

## II. Great Britain

- II-1 Metcalfe, Alan. "Football in the Mining Communities of East Northumberland, 1882-1914," *The International Journal of the History of Sport*, 5, No. 3 (December 1988), 269-291.

Begun in 1882, football became a dominate vehicle of community pride, with teams often meeting at miners' halls. Schools and churches promoted the game, but failed to institutionalize amateurism. Despite cups and leagues, instability characterized the sport. Between 1890 and 1913, Northumberland had 405 clubs, with only 15 lasting 10 years or more. Rooted in the working class, football helped promote regional consciousness and broaden horizons. Based on primary and secondary sources, 40 notes.

—Mary Lou LeCompte

- II-2 Potts, Russell. "Sporting Hobbies and Social Class: The Case of Model Yachting," *The International Journal of the History of Sport*, 5, No. 2 (September 1988), 206-223.

Model yachting was considered in the nineteenth century a "scientifically and manly sport." Participants designed and constructed the boats they raced, but represented two groups that rarely competed together: tradesmen and gentlemen amateurs with ties to full-size yachting. Conflicts were common and the two groups rarely competed against one another, forming single organizations only when there were insufficient local enthusiasts to support two clubs. Based on primary and secondary sources, 38 notes.

—Mary Lou LeCompte

- II-3 Chandler, Timothy J.L. "Emergent Athleticism: Games in Two English Public Schools, 1800-60," *The International Journal of the History of Sport*, 5, No. 3 (December 1988), 312-330.

Neither the traditional role of Thomas Arnold nor the accounts by J. A. Mangan fully explains the origins of athleticism in British public schools. Often overlooked was the key role of the boys themselves in maintaining control over their leisure activities. At Westminster and Shrewsbury, a mechanism of mutual adaptation among boys, parents, headmasters, and alumni ultimately produced the change from play to organized games and the ideology of athleticism. Based on primary and secondary sources, 97 notes.

—Mary Lou LeCompte

- II-4 Bennett, Hajo. "National Socialist Physical Education as Reflected in British Appeasement Policy," *The International Journal of the History of Sport*, 5, No. 2 (September 1988), 161-184.

In 1936, the Nazi government invited British experts to observe physical education. There were also reciprocal agreements between Germany and

Britain, and increasing numbers of exchange students and teachers. However, appeasement ultimately failed and the visits stopped after the Olympics. Following the war, John Dixon, British supervisor of German physical education, analyzed the Nazi program. He concluded that it was directed toward war and repression and perverted the ideals of earlier German sports leaders like GutsMuths. Based on primary and secondary sources, 85 notes.

—Mary Lou LeCompte

II-5 Russell, David. “‘Sporadic and Curious’: The Emergence of Rugby and Soccer Zones in Yorkshire and Lancashire, c. 1860-1914,” *The International Journal of the History of Sport*, 5, No. 2 (September 1988), 185-205.

Soccer and rugby were two distinct sports by 1880. Middle-class commercial interests organized and controlled games while players and spectators came largely from the working class. The distribution of the two sports was sporadic. By 1914, soccer was Britain’s national winter sport, attracting huge crowds. Still, rugby culture remains dominant in the textile district where 100-year-old traditions are cherished. Rugby League is a minority sport, but has shown great resilience. Based on primary and secondary sources, 56 notes.

—Mary Lou LeCompte