteenth century produced a stereotyping of the non-individualist and an institutionalization of games playing. Today in that country only Millfield School stresses both the pursuit of excellence by elite athletes and a sport-for-all philosophy. The Soviet Union's current advocacy of these two goals contrasts dramatically with the negative attitudes toward physical education under the Tsarist regime. Replacing an initial dislike of competitive sports, today Soviet leaders realize that success in international competitions can lead to supremacy over "bourgeoisie" states. Thus, in 1962 the USSR opened its first sports boarding school, while by 1979 there were 26. Based on primary sources and secondary works; 41 notes.

—Angela Lumpkin

IV-6 Treadwell, Peter J. "Victorian Public School Sport." *Physical Education Review*, 7, No. 2 (1984), 113-119.

This socio-historical analysis of 19th century English physical education and sport assesses its contribution to English schools and society. Specifically, the author examines the development of "Muscular Christianity" in Victorian England in relation to E. Goffman's sociological work, *Asylums*. Goffman concludes that an institutional framework tended to produce a "total institution" which molds the student's character into the accepted societal mores. Treadwell uses Goffman's theory to discuss the historical

development of the "total institution" and its effect on physical education and organized games. Based on primary sources and secondary works; 40 notes.

—Sharon Kay Stall