

Teams will have little appeal. However, for the quantitative research economist interested in pursuing advanced work in an area that “has generated a preoccupation with Institutional arrangements... that lie outside the economists’ usual emphasis on free markets” (235), this will prove to be a useful and stimulating monograph.

—RICHARD O. DAVIES
University of Nevada, Reno

MANGAN, J.A. *Athleticism in the Victorian and Edwardian Public School*. London: Frank Cass, 2000. Pp. lvi + 346. \$29.50 pb.

When this book appeared in 1981, I read the book and typed six pages of single-spaced notes, concluding with “Marvelous book!” *Athleticism* was the product of prodigious research into archival and published materials; it was balanced in its assessments; and it was written with a novelist’s concern for three-dimensional characterization, dramatic narration, and lapidary statement.

The book has achieved such an important place in the historiography of sports that detailed summary is unnecessary. Suffice it to say that Mangan documented (and carefully explained) the emergence, development, positive and negative consequences, and gradual decline of athleticism at six public schools typical of six somewhat different educational categories. There was ample attention paid to the experiences of the boys as recorded in their letters, schoolboy publications, and subsequent recollections, but Mangan’s focus was on the masters: C.J. Vaughan, Edward Bowen, and J.E.C. Wellton at Harrow; C.E.L. Cotton at Marlborough; Edward Thring at Uppingham; Henry Walford at Lancing; and Hely Hutchinson Almond at Loretto. (At Stonyhurst—a Jesuit school—athleticism was less rampant than at the other schools, and no master seems to have been as dominant a personality as his counterparts elsewhere.)

Mangan’s eye for persuasive bits of evidence was remarkable. From Thring’s diary, for instance, he quoted this memorable entry: “On the tenth of September, 1853, I entered on my Headmastership with the very appropriate initiation of a whole holiday and a cricket match in which I recall I got 15 by some good swinging hits to the great delight of my pupils” (47). The evidence was not simply verbal. Mangan paid careful attention, for example, to the nonverbal symbolism of caps, badges, ties, belts, blazers, and banners. In fact the cover of the paperback reissue features “athletic millinery”—caps and jerseys from six different schools (162).

While demonstrating that athleticism was an antidote to the brutal disorder that characterized the public schools before the era of “muscular Christianity,” Mangan was quite clear about the anti-intellectualism that poisoned the educational atmosphere: “Some studied; others studied and played; many simply played” (125). And many of the “old boys” were no more able than the alumni of American colleges to put their adolescent passions behind them. Edward Lytton, a graduate of Eton, recalled in his memoirs the sight of a Cabinet Minister celebrating a cricket victory by publicly “weeping, laughing and dancing on a Harrovian flag” (140).

In addition to anti-intellectualism and the frequently sadistic treatment of “aesthetes” and others who showed insufficient interest in sports, there was also militarism. “The contribution that the internecine house struggles and the ‘foreign’ [i.e., interscholastic] matches made to military prowess continued to be expounded through the Great War with simple certainty by soldier, teacher and pupil” (195). This is a theme that Mangan has ably developed in his more recent work. He also expands upon “the rhetoric of militaristic masculinity” (xlvii) in the 30-page introduction to the reissued book (with ample endnote references to his own and other relevant publications).

The introduction serves also as a valuable survey of historical research done by Mangan and others since the first publication of *Athleticism*. Mangan is generous in his praise of work that meets his strict historiographical standards and scathing about work that does not. I cannot pretend to expertise, but I confess to puzzled qualms in one instance. Richard Holt is repeatedly and harshly attacked for—among other faults—“trawling a shallow catch of sources instead of hauling out a deep catch of books and articles” (xl). What makes this comment especially bothersome is that it is quoted from a previous attack on Holt. Unless I have misread Mangan’s text, there is even a paragraph-long denigration of an article by Holt that appeared in a collection edited by none other than Mangan himself.

It is a foolish academic ritual (in which I have in the past participated) to conclude a review by remarking that a handful of negative remarks do not diminish the value of the work reviewed. I see no reason to alter my first impression of *Athleticism*—“Marvelous book”—and I stand by my published praise of Mangan’s subsequent books and articles, but I do regret the acerbic tone of this new introduction. It diminishes a great achievement.

—ALLEN GUTTMANN
Amherst College

PHILLIPS, MURRAY. *From Sidelines to Centre Field: A History of Sports Coaching in Australia*. Sydney: University of New South Wales Press, 2000. Pp. xv + 194. Illustrated. Notes, bibliography. \$29.95 cb.

I finished reading *From Sidelines To Centre Field* just as the first week of the 2000 Olympics came to a conclusion (Friday, 22 September 2000). Not surprisingly, on that date, the United States led the medal tally with a total of 32 medals (13 gold, 9 silver and 10 bronze). In second place, with a total of 26 medals (8 gold, 10 silver and 8 bronze), was Australia. When one considers the population discrepancy—the population of the United States is more than ten times larger than that of Australia—and the US collegiate structure’s spawning of a legion of budding Olympians, one realizes that Australia’s athletic successes are extraordinary. Why? Happily, this book provides a comprehensive sociocultural examination of just why Aussies are so good at a wide variety of sports.

Phillips should be commended for his lively prose and keen insights. While the book does discuss champions and national icons, its greatest strength is that stellar athletes and coaches are located within a narrative framework with a nicely thematic focus. *From Side-*