

II. European Sport

- II-1 Carter, John M. "All Work and No Play?: A Review on the Literature of Medieval Sport," *Canadian Journal of History of Sport and Physical Education*, 11, No. 2 (December, 1980), 67-72.

A thorough examination of the primary and secondary sources available on the lives of medieval people reveals a much richer sporting life than generally assumed. Secondary sources examined included general histories on medieval society, general histories of sport with sections on medieval sport, general works on sport or physical education with references to medieval sport, and specific works on medieval sport. Primary

sources examined included histories and sport treatises, legal documents, and non-historical literature. Based on primary and secondary works; 20 notes.

—Barbara Schrodt

II-2 Bale, John. "The Adoption of Football in Europe: an Historical-Geographic Perspective," *Canadian Journal of History of Sport and Physical Education*, 11, No. 2 (December, 1980), 56-66.

The spatial and temporal regularities of the spread of football (soccer) were studied, using the continent of Europe as a regional case study. Adoption of the English game in Europe was identified with the formation of a national football federation, and the development of these associations was traced. The temporal pattern of adoption was exemplified by a characteristic S-shaped curve: moderate growth from 1863 to 1903, an increase in the growth rate from 1904 to 1914, and a slowed rate from 1919 to 1934. Based on secondary works; 3 figures; 26 notes.

—Barbara Schrodt

II-3 Mutimer, Brian T. P. ". . . and Some Have Greatness Thrust Upon Them," *Canadian Journal of History of Sport and Physical Education*, 11, No. 2 (December, 1980), 45-55.

Thomas Arnold has been given more credit as an innovator and reformer than he deserves. There is little evidence that he actually reformed the Public Schools or was the progenitor of "Muscular Christianity" and organized games; yet, Arnold has received most of the credit for both developments. There are several possible reasons for this mythical representation. Arnold epitomized the virtues considered essential by Victorians; in particular, he was a zealous reformer, and was successful in introducing several reforms at Rugby School. This status was assisted by the publication of his biography by A. P. Stanley in 1844, and Hughes' *Tom Brown's Schooldays* in 1857. Arnold is seen as representing the virtues of an age. He was given his status not by his contemporaries, but by those who came later. Based on primary and secondary works; 32 notes.

—Barbara Schrodt