

THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY

NEWSLETTER

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IMPORTANT: VOTING FOR TAASP EXECUTIVE MEMBERS--SEE BALLOT INSIDE!

Editor: Ann Marie Guilmette

Brock University

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Editor's Notes

Welcome to 1984 and a new year full of new promises. Once again, there are several worthy contributions included in the Newsletter. The major focus of these contributions is adult play. Tsang treats us to the dynamics of interpersonal insulting for playful relationships while Duthie attempts a futuristic view

CLEMSON CONFERENCE--TAASP

Program (Tentative) Within!

of tomorrow's adults and their play. My thanks to everyone who contributed and my New Year's plea that all of you in 1984 will put pen to paper and send your contributions for future Newsletters.

I delayed slightly this Newsletter, waiting for responses to Klaus Meier's controversial article (Volume 10, Number 1), but thus far only a few reactions have arrived. Perhaps Meier was right, we seldom pay attention to each other. More likely, however, is that we listen to each other but seldom write about it. Nonetheless, some reactions were from profes-sores, angry that Meier dared to challenge the credibility of our association and the veracity/integrity of some of the members. My disclaimer to those most offended by Meier's work is that previous Newsletters have contained the works of clowns before. Other reactions were from profes-soars, happy that TAASP has reached the level of scientific development where the study of play is attackable. As with other sciences, we could possibly benefit from criticism.

My immediate reaction to Meier's article is that Meier has, as Bateson warned not to (and Russell before Bateson), confused issues by jumping illegitimately between levels of abstraction or different logical types. My extended reaction is still being developed and will appear (with other responses) in a later Newsletter. Then, perhaps, Meier will even reply to Guilmette's response, and further scientific status will be afforded TAASP.

I cannot fully respond to Meier's article as I am yet uncertain of his intent. Is Meier concerned that TAASP is premature, or on a bogus target, or overly indulgent in its development? If, like the proverbial adolescent, 1) Meier is imploring TAASP to grow up, but too quickly, TAASP may in despair take its own life before it has really had its day; or 2) if Meier is insisting that TAASP grow to his specifications, rebellion will ensue; or 3) if others want TAASP to wait to grow, we may remain, as I believe Meier is suggesting, regrettably dependent upon an unstable parent. When all else is said, I am grateful that Meier has reminded us to crawl and creep (notwithstanding prior suggestions that we have already pursued sufficient creep-ing), before we stand and walk and run. So as with the phylogenic ontogeny of humankind, TAASP may nurture evolutions and revolutions yet to come.

CLEMSON CONFERENCE: TAASP Program

The following is the preliminary schedule for the TAASP meeting, Clemson, South Carolina, March 28 - 31, 1984.

Note: This schedule is for TAASP only -- other sessions are being organized by Joe Arbena and John Loy.

Thursday, March 29 9:00-12:00

Session 1: Approaches to Play Through Literature and History

Chair: Anna K. Nardo, Louisiana State University

Papers: "Sir Thomas Browne: A Scientist at Play," Anna K. Nardo, LSU

"1984: Perversions of the Play-Impulse," Joan Weatherly, Memphis State University and James H. Weatherly, Mississippi State University

"Travel as Play," Bernard Mergen, George Washington University.

"Roller Ball and Sport in the Future," David L. Vanderwerken, Texas Christian University

"The Poker Game in William Faulkner's Go Down, Moses," Nancy Posselt, Midlands Technical College

Comment: Audience

Session 2: Women: Myths and Ms in Contemporary Adult Play

Chair & Organizer: James H. Duthie, University of Windsor

Papers: "Play Potentials in Older Women," Ann Marie Guilmette, Brock University

"Aging as the Survival of the Wisest," James H. Duthie, University of Windsor

"The Experience of Play in the Daily Activities of Older Adults: Sex Role Stereotypes and Realities," Roger Mannell and Juri Zuzanek, University of Waterloo

Comment: Audience

2:00-5:00 (?)

Session 3: Play and Socialization: Varieties of Experience

Chair: Bernard Mergen, George Washington University

Papers: "Play in the City: Creating a Sense of Place," Steven Zeitlin and Amanda Dargan, Queens Council on the Arts

"Impacting Trait Anxiety and Psychological Well-Being in Incarcerated Delinquents Through the Use of SCUBA Training," Mary Sanborn Davies, Temple University.

"Gambling as Play," James F. Smith and Vicki Abt, Pennsylvania State University, Ogontz Campus

Comment: Audience

Session 4: Sexual Stereotypes in Sports and Play

Chair: Janet C. Harris, University of North Carolina at Greensboro

Papers: "Sport and Popular Symbolism: Comparisons Among Heroes of 6th Grade Boys and Girls," Janet C. Harris, NCG

"Feminine vs. Masculine Muscle: An Exploratory Analysis of College Students' Response to Athletic Depiction in Magazine Ads," Barbara A. Karanian and Michael T. Greene, Wentworth Institute of Technology

Comment: Brian Sutton-Smith, University of Pennsylvania (tentative)

(?) 7:30 - 9:00

TAASP Keynote Address:

Bernard DeKoven

Friday, March 30

9:00-12:00

Session 5: Ritual, Play, and Performance

Chair & Organizer: Richard Schechner, New York University

Papers: "The Deconstruction - Reconstruction Process as Play in Workshops and Rehearsals," Richard Schechner, NYU

"Game Structure in Post-Modern Dance," Carol Martin, Florida State University.

"The Martial Arts: Dramas of Persuasion," Sally Harrison, NYU & Stockton State College

Comment: Audience

Session 6: Play and Individual Development

Chair: James F. Christie, University of Kansas

Papers: "Play and the Positive: What About the Lighter Side?" E. Peter Johnsen, University of Kansas

"Effects of Dramatic Play as a Basis of a Parent Instructional Model for Home Intervention Programming for Parents and Their Preschool Children: Preliminary Findings," Thomas D. Yawkey and Joseph Diantonnis, Pennsylvania State University

"Play and Writing: Possible Connections," James F. Christie and Ruth M. Noyce, University of Kansas

"The Changes in Interpersonal Relations of College Students as a Result of Social-Recreational Play," Donald Eugene Lytle, California State University, Chico

Comment: Audience

2:00-5:00 (?)

Session 7: Play in Performance

Chair: Steven J. Fox, University of Southern Mississippi

Papers: "Places Everybody: Backstage in a Summer Outdoor Drama," James Murray Walker, Eastern Kentucky University

"Stage Hypnotism: An Analog of Play, Patrick Biesty," County College of Morris

"Rodeo: Western Sport and Subculture in Transition," Steven J. Fox, University of Southern Mississippi

Comment: Audience

Session 8: Theories and Methods of Play

Chair: John Bowman, Pembroke State University

Papers: "The Nature of Play Revisited: Biological Bases and Emotional Ties," Sandy L. Dixon, University of North Carolina at Greensboro

"Attitudes Toward Play and Beliefs About Development: An Empirical Analysis," James E. Johnson, Pennsylvania State University

"Playing with Games: 'Playful' vs. 'Serious' Games," John Bowman, Pembroke State University

"Cubal Analysis: A Post Sexist Model of the Psyche," Karin Blair, Northampton, Massachusetts & Geneva, Switzerland

Comment: Audience

Saturday, March 31 9:00-12:00

Session 9: Cultural Dimensions of the Soccer Phenomenon in America

Chair & Organizer: Leonard P. Oliver, Oliver Associates, Washington, D.C.

Panel:

Comment: Audience

Session 10: Ethnographies of Play

Chair: Kendall Blanchard, Middle Tennessee State University

Papers: "Psychological and Ecological Dimensions of Adolescent Play: A Comparison of Thai Muslim and Copper Eskimo Adolescents," Wannu W. Anderson, Harvard University and Richard Condon, Peary-Macmillan Arctic Museum, Bowdoin College

"Play in Amish Society," Karen K. Lee, Middle Tennessee State University

"Play as Adaptation: The Work-Play Dichotomy Revisited," Kendall Blanchard, Middle Tennessee State University

Comment: Audience

2:00-5:00

Session 11: Play in School

Chair: Ann Marie Guilmette, Brock University

Papers: "Play in the Elementary School Cafeteria," Stuart Reifel, University of Texas at Austin

"Playfighting Among Male Adolescent Residents of a Boys' Home," Robert Horan, Upper Darby, Pennsylvania

"Physical Education Versus Athletics: A Teacher's Perception of Who Controls the Gymnasium," Wilma M. Harrington, University of Georgia

Comment: Audience

Session 12: Open Workshop for Reports on Research & Teaching in Any Area of Play, Sport, and Leisure Studies

Contact Bernard Mergen to arrange a presentation or discussion

8:00-9:00pm ??

Session 13: TAASP
Presidential Address
Kendall Blanchard

Keynote Speaker: Bernard DeKoven

The 1984 Keynote Address, for Clemson, entitled "Are Video Games Really Games" will be delivered by Bernard DeKoven. To prepare us for this keynote, a self portrait of DeKoven follows:

" I am a 42-year-old, happily married man living in Palo Alto, CA. My wife, Rocky is an artist whose works include two children: our daughter Shael who is 16 and hates games, and our son, El, who is 14 and a truly prolific player.

I have been designing computer games for three years. With Automated Simulations I helped to create Jabbertalky - a computer word game featuring a user-programmable random sentence generator; Ricochet, a unique abstract strategy computer game, and Alien Garden, an arcade action game that can be played or can be a meditation. With Children's Computer Workshop I advised on the development of a cooperative action game, Peanutbutter Panic, and designed Timebound, a game of history played on contiguous time lines. Four more of my game designs are to be released in 1984 by CCW and CBS.

I have a Master's degree in playwriting from Villanova University ('67). I worked as Curriculum Development Specialist for the Philadelphia schools (1968-72). There I was hired to write a curriculum in theatre, but wound-up writing a five volume collection of interactive games as basis for a curriculum (INTERPLAY) to facilitate children's social development.

In 1971 I bought a farm in Pennsylvania and set it up as THE GAMES PRESERVE, a "center for the study of play", rennovating the barn to serve as a retreat center and extensive games library. I worked with the Durham Child Development Center to help develop an educational games library for school age children. In 1976 I joined the New Games Foundation as co-director where I worked to help develop a worldwide training program in creating

community experiences through the facilitation of large scale games that people of many differing levels of ability could play together. I designed the Philadelphia Bicentennial "Playday on the Parkway", a cooperative and creative play event for one-quarter million people. I've since consulted to educators, recreators, therapists and taught courses in play in universities, recreation centers, businesses and hospitals around the country.

I learned about every conceivable form of gaming, taught, wrote articles, reviewed and evaluated games, and, in 1978, published my book (THE WELL-PLAYED GAME - A PLAYER'S PHILOSOPHY, Doubleday/Anchor). In '79 I decided to explore more of the material side of the play spirit and joined Ideal Toy Company as Senior Game Designer. A year later we moved to California where I joined Automated Simulations to explore the worlds of play available through computer games. Those worlds turned out to be extremely varied and rich. I went on to become Senior Creative Consultant for Children's Computer Workshop and have recently formed my own consulting company, PLAYWORKS.

I continue to write and consult for a variety of publications - ENTER, GAMES, GIFTED CHILDREN NEWSLETTER, OMNI, PENTHOUSE, TODAY (Compuserve). My focus in all my work as writer, designer and teacher continues to center on the many ways of providing for safe, challenging and growth-producing experiences through play. "

Student Paper Competition

The first annual TAASP student paper award will be made at the 1984 TAASP meetings at Clemson. Papers treating any aspect of play are invited, and TAASP members are asked to recommend papers which their students, either undergraduate or graduate, might have available. The prize this year is \$200, of which \$150 will be travel funds so that the winner may present his or her paper at the meetings. The award is contingent upon attendance at the annual meetings. Students who believe that they may have an appropriate paper are encouraged to seek the advice of a faculty member at their own institutions regarding the paper's suitability.

The papers, in triplicate, should be sent to Dr. Robert Lavenda, Department of Sociology, Anthropology and Social Work, St. Cloud State University, St. Cloud, MN 56301. The deadline for papers (postmark) is February 15, 1984.

Book Review... A. Cheska

Dr. Alyce Cheska, Department of Physical Education, Freer Gymnasium, 206 South Goodwin, University of Illinois, Urbana, Illinois, 61801. U.S.A.

Book Review of Janet Lever's "Soccer Madness"

Soccer Madness is about a single sex love affair a nation has for a sport - Brazilian males for soccer. The role of sport in modern society is documented by a clear-thinking, research-based scholar whose brief, bold description of the integrative function of sport in a modern nation offers the educated lay person and the social scientist alike an intellectual treat!

The result of Lever's fifteen year sociological study of soccer in Brazil can be encapsulated into four words: paradox, participation, pride, and patron.

Paradox. Soccer in Brazil simultaneously separates and unites social groups. At one level soccer, through its member-financed professional teams, elicits fierce loyalty at the intra-city level, but it also unites these rival groups and their fans at each sequential step in state, national, and international competition. The process of selecting the best players from all teams at one level insures composite integrated superiority at each ensuing level. Thus, as Lever well stated,

"Sport's ability to reinforce societal cleavages while transcending them has provided a stage for the 'integrative revolution,' bringing about a more perfect union between diverse groups of people in a single vast land" (p.157).

Participation. Extensive interest in soccer is a common male characteristic in Brazil as shown by fan support of soccer teams. All facets of the game - players, coaches, umpires, team club directors, league schedules, lottery, etc., are topics of the press, radio, television, and general conversation. Lever found through interviews of male fans that most had played soccer, and those who give soccer a central place in their lives are also likely to have many other ties to society (kin, friends, community, city). Lever insightfully explains,

"Society's loners are not found in abundance as fans...rooting for a team cannot fill an otherwise empty life...But the vast majority of fans are not marginal men, nor are most marginal men fans. Instead, fandom is for those who belong (p.108).

Since the soccer clubs in the cities in Brazil are voluntary membership, with the possible exception of the Rio de Janeiro Flamengo Club, and the dues is relatively low, the male tends to join a local organization, that sponsors a professional soccer team. Club membership allows him to vote, enjoy its sports facilities, and participate in its frequent social events. This personalized feeling of being part of the social and decision process of the club team's destiny is in strong evidence in fan behavior.

Soccer involvement in Brazil is considered macho, male-oriented behavior from which females are excluded. In fact, girls and women are forbidden by law from playing competitive soccer. Lever warns that "children who play soccer become adult consumers of that sport as fans," thus excluding Brazilian girls from soccer play and until recently game attendance prevents the personal experience that makes fans appreciate professional sports.

Pride. Soccer has provided a way of uniting the people's patriotic interest through city, state, and national soccer teams; "national consciousness is an important element of integration, and soccer has made a significant contribution to national pride in Brazil" (p.155). When Lever evaluates whether soccer supports the status quo or promotes change, she looks at both sides of the issue. She observes that soccer is not an opiate for fans, but through the soccer club, millions of people are provided their only experience with grassroots democracy. Soccer has modernized, rather than obliterated, the roots of ethnocentrism and has therefore helped preserve distinctions within the social system. But, the author insists, by modernizing them, soccer has harnessed the power of primordial sentiments to bring about civil unity by tying citizens into the society conceived in its broadest terms. Lever notes that people in developing nations,

and not just their governments, want a more influential role in the world system (p. 158); and she emphatically contends that Brazil's international record in soccer provides the people a reason to be proud.

Patron. Unfortunately, all is not rosy for the professional soccer format in Brazil. The income from professional soccer has been in part rightly re-directed to provide communities sports programs, facilities, equipment, and training for competition in other sports, e.g. basketball, rowing, swimming and diving, tennis, and volleyball (p.71). Participation in and viewing of these sports, however, tends to decrease soccer involvement as well as draws money from soccer teams themselves. While not raising ticket prices or membership fees, the increasing costs of maintaining a team (player's salaries, facility costs, travel expenses, etc.) has put many soccer teams in the red. Only through the voluntary service of the club leaders and the monetary contribution of patrons have the teams been able to pay their bills. The adamant past resistance to selling television rights to boost a club's revenue may soften as the search for needed additional funding continues. The unique philosophy of leadership by the heart and not the pocketbook in soccer may be drawing to a close. The business approach used in United States' professional sports organizations is a possible model.

In the meantime extremely high attendance at soccer games over all of Brazil, almost universal betting in the national soccer lottery system, and almost 100% involvement of males in soccer are ample evidence of the centrality of this Brazilian social phenomenon called "soccer madness."

In my judgement, Soccer Madness is one of the most readable and important cross-cultural sport studies in several years. Janet Lever and the University of Chicago Press are to be congratulated for this outstanding treatise of sport's influence in society.

Book Review....D.Kelly-Byrne

Dr. Diana Kelly-Byrne
Graduate School of Education
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U.S.A.

Book Review of Bernard Mergen's
"Play and Playthings: A Reference Guide"

Bernard Mergen's recent book, Play and Playthings: A Reference Guide is both a history and reference guide to American children's games, toys and playthings from colonial times to the present. His essay is based on information culled from a variety of sources on children and their play behaviour which include autobiographies, recorded oral histories, interviews, novels, folklore, play artifacts, as well as psychological and anthropological studies of play. Thus, his sources are wide and varied but as with all histories, deal with others' recorded accounts and stories about play rather than events at which Mergen himself was an observer. However, based on these sources, Mergen then proceeds to tell us his story about important aspects of the play of the people in times long ago. His story seems much affected by the nature of his "data." As Mergen himself describes it, "it is a patchwork of memories, observations and inferences" and the reader surmises that the availability of information dictated the titles of chapters and the questions he addresses in them. It would have been useful to know the principles on which he decided to include the material he does so that one is not left guessing at his rationale

for this. Perhaps Mergen implies his answer to this when he writes: This book describes children's play over three centuries..... (it) is largely a descriptive and intuitive history [whose real subject is] children at play, that is the activity of a particular child at a specific moment in time [and as gathered from recorded accounts at various times]." This most accurately describes what the book does in Section I. In these terms, it is filled with rich and detailed description from many varied, useful and little known but important sources containing opinions and perceptions of play. Mergen feels that historians of children's play have as yet not brought together the various forms of record by which people document aspects of their childhood. And so, as he explains, in an effort to understand what has been meant by the word 'play' and what play has meant to children in this country, he decided to survey the variety of writings available on children and their behaviour. (Preface, ix).

His account suggests that although the children of those days learned traditional games in a frontier environment and in an intellectual atmosphere dominated by religion, their play lives were rich. Accordingly, his account is filled with vivid and unusual examples of early games and toys which he uses to illustrate the spirit of play at the time. In particular, he argues a case for how the socio-historical context influenced the shifts in attitude to play throughout the years he surveys. However, despite the various and changing public attitudes to play which he carefully documents, what is most interesting about the book is the glimpse one gets into the private play life of the individuals of the times. He uses autobiographies, diaries and memoirs to great advantage to highlight the wonderful and variedly idiosyncratic worlds of play. One realizes that these private play

lives occur despite the prevailing publicly upheld view of play at the time. One also gets a sense of continuity in the play life and concerns of children through the ages when one considers these private and idiosyncratic accounts of individuals. This is a wonderful tribute to the uncontrollably paradoxical, inversive and ambiguous nature of play. Mergen defines play as process and also suggests that it is a matter of framing. For example, he writes that [play is] an attitude that allows a person to behave in an apparently non-serious way, the consequences of which may be to integrate or challenge prevailing ideology." This dual function of the process is nicely illustrated by the public and private accounts of play which run side by side in Mergen's book.

The book is divided into two sections and also contains an appendix. The first part consists of seven chapters and is a history of games, toys and playthings from colonial times to the present day. Each chapter contains an introduction, history and notes and deals with the following topics respectively: Colonial Play and the Protestant Ethic; Children at Play: 1820-1880; the Play of Slave Children; The Discovery of Children's Play; Space to Play: From "Play Pritties" to Toys; Artifacts of Play; and Movies, Television and Children's Play. As these chapter headings suggest, Mergen attempts to deal with many important aspects and issues of relevance to our understanding of children's play. It is a useful historical map of the landmarks and routes that were etched in the field by historical developments such as urbanization and new technology and by major figures who took an interest in the state of childhood. The trends, events, movements and figures who influenced play are chronicled with the aid of illustrative material drawn from oral and written texts recorded at the

time. In this first section, the chapters on Space to Play and on Artifacts of Play are extremely valuable and informative. They are coherent, lucid, well documented, thought provoking, make important inferences and draw useful conclusions. They are well worth reading and raise issues which may be pursued at length. These excellent chapters are in contrast to some of the others in Section I which tend to be motley. In particular, although Mergen presents us with interesting issues, such as the relation of play to the spaces in which it occurs, and raises provocative questions such as, the role of sex in children's play; the role of secrecy, solitariness and the bizarre in play, through his rich material, I feel that he rarely develops these issues. Thus the reader is constantly tantalized by Mergen bringing him to the gateway of interesting question but then feels disappointed as he rarely takes him through it. The reader is left with the feeling of a conglomeration of rich ideas and vivid impressions rather than a coherently argued account. So, in Section I, Mergen leaves it to the reader to tease out the various issues tangled in the multiple dialogues about play with which he presents him and leaves him to develop his own answers to many of the issues of pertinence to our understanding of his presentation of the play and playthings of the children of America.

Although, he is aware of some of the bias and selectivity of his sources, the book would have benefited from a section which considered the nature of his sources more systematically and carefully. However, within the scope of his forte, which is a catalogueing of historical sources, Mergen has given us a book filled with vivid and unusual examples of early play games and toys, and often uses provocative and revealing excerpts

about the play life of the children of the time as he carefully gathers these portraits from autobiographies, diaries and letters of about forty informants. Not only is the first section of the book a rich compendium of the play activities and games of the children of America during the years 1760 to 1880, but it is also suggestive of avenues for further research and study.

The second part of the book is most valuable. It is an important addition to the library of any scholar whether neophyte or doyen who is interested in child culture. It is a remarkable guide to resources in the field providing reference material which is carefully organized. His reviews of the sources included are informative, and embrace a range of material dealing with the many and multiply relevant aspects of play and games. This section together with the Appendices which include material on research collections and a list of what he believes to be the most useful books on play, constitute the heart of this readable and useful book.

Masks of Play: Contents Outline

Edited by Brian Sutton-Smith and Diana Kelly-Byrne
New York: Leisure Press, in press.

Hopefully, we can expect to see "Masks" on display at Clemson.

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Bibliography

Contribution.....Tsang

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Playful Judgements as a Function of Superiority and Incongruity Humor

Introduction

Intellectual interest in humor goes back at least thousands of years. Explanations of humour offered by philosophers date as far back as the early Greeks.

According to Chapman and Foot (1976), such ancient Greeks as Plato and Aristotle conceived of humour as based on the degradation of the defects and misfortunes of others. At that time, having a so-called "sense of humour" was considered to be undesirable, a reflection of malevolence and ignorance. However, over the centuries, the possession of a sense of humour has been transformed, becoming more desirable.

Omwake (1937) and Allport (1961) found that only 1.5% and 6% respectively of college students confessed to having a below average sense of humour. For Frank Moore Colby (quoted in Bergler, 1956, p.iii), "Men will confess to treason, murder, arson, false teeth or a wig. How many will own up to a lack of humour?" Browning (1977, p.1) adds: "Whatever else Americans believe about themselves, they are positive they have a sense of humour. An American can tolerate almost any kind of criticism except the observation that he or she is humourless." McGhee (1979) notes that everyone attaches great importance to the possession of a good sense of humour; and that humour and laughter can often be used as an index of whether a person is depressed or in a good mood. A number of clinical psychologists and psychiatrists have taken the position that indeed a sense of humour is a desideratum in psychotherapy (Balance, 1970; Mindess and O'Connell, 1975).

Research on humour by psychologists has flourished during the past two to three decades following

a change in attitude with respect to the possession of a sense of humour and the awareness by clinical psychologists and psychiatrists of the functions of humour. Keith-Spiegel (1972) lists eight early humour theories. Three of these humour theories have proven especially resistant to extinction; they are: 1) theories on motivational arousal, 2) superiority theory and 3) incongruity theory. However, most attempts to deal experimentally with motivational arousal have failed, largely due to the tautological, ambiguous or undefined handling of the terminology in this area (Zillmann and Cantor, 1972; McGhee, 1979). Furthermore, the ideas in the motivational arousal theories also appear to permeate investigations of superiority and incongruity humour. Thus motivational arousal has become implicitly incorporated in most of the recent literature which focuses on superiority or incongruity. What humour researchers have been doing thus far is to develop and investigate different aspects of humour, hoping that in a later stage of development, they will be able to put the different pieces together. Recent research has focused on the areas of superiority humour and incongruity humour. Following the attempt made by La Fave et al. (1977), this study interfaced these two major areas of humour theory. Each of the experimental items employed in this study was constructed in accordance to the assumptions of superiority and incongruity humour theories.

La Fave and his associates (1976, 1977) suggest that the irony of irony would provide a necessary connecting link between superiority and incongruity humour theories. As observed by La Fave, some people feel that they possess a sense of humour because they are amused by extreme insults directed toward them. As supported by the findings of this experiment, the irony is that under specifiable circumstances an extreme insult is judged less insulting than a mild insult.

The irony of irony is that instead of feeling insulted the individual is amused. Ironic amusement occurs when the extreme insult is instantaneously, cognitively restructured as a compliment. This paper examines the playful aspect of ironic humour.

Method

Subjects

A total of 256 randomly selected subjects were randomly assigned to eight conditions with 32 subjects in each cell. Subjects were tested in a group situation with five or more members in each group.

Experimental Design

A 2x2x2 independent groups design is employed in this experiment.

Independent Variables. The three two-valued independent variables are 1) Relationship; friend (F) vs. enemy (En); 2) Degree of Realism of Characteristic-attribution: realistic (R) vs. unrealistic (U); and 3) Degree of Insults: extreme (Ex) vs. mild (M).

For the relationship variable, the interacting characters are portrayed either as friends or as rivals in each of the items. This relationship variable is designed to flatter the subjects differentially. In the friendly mode, a subject should perceive the interaction between the individuals depicted in the story as pleasant. This freedom-from-hostility, portrayed in the story, should serve to dissipate the subject's arousal level, resulting in enhanced self-esteem. Alternatively, in the enemy mode, the subject will be alerted to the animosity expressed by the characters in the story, causing an increase in arousal level and reducing the potential for a subject to perceive the story as ironic. Thus, the relationship variable serves to establish a particular level of attitudinal expectation for the

subject; setting the moods for subjects' interpretations of items.

The second independent variable concerns the degree of realism of the characteristic-attribution assigned to the characters in the stories (items). In each story, the characteristics (possessed or not possessed by one of the two interacting persons or the object discussed by the interacting persons) are depicted as either realistic or unrealistic attributes. This degree of realism variable serves to establish a level of belief expectation for the subjects. In the realistic mode, a subject perceives that the character in the story does possess the attributed trait, such that the subject's belief remains consistent. Alternatively, in the unrealistic mode, a subject is led to believe that a character in the story possesses some attribute; later in the story, this belief is disconfirmed, resulting in an increase in the degree of incongruity experienced by a subject.

The third independent variable is the degree of insult delivered by one character to another in the story. In each item or story, the degree of insult is either extreme or mild. The extreme insult is objectively expressed as a very negatively connoted statement. However, due to the level of incongruity induced by this high degree of exaggeration, the subject is expected to subjectively re-interpret the statement as an ironic, unintentional, left-handed remark. Alternatively, the mild insult, represented by a simple, descriptive statement, is expected to be subjectively and objectively experienced as slightly negative or neutral by the subject.

The eight conditions generated from the three two-valued independent variables are: 1) Friendly, Realistic, and Extreme (FREx); 2) Friendly, Realistic, and Mild (FRM); 3) Friendly, Unrealistic, and Extreme (FUEx); 4) Friendly, Unrealistic, and Mild (FUM); 5) Enemy, Realistic, and Extreme (EnREx); 6) Enemy,

Realistic, and Mild (EnRM); 7) Enemy, Unrealistic, and Extreme (EnUEx); and 8) Enemy, Unrealistic, and Mild (EnUM).

Dependent Variables. The dependent variables are ratings of amusing, insulting, and kidding-serious. Subjects in each condition rated the items with respect to amusing, insulting, and kidding-serious on three five-point scales.

Procedure

Each subject received three sets of seven (four experimental and three control) items and rating scales. Subjects were instructed to identify with the "insulted" and to rate each item in terms of the degree of amusement, degree of insult, and the degree of playfulness along a five-point scale, ranging from "not at all amusing" to "very amusing," "not at all insulting" to "very insulting," and "serious" to "kidding" respectively.

Results

The results of the ANOVA for amusing yield three significant main effects and a three-way interaction effect. The significant relationship main effect, $F(1, 248) = 544, P < .05$, indicates that subjects rate the conditions more amusing when the interacting characters are friends than are enemies. The significant degree of realism of characteristic-attribution main effect, $F(1, 248) = 33.26, p < .001$, indicates that subjects rate the conditions more amusing when an unrealistic trait is attributed to one of the interacting characters. The significant degree of insult main effect, $F(1, 248) = 5.21, P < .05$, indicates that subjects rate the conditions more amusing when one of the interacting characters extremely insults the other. The three-way interaction effect, $F(1, 248) = 4.77, P < .05$, indicates

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that subjects judge the condition Friend-Unrealistic-Extreme as most amusing.

The results of the ANOVA for insulting yield two significant main effects, two two-way interaction effects, and a three-way interaction effect. The significant degree of realism of the characteristic-attribution main effect, $F(1,248) = 20.85$, $P < .001$, indicates that subjects rate the conditions less insulting when an unrealistic trait is attributed to one of the interacting characters. The significant degree of insult main effect, $F(1,248) = 3.87$, $P < .05$, indicates that subjects rate the conditions less insulting when one of the interacting characters mildly insults the other. The relationship X insult interaction effect, $F(1,248) = 5.76$, $P < .01$, indicates that subjects judge Enemy-Mild as least insulting. The characteristic X insult interaction effect, $F(1,248) = 21.85$, $P < .001$, indicates that subjects judge Unrealistic-Extreme as least insulting. The three-way interaction effect, $F(1,248) = 14.78$, $P < .001$, indicates that subjects judge the condition Friend-Unrealistic-Extreme as least insulting.

The results of the ANOVA for kidding-serious yield three significant main effects and a two-way interaction effect. The significant relationship main effect, $F(1,248) = 39.56$, $P < .001$, indicates that subjects rate the conditions more kidding (less serious) when the interacting characters are friends than are enemies. The significant degree of realism of characteristic attribution main effect, $F(1,248) = 72.34$, $P < .001$, indicates that subjects rate the conditions more kidding (less serious) when an unrealistic trait is attributed to one of the interacting characters. The significant degree of insult main effect, $F(1,248) = 6.62$, $P < .01$, indicates that subjects rate the conditions more kidding (less serious) when one of the inter-

acting characters extremely insults the other. The relationship X insult interaction effect, $F(1,248) = 6.62$, $P < .01$, indicates that subjects judge Friend-Extreme as most kidding (least serious).

The Duncan's Multiple Range Means for significant amusing interaction effects are presented in Table 1. For the Rel X Char X Ins three-way interaction effect, the FUEX condition was significantly ($P < .05$) more amusing than any of the other seven conditions (EnUM, FUM, EnUEX, FREX, EnREX, FRM, and EnRM).

The Duncan's Multiple Range Means for significant insulting interaction effects are presented in Table 2. For the Rel X Char X Ins three-way interaction effect, the FUEX condition was significantly ($P < .05$) less insulting than the EnUEX, EnRM, FUM, FREX, and EnREX conditions.

The Duncan's Multiple Range Means for significant kidding-serious interaction effects, are presented in Table 3. For the Rel X Char X Ins three-way interaction effect, the FUEX condition was significantly more kidding (less serious) than any of the other seven conditions (FUM, EnUM, FREX, EnUEX, FRM, EnREX, and EnRM).

The data from Tables 1, 2 and 3 are presented diagrammatically in Figure 1, representing each of the dependent variables plotted for the eight independent variable conditions. Condition 3 (FUEX) is consistently higher than any of the other seven conditions (FREX, EnRM, FRM, FUM, EnREX, EnUEX, and EnUM) for each of the dependent variables (amusing, insulting, and kidding-serious).

A correlation between amusing, insulting, and kidding-serious (Table 4) was performed. All correlations are highly significant, $P < .001$, indicating a strong positive relationship between the three dependent measures.

TABLE 1

Duncan's Multiple Range Test for Amusing

Grouping	Mean	N	Rel	Char	Ins
A	9.50	32	F	U	Ex
B	7.34	32	En	U	M
B	7.23	32	F	U	M
C B	6.94	32	En	U	Ex
C B D	6.28	32	F	R	Ex
C B D	6.19	32	En	R	Ex
C D	5.81	32	F	R	M
D	5.50	32	En	R	M

Means with the same letter are not significantly different at $P < .05$.

Rel=Relationship; F=Friend; En=Enemy

Char=Characteristic-Attribution; R=Realistic; U=Unrealistic

Ins=Degree of Insult; Ex=Extreme; M=Mild

TABLE 2

Duncan's Multiple Range Test for Insulting

Grouping	Mean	N	Rel	Char	Ins
A	12.28	32	F	U	Ex
B A	10.97	32	En	U	M
B A	10.75	32	F	R	M
B C	9.44	32	En	U	Ex
C D	8.72	32	En	R	M
C D	8.41	32	F	U	M
E D	7.25	32	F	R	Ex
E	6.47	32	En	R	Ex

Means with the same letter are not significantly different at $P < .05$.

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

TABLE 3

Duncan's Multiple Range Test for Kidding-Serious

Grouping	Mean	N	Rel	Char	Ins
A	16.06	32	F	U	Ex
B	13.28	32	F	U	M
C	11.53	32	En	U	M
D C	11.06	32	F	R	Ex
D C	10.81	32	En	U	Ex
D E	9.34	32	F	R	M
E	8.56	32	En	R	Ex
E	7.84	32	En	R	M

Means with the same letter are not significantly different at $P < .05$.

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

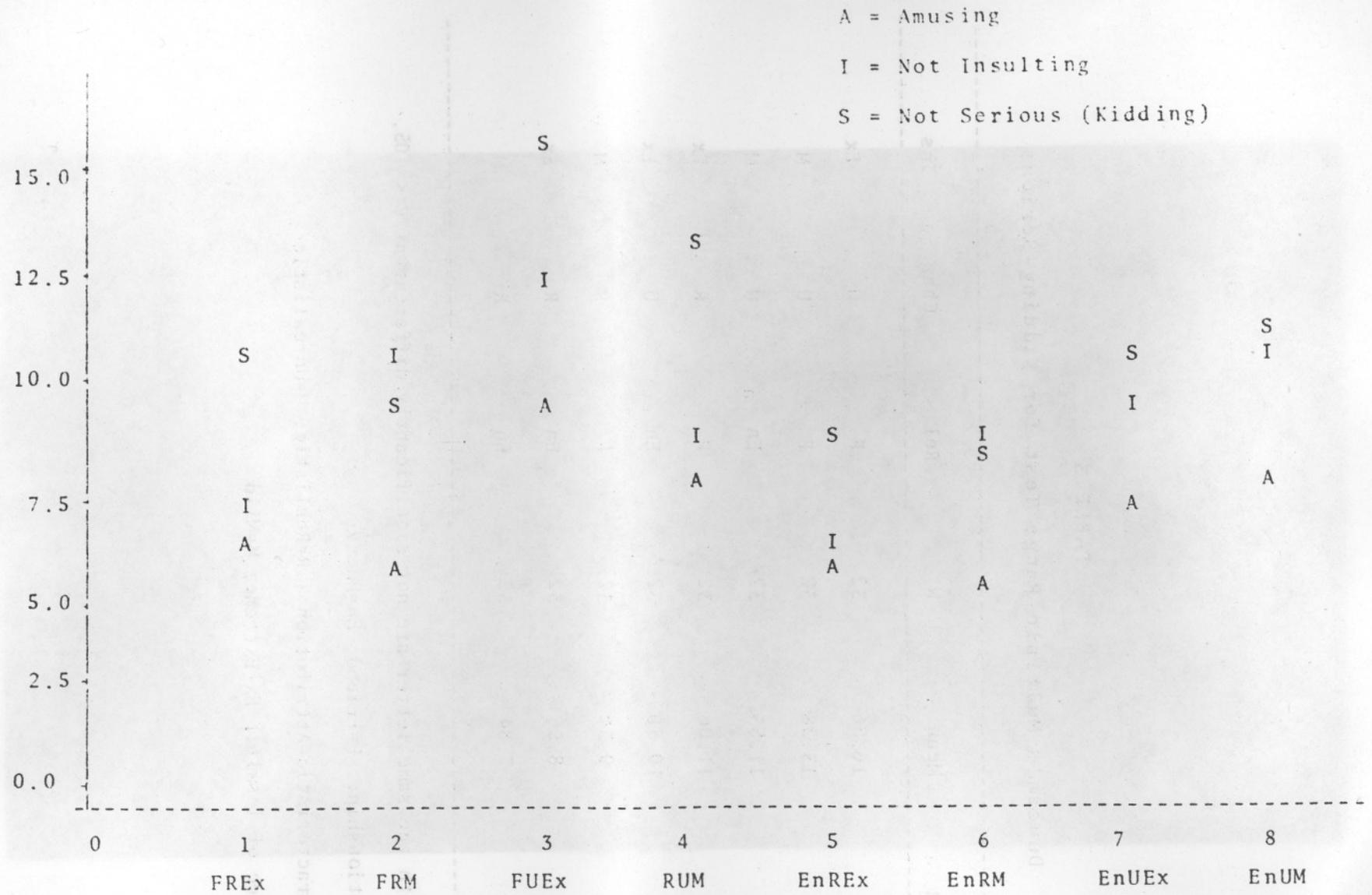


Figure 1. Amusing, Insulting, and Kidding-Serious Ratings by Eight Conditions

TABLE 4

Correlation Between Amusing, Insulting
and Kidding-Serious Ratings

	Amusing	Insulting	Kidding-Serious
Amusing	---	.41***	.49***
Insulting		---	.43***
Kidding-Serious			---

*** P .001

An ANOVA was performed to test for possible sex of subject differences. No significant sex of subject effect was found for any of the dependent variables. Also, a chi square was performed to test for possible item variation. No significant item effect was found for any of the dependent measures, i.e., no single experimental item was significantly more amusing, insulting or kidding-serious than any of the other experimental items.

Conclusions

There is no consistent pattern to report regarding the order of all eight conditions across the three dependent measures. However one interesting pattern does emerge when examining the highest and lowest means across the three dependent measures. Among the eight conditions the Friendly-Unrealistic-Extreme (condition 3) means are the highest for amusing, insulting, and kidding-serious, indicating that, under the FUEX condition, people are most likely to be amused, less insulted and less serious. The means for the exact opposite condition -- Enemy-Realistic-Mild (condition 6) are the lowest only for the amusing and kidding-serious ratings, indicating that, under the EnRM condition people are least likely to be amused, and to interpret the items as more serious. This finding appears to be consistent with the theoretical framework proposed in this study; namely, a mild remark regarding a person's attributed characteristic does not represent incongruity. The situation presents itself as being consistent with reality and hence not amusing and not playful. In addition, vicarious superiority is not needed to demonstrate to one's rival that he/she is a 'good sport'. For the insulting rating, instead of the opposite condition (EnRM) being the most insulting, condition 5 (EnREX) is the most

insulting condition. Common sense would dictate that an extreme insult would be more insulting than a mild insult. In addition, when two interacting persons are enemies and one of the two possesses some negative trait about which that one feels insecure, an extreme (exaggerated) statement, concerning the negative trait would be the most threatening, a la Rothbart (1973), and therefore most insulting.

Among the four conditions (FUEX, FUM, EnUEX, and EnUM) that most involve irony (i.e. when one of the interacting persons is insulted regarding an unrealistic negative characteristic), only the one condition, involving friends, an unrealistic characteristic-attribution by an extremely insulting remark (FuEx) yields the significantly highest amusing, lowest insulting, and most kidding ratings. In fact the condition that has the same degree of irony as FUEX but with a different relationship, i.e., EnUEX, ranks fourth amongst all eight conditions, following FUEX, FUM, and EnUM. Relationship here seems to play a decisive role for the irony to be appreciated and transforms an originally perceived insult to an amusing remark. When one takes into consideration the information provided by the insulting scale, one finds that subjects do correctly perceive an extreme insult as significantly more insulting than a mild insult. Yet when the extreme insult is paired with a friendly relationship, subjects' judgments are reversed, i.e. subjects now judge that condition to be least insulting, surpassing all other conditions, including the mild insult conditions.

According to Hodgkins (1977, p.443) "proximity (Friendly relation) is essential to human beings for sustenance, safety and sanity. In this nearness to each other we are offered continually the choice between conformity or dissent."

It is precisely with this feeling of safety that the individual is able to see the light side of an extreme insult. In addition, when one is feeling safe about one's own good features, an extreme negative statement could conceivably be interpreted as a creative way of delivering a compliment, heightening also the receiver's self-esteem.

When people hear extreme insults they are shocked on the surface, rendering their superficial social values shaken. But as psychological hedonists and cognitively-oriented beings, at a higher level of conceptual functioning, people restructure the insult, especially when it is accompanied by a friendly relationship and an unrealistic characteristic attribution.

By perceiving an extremely insulting remark from a friend, regarding one misattributed feature, as being amusing, seeing it as playful (kidding), and non-insulting, one exercises the creative act of humour stated by Koestler (1964). Through "bisociation" the individual is able to think on two planes of thought simultaneously.

Mishkinsky (1977) defines humour as the attitude of an individual which allows the individual to change concepts and beliefs, situations and objects, and to reorganize their meaning on the spur of the moment and in more than one dimension. This multidimensional attitude induces feelings of satisfaction. On the other hand, this attitude is dependent upon the ability of the individual to depart from customary or automatic interpretations of certain stimuli and interpret them in a new, different dimension.

For Mishkinsky, a humorous attitude differs from other attitudes in that its cognitive component is never stable nor is its organization one-dimensional. This process is similar to La Fave's notion of attitude

switching (1961). Further, this change in the cognitive component of that humorous attitude, which may well involve more than one dimension, causes the individual to assign a new value to the cognitive component. This evaluative component could be either positive or negative, depending on the organization and interpretation given by the individual. The individual goes through an emotional transformation due to the restructuring of the relationships of the perceived stimuli. Amusement could be generated if there involves a positive emotional component (happiness increment) and a non-threatening outlook of the stimuli which involves contradictions or incongruities, again requiring reorganization on different dimensions (perceived incongruity). All of these transformations (cognitive and affective) happen on the spur of the moment (sudden). The essence of this description for amusement (sudden, happiness increment due to a perceived incongruity) is representative of the definition for amusement given by La Fave et al. (1976).

The amusing ratings when compared to the insulting and kidding-serious ratings, were consistently lower across all eight conditions, ranging from 5.5 to 9.5 out of a possible 20 points. This floor effect has been noted by many humour researchers (Deckers and Kizer, 1974; Mannell and La Fave, 1976; and Guilmette, 1980). This floor effect occurs in any controlled humour experiment conducted under experimental situation. Subjects perceive any experiment to be serious and adopt a serious mode toward the stimulus materials (Mannell, 1976; and Mannell and La Fave, 1976). The difficulty with generating amusement in artificial or constricted conditions also serves to explain why, in general, teachers are unsuccessful in their attempts to use humour in the classroom

(Gruner, 1976; Bryant et al., 1980). Students often equate the classroom with a serious environment, one designed for learning and studying, and hence do not expect to be amused. When the situation is perceived as serious, it is difficult if not impossible to generate humour responses. In the present study, the mode of presentation of the stimulus material required the subjects to read items from page to page and assign a rating to each item. This mode of presentation reduces the spontaneous response to amusement. In addition this mode of presentation and collection of the data closely simulates a test-taking session, putting the subjects in a serious rather than playful mood. Hence, the presentation mode for the stimulus materials could be modified in future investigations. One may choose to present the material, in an audio-visual mode, and obtain subjects' responses by employing rating scales or physiological measures.

In addition, the experimental items, reported in this study, were written to fit the manipulated variables, and to keep the length variations at a minimum. As a result, the amusing ratings suffered. Also, since the experiment was conducted in a class-room situation with paper and pencil, a social contagion effect was eliminated.

However, there is less of a floor effect for the measure of play. The ratings for kidding-serious are considerably higher than amusing ratings and insulting ratings. In addition, the highly significant degree of realism and degree of insult main effect with the three-way interaction merely approaching significance may suggest that play is not as complex as amusement. It may only require either feeling of superiority or perceived incongruity in order to generate a playful mood.

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Tomorrow's Adults and The
Importance of Their Play

If rashly we risk projecting
our present constructs into the
world of tomorrow our first task
might be to describe the probable
future in terms which are emotion-
ally compelling. Each aspect of
a post-industrial, super-industrial
or post-technological society must
be embodied in forms which are
intuitively acceptable. Not
architecture of Wellsian grandure,

not the oddly convincing and disturbing anti-Utopias of Brave New World or 1984 each with its grandiose megopolis and oversimplified inhabitants, but an all-embracing, convincing description of the type of adults our children are growing into right before our eyes, needs to be fleshed out if we are to glimpse the future.

Young people of today are not buying motor cars, they are not buying houses or buying into our social groups, they are not buying our value systems, or our way of life. The difference with the 60's is that they are wise enough to eschew self-appointed gurus and overt clashing symbols. No flowers in rifle barrels here, but nevertheless "dulce et decorum est, propatria mori" may have been supplanted by "when will they ever learn?" and the latter may have an impact that the Latin phrase lacked.

These are different adults experimenting with drugs, their own careers, family relationships, and social arrangements of all kinds. They are the future and it is shockingly difficult for us to recognize. We, however, must continue to watch and listen carefully, for it is only through them that we will find adequate descriptions of the world of tomorrow we are all about to encounter. If our need is a reasonably accurate image of the most probable future from the many that are being projected daily on our inward eye by the media, this is most clearly revealed in those activities which prove intensely satisfying to large numbers of young adults. Sports, games, entertainments which intrigue, challenge and attract all ages are the best indicators of tomorrow's world.

This world will obviously be extremely diverse if the expanded applications of technology, circuitry, microchips and all forms of video games continues to be found parallel with a return to the simple and basic recreations of hiking, jogging, camping, and individual physical activity of all types.

Already, the entertainment/leisure activities complex accounts for more than 12% of the gross national product of the United States of America and in the years ahead a figure of one hundred and ninety billion dollars in leisure expenditure for 1980, 12% more than in 1979, will be easily exceeded in the United States of America alone. We also recognize that such studies of play expenditure cannot be separated from an examination of work itself for "some of today's adults insist that without joy there can be no work" (Schwartzman, 1978). Since this paper focuses on adult play, it may be assumed that an agreement to differentiate work from play might exist. However, when this task was surveyed in the inaugural meeting of this society where a naive bird's-eye-view of work or play differences was provided, this was held to be unhelpful (Duthie, 1975). The work/play dichotomy, although intuitively appealing, has been shown to be false and thus potentially damaging by several researchers (Stevens, 1980). In a satisfying human endeavour the unifying similarity between work and play is an emphasis on process rather than product, on making the activity last, "going with the flow" rather than ending it in a clear-cut result. In Miller's words: "There are goals in play but these are of less importance in themselves than as embodiments of the processes involved in attaining them." (1973,p.97) Here work/play differences disappear. -- Figure 1

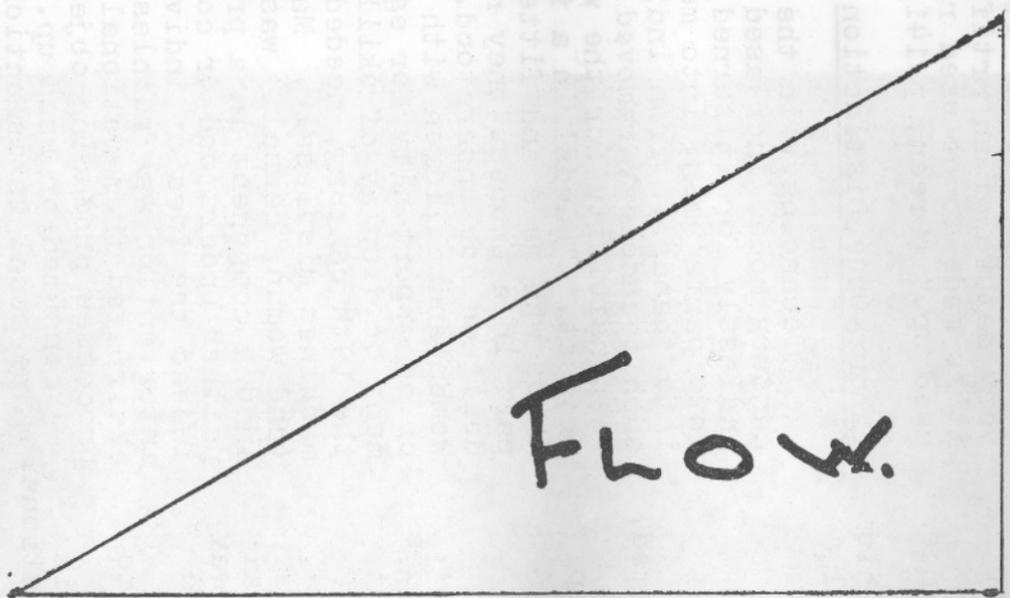
Tomorrow's Work Place - Opus and Flow

In tomorrow's industry plodding, linear, preprogrammed, responding humans will be even less rewarded than today. Robots are no longer fiction: they are everywhere in the workplace. People, less rigidly schooled, less accepting

LABOUR

OPUS

PLAY



of other-directed or play-lacking activity, quicker to pick up cues from others, able to think on their feet and to communicate decisions during information-rich tasks to one another are now needed. Accordingly, only less skilled, older workers in the advanced technological society of tomorrow will be happy with strict work guidelines and invariable task demands unless these are associated with opus - intrinsically motivated work, where what we ourselves decide to do makes a difference. We will increasingly, as individuals of tomorrow, seek individualized rewards, of opportunities to select packages of optional holidays, medical benefits, pensions, insurance of various types: and double and triple overtime will be common. This is inevitable. Already, managerial recognition that no one set of incentives can be effective in motivating an increasingly diverse work force is being implemented. But tomorrow's adults, as has been demonstrated, will be more variegated, perhaps more genuinely alive, than those of today. "They will grow up sooner, show responsibility at an early age, be more adaptable, and evince greater individuality" in Toffler's view (Third Wave, p. 391). We will see even less of what Jacques Ellul (1964) called "le technique - a complex of standardized means for attaining a pre-determined result". Already we rely less on implanting standardized means as an educational objective. Teaching the one best way to achieve objectives conceived and communicated by others, as a step towards the subordination of self to the calculus of efficiency in the industrial-technological society, is already disappearing from our educational system. We do not require a huge workforce to produce the products we use or consume daily.

The Greeks made a distinction between opus and labour which is possibly more meaningful than the familiar work/play distinction attempted by some. Of course,
(c.f. Figure 1)

we must recognize that in the Greeks' world slaves had little right to any other form of activity than labour.

"The ancient distinction between work and labour is also revealed in the intimate relation between work and artifacts. Whereas labour is related to production for consumption, work is related to production for use. Labour is necessary and without end precisely because consumption is unavoidable and endless, yet work is not related in the same way to consumption. It is the very nature of an artifact that it is made to be used rather than used up." (Green, p.141).

Labour-Opus Distinction

Technology, in the 19th century mode, increased labour endlessly for it turned craftsmen into parts' men, into mechanics, into 'hands'. From individuals, such technology removed any responsibility for the whole product. "Hands" in a factory were those who made and fitted only a part in a process they neither designed nor understood. Men, women and children with little or no opportunity for ego-involvement or display of skill were, in the 19th century, needed to mind machines mindlessly. Man, himself, (and woman, herself) was turned into a component in a process, neither understood or controlled: indeed the idea of individual intervention was ruthlessly extirpated from rational factory processes producing objects to be consumed or used up. Loss of personal satisfaction and intrinsic motivation was one of the 19th century costs of this buffered by an educational system which attempted to provide solace and justification. Labour was multiplied at the expense of opus for the population-at-large. Opus, work related to production for use, not merely consumption,

in tasks which demand the application of truly human capacities - the exercise of judgement, a sense of style and fitness, and the practice of a feeling of craft (Green, 1968) obviously makes the work/play distinction unnecessary. The distinction between opus and labour, however, fits neatly into those activities identified by Csikszentmihalyi:

- 1) The activity should be structured so that the actor can increase or decrease the level of challenges he is facing, in order to match exactly his skills with the requirements for action.
- 2) It should be easy to isolate the activity, at least at the perceptual level, from other stimuli, external or internal, which might interfere with involvement in it.
- 3) There should be clear criteria for performance; one should be able to evaluate how well or how poorly one is doing at any time.
- 4) The activity ought to have a broad range of challenges, and possibly several qualitatively different ranges of challenges, so that the actor may obtain increasingly complex information about different aspects of himself. (1975)
- 5) The activity should provide concrete feedback to the actor, so that he can tell how well he is meeting the criteria of performance.

Bateson's suggestion that anthropologists should retain the lay work/play distinction because of its use over an extended period by large numbers of people in describing their lives, will, in the easily foreseen future, become increasingly less helpful simply because people will cease making such a distinction. Work will cease to be a four-letter word. Tomorrow's adults may refuse labour: refuse to take part in any activity without a component of joy and enjoyment.

They will cease speaking of going to work, leaving work, doing work, when the workplace is all around them. Thousands of workers in this country and others, are at home and at work in what has been termed the 'electronic cottage'. (This is being dictated on a tape recorder, but equally well could have been typed on a word processor, in my home). Perhaps a re-examination of the usefulness of an opus/labour distinction will lead to a better understanding of play and its place in the world of tomorrow's adults when we consider re-writing the Olympic Oath:

"This for me is not labour:
it is a form of opus which
enables me to express who I am."

A marathon runner could perhaps most readily take such an oath. Olympic training and competition celebrates the dignity of human exertion in the pursuit of excellence and identity. Perhaps the light from the Olympic torch may lead us to an understanding of play and its place in the opus world of tomorrow.

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Candidates of President-Elect

GARY ALAN FINE is Associate Professor of Sociology at the University of Minnesota. His Ph.D. was from Harvard, 1976. He is known for his studies of fantasy and Little League. He is currently researching mushroom hunters and the role of danger in leisure. He has been a member of TAASP since 1976 and is a member of the executive committee.

ROBERT H. LAVENDA is an Assistant Professor of Anthropology at St. Cloud, Minnesota. His Ph.D. is from Indiana University. His research interests are in festivals, carnivals, ritual, and play theory. He has been a member of TAASP since 1978 and is a member of the executive committee. He believes in the polymorphous and polyglot nature of the society.

ANNOUNCEMENTS

March 28 - April 1, 1984 WHIM (Western Humor and Irony Membership) in Phoenix, Arizona, For information: Don L. F. Nilsen, English Department Arizona State University, Tempe, AZ 85287 U.S.A.

May 11 - 13, 1984; Conference on Native American Studies. Abstract by March 15, 1984 to James S. Thayer, Conference Coordinator, 225 Hanner Hall, Oklahoma State University, Stillwater, Oklahoma, 74078 U.S.A.

Journal of Sport Literature: Lyle I. Olsen, Editor, Department of P.E., San Diego State University, San Diego, California 92182-0171.

Pro Data: Jay Beckwith, Mexico Forge, P.O. Box 565/ U.S. Route 322W Reedsville, PA, 17084

"Everybody Wins" by Jeffrey Sobel, New York: Walker and Company, 1983.

New York Folklore: New Editorial Policy --

Established in 1945 as NEW YORK FOLKLORE QUARTERLY, the journal has continued to publish in four numbers a year since its name change in 1974. Articles submitted to the Editor should represent original contributions to folklore studies. While maintaining an emphasis on the folklore of New York State, the Editor welcomes articles based on the folklore of any area of the world. Articles contributing to the theory, methodology, and geography of folklore are especially welcome, but the journal also publishes purely descriptive articles in the ethnography of folklore, and provides a home for "orphan" tales, narratives, songs, etc. Contributors of the latter are urged to provide as much contextual information as possible.

Articles should normally not exceed 7,000 words. Style follows that of the Journal of American Folklore or American Anthropologist. A guide to style is available from the Editor. Articles should be typed double-spaced on white non-erasable paper. A separately-typed abstract of about 75 words should accompany each article. The original and two copies of all textual and tabular material should be submitted to:

Editor: Dr. Phillips Stevens, Jr., Department of Anthropology, State University of New York at Buffalo Ellicott Complex, Buffalo, N. Y. 14261

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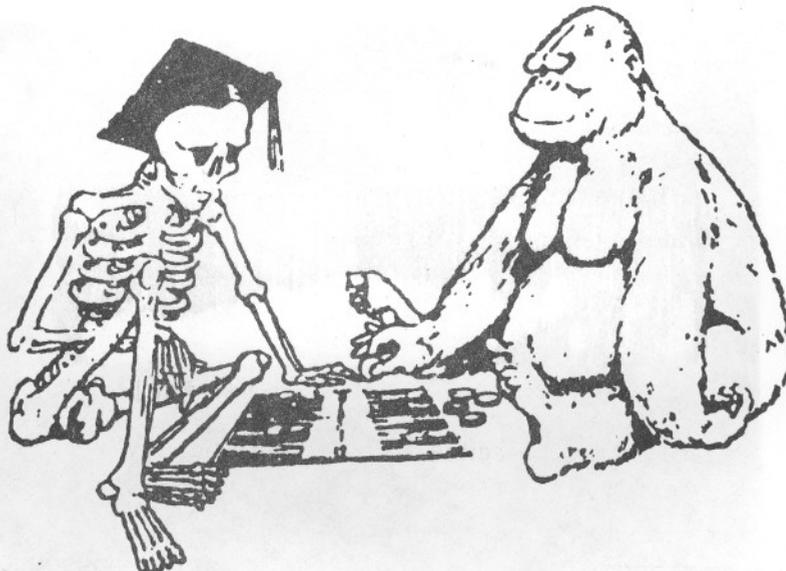
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1984 - 1985

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THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY

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