MONTREAL MEETING WRAP-UP

The TASP annual meetings in Montreal, March 26-29, provided those in attendance with both intellectual and ludic stimulation. A total of twenty-five sessions featuring over seventy-five papers and presentations were well attended and provided the foundation for lively discussion. Presentors included a fine balance of TASP veterans and newcomers. As an example of the former, one stimulating session featured presentations by Barney Mergen on winter festivals and by Jay Mechling on play with pets. On the newcomer side, a number of scholars from Richard Schechner's program in performance studies at New York University presented the results of their ethnographic studies of play settings in New York City, among them Lynn Francis on chess in Central Park, separate papers by Jane Kelton and Carrie Stern on the Greenwich Village Halloween parade, and Sally Charnow on festival at a Jewish girls' school. Montreal lived up to its reputation as a gastronomic center, though following Kendall Blanchard in search of Quebecois cuisine was a bit easier on the pocketbook than was trying classical French cuisine with Gary Alan Fine. The newsletter editor would like to especially thank Ann-Marie Guilmette and Mike Salter for their advice on Canadian beers.

When Frank Manning spoke in his Presidential address of boxers and jockeys, he was not speaking of athletes; rather, he was speaking of styles of underwear as metaphors for academic life. This was rather unsettling to the audience, as the Presidential address was followed by Schechner's direction of the assembled mass in a performance of "Clothes," during which participants were implored to contribute their garments -- quite literally, the shirts off their backs. Schechner had earlier acknowledged that the TASP members would be a difficult group to direct, as they would want to stand back and observe rather than participate. Still, Schechner succeeded, with Don Lylle and Brian Sutton-Smith, among others, taking leading roles.

Not all was fun and games, however, as the TASP Board met on consecutive afternoons to consider organization business. The most important decisions revolved around the impending publication of the journal Play & Culture (see related story in this issue). The journal will be published quarterly beginning in February 1988. This will necessitate a new dues structure for TASP, with $35 annual dues including a subscription to the journal as well as the newsletter. Student members and retired members will be offered a non-journal membership for $10 or a with-journal membership for $25. Membership will be on a calendar year basis to coincide with publication of the journal. The newsletter will be published three times per year beginning in 1988. Volume 14, number 1 will be published in February 1988 and will contain abstracts of papers for the 1988 annual meetings. The 1988 annual meetings will be held in the Oakland/Berkeley area in April in conjunction with the California Folklore Society, with the exact date and place

Richard Schechner's keynote address on "Play and the Performative Genres" drew upon Eastern modes of thought in contrast to positivist approaches. This editor immediately incorporated Schechner's six dimensions of the study of play -- structure, process, mood, function, ideology, and frame -- into class lectures.
under negotiation at this time. Ann-Marie Guilmette will serve as program chair. Possible sites for the 1989 meetings were discussed; suggestions included Chicago, Philadelphia, Atlantic City, Minneapolis, Cincinnati, and Hilton Head.

**PLAY & CULTURE TO BEGIN PUBLICATION**

*Play & Culture*, the official journal of TASP, will be published quarterly by Human Kinetics Publishers beginning in February 1988. Editor Garry Chick reports that he has already received manuscripts for review, and he encourages those who presented papers at the Montreal meetings, as well as others who have manuscripts, to consider sending them to him for review. The editorial policy and guidelines for contributors have been provided by Garry below. Members of the Editorial Board of *Play & Culture* are:

Garry Chick (Editor)
University of Illinois

Brian Sutton-Smith (Consulting Editor)
University of Pennsylvania

Kendall Blanchard
Emporia State University

James Christie
University of Kansas

Gary Alan Fine
University of Minnesota

Ann-Marie Guilmette
Brock University

David Lancy
Utah State University

John Loy
University of Illinois

Frank Manning
University of Western Ontario

Jay Mechling
University of California - Davis

Bernard Mergen
George Washington University

Anna Nardo
Louisiana State University

John M. Roberts
University of Pittsburgh

Helen Schwartzman
Northwestern University

---

**Play & Culture Editorial Policy**

Garry Chick, Editor

The following is an initial editorial policy statement for *Play & Culture*. While I do not expect it to be changed much, the editorial board has not had the opportunity to provide their input to it. Hence, the statement may be modified somewhat prior to the publication of the first issue of the journal.

The purpose of *Play & Culture* is to stimulate and communicate research, critical thought and theory in all areas related to the topic of play. *Play & Culture* publishes empirical, theoretical, and position papers, as well as reviews and critical essays, that further our understanding of the phenomenon of play in humans and in animals and across various cultural, social, and activity settings. For empirical research reports, all types of research methodologies are appropriate for *Play & Culture* and the subject matter in papers may be discussed in terms of perspectives derived from the behavioral, social and biological sciences, education, and the humanities.

Authors are encouraged to submit manuscripts that address any topic related to play, including leisure, recreation, and sport. Research reports on the relationships between work and play are also solicited. Both pure and applied research reports are published. The principal criteria for acceptance are scientific and methodological soundness and contribution to the understanding of play.

In addition to original research reports and theoretical pieces, *Play & Culture* publishes book reviews, annotated bibliographies on selected topics, and a section devoted to research notes, comments, and methodological issues. An author index will be included in the December issue.

---

**Instructions for Contributors to *Play & Culture***

Garry Chick, Editor

Articles submitted for publication in *Play & Culture* should adhere to the directions given in the *Publication Manual of the American Psychological Association*, Third Edition (1983). This manual is available from the Order Department, APA, 1200 Seventeenth St., N.W., Washington, D.C. 20036 or from most university libraries. All articles must be preceded by an abstract of 75-150 words typed on a separate page. The manuscript must be double-spaced throughout, including the abstract and references. For figures, either the original drawings or high quality photographic prints are acceptable and these should be identified on the back with the number of the illustration.
Three copies of the manuscript should be submitted to Garry Chick, Editor, *Play & Culture*, Children's Research Center, University of Illinois, 51 East Gerty Drive, Champaign, IL 61820. All copies should be on good quality paper and be clear and legible. Dot matrix or unusual typefaces are acceptable if clear and readable. Dittoed or mimeographed copies are not acceptable. Authors are advised to carefully proof the final copy and to retain a copy of the manuscript to guard against loss. Manuscripts will be reviewed by at least two reviewers and the review process will take from 8 to 10 weeks. Authors of manuscripts accepted for publication must transfer copyright to Human Kinetics Press, Inc.

A blind review process will be used to evaluate articles. With each copy of the manuscript, authors are requested to submit a separate cover sheet that includes the title of the manuscript, name of the author(s), institutional affiliation(s), running head, date of manuscript submission, and full mailing address and telephone number of the author who is to receive the galley proofs. The first page of the manuscript should omit the author's name and affiliation but should include the title of the manuscript and the date of submission. Effort should be made to insure that the manuscript itself contains no clues to the author's identity.

I anticipate that we will have specific guidelines concerning length of papers of different types (review articles, reports of research, short communications, etc.), but at this point, I would ask authors to make every effort to keep papers to 30 pages or less. Personally, I also prefer the liberal use of subheadings in papers as I find that they make things easier to digest. I encourage their use.

**MONTREAL MEETING QUIZ**

A TASP member under the *nom de plume* of Dr. Tyl Dolen has offered the following quiz which captures the spirit of the Montreal meetings. To test your knowledge of what went on in Montreal, match the phrase with the person who said it (numbers in parentheses indicate the number of times the phrase was uttered during the meetings by the person in question):

**Phrases:**
- dissipative structure
- subjective toys
- dark play
- white, black and red
- Amanitas
- neotony
- exemplars
- I know where it is!
- heroes
- Jockeys
- Boxers

**Persons:**
- a. James Johnson (9)
- e. Janet Harris (6)
- f. Myrdene Anderson (12)
- i. Alyce Cheska (14)
- l. Richard Schechner (8)
- m. Kay Smith (6)
- n. Kendall Blanchard (4)
- o. Gary Alan Fine (7)
- p. Garry Chick (11)
- s. Frank Manning (10)
- u. Brian Sutton-Smith (5)
- z. Don Handelman (0)

**LEADING PLAY SCHOLARS TO RETIRE**

The end of the 1986-87 academic year marks the retirement from faculty positions of two teachers-researchers-scholars who have contributed greatly to TASP and more generally to play studies: Alyce Taylor Cheska and John M. Roberts. TASP wishes to acknowledge the contributions of each, to wish each well, and to look forward to the participation of each in TASP activities. The contributions of these two to TASP and to the field of play studies is such that considerable space is required to merely summarize them. In the following piece, Garry Chick comments on the contributions of John M. Roberts. The next issue of the newsletter will contain a piece on the contributions of Alyce Cheska.
A Tribute to John M. Roberts  
by Garry Chick

John M. Roberts will be retiring at the end of the 1986-87 academic year in order to pursue the Good Life. The Good Life, according to Yi-Fu Tuan (a geographer at the University of Wisconsin, not an ancient Chinese philosopher) spans the possible range of experience in the life cycle of an individual, from the exuberance of the child, through warm and meaningful social relationships, action and achievement, to the clear vision of age. According to Tuan, the Good Life comprehends the Moral Idea, whose appearance is measured austerity and respect for truth. If these things are true, Jack Roberts has been living the good life all along.

Born in 1916 in Omaha, Nebraska, Jack graduated with distinction from the University of Nebraska in 1937. He entered the University of Chicago in the fall of 1937 to study law, but, happily, moved to the anthropology program after the first quarter. In 1939, Jack moved to the Department of Anthropology at Yale University to continue his graduate work but was called to active duty in the United States Army in 1942 and spent the next three years as a rifle company commander. Much of that time was spent in Europe in World War II where he was awarded the Silver Star for Gallantry in Action.

Jack received his Ph.D. in anthropology from Yale in 1947, having studied under the likes of Redfield at Chicago and Malinowski and Murdock at Yale. He took a position as an assistant professor at Minnesota in 1947 and moved to the Department of Social Relations, Harvard University, in 1948. From 1953 to 1955, Jack was an associate professor of anthropology at the University of Nebraska and was appointed as a Fellow in the Center for Advanced Study in the Behavioral Sciences in 1957. In 1958, he moved to Cornell University as professor of anthropology where he was acting chair of the department in 1966-67. In 1969-70, Jack held the Chair of Comparative Cultures at the Naval War College in Newport, Rhode Island, and was, in 1971, appointed Andrew W. Mellon Professor of Anthropology at the University of Pittsburgh. He has since held several adjunct, affiliate, and visiting positions. Currently, he is on a visiting appointment at the University of California, Irvine.

Jack has held a number of professional offices including the presidencies of the American Ethnological Society (1960), the Northeastern Anthropological Association (1965-67), the Society for Cross-Cultural Research (1974-75), and, of course, The Association for the Anthropological Study of Play (1979-80). In 1982, Jack was accorded the highest honor available to an anthropologist by his academic peers with his appointment to the National Academy of Sciences. Jack's academic career in anthropology began in a relatively conventional fashion. He did field research among the Ramah Navaho and the Zuni beginning in 1945 and his most recent field experience has been in Mexico. However, much of Jack's career has been spent in the study of aspects of American culture and in cross-cultural work where, unlike many anthropologists, his interests have been primarily in content areas, rather than with geographical areas. In all areas of research and teaching, however, Jack has earned the reputation as one of anthropology's premier "idea men." This reputation was initiated early with concepts such as that of the "small group culture" which was developed in his doctoral dissertation and a later monograph. Jack also probably coined the term "expressive culture," now in common use in anthropology. A turning point in Jack's career, as well as an important point in anthropology, in general, and for the yet-to-be Association for the Anthropological Study of Play, in particular, came with the 1959 publication "Games in Culture" in the American Anthropologist, co-authored with Malcolm J. Arth and Robert M. Bush. More than any other single publication, "Games in Culture" legitimated the study of play and games in anthropology. Although the American Anthropologist had published 17 articles dealing with game ethnography between 1888 and 1928, during the period 1929 to 1958 only one publication was on games. Indeed, between 1949 and 1958, the cumulative index of the journal had no references at all to games. Since the publication of "Games in Culture" there have been only two more articles devoted to games published in the American Anthropologist (one of which was co-authored by Jack), along with two on play, but many publications have appeared in other outlets, including the TAASP Newsletter and Proceedings.

"Games in Culture" was important in other ways, as well. Most significantly, it gave a definition and a classification system for games that have become the de facto standards for subsequent research, especially from a cross-cultural perspective. Further, Roberts, Arth, and Bush described games as expressive models of other cultural activities, suggested that games appear in a developmental sequence in cultural evolution, and linked games to forms of child socialization. "Games in Culture" laid the groundwork for many later cross-cultural studies of games and other expressive activities produced by Jack in cooperation with numerous co-authors, most notably Brian Sutton-Smith. In 1962, Jack and Brian published "Child Training and Game Involvement" wherein they proposed the conflict-enculturation theory of game involvement to account for the relationship of games and game types to both antecedent child training variables and to their cultural outcomes. Subsequent studies by Jack and his co-workers dealt with the cultural aspects of games of strategy (Roberts, Hoffman, and Sutton-Smith, 1965; Roberts, Sutton-Smith, and Kendon, 1963), games of chance (Barry and Roberts, 1972; Roberts and Sutton-Smith, 1966), and games of physical skill (Sutton-Smith, Roberts, and Kozelka, 1963). In a 1964 publication, Sutton-Smith and Roberts termed individuals who, in real life situations, act like players in games of chance as "fortunists," while those who rely on success through physical skill and power as "potents," and those who
try to succeed through wise or clever decision making as "strategists." They demonstrated that, in American culture, at least, potency was the preferred style of competition while success through chance was tantamount to failure, especially for males. In later studies, Jack and his colleagues termed these dispositions "action styles" and found them to consistently account for a significant portion of the variance in terms of the types of games individuals play and their performance in them.

A recent series of studies, beginning with "Butler County Eight Ball: A Behavioral Space Analysis" (1979), has dealt with the internal structures of games, indicating a fundamental seemly—unseemly play distinction and suggesting that such categories may exist in other cultural patterns. These studies have also dealt with the issue of player competence, showing differences between the levels of fun and concentration experienced by ordinary and expert pool players and between the self-testing levels of expert and more ordinary trapshooters. Similarly, a study of offensive and defensive soccer players indicated that they have different cognitive maps of the game.

Jack has also been engaged in the study of why competent players cease to participate in games, such as pool, finding that there appears to be a specific developmental sequence in becoming involved in a game, playing, and finally disengaging from the game (Roberts and Chick, 1984). This sequence consists of a high approach and low avoidance attitudes in the involvement stage, a high approach and high avoidance conflict stage during play, and, finally, disengagement itself is characterized by low approach and high avoidance. Further research is now being carried out in this area.

Most recently, Jack has looked at some of the expressive and playful aspects of work, specifically in the context of small machine shops (Roberts and Chick, 1987; Chick and Roberts, in press).

The validation of the scientific legitimacy of Jack's work both by anthropology and by the broader scientific establishment through his many recognitions, including his appointment to the National Academy of Sciences, has brought validation, as well, to the rest of us who do research and teaching in the area of play. As a teacher, Jack has profoundly influenced the careers and futures of many, myself included, and although he is now relieved of the burden of classroom instruction, his teaching will go on through his corpus of research currently in the literature and the works that will appear in the future. We all owe Jack for these things.

At 70, Jack still exhibits the exuberance of the child; he has the deep respect and love of many; the action and achievement continue; and, though the eyes may not be so sharp as they once were, the vision is undimmed. The measured austerity and respect for truth are unchanged. Jack and his wife, Marilyn, will continue to live the Good Life in Pittsburgh where he will remain with the University of Pittsburgh as a Professor Emeritus. We wish them well.


---

**PLAY PRINT: Books and Materials for Play Scholars**


This new book describes child development from infancy to older children, draws upon interviews with specialists in the toy industry, and provides a guide on what types of toys to buy children. It also includes a list of additional resources and contains a bibliography. The book has been favorably reviewed by such diverse sources as the American Library Association, Christian Science Monitor, and Good Housekeeping.

Dr. Auerbach has been concerned about the increase in war toys and the seeming expansion of violent play. She welcomes communication from TASP members regarding observations, research findings, and other information related to this subject. Her mailing address is: Room 207, 1005 Market St., San Francisco, CA 94103.


This book is intended as a core text for courses which consider the role of play in early childhood education or as a supplementary text in more general early childhood education courses. The text mixes empirical findings with practical teaching strategies, making it useful for preschool teachers, day care specialists, other professionals, and parents, as well as scholars who want to incorporate the world of play into early childhood education.


Editor's note: The TASP Newsletter has in the past frequently published reviews of new books in the field. With the publication of the journal Play & Culture beginning in 1988, there will be a new and more prestigious venue available for book reviews. I would like to institute the policy of dispensing with book reviews per se in the newsletter, replacing reviews with commentaries on books or other contributions to the field. These commentaries would be less formal and more personal than standard reviews; their purpose would be to stimulate TASP members to read new studies and to communicate with one another about how these studies have influenced their own thinking in the field. As an example of this type of commentary, I have written for this issue a personal view of Gary Alan Fine's With the Boys. I welcome responses to this commentary, opinions about this type of communication, suggestions of works to be considered, and readers' commentaries on any new publications.

As a sociologist interested in the playful and recreational aspects of sport, and as a former Little Leaguer, I was eager to read Gary Alan Fine's description and analysis of preadolescent male culture based on three years of observation of Little League baseball in New York and Minnesota. In a sense the book is not new, as much of the material has been published in journals over the past several years, and some readers may feel that the chapters are relatively independent and that the book does not have a clear focus. This potentially irksome quality is outweighed, in my opinion, by the ethnographic data. Fine has combined extensive observation with sociometric and other questionnaire data and with interviews with coaches and
parents. The result is an extremely rich picture of Little League baseball as viewed by coaches, parents, and especially boys, and it is the numerous and detailed excerpts from field notes that ultimately unify the text. The author also includes fine (pardon the pun) appendices on doing fieldwork among children and on the pros and cons of Little League baseball.

John MacAlloon has recently urged sport sociologists to pay greater attention to culture in general and to discourse in particular in their analyses of social institutions:

> Ordinary discourse, the more ordinary the better, is not only patterned, it contains essential clues to social reality. Indeed it plays no small role in constituting that reality, and in that sense discourse is what is. (MacAlloon 1987 p. 108, italics in original)

Fine's study seems an excellent example of the fruitfulness of MacAlloon's approach, for Fine studies the rhetoric used by adults and children to create meaning systems around the activity of Little League baseball. He argues that coaches attempt to impose moral meaning on baseball by interpreting success or failure as being due not to skill or serendipity, but to "effort." Coaches see Little League not as a recreational activity for children but as an opportunity to socialize children into the prevailing middle-class moral order. One sees here a particular variant of what Harry Edwards (1970) has called "the American sports creed."

The extent to which the boys accept this adult imposed meaning system is not entirely clear. The boys sometimes expressed disappointment with coaches who did not display sufficient "effort" or "seriousness," but they also complained about coaches who yelled at them and sometimes mocked these men behind their backs. What is clearly evident is that the adult imposed meaning system did not matter much to the boys. Little League is seen by Fine not primarily as an opportunity for boys to gather and interact regularly over a period of months, during which they construct a meaning system around their age-and-gender position as well as around baseball. The boys' talk -- about sex and aggression much more than about baseball -- is the meat of the book. Here the description provided by Fine reminds me much more of the recent popular movie Stand By Me than of my own days as a Little League baseball player. The boys in Fine's study are much more sexualized and much less deferent to adult authority than we were when I played ball in Waco, Texas circa 1960. Obviously, Waco is unrepresentative of American communities in many respects, but my point is that, even though I had grown up in a middle-class suburban community very much like the ones studies by Fine, and even though I had played Little League baseball and had had occasion to look back at my childhood experiences through the colored glasses of my sociological training, I was somewhat surprised by Fine's description. With the Boys reminds me that our society is powerfully age-graded, that youth cultures are continually changing, and that all of us would do well to read such studies as a way of keeping in touch with this segment of the population.

Fine's theoretical concerns are largely with the relationship between small group cultures ("idiocultures"), subcultures based on age-and-gender position, and the larger culture within which these operate. He considers questions of culture diffusion and uses culture elements such as slang terms and pranks as indicators. For my money, however, the most important theoretical questions raised by the work are larger, for they have to do with the formation of clearly crystallized cultures around age-and-gender at an early age. The ten-to-twelve year olds in Fine's study make clear the terms by which they judge one another and understand themselves to be judged. To be called a "fag" or "sissy" is the ultimate epithet, and while boys may like to "squeeze the girls' itties," their relationships with girls are stylized and conflictive. In short, preadolescent male culture is sexist in the extreme, and the twelve year old boy's version of manhood has a strong macho streak which manifests itself in aggressiveness and racism. Indeed, I find striking parallels between Fine's description of talk in the Little League dugout and my own study of middle-class American males engaging in macho display during a rugby tour (Hilliard 1987). It is worth noting that, though there were no legal obstacles to their participation, only five girls were included among the several hundred players in the leagues studied by Fine. Given the nature of preadolescent male culture, this is no surprise; urgings of parents and friends (or lack thereof) aside, a young girl would have to be tremendously committed to baseball to persist in such a setting. This is to say that efforts to change gender roles are difficult, to say the least, when such traditional conceptions of gender roles and gender relations are so crystallized in preadolescence. Fine introduces his study by reminding us of how few studies of children's cultures there actually are and by saying, "Behind these issues of preadolescent culture is another agenda: understanding the dynamics of culture creation" (p 2). I must conclude this commentary by agreeing with him and by hoping that similar studies, in other settings and of perhaps still younger groups, will add to our understanding of this crucial process.

References:

