

NEWSLETTER

Volume 9 Number 2

Winter 1983



* TAASP, AES, SAS PROGRAM/ *
* CONFERENCE INFORMATION INSIDE *

CHECK YOUR ENCLOSED TAASP BALLOT AND RETURN BY JANUARY 28th! SEE BALLOT INSERT NEXT PAGE

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GUEST EDITORIAL

The upcoming TAASP Annual Conference really looks exciting. Check out the program along with AES and SAS; there's something for every one's state of the art. Kendall Blanchard, President-Elect and Program Chair, along with Anna Nardo, Local Chair, are to be congratulated for a super conference. Come join us in Baton Rouge - and stay February 15th for our trip to New Orleans and Mardi Gras!

This is a chance for you to determine the leadership of TAASP. Enclosed is the TAASP Ballot for our President-elect and Members-at-Large. On page 2 are brief summaries of each candidates background and interest. Make your choice, check your ballot and return it to me (Nominations Chairperson).

As we face our ninth Annual Conference of TAASP, we need to review our past efforts, and the ways in which we can improve in the future. If you have ideas, why not share them with the TAASP officers - and at the Annual Business Meeting on February 14, Monday, 3:30 p.m. Brian Sutton-Smith will present our Presidential Address followed by a Roast from 5:15-6:30 p.m. This will be outstanding!

Sir Edmund Leach, renounced British social anthropologist, will present TAASP's Keynote Address, to which all conference attendees (AES, SAS) are invited. The cash bar which follows will be a chance to chat with Dr. Leach. On Saturday, February 12th 6:30 p.m., we will be honored by Roger Abrahams, Scripps College, who will present the TAASP Invited Address.

All this - and Mardi Gras! Remember on Tuesday, February 15th, is the Reunion du Mardi Gras Bus Excursion to New Orleans and back to Baton Rouge! Bring your costume, mask, and be ready for festival!!!

By the way, the next TAASP Newsletter will contain the 1983 TAASP Conference Abstracts of papers presented in Baton Rouge. You will want to have that issue.

See you in Baton Rouge!

Alyce Taylor Cheska
Guest Editor

BE SURE TO VOTE! CANDIDATES ON BALLOT INSERT NEXT PAGE. FILL OUT AND RETURN NOW!

CANDIDATES FOR PRESIDENT-ELECT

ANDREW W. MIRACLE, JR., Department of Sociology, Texas Christian University, Fort Worth, Texas.

Andrew Miracle, Jr. received his B.A. from Princeton, M.A. from the Univ. of Florida, the Ph.D. in 1976 from the Univ. of Florida. At T.C.U. he teaches a course on anthropology and sport. As a result of this interest he has developed close working relationships with colleagues in schools of education and departments of physical education and kinesiology in North America and Europe. His research interests include children's play, especially school-related play activities. He has studied high school athletics in the U.S. and games, play and humor among the Aymara of Bolivia.

As a charter member of TAASP, he has attended all annual meetings since 1976 and was the local arrangements head for the 1981 meeting which met with the Southern Anthropological Society in Fort Worth. Also, he was a member of the Executive Council for 1979-81. He states, "Traditionally, TAASP's strength has been grounded in its broad, multidisciplinary base. We need not only to maintain this base, but to foster a greater degree of integration of the constituent components. In addition, we need to work toward developing a journal to serve as a means of disseminating research on play. Realization of this goal would promote a strong organization with a high degree of visibility internationally. In turn, this would help insure the continued viability of TAASP. This is my primary goal for TAASP and one which I hope to see realized in the near future." Selected publications include:

"Factors Affecting Interracial Cooperation: A Case Study of a High School Football Team." Human Organization. 40:2:150-154, 1981.
"Jama, T'axa and P'uru: Three Categories of Feces in Aymara. In The Aymara Language in its Social and Cultural Context. M.J. Hardman, ed. Social Science Monographs Series, Gainesville, FL: University of Florida Press, 1981. (With Juana Vasquez.) pp. 71-79.
Studies in the Sociology of Sport. (With Aiden O. Dunleavy and C. Roger Rees.) Fort Worth: Texas Christian University Press, 1982.

BERNARD MERGEN, Professor of American Civilization, George Washington University, Washington, D.C.

Bernard Mergen has been a member of TAASP since 1976, a member of the Council in 1979-81, and Membership Secretary in 1980-81. His research has been chiefly on the history of children's play, but he is also interested in the history of work and leisure in the United States. His book Play and Playthings, 1982 (Westport, Conn.: Greenwood Press) surveys American children's toys, games, and playthings from colonial times through the present. It covers the significance of play, notes changes in play, and looks at play as a field of study. His book in progress, Recreational Vehicles and Travel, is a bibliographical essay on the use of all kinds of boats, bikes, cars, and aircraft in play. He states, "TAASP will continue to grow as we demonstrate that research on play can usefully unite various disciplines. I would like to see TAASP take an active role in promoting the study of play by sponsoring seminars and providing consultants for institutions interested in starting new courses or research projects. I hope we can play a significant part in the olympic year activities."

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PLEASE VOTE:

NOMINATIONS FOR TAASP OFFICERS

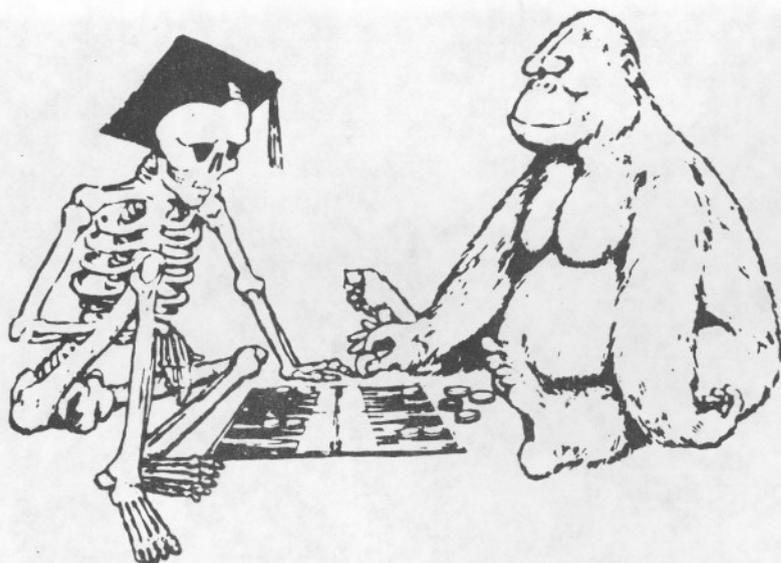
President-Elect:

- Bernard Mergen
- Andrew Miracle

Members-at-Large:

- Maria Allison
- James Christie
- George Eisen
- Gary Fine
- Peggy Stanaland

+++++



(Tear off and return by mail)

THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY

TAASP BALLOT

for

President-Elect and Members-at-Large
1983-84

PRESIDENT-ELECT (mark one)

BERNARD MERGEN

ANDREW W. MIRACLE, JR.

MEMBERS-AT-LARGE (mark three)

MARIA T. ALLISON

JAMES F. CHRISTIE

GEORGE EISEN

GARY FINE

PEGGY STANALAND

After marking ballot, place in an envelope and address to:

Dr. Alyce Cheska, Dept. of Physical Education, Freer Gymnasium, 206 South Goodwin, University of Illinois, Urbana, Illinois 61801

RETURN THIS BALLOT POSTMARKED NO LATER THAN JANUARY 28, 1983.

CANDIDATES FOR MEMBERS-AT-LARGE

MARIA T. ALLISON, Purdue University, West Lafayette, Indiana.

Maria Allison has served on the faculty of Purdue University since January, 1979. She received B.S. and M.S. degrees in Physical Education at the University of New Mexico (God's country). Her Ph.D. was completed in 1980 at the University of Illinois where she specialized in Sociology of Sport. Maria is currently finishing a master's in sociology at the same university. Her recent research interests focus on the influence of occupation on health and leisure life-styling and she maintains her interest in understanding the interdependence between sport and culture. Her most recent publications include:

Allison, M. "Sport, ethnicity, and assimilation." Quest, 1982 (November).

Anthrop, Joseph, and Allison, M. "Role Conflict and the High School Female Athlete." Research Quarterly, 1983 (March) in press.

Allison, M. "Sport, culture, and socialization." In P. Becker (ed.), Sport and Sozialisation, West Germany, Rororo Publishers, 1982, in press.

JAMES F. CHRISTIE, Dept. of Curriculum and Instruction, University of Kansas, Lawrence, Kansas.

James Christie earned his B.A. in Psychology at the University of California, Berkeley; a M.S. in Developmental Psychology from Syracuse University; and his Ph.D. in Education from Claremont Graduate School in 1977. As an educator, he is concerned about the current "Back to Basics" movement and the resulting downward shift of structured academic instruction. This shift has sharply reduced time devoted to free play in many preschool and kindergarten programs. He has attempted, through a series of research review articles, to inform early childhood educators of recent evidence linking play with gains in social and intellectual development. He has also written several articles which instruct teachers how to use different play training strategies. Along this same line, I have just finished conducting a study of the long-term effects of play training. He has been active in TAASP since 1980, having attended all conferences, presented several papers, chaired a session, and helped review papers for the 1982 Conference Proceedings. He hopes to get more educators inter-

ested in TAASP. Recent publications include:

"The Role of Play in Social-Intellectual Development." Review of Educational Research, in press. (with E.P. Johnsen)

"Sociodramatic Play Training." Young Children, 1982, 37:25-32.

"Play: To Train or Not to Train?" In J. Loy (Ed.), Paradoxes of Play. New York Leisure Press, 1982.

GEORGE EISEN, Dept. of Health, Physical Education, Recreation, and Dance, California State Polytechnic University, Pomona, California.

George Eisen received a B.S. in Physical Education and Kinesiology at the University of Massachusetts, and an M.S. in Physical Education, anthropology, and History at the same university. His Ph.D. is from the University of Maryland in Physical Education and History, 1979. He has been a member of TAASP almost from its inception. During these years he also conducted research in the area of play and sport from a cultural and anthropological perspective. Within this general domain, his major interests included the historical-mythological origins of games and sports and their functions in ancient and modern societies. Simultaneously, he focused on the sociocultural ramifications of play-behavior and on sport and ethnicity. He teaches courses on the socio-cultural and anthropological aspects of games and sport. In his teaching, he fostered an interdisciplinary approach and succeeded in cross listing courses with several other departments. He also received several grants for the study of play and games of Native Americans in California. Publications include:

"Goddesses as Patronesses of Sport Activities in the Ancient Mediterranean Mythologies." In Studies in the Anthropology of Play, Phillips Stevens Jr. (Ed.), Leisure Press, 1977.

"Voyageurs, Black-Robes, Saints, and Indians." Ethnohistory, 24 (Summer 1977).

"Games and Sporting Diversions of the North American Indians as Reflected in American Historical Writings of the Sixteenth and Seventeenth Centuries." Canadian Journal of History of Sport and PE, 9 (May 1978).

GARY ALAN FINE, Associate Professor of Sociology, University of Minnesota, Minneapolis, Minnesota.

Gary Alan Fine earned his Ph.D. from Harvard University in Social Psychology with a minor in Folklore. He is the author of a number of articles on Little League baseball and on fantasy games. (A book on the latter interest, Shared Fantasy, is scheduled for publication this spring from the University of Chicago Press.) His interests in play focus on the collective creation of play, particularly among adolescent and pre-adolescent males. I have served TAASP as a member of the Membership Committee and look forward to continued work with the organization.

Significant publications: Rumor and Gossip: The Social Psychology of Hearsay (with Ralph Rosnow); "Small Groups and Culture Creation: The Idioculture of Little League Baseball Teams," American Sociological Review, 1979, pp. 733-745.

PEGGY STANALAND, Eastern Kentucky University, Richmond, Ky.

Professional Preparation:

B.A. Florida State University, Tallahassee, Fl.

M.A. Florida State University, Tallahassee, Fl.

P.E.D. Indiana University, Bloomington

Professional Service (TAASP)

Charter Member, Fellow, Member-at-Large (1974-75), Membership Secretary (1975-76)

Other selected Service and Honors:

Archives Committee, College of H, P.E., R., Eastern Kentucky University, Richmond (1976-83)

Distinguished Lecture Committee, NASSH (North American Society of Sports History) (1979-80)

Founding Mothers' Award, Kentucky Women's Collegiate Athletic Conference (1981)

Professional Interest in TAASP:

Sport as an historically significant element of the culture; special study has been devoted to sport in primitive societies with particular emphasis on sport in ancient Ireland as associated with the Irish fair (Aenoch). More recent study has been centered on regional "Kentucky" folksport.

Major research and publications:

"Tarahumara Runners in 1928 Olympics: Cultural Encounter with Stamina," TAASP paper, 1981

"The Fair of Carman: A Further Reflection of Ancient Ireland's Affinity to Sport," NASSH, 1982

"Pre-Olympic Anthropology Days, 1904: and Aborted Effort to Bridge some Cultural Gaps," In Play as Context Alyce Cheska (Ed.) West Point, N.Y.: Leisure Press, 1981

RÉUNION DU MARDI GRAS

Baton Rouge, 1983

AES

SAS

TAASP

PRELIMINARY PROGRAM



Laissez les bons temps rouler!

PRELIMINARY COMBINED PROGRAM OF TAASP, AES, AND SAS
PRINCE MURAT HOTEL, BATON ROUGE, LA., FEBRUARY 11-15, 1983

SCHEDULE OF PAPERS AND EVENTS

FRIDAY, FEB. 11 -- ARRIVAL DAY

AES Executive Board Meeting: 4:00 - 5:00 p.m.

TAASP Council Meeting: 6:00 - 8:00 p.m.

Wine and Cheese Gathering: 8:00 - 10:00 p.m. Hosted by LSU and UNO. Everyone invited!

SATURDAY MORNING, FEB. 12

1. 9:00 - 11:15
Biocultural Anthropology: Measuring the Cost of Civilization (SAS). Dressler, Blakely; Berryman and Lahren; Bindon; Greenamyre.
2. 9:00 - 12:35
Social Anthropology: Family, Sex, Age, and Gossip (SAS). Arcury; Curry; Fennell; Searcy; Simon; Tefft; Zeanah; Lane.
3. 9:00 - 10:40
Southern Synthesis: Fables, Folk, and Females (SAS Organized Symposium). Middleton-Keirn; Howsden; Juengst; Washington.
4. 10:50 - 12:30
Gypsies and Travellers in the South (SAS Organized Symposium). Salo; Boles and Davis; Andersen; Harper.
5. 8:30 - 10:30
Rethinking Play: New Theoretical Perspectives (TAASP Volunteered Papers). Fox; Rapp; Duncan; Watson; Meier; Norbeck.
6. 10:40 - 12:20
Psychology and Play (TAASP Key Symposium). Johnsen; Christie; Dansky; Johnson.
7. 9:00 - 12:00
Text, Play, and Story I (AES Symposium). Fernandez; Boon, Rosaldo; Bruner and Gorfain; Basso.

SATURDAY AFTERNOON, FEB. 12

8. 2:00 - 3:40
South America in Festival, Photograph, and Song (AES). Whitten, Jr.; Reeye; Fine; Gamarra-Thompson; Chernela.
9. 3:50 - 5:30
Tragedy in Text and in Life (AES). Jacopin; Thormeyer; Herzfeld, Anderson, J.
10. 2:00 - 3:40
Search for Identity I (AES-SAS). Prell; Rutheiser; Oring; Bestor.
11. 3:50 - 5:30
Search for Identity II (AES-SAS). Yamamoto, A. and Yamamoto, F.; Harris, C.; Handler; Powers.
12. 1:30 - 3:10
Sport Sociology (TAASP Key Symposium). McPherson; Karnilowicz and Loy; Smith; Widmeyer; Dunleavy.
13. 3:20 - 5:20
Child's Play (TAASP Key Symposium). Sutton-Smith; Mergen; Vanderberg; McDowell; Kelly-Byrne; Fine.
14. 1:10 - 3:10
Play and Literature (TAASP Volunteered Papers). Nardo; Manley; Benson; Riley; Tanczo.

SATURDAY AFTERNOON, FEB. 12 (Continued)

15. 3:20 - 5:30

* Play and Games: Ethnographic Perspective (TAASP Volunteered Papers). Guilmette; Miller; Hofsess; Mechling; Factor.

16. 2:00 - 5:00

Civilization and Its Discontents I (SAS Key Symposium). Harris, M.; Peebles; Bass and Owsley; Guillotte.

SATURDAY EVENING, FEB. 12

* TAASP Invited Address: Roger D. Abrahams, 6:30 - 7:45.

Cajun Band: Don Montoucet and the Cajun Aces. 9:00 - ?

SUNDAY MORNING, FEB. 13

17. 9:00 - 10:40

Anthropology of Development (SAS). von Mering; Baklanoff and Brannon; Bort; Robins.

18. 10:50 - 12:30

Anthropological Texts, Anthropologists, and the News (AES-SAS). Berleant-Schiller; Chambers; Hirschenhofer; Batteau.

19. 9:00 - 12:30

Medical Anthropology I: Agression, Suicide, Health, and Survival (SAS). Greenfield; Gibson and Willis; Waelde; Schreiber; Roche; Nachman; Sharp; Gilliland.

20. 9:00 - 11:15

Archaeology and Material Culture (SAS-AES). Bryant; Voss; Alexander; Edwards; McCracken.

21. 8:30 - 10:10

Sport: Theoretical and Historical Perspective (TAASP Volunteered Papers). Eisen; Koyecses; Fine; Hilliard; Rees.

22. 10:20 - 11:40

* Art as Play: Parameters and Possibilities (TAASP Key Symposium). Nuell; Wilson, M. and Wilson, B.; and others.

23. 8:30 - 10:10

* The Last Word in Play (TAASP Volunteered Papers). Womack; Inclan; Layie; Berentzen.

24. 10:20 - 11:40

Leisure and Anti-Leisure (TAASP Organized Symposium). Duda; Duncan; Allison.

25. 9:00 - 12:00

* Text, Play, and Story II (AES Symposium). Basso; Sutton-Smith; Schwartzman; MacAloon; Peacock; Becker.

AES Business Meeting 12:00 - 1:00.

SUNDAY AFTERNOON, FEB. 13

26. 2:00 - 5:00

Political Economy and the Uses of Beliefs and Rituals (AES Organized Symposium). Fox; Ingerson; Mullings; Schneider, J.; Silverman; Weller.

27. 2:00 - 3:40

Ritual and Theater (AES-SAS). Shore; Boddy; Schneider, W.; Wolfowitz.

28. 2:00 - 4:15

Narrative, Discourse, and Story (AES-SAS). Maranhão; Goodwin, C. and Goodwin, M.; Brody; Traweek; Ottenheimer.

29. 1:30 - 3:10

* The Ethnography of Play (TAASP Key Symposium). Anderson, W.; Harkness; Katz; Lancy; Rosenberg; Schwartzman.

SUNDAY AFTERNOON, FEB. 13 (Continued)

30. 3:30 - 5:00

* Games (TAASP Key Symposium). Chick; Hughes; Chase; Ng; Alford, R.

31. 1:30 - 3:10

* Festivals (TAASP Volunteered Papers). Lavenda; Pierson; Snyder; Gradante.

32. 3:20 - 5:20

* Children and Play: From Observation to Therapy (TAASP Volunteered Papers). Christie; Grossberg; Greene, Jr.; Reifel, S.; Briley, S. and Garze, M.; Gee; Campbell.

33. 2:00 - 5:00

Civilization and Its Discontents II (SAS Key Symposium). Hewes; Baer; Durbin; Webb; King.

SAS Business Meeting 5:30 - 6:30.

SUNDAY EVENING, FEB. 13

* Keynote Address: Sir Edmund Leach, 7:30 - 9:00.

TAASP Council Meeting, 9:00 - 11:00.

Cash Bar, 9:00 - ?

MONDAY MORNING, FEB. 14

34. 9:00 - 10:40

Medical Anthropology II: Healers and Rural Health (SAS). Harrison; Wells; Marshall; Schneider, M.

35. 10:50 - 12:05

Cajuns and Festivals (SAS-AES). Gutierrez; Esman; Smith.

36. 9:00 - 12:05

Urban Anthropology in the South and in Yugoslavia (SAS-AES). Hyland and Ciaramitaro; Collins and Harris, E.; McDonogh; Fernea; Banks; Boehm; Eastland.

37. 9:00 - 11:15

Sports: From Cock Fighting to Fishing (SAS). Hawley; Marks; Freedman; Pete; Derby.

38. 9:00 - 11:40

Ceremony, Certainty, and Uncertainty in the Northwest and the Arctic (AES). Kan; Reid; Adams; Gross; Zumalt; Anderson, M.

39. 8:30 - 10:10

* Play and History (TAASP Key Symposium). Stanaland; Beran; Cheska; Park.

40. 10:20 - 12:00

* Play and Language (TAASP Key Symposium). Nilsen, D.; Nilsen, A; Limon; Genishi.

41. 9:00 - 12:00

* Text, Play and Story III (AES Symposium). Bruner; Farrer; Fernandez; Ohnuki-Tierney; Handelman; Leach.

MONDAY AFTERNOON, FEB. 14

42. 2:00 - 5:05

Entertainment, Heroes, and Growing Up in USA (AES). Boehm; Johnson, E.; Shanklin; Higgins; Agar; Canaan; Ikeda; Segal.

43. 2:00 - 4:15

Africa and Afro-America in Ceremony and in Song (AES-SAS). Masquelier; Silver; Carnegie; Morales; Driskell.

44. 2:00 - 4:45

* The Self in Play, Life, and Public Discourse (AES). Barlow and Lipset; Lambek; Kernan and Turner; Gohring; Taylor.

MONDAY AFTERNOON, FEB. 14 (Continued)

- 45. 1:30 - 3:10
Carnival in Louisiana (TAASP Theme Symposium). de Caro; Ancelet; Spitzer; Reinecke; Ireland.
 - 46. 1:30 - 3:10
★ Chance, Fright, Imagination, and Pleasure: Sociological Perspectives on Play (TAASP Volunteered Papers). Miracle; Abt; Alford, K.; Laberge; Rapp.
 - 47. 2:00 - 5:00
Civilization and Its Discontents III (SAS Key Symposium). Nickerson; Bennett; Fischer; Reck; Kaprow.
- TAASP General Business, 3:30 - 4:15.
 TAASP Presidential Address and Roast, 5:15 - 6:30.
 TAASP Council Meeting, 6:30 - 8:00.
 Masking as a Superorganism, 9:00 - ?.

TUESDAY, MARDI GRAS, FEB. 15

Réunion du Mardi Gras Bus Excursion to New Orleans and back to Baton Rouge.

WEDNESDAY, FEB. 16 (Ash Wednesday) Departure Day.

RÉUNION DU MARDI GRAS
 February 11 - 16
 Baton Rouge, Louisiana
 PRELIMINARY PROGRAM

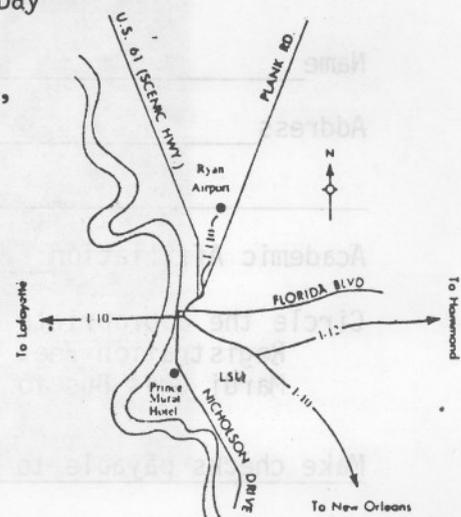
Reunion du Mardi Gras, a joint meeting of the American Ethnological Society (AES), the Southern Anthropological Society (SAS), and the Association for the Anthropological Study of Play (TAASP), will meet in Baton Rouge, Louisiana, February 11 - 16. AES papers will center around the theme, text, play, and story; SAS papers will explore the question of civilization and its discontents, as well as other subjects; and TAASP participants will examine the state of the art on play research. A detailed schedule of papers and events is included in this announcement. In sum, the overall schedule is

Friday, Feb. 11 - Arrival Day
 Saturday, Feb. 12
 through
 Monday, Feb. 14 - Meetings
 Tuesday, Feb. 15 - Mardi Gras
 Wednesday, Feb. 16 - Departure Day

Transportation to Baton Rouge:

- Air: Delta, Republic, American, and Continental (Texas International)
- Bus: Greyhound and Continental Trailways
- Car: See map below.

Note: Flights from Dallas, Memphis, and Atlanta come directly to Baton Rouge. Prince Murat Inn, the convention hotel, provides limousine service from the airport.



Accommodations:

The convention location is the Prince Murat Inn. The convention rate is \$37 for singles, \$43 for doubles, and \$6 for each additional person. Enclosed is a reservation card, or write

Prince Murat Inn
1480 Nicholson Drive
Baton Rouge, LA 70802
(504) 387-1111

Reservations deadline is January 15, so hurry.

Mardi Gras Special to New Orleans:

Four buses have been reserved for those who wish to travel to New Orleans for Mardi Gras, Feb. 15. Reservations will be accepted on a first-come, first-served basis, so please indicate on the registration form if you wish to reserve a seat. The cost is \$15 per person (make checks payable to LSU).

Since some buses will leave early to catch the early morning parades, such as Zulu, and some will return late at night so as to take in the evening parades, namely Comus, you will want to designate your preference of departure and return times at the registration desk when you arrive in Baton Rouge. A Guide to Surviving Mardi Gras will be available at the registration desk and will provide information all aspects of the trip.

For those who do not care to go to New Orleans, Bonjour Louisiana, a private agency, has a tour to one of the smaller celebrations near Baton Rouge. The cost is \$15. Reservations can be made Friday afternoon at the registration desk.

Dress:

The weather in February is variable, so bring a light jacket and an umbrella. Also bring a pair of comfortable walking shoes. Monday evening, we will have our own Mardi Gras ball, centered around the theme (in honor of an illustrious Baton Rougean, Leslie A. White), masking as a superorganism. The pair best portraying the theme will be crowned King and Queen of Superorganism. So let your imagination run wild and pack a suitable costume.

TEAR HERE AND MAIL BY JANUARY 15 TO:
Professor Miles Richardson
Dept. of Anthropology
Louisiana State University
Baton Rouge, LA 70803

Registration Form
Réunion du Mardi Gras

Name _____

Address _____

zip _____

Academic Affiliation _____

Circle the appropriate organization: SAS TAASP AES

Registration Fee: \$15.00 _____

Mardi Gras Bus to and from New Orleans: \$15.00 _____

Make checks payable to LSU.

THE AUSTRALIAN CONNECTION

Brian Sutton-Smith (U. of Pennsylvania, Philadelphia)

The Great Debate of Texas (1981) (That Athletics is not Play) and the even Greater Debate of Ontario (1982) (That sports are a male connection) spread their fame to Australia and at the Commonwealth and International Conference on Sport etc. in Brisbane, September 23-28, the organizer of the Sport Sociology Section, Kent Pearson was determined to discover what matter of principle could be involved in these debates and posed the question: SPORT: THE APOTHEOSIS OR THE ATROPHY OF PLAY.

Sutton-Smith and Kelly-Byrne argued the positive and Ingham and Grunneau the negative. The first argued that play was awful and that sports were therefore OK, while the second argued that play was great but sports were awful. Thus the researchers on play (S-S and K-B) put down their own (play) and the researchers on sport (Grunneau and Ingham) put down their own (sport). While at Texas the debaters were robed appropriately in academic gown or football costume; and at Ontario likewise the participants, all women, wore either Jungian or Friedan attire; the Australian connection lent no such fervescence, and sportive framing was confined to the presentation of roses at the beginning to all the male participants (once the word had been leaked that the chairman, Pearson, strongly resented the universal giving of flowers to women and never to men). One had the feeling that in political climate Brisbane was early feminist and later Neanderthal (A demonstration by aborigines was banned during our visit--presumably a bad influence on us racist Americans or merely the neo-conservatism of the Premier Bjelke Peterson). The audience, led with neophyte philosophers, appears not to have quite understood the occasion and the ribaldry celebrated by Annette Guilmette and Anna Nardo was noticeably absent though the spirit was, in general, good humored.

Though it is difficult to recall most of the debate, some of the highlights were as follows: Sutton-Smith was ribbed for writing How to Play with Children, but failing to write; How to Play with Yourself (which incidentally has now been taken over by Dudley Moore). Ingham was categorized as the man who left England in a state of equanimity once his explosive presence was gone. He was also accused of being the phantom boy cap pisser from Liverpool having since gone on

to the penetration of deeper sociological structures. Grunneau was slated for pursuing women's liberation merely to get the women out of the kitchen so he could pursue his hobby of cooking. It was also alleged that his habit as a professional swimmer of practising until he had vomited several times, has simply been carried over into his sociology of sport career.

The arguments were somewhat less substantial. It was suggested that sport must be the apotheosis of play because jump rope, hopscotch, childrens toys, Atlantic City (there's no Tom Brown's Casino) were certainly not. Furthermore the great players of the world, Ron Barassi, Yvonne Goolagong, Don Bradman, Czaly, Rod Laver, and John Newcombe, were not noted for their children's games. In everyday parlance, for good or bad, sport was the summit of play. It was argued that in condemning sport, Huizinga and others were taking an idealized and elitist view of play...whereas play properly examined was found to be brutal, hierarchical, obscene and involuntary. It was suggested that those who had to argue on the side of Huizinga were like the girl who came to Brisbane from Cullinaringo looking for an abortion; the clinic pointed out that she must have some good reason before they could oblige her. She thought about it for a few moments and then declared, "Well, I don't think the baby is mine."

On the other side it was argued that sports, unlike play, offer little promise of autonomy and agency. There is limited promise of freedom, of escape from political repression, of escape from alienation, and no chance to change the society. Play on the contrary offers all these things. It is private while sport is public; it is inaccessible while sport is exposed to politics and to control; play is a transformational process but sport is economic subjugation.

In rebuttal it was pointed out that children's play is also economically exploited by TV toys, by video games and by educational toys. Sports are an apotheosis of this kind of exploitation, not its atrophy.

The debate was summed cogently by a quote from the Australian work: UP WHERE CAZALY by Ian Turner and D. Sandercook:

"If you and other fairies like you don't like Australian Rules Football, then why don't you go and live in Sydney and Brisbane; go and live anywhere and leave the place to decent people who like it."

Clearly the tradition of masterful TAASP thought was upheld down under. Once more play has been subserved.

SABBATICAL PLAY

Barney Mergen (George Washington U., Washington, D.C.)

Since I was asked to describe my TAASP related activities for this issue of the Newsletter, I will bring you up to date on my sabbatical travels, January through July of 1982. In January I visited Pakistan and India, where I lectured on American history and literature under the auspices of the United States Information Agency and the American Studies Research Centre at Hyderabad, India. Needless to say, both countries are fascinating and my visit was too short. In Pakistan every boy big enough to hold a stick was playing field hockey in imitation of the Pakistani team which had just won the World Cup in Bombay. In Bombay I saw people playing everywhere. Jump rope, cards, cricket, and ball games of various kinds were popular. The most interesting game I observed in Bombay was a tag and capture game that my Indian host called "Kapati". Two teams of young men lined up opposite each other on a field about 8' wide and 30' long. A member of one team crossed the center line and tried to tag an opposing player with his foot. After the tag, the team mates of the tagged player surrounded the "it" player and a struggle to capture him ensued. The game was rough and dirty and was accompanied by much laughter and shouting. (See Sara Hunt and Ethel Cain, Games the World Around, New York: Barnes, 1941, p. 135.)

After my visit to India I flew to Berlin where I taught at the Free University during the Summer Semester from April through June. Although I did not pursue any specific research on play, I kept accumulating material. My first discovery was The Oxford-Duden Pictorial German-English Dictionary which has a two page drawing of a children's playground with 66 kinds of games and apparatus labeled in English and German. This wonderful book allows the casual student to pick up a working vocabulary of things not normally listed in bilingual dictionaries. Armed with my new word list I wandered the streets of Berlin, photographing playgrounds and children at play. In late March I traveled to Belgium where I lectured at the University of Leuven, and to Paris where I attended the European Association for American Studies Biennial Conference. In Leuven I had the opportunity to lecture to one of Roland Renson's classes

(while he was off playing at the TAASP meeting in London, Ontario). Roland's associate, Herman Smulders, was an excellent host, showing me the Flemish Folk Games File and sharing with me some of their publications. In Paris I met Robert Lewis of the History Department of the University of Birmingham, England, who presented a very good paper on urban recreation and progressive reform. Lewis' work is a valuable supplement to the studies by Dominick Cavallo and Cary Goodman. He relates the playground movement to other reform movements concerned with the dance craze and the nickelodeons of the early 20th century.

Back in Berlin the Staatsbibliothek organized an exhibition on the history of sport that contained many interesting items, including examples of illustrated handbooks of games and recreational activities dating from 1761. My last days in Europe were spent in the midst of the World Cup soccer madness, my colleagues at the Kennedy Institute of the Free University giving me insiders' opinions on the strengths and weaknesses of the teams. I thank them and all the people who made my sabbatical pleasant and productive.

BRIEF COMMUNICATION

Andy Miracle (Texas Christian University, Fort Worth)

For the past couple of years I have been involved in a research project funded by the National Institute of Education studying educational outcomes in elementary schools. Brian Rowan of the Far West Laboratory and I were the principle investigators. One aspect of the research looked at elementary peer groups and playground behavior. We hope to finish publishing most of the findings by the end of 1983.

Simultaneously, I have kept busy with a couple of other writing projects. For example, Roger Rees, Aidan Dunleavy and I edited a volume of the proceedings of the 1981 conference of the North American Society for the Sociology of Sport. In addition, we expect soon to complete a second edited volume on the theoretical foundations of sport sociology.

Now I have a growing interest in cross-cultural perspectives on the Olympics. I would like to hear from anyone who has worked in this area or has an interest in doing so. I hope to organize a session on this topic for the pre-Olympic Scientific Congress to be held at the University of Oregon in

July, 1984. I am especially interested in the manner in which the Olympics is perceived and the ways it affects peoples in countries other than the U.S. and the U.S.S.R.

SYNCHRONY IN PLAY

Claire R. Farrer (University of Illinois, Urbana-Champaign)

Several years ago, Ed Norbeck sent me a copy of an article about synchrony in fireflies; he included the query, "What does this have to do with play?" As he elaborated on his question in the accompanying letter, I found I moved from a position of considering the question a joke to serious contemplation of synchrony and play. Other demands and other concerns intervened and it became one of those items that is filed away to think about while waiting for a dentist or trying to stay awake during a faculty meeting.

One of the intervening "thinkings" had to do with the notion I call chiasm - an idea some of you have heard me talk about and about which I am now writing. Chiasm can be an event, a place, an attitude, or even a statement: it is that which effects the switch from one realm to another, from one point of view to another, from one belief to another. It is sometimes brought into being through play or within play; it accounts for some of the creativity in both the play and not play world.

During the past fall semester Alyce Cheska and I co-taught a course on play as communication and, finally, I am beginning to address the Norbeck question through refinement of chiasm and through discussions with the students in our seminar. I am asking questions about processes of play - those which lead into play, destroy the play frame, reify it, expand it, and those processes which lead to insight and transformation. Such questions about process have once again raised the question of synchrony in play.

Csikszentmihalyi has sensitized us to flow: Y. Turner has made us aware of *communitas* in ritual and play. In some senses, we can consider both flow and *communitas* as aspects of synchrony. If that premise is granted, then may I also assume that we participate in festivals (or rituals, or ritual dramas, or some kinds of play) as a means of achieving synchrony that may lead us to flow or *communitas*? Does alienation in contemporary life lead us to feel Piper-like to those events where we can feel at one with others instead of feeling at odds with ourselves and our world?

What do synchrony and symmetry have to do with each other? Do we un-do our rituals, turn our festivals into mirrors of our everyday, reverse our ways of behaving so as to peek around the corners of our minds? Why do the Mescalero Apache, with whom I do most of my field work, carefully deconstruct in ceremony that which they have equally carefully constructed four days previously? Why are Southwestern clowns the antithesis - and of what thesis? If we do, must we also undo? And, if so, must it be in company with, in synchrony with, others as well as being symmetrical?

My questions of "Why play?" and "Do play?" are certainly not original ones. Some of the answers may be original and, I sincerely hope, subject to vigorous debates, for it is through that channel that I find it most easy to think play.

ONE HUNDRED YEARS OF CHANGE IN PLAY RESEARCH
Brian Sutton-Smith, University of Pennsylvania, Philadelphia, PA.

In this paper I will attempt to view the changes in play research throughout the past 100 years by using a psychologist's proclivity for counting and categorizing the research articles and books that have become available during that period. I have used two sources for my quantitative review of play research. These are first the comprehensive bibliography on play compiled by R. E. Herron in Child's Play (Herron & Sutton-Smith, 1971), and secondly the forthcoming review by Ken Rubin, Greta Fein and Brian Vandenberg from their chapter "Play", to be published in the next edition of the E. M. Hetherington (Ed.) Carmichael's Manual of Child Psychology: Social Development, in press. These are both centered on play particularly from the perspective of developmental psychology. They do not deal, except incidentally with the games, sports or leisure literatures. The two sources yield a total of 739 published scholarly articles or books, excluding foreign and unpublished resources. The limitation of this review of change is that it confounds what psychologists feel like referencing with the actual frequencies of scholarship in different domains.

By decades these two major sources found it worthy to mention eleven works prior to 1900, only six in the first decade of this century, 19 before 1920, 31 before 1930. Between 1930 and 1940 there is a sudden jump to 86 articles, which drops slightly during the war years of the 1930s to 76 articles.

In the 1950's the number doubles again to 152, it holds through the 1960s at 158 and then surges to 200 articles in the 1970s. (See Table I) I have categorized these articles in a number of ways which have a certain surface validity but no overwhelming reliability. Still I have no reason to believe that the picture I give you is not approximately correct.

The largest number of articles, 184, are in the psychodynamic area. These begin to surge in the 1930s with 28 articles, go to 43 in the 1940s (countering all other slightly downward trends) to 69 in the 1950s, drop to 38 in the 1960s and to 5 in the 1970s. While it is my impression that the heyday of psychodynamic kind of theorizing was indeed the 1950s, the sharp drop in the 1970s might in part reflect the impatience of Rubin et. al with those kinds of studies. The major topics of play research within this psychodynamic category are: psychoanalysis itself, play diagnosis, the mastery of anxiety, the character of projection in fantasy and doll play, the role of aggression in play, play therapy and the psychodynamics of those who play chess and who gamble. The major names central to or at least associated with this kind of approach are: Alexander, Ammons, Axeline, Bach, Bender, Bergler, Conn, Erikson, Frank, Freud, Isaacs, Jackson & Todd, Klein, Levy & Levin, Lowenfeld, Menninger, Moustakas, Peller, Phillips, Redl, Reider, Sulliyon, Waelder, and Winnicott.

The second largest category of studies, the correlational, holds steady up until the seventies, then shows a sudden upsurge. In the earliest years these studies are largely confined to the age and stage correlations of play activities, with some reference to differences in sex, in play preferences, in intelligence, in race and in language. In the 1970s there is a clear shift from inventory to observational correlational studies with major concentration on, in order, early childhood interactions, sex typing, infant play, family play, peer play, exploration, socioeconomic status and language differences. Major names in the earlier years are: Ames, Buhler, Griffiths, Hurlock, Jersild, Lehmann & Witty, Markey, Marshall, Murphy, Parten and Valentine. More recent names include Johnson, Rubin, and Stern.

The third largest category, the pragmatic, is a most miscellaneous one and holds steady from early in the century. In the earliest years there is much attention to play in recreation programs, and in early childhood education; the 1920s onwards there's also

some attention to play equipment (particularly block play), to toys, work with the retarded, play in hospitals and the relevance of play to motor skills. Important names associated with the playground movement which was of such great importance from 1890 to 1920 are Curtis, Gulick, Johnson, Lee, Monroe, Rainwater. Later, those working in nursery schools were Van Alstyne, Updegraff, Hartley, Frank and Goldensen. By the 1970s the pragmatic focus in play studies within developmental psychology had turned to retardation, autism, blindness and toys. Although there are hosts of pragmatic books on how to play with children, children's dramatic play, playground apparatus, playground architecture, etc., these are no longer cited in the 1970s although this kind was in earlier decades.

The fourth category is the real newcomer in this century of play studies and that is the Piagetian and related cognitive studies. Up until the 1960s the only studies cited in this area are by Piaget himself, but in the 1960s there is a surge that continues, rivaling the correlational studies for the greatest output in the 1970s. Admittedly it is not always easy to distinguish the correlational studies from the Piagetian, nor can all the theoretical credit be given to Piaget himself, but there seems to be some validity in suggesting that studies of play structure, make-believe, symbolic play, decentration, role reversal, and of divergent or creative play owe much to his influence in encouraging an interest in the cognitive aspects of play. Outstanding contributors to this recent vein of work are Singer, Lieberman, Smith, Pulaski, Nicolich, Golomb, Dansky, D'Elkonin, Fein, and relatedly, Vygostky.

The fifth category includes the experimental studies, some of which derive from a behavioristic or learning theory orientation. This category, along with the correlational and Piagetian, constitutes the bulk of the references in the 1970s. In a sense, these three form a triad composed of (1) ad hoc correlational studies which follow current fads and fashions of developmental psychology, (2) a number of pathways within cognition, and (3) the present group in which such topics as arousal, explorational, curiosity, stimulus deprivation, reinforcement, problem solving and sociodramatic play are central. Names in this area are: Berlyne, Brainerd, Collard, Hutt, Klinger, Maddi, Walters, Bruners, Levy, Vandenberg, Saltz, and Rubin.

The references in all other categories, that is, the anthropological-folkloric,

animal, social psychological, gestalt, historical, theoretical, and communicational do not do justice to those fields, although their presence may well reflect their lowly penetration into developmental psychology.

till one would not like to pass them by without reference to the Gestalt interests in frustration-aggression, the setting effects of Barker, Dembo & Lewin, or the writings of Escalona and more recently those of Gump. Nor should the pursuit of play in animal vacuum activities, instinct, deprivation and stimulation, mother-infant interaction, territory, juvenile activity and problem solving by Lorenz, Baach, Birch, Eible-Eiblesfeldt, Caroline Loizos, Harlow & Suomi, Mason & Welker be omitted. The permeation of anthropological and folkloric resources is quite limited in these sources, but has been dealt with quite comprehensively elsewhere (Avedon & Sutton-Smith, 1971).

What this survey does not show so clearly is that in addition to the recent decade's surge of activity in more scholarly and systematic journal research in play there has been also an upsurge in social science research-oriented books, probably more written on the subject than in the rest of the century as the following author's names give evidence: Aldis (1975); Avedon & Sutton-Smith (1971); Babcock (1978); Bateson (1972); Bruner, Jolly & Sylva (1972); Cheska (1981); Cherfas & Lewin (1980); Csikszentmihalyi (1974); Eifermann (1971); Ellis & Scholtz (1978); Fagen (1979); Garvey (1977); Goffman (1974); Herron & Sutton-Smith (1971); Kirschenblatt-Gimblett (1976); Lancy & Tindall (1976); Lieberman (1979); Loy (1982); Manning (1983); McDowell (1979); Muller-Schwartz (1978); Salter (1978); Schwartzman (1978, 1980); Singer (1973); Slukin (1981); Stevens (1977); Sutton-Smith (1972, 1976, 1978, 1979); Tizard & Harvey (1977); Wilkinson (1980).

From this list is omitted the increasing number of works in sport psychology, sport sociology and children's folklore as well as the increasing number of works in play history...for example Cavall (1981), Goodman (1979), and Sutton-Smith (1981). The decades of the 1950s and 1960s yielded only a handful of similar books on play as the names of Berlyne (1960), Erikson (1951), Goffman (1961), Piaget (1951) and Weir (1962) will remind the reader.

Also in citing names in this article there is clearly some disservice to the more marginal contributors either by inclusion or exclusion. Given that we are dealing with 739

references the reader is asked to refer to the original sources for the actual references.

I think this brief review makes clear that an enthusiasm for play research is upon us; that the gradual rehabilitation of this subject matter throughout the past 100 years has finally given rise to a more main-stream interest in play. Elsewhere we have also contended that this interest has been accompanied by the increasing idealization of play and its subordination to culturally relative ideological leisure values. There is an over-emphasis on play as voluntary, of positive affect, etc., distorting its darker nature as revealed through anthropological and historical documentation.

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TABLE I

Number of scholarly articles or books on child play cited in Herron & Sutton-Smith (1971) and in Rubin,

Fein & Vandenberg (in press) for the years from 1880 to 1980.

| Category of Research | Decades of | | | | | | | | | | Totals |
|---------------------------|------------|--------|--------|--------|--------|--------|--------|--------|--------|-----|--------|
| | 1880-1900 | 1900's | 1910's | 1920's | 1930's | 1940's | 1950's | 1960's | 1970's | | |
| Psychodynamic | - | - | - | 1 | 28 | 43 | 69 | 38 | 5 | 184 | |
| Correlational | 4 | 4 | 10 | 20 | 25 | 11 | 9 | 19 | 55 | 157 | |
| Pragmatic | 4 | 1 | 7 | 8 | 23 | 6 | 17 | 31 | 23 | 120 | |
| Piagetian | - | - | - | - | 1 | 1 | 2 | 14 | 53 | 71 | |
| Experimental | - | - | - | - | 1 | - | 11 | 13 | 30 | 55 | |
| Anthropological-Folkloric | 1 | 1 | 1 | - | 1 | - | 10 | 10 | 9 | 33 | |
| Animal | - | - | - | 1 | 2 | 1 | 11 | 11 | 5 | 31 | |
| Social-Psychological | - | - | 1 | 1 | 2 | 6 | 9 | 11 | 1 | 31 | |
| Theoretical | 2 | - | - | - | 1 | - | 3 | 6 | 10 | 22 | |
| Gestalt | - | - | - | - | 2 | 6 | 8 | 2 | 1 | 19 | |
| Historical | - | - | - | - | - | 2 | 1 | 3 | 3 | 9 | |
| Communicational | - | - | - | - | - | - | 2 | - | 5 | 7 | |
| TOTALS | 11 | 6 | 19 | 31 | 86 | 76 | 152 | 158 | 200 | 739 | |

NOTE: The references are taken from Herron, R.E., and Sutton-Smith, B. *Child's Play*. New York: Wiley, 1971; and Rubin, K.H.; Fein, G.F. and Vandenberg, B. Play, from M. Hetherington (Ed.) *The Carmichael Handbook in Child Psychology: Social Development*. John Wiley & Sons, in press.

These are two documents oriented towards developmental psychology and towards play. The lists of references carry few about games and almost none about sports and leisure. This means that the sections on folklore sociology and anthropology

are not representative. This also means that the practical section contains few references from the very large game simulation literature, and the sociology section contains little from the game strategy literature. The reduction in references in the 1970-1980 segments, both to psychodynamic literature and to practical play applications, may also be due not so much to their scarcity today, but to their reduced relevance to developmental psychologists. In addition, historical, philosophical and animal literatures are likely to be under-represented in these sources.

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BOOK REVIEW

THE PLAY OF THE WORLD. By James S. Hans. Amherst: University of Massachusetts Press. 210 pp. Index.

Elaine Ware, Middle Tennessee State University, Murfreesboro, Tennessee.

James Hans, professor of English at Kenyon College, has combined various themes from linguistics, sociology, economics and aesthetics to arrive at an interesting and eclectic theory of play. For Hans, play is more than simply leisure time activity. Man plays daily, and play is man's most important activity. In fact, play is man's only activity.

The reader may have difficulty following the author's theoretical development. Hans' terminology is sometimes unclear. Even before he has explained his use of the term "play," he tosses the word around as though it needs no definition: "field of play," "play with," "play out." If defining a term means, in part, limiting that term, then play is never satisfactorily defined. Hans' understanding of play contrasts significantly with those of writers like Huizinga and Caillois for whom the world of play and the real world are distinct. Hans would have us believe that play encompasses all activities, so play would have no limits; i.e., it is undefinable. The "play" created by Hans remains difficult to distinguish from other phenomena, and within "play" there are no distinctive forms such as games or recreation.

The foundation for Hans' theory of play is outlined in the first three chapters of the book. He makes it clear that play is important on an individual level but that it is perhaps even more important on the "natural and cultural" levels. A key term in his theory is "production" which he defines as an "exchange, whether of money, energy, or ideas." Play, Hans thinks, is the appropriate word to use to describe productive processes. Hans characterizes "a rock's situation as a productive process of play" because "of the rock's play [interaction] with the wind," rain, and other elements. Play in the organic world is far more prevalent than in the inorganic (evidently because there is more activity). A plant, for instance, is capable of much more play than is a rock because the plant participates in an exchange with the environment involving light, water, and minerals. According to Hans, a plant has several "fields of play involving photosynthesis;

fields involving consumption by animals; the network of pollination involving bees...." Even in death the plant plays when it produces humus for next year's crops. Animal play, though, is more sophisticated than that of plants because animals are mobile and can move to several fields of play. Hans' notion of play is so broad that play is almost synonymous with "being" and/or with "production."

With direct application of the model to human play, Hans suggests that on an unconscious level, the bodily functions, including the production of energy, consumption of food, excretion of waste products, and the circulation of blood, all constitute play (or production). Sexual activity perhaps best illustrates the most "Intensely energetic accumulation of productive energy." All play, according to Hans, "Involves a seeming rupture with 'ordinary' consciousness." The rupture is more apparent within sexual activity than within a business activity, but Hans claims that the difference is qualitative. Intensity then, "differentiates certain playful activities from others." Play generates feelings for the player, and those feelings which Hans labels as "satisfaction," "excitement," and "ecstasy," are relative to the results of the play activity. If at the office a man works on a minor problem and solves it, then he will feel satisfaction as a result of his playing with various solutions to the problem. Hans suggests that this is the level at which most play occurs. But, if a man had been at work on a major project for months and had finally successfully completed it, then he probably would feel excitement. Accomplishments of still greater significance produce stronger feelings. Hans speculates that when Einstein, after playing with ideas, came upon his theory of relativity, he experienced ecstasy. Hans concludes that "play is the root of all productive activity in the world."

The remaining four chapters in the book provide further explanation of Hans' unique approach to play and link the concept to other areas, from language to ethics.

While the book is marked by disconcerting jargon and theoretical complexity, it is nonetheless interesting reading. If nothing more, it should provoke fruitful discussion among theoreticians in the developing science of play.

* * * * *

"Brian Sutton-Smith reminds us of the "W. T&T Society" that: The TAASP Wine Tasting and Wine Throwing Society will hold its annual meeting at Baton Rouge on St. Valentine's Day, Monday evening, February 14th. John Loy will lead off as usual, misfiring in his own special way after his recent trips to Denmark, Finland, and Norway which have been particularly taxing to his health. Garry Chick will defend the wallpaper; Neil Widmeyer will cover the local conveniences; Sutton-Smith will be responsible both for the counter-attack and cringing apologies to beleaguered and inoffensive bystanders, including those with naked backs exposed. You won't want to miss this one!

Congratulations to Helen and John Schwartzman! Lauren Jessica Schwartzman, born September 26th at 7 $\frac{1}{2}$ #, makes the Schwartzmans a true nuclear family - May their happiness be a joyful explosion!

The APT (Association for Play Therapy) is newly organized. If interested, contact is 540 Scarsdale Road, Yonkers, N.Y. 10707. Chairman of the Board of Directors is Charles E. Schaefer of The Childrens Village, Dobbs Ferry, N.Y. 10522.

Bucharest Encyclopedia of Play Culture Solicits Research Papers: The Study Group on the Anthropology of Play affiliated with the Laboratory of Anthropology in Bucharest is compiling a comprehensive Encyclopedia of Play Culture. In order to make the Encyclopedia as complete as possible, the group is soliciting articles, reprints or references to relevant play research. They are particularly interested in the following topics: 1) Play in the past, present and future of man and culture; 2) Theoretical approaches to "homo ludens," 3) Theory and research on ludic phenomena; 4) Games, toys, and play institutions from particular cultures. Any one having appropriate materials or wanting further information should contact Vintila Mihailescu, Researcher, Laboratory of Anthropology, Institute "Victor Babes," O.P. 35, C.P. 3513, 76201 Bucharest, Romania.

Texas Tech University and the city of Lubbock, Texas, will be the site for the 1983 United States Olympic Academy VII, to be held May 30 - June 3. This year's theme is "Olympism--A Movement of the People," and the program will feature presentations on such topics as the physical and psychological development of athletes, the moral

and social development of athletes, amateurism, aesthetics, and internationalism. The deadline for submitting volunteered paper abstracts was December 1st, 1982, but persons interested in attending this conference can get additional information by contacting USOA VII, P.O. Box 4070, Texas Tech University, Lubbock, Texas 79409.

Native North American Play Session Call: Oklahoma State University is sponsoring a conference of Native American Studies May 13-15, 1983. There will be four plenary sessions, each followed by shorter papers presented on the same general topic. The plenary sessions and speakers include: 1) Native American languages and literature: Marianne Mithun (SUNY Albany & UC Berkeley); 2) The Southern Plains: The Caddoans and their neighbors: Helen Tanner (The Newberry Library, Chicago); 3) Material culture of Native North America: John Ewers (Smithsonian Institution, Washington, D.C.); 4) Games, competition and play in Native North America: Kendall Blanchard (Middle Tennessee State U., Murfreesboro). The conference organizers are hopeful that interested TAASP members will submit papers for inclusion in the session on "games, competition and play." An edited volume of conference papers will be published. Presenters are encouraged to contact Prof. James S. Thayer, Dept. of Religious Studies, Oklahoma State University, Stillwater, Oklahoma 74078.

UPCOMING CONFERENCES, 1983

Feb. 9-11 Brown Symposium, Southwestern University, Georgetown, Texas. Theme: Performance and Ritual. For Information: Gwen K. Neville, P.O. Box 80, Southwestern U., Georgetown, TX 78626.

Feb. 11-14 REMEMBER TAASP, AES, & SAS at Prince Murat Hotel, Baton Rouge, LA!!

March 31-Apr. 2 WHIM (Western Humor and Irony Membership) Metaphor Conference, Phoenix Hilton Hotel, Phoenix, Arizona. Theme: Farfetched Figures: The Humor of Linguistic Deviance. Proposals due Jan. 1. For information: Don L. F. Nilsen, English Dept., Arizona State U., Tempe, AZ 85287.

April 6-7 International Assoc. for the Child's Right to Play, St. Paul, Minnesota. For Information: Donna Seline, 1700 North Lilac Drive, Golden Valley, MN 55422.

April 7-11 AAHPERD (American Alliance for Health, Physical Education, Recreation, & Dance) Annual Convention, Leamington Hotel and Minneapolis Auditorium and Convention Hall, Minneapolis, Minnesota. For Informa-

tion: AAHPERD, 1900 Association Drive, Reston, Virginia 22091.

May 26-31 AAAS (American Association for the Advancement of Science). Westin Hotel, Detroit, Michigan. For Information: AAAS, 1776 Massachusetts Ave. NW, Washington, D.C. 20036.

May 28-30 NASSH (North American Society for Sport History) Annual Conference, Penn State University-Mont Alto Campus, Mont Alto, Pa. For Information: Alan Metcalfe, Faculty of Human Kinetics, U. of Windsor, Ontario, Canada N9B 3P4.

May 30-June 3 U.S. Olympic Academy VII, Texas Tech University, Lubbock, in cooperation with U.S. Olympic Committee. For Information: USOA VII, P.O. Box 4070, Texas Tech University, Lubbock, TX 79409, c/o Elizabeth R. Hall or Martin McIntyre. Toll-free number (800) 433-1790.

June 29-July 2 International Conference on Play and Play Environments. Austin, Texas. For Information: Joe L. Frost, Dept. of Curriculum, U. of Texas, Austin, TX 78712.

July 2-4 HISPA (International Association for the History of Physical Education and Sport) Annual Conference held during World University Games, July 1-11, 1983, Edmonton, Alberta, Canada. For Information: Gerry Redmond, Dept. of Physical Education, U. of Alberta, Edmonton, Alberta, Canada T6G 2H9.

Aug. 14-25 ICAES (International Congress of Anthropological and Ethnological Sciences) Canada. Phase I - Quebec City (Aug. 14-17), Phase II - Vancouver (Aug. 20-25). For Information: Executive Secretary, 11th ICAES, Dept. Anthropolgy, U. of British Columbia, 6303 NW Marine Dr., Vancouver, B.C. V6T 2B2.

Oct. 21-23 AFS (American Folklore Society) Annual Meeting, Radisson Plaza, Nashville, TN.

Nov. 16-20 AAA (American Anthropological Association). Hyatt Regency Chicago, Chicago, Illinois. Submission deadline April 1, 1983. For information: AAA Headquarters, 1703 New Hampshire Ave. NW, Washington, D.C. 20009.

If you know of upcoming conferences in your specialty, drop a note with information to Alyce Cheska, Dept. of Physical Education, Freer 113, University of Illinois, 609 S. Goodwin Ave., Urbana, IL 61801.

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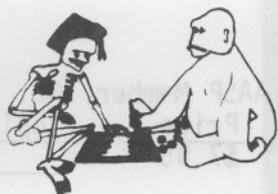
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