

III. Europe

- III-1 Gillmeister, Heiner. "Medieval Sport: Modern Methods of Research—Recent Results and Perspectives," *The International Journal of the History of Sport*. 5, no. 1 (May 1988), 53–68.

In an earlier paper, the author hypothesized that medieval ball games invented by the lower classes used the same principles as tournaments of the upper classes. He suggests that the "passage of arms" was the model for goal games like football and hockey, as well as other ball games. The question can be approached along two avenues of research: systematic searching of important archives of the world. and analysis of popular traditional games that survive in remote areas to reconstruct medieval forms. Based on primary and secondary sources; 59 notes.

—Mary Lou LeCompte

III-2 Grant, Jarvie. "Towards an Applied Sociology of Sport," *Scottish Journal of Physical Education*, 18:1 and 2 (May 1990), 10–11.

The essay has three sections, "The Broader Context," "Theory and Evidence," and "The Sociological Imagination." In the introduction, the case is made that any involvement in British sport (from spectating at Wimbledon, Hampden, Cardiff Arms Park to munching on a fish supper after the game) is an integral part of history and culture. A major theme is that "sport both constitutes and is constitutive of British culture in all different forms." The author affirms that analyses of the careers and contributions of sporting legends such as Eric Liddell, Jim Baxter, George Best, and Jimmy Johnstone can only take place "through an understanding of the broader context." Secondary material; 6 sources.

—Scott A.G.M. Crawford

III-3 Thomson, Ian. "Physical Education and the National Certificate." *Scottish Journal of Physical Education*, 19:1 (May 1991), 2–6.

Thomson is a sport historian reviewing what he terms the "silent revolution" in Scottish Physical Education since 1984. The article focuses on the impact of the "National Certificate," not just on Scotland's 49 further education colleges but on school curriculums. The "National Certificate" makes extensive use of full and half modules. Conclusions are that while the modular approach is popular, more work is required to provide experience in high-level performance. Furthermore, growth is needed in community sport leadership and research needs to be conducted in the areas of delivery and assessment of courses at individual centres. Secondary material; 6 sources.

—Scott A.G.M. Crawford

III-4 Harahousou-Kabitsi, Yvonne S. "Greek men's attitude towards women's participation in sport," *Scottish Journal of Physical Education*, 19:3 (December 1991), 4–8.

Structured interviews using a standardized questionnaire were carried out on 599 Greek males divided into geographical regions. The results indicate that Greek men, on the average, do not have positive attitudes towards female involvement in sport. The paper concluded with the observation that "the present findings undoubtedly reveal the very slow progress in the evolution of attitudes to women's athleticism in Greek men." Such studies and methodological approaches can serve sport historians well, especially in light of recent female athletic successes in countries unused to such happenings. See, for example, Muslim countries in Northern Africa. The 1992 gold medal success by a Greek female in the 100m hurdles at the Barcelona Olympics can be reinterpreted when seen in the context of this study. Secondary material; 9 sources.

—Scott A.G.M. Crawford

- III-5 Shocksmith, Janet and Hendry, Leo. and Love, John. "Describing Young People's Leisure and Lifestyles: report of phase 1 (1985-89) of a research project." *Scottish Journal of Physical Education*. 19:2 (September 1991), 4-7.

A valuable document charting the ways in which Scottish adolescent leisure lifestyles were configured from mid-1980 onwards. The project employed two levels of investigation. One data collection drew from 10,000 young people divided into six age cohorts. The second used a panel study with 250 young people aged 10, 13, and 16. An important finding has been that enjoyment, not competition or success, is clearly felt to be the critical motivator for lifetime activity. The important role of "significant others" in the complex weave of socialized sport is also noted. School sport and "life chances" are discussed in a concluding section. Secondary material; 7 sources.

—Scott A.G.M. Crawford