THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY

NEWSLETTER

Volume 5 Number 3
Winter, 1979

SPECIAL ISSUE

ANNUAL CONFERENCE

FIFTH ANNUAL MEETING, MARCH 28-31, 1979 - HENNIKER, NEW HAMPSHIRE -- JOIN US!

CONTENTS
President Schwartzman's Message - page 1
Election Results - page 1
Executive Council - page 2
Announcements - page 2
Annual Meeting Information - pages 3,4,5
Pre-Registration Form - page 5
Conference Program - pages 6,7,8,9
Abstracts - pages 10-26
Annual Meeting Participants Addresses - pages 26,27
TAASP Members (1978-79) - pages 28-40
Announcements - page 40-41
Renewal Membership Form, 1979-80 - page 43

PRESIDENT SCHWARTZMAN'S MESSAGE

This year marks our Fifth Anniversary and to celebrate we are having an Annual Meeting that reflects both our growth and diversity. Thirty-nine papers are scheduled on the program and they will be presented by individuals in a variety of disciplines, including Anthropology, Psychology, Physical Education, Sociology, Education and English. We are very fortunate this year to have Dr. Mihaly Csikszentmihalyi as our Keynote Speaker and his topic will be "Some Paradoxes in the Definition of Play". There are also a number of special sessions planned as well as evening entertainment which will include New England storytelling, folk songs and folk dancing.

All in all the meetings promise to be stimulating and exciting for everyone who makes the trek to Henniker. I look forward to seeing you there.

ELECTION RESULTS

TAASP members had an outstanding slate of candidates to vote for this year and the Executive Council wishes to thank all individuals who participated in the election. The results of the election are as follows: JOHN W. LOY (Illinois) is our new President-Elect. He will serve in this position for the year 1979-1980 and will assume the office of President at the 1980 Annual Meeting. JAN BERAN (Iowa State), BERNARD MERGEN (George Washington) and ANDREW W. MIRACLE, Jr. (Texas Christian) are the newly-elected Members-at-Large who will serve for a two-year term from 1979-1981. Congratulations to all our newly-elected officers.

All of the individuals listed above will serve on the 1979-1980 TAASP Executive Council along with the following individuals: President, JOHN M. ROBERTS (Pittsburgh); Past-President, HELEN B. SCHWARTZMAN (Institute for Juvenile Research); Secretary-Treasurer, ALYCE TAYLOR CHESKA (Illinois); Membership Secretary, ELINOR NICKERSON (San Ramon Valley High School); Newsletter Editor, BRIAN SUTTON-SMITH (Pennsylvania); Members-at-Large (terms expiring 1980): SUSAN BOYD (Helena, Montana); MARY R. DUNCAN (San Diego State) and DON HANDELMAN (Hebrew University).
2.

TAASP EXECUTIVE COUNCIL

1978-79

Past President: Phillips Stevens, Jr.
Department of Anthropology
State University of New York at Buffalo
4242 Ridge Lea Road
Amherst, N.Y. 14226

President: Helen B. Schwartzman
Institute for Juvenile Research
1140 S. Paulina St.
Chicago, Illinois 60612

President-Elect: John M. Roberts
Department of Anthropology
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

*Secretary-Treasurer: Alyce Cheska
Department of Physical Education
113 Freer Gymnasium
University of Illinois
Urbana, Illinois 61801

*Membership Secretary: Elinor B. Nickerson
P. O. Box 297
Alamo, California 94507

*Newsletter Editor: Brian Sutton-Smith
Graduate School of Education
University of Pennsylvania
3700 Walnut
Philadelphia, Pennsylvania 19174

Members-at-Large:

terms expiring 1979:
Claire R. Farrer
P. O. Box 5745
Santa Fe, New Mexico 87502

John W. Loy
Faculty of Human Kinetics and
Leisure Studies
University of Waterloo
Waterloo, Ontario N2L 3G1

Edward Norbeck
Department of Anthropology
Rice University
Houston, Texas 77001

terms expiring 1980:
Susan Boyd
Department of Anthropology
University of Montana
Missoula, Montana 59801

Mary R. Duncan
Department of Recreation
San Diego State University
San Diego, California 92182

Don Handelman
Andrew Mellon Fellow
Department of Anthropology
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

1979-80

President: John M. Roberts
Department of Anthropology
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

Past-President: Helen B. Schwartzman
Institute for Juvenile Research
Chicago, Illinois

President-Elect: John W. Loy
University of Illinois
Urbana, Illinois

*Secretary-Treasurer: Alyce Taylor Cheska
University of Illinois
Urbana, Illinois

*Membership Secretary: Elinor Nickerson
San Ramon Valley High School
Danville, California

*Newsletter Editor: Brian Sutton-Smith
University of Pennsylvania
Philadelphia, Pennsylvania

Members-at-Large:

Susan Boyd, term expires 1980
P. O. Box 752
Helena, Montana

Janice Beran, term expires 1981
Iowa State University
Iowa City, Iowa

Mary R. Duncan, term expires 1980
San Diego State University
San Diego, California

Donald Handelman, term expires 1980
Hebrew University
Jerusalem, Israel

Mernard Mergen, term expires 1981
George Washington University
Washington, District of Columbia

Andrew W. Miracle, Jr., term expires 1981
Texas Christian University
Fort Worth, Texas

*Appointive Offices

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

ANNOUNCEMENTS:

If anyone has any items for the agenda for the Annual Business Meeting to be held Friday, March 30, 1:00-2:30 pm during the meetings, please contact Helen B. Schwartzman. Also if there is anyone willing to volunteer 1-2 hours of time to work at registration during the meetings, please contact Helen B. Schwartzman, Institute for Juvenile Research, 1140 South Paulina Street, Chicago, Illinois 60612, (312) 996-1880 or 1874.

*Appointive Offices
TAASP's Fifth Annual Meeting will be held, between March 28-31, 1979, at New England College in Henniker, New Hampshire. This year we are meeting in conjunction with the Northeastern Anthropological Association. Program and abstract information appears elsewhere in this newsletter. Information on travel, accommodations, and registration is included here.

TRAVEL: Henniker, as many of you may have noticed, is not located at the center of the universe. It is, however, possible to get there although it requires some degree of dedication on the part of the traveler. As an incentive to travelers Henniker, and all of southwestern New Hampshire, is said to be "Currier and Ives" country with lovely villages and many historic sites. The ski season lasts from Thanksgiving to mid-April and there is a downhill ski area near Henniker (Pat's Peak--for information, call 603-428-3234). To get to Henniker here are some possible travel options.

Air - Fly from any origin point to Boston's Logan Airport and change flights to Precision Airways (6-12 seater) for a direct flight to Concord, New Hampshire. Flight schedule for Boston-Concord is: 8:50 a.m., 11:15 a.m., 3:15 p.m., 5:00 p.m., 7:30 p.m., 9:30 p.m. Flight time is 50 minutes. For those staying in Concord, there is taxi service to hotels. For those staying in Henniker there will be shuttle service from Concord hotels to Henniker.

There are also direct flights on Delta Airlines from New York, Boston, Cleveland, Chicago and Detroit to Manchester, New Hampshire and there will be shuttle service from Manchester to Concord and Henniker. To arrange for this service, to be provided just for meeting participants, call 603-428-7111.

Bus - There is bus service on "Vermont Transit" from Boston to Concord and Henniker. Call Greyhound for schedule information. There is also a Limousine/Bus service from Boston's Logan Airport to the Ramada Inn in Concord. For information call 603-669-4045.

Car - From Boston take I-93 to Concord and then I-89 North to Rt. 9/202 to Henniker. From New York take I-95 to I-91 North to Brattleboro, Vermont and then Rt. 9 to Henniker. Car rentals are available in Concord, Hanover, Keene, Laconia, Lebanon, Manchester, Nashua, North Conway, and Portsmouth.

Tourist Information - Maps, recreational calendars and pamphlets on special facilities and activities are available from New Hampshire Office of Vacation Travel, Box 856, Concord, New Hampshire 03301.

Train - Amtrak to Boston. Bus to Concord and Henniker.

ACCOMMODATIONS: The two designated hotels for the meetings are listed below (reservations and any other arrangements should be made directly with the hotel, but be sure to specify that this is for the NEAA/TAASP meeting in order to get the following rates).

**Hotels:**
- Ramada Inn (20 mins. from Henniker) $22 - Single
- South Main Street $28 - Double
- Concord, New Hampshire $33 - Triple
- (603) 224-9534 $38 - Quadruple
- New Hampshire Highway Motel $22 - Single
- Traffic Circle $28 - Double
- Concord, New Hampshire 03301 $33 - Triple
- (603) 225-6687 $38 - Quadruple
4. 
Accommodations (continued) 

Student Accommodations: Student reservations must be accompanied by a $5.00 per night fee for bed and mattress at the College, $3.00 per night for floor space at a ski dorm.

For college bed write:
Mr. James Verschueren
Preston Hall
New England College
Henniker, New Hampshire 03242

For Ski Dorm write:
Pat's Peak Academy
Henniker, New Hampshire 03242
(603) 428-7697

OTHER HOTELS AND MOTELS IN THE HENNIKER AND CONCORD AREA
(Reduced rates have not been arranged with these hotel/motels, but some of them are closer to Henniker)

HENNIKER
Colby Hill Inn, Colby Hill Rd. (603) 428-3281
Henniker Hill Motel (1 1/2 mi. from town) (603) 428-3536

HILLSBORO (approx. 6 miles)
Bear Hill Motel (603) 464-3339
Breezy Point Inn & Motel, Pierce Lake (603) 478-3177
Brookwood Motel, Route 9 (603) 478-5369
Eighteen-Thirty House Motel, Route 9 (603) 478-3135
Vally Inn, Route 9 & 202 (Main Street) (603) 464-5966

BRADFORD (approx. 8 miles)
Birch Lane Motel & Cottages, Newbury Rd. (603) 938-5475
Bradford Inn, Main Street (603) 938-5309
Appleseed Inn (603) 938-2100
Candlelight Inn (603) 938-2626

SHUTTLE SERVICE: There will be a shuttle service from the Ramada Inn and the New Hampshire Highway Motel to the meeting site at New England College. This service will be running Wednesday evening and all through the day on Thursday, Friday and Saturday. Shuttle service to and from other hotel/motels may be available, check by calling (603) 428-7111.
REGISTRATION: Pre-registration for the meetings may be made by filling out the form included below. The preliminary program and other information will be received by pre-registrants, however, badges and final program information must be picked up at the meetings. Registration will also occur during the meetings. Fees are $5.00 Faculty/Staff, $3.00 Student. Please remember to indicate that you are registering for the TAASP Meetings.

1979 NEAA/TAASP PRE-REGISTRATION FORM

NAME: ________________________________ DATE: __________

ADDRESS: ______________________________

_____________________________________

INSTITUTIONAL AFFILIATION: ______________________________

TRANSPORTATION:

I plan to: Drive ____ , Fly ____ , Bus ____ (check one)

I will need shuttle service from a downtown hotel to campus ____ on Thursday ____

Friday ____ , Saturday ____.

HOTEL/MOTEL: I plan to stay at ________________________________

(Hotel, Motel or other address)

REGISTRATION FEES: Faculty/Staff $5.00

Students $3.00

PLEASE RETURN THIS FORM WITH A CHECK (Made payable to Northeastern Anthropological Association) before March 14, 1979. Send to:

Kenneth E. Smith or Michael Wireman
Co-organizers, NEAA
Sociology/Anthropology
New England College
Henniker, New Hampshire 03242
(603) 428-7111
6.

PROGRAM

KEYNOTE ADDRESS: The Keynote Address for this year's meetings will be delivered by Dr. Mihaly Csikszentmihalyi, Professor and Chairman, Committee on Human Development, University of Chicago. TAASP members are probably most familiar with Dr. Csikszentmihalyi's concept of "flow" and his use of this concept to examine the experience of play in games, sports, creative endeavors, as well as work activities (such as surgery). This research has been described in many articles and in his excellent book, Beyond Boredom and Anxiety (1975, San Francisco: Jossey-Bass). More recent research has led Dr. Csikszentmihalyi into studies of artists and creativity (see The Creative Vision, Getzels and Csikszentmihalyi, 1976, New York: John Wiley) as well as continuing investigations of the playfulness in everyday life (see "Attention and the Holistic Approach to Behavior" in The Stream of Consciousness, K. S. Pope and J. L. Singer, eds., 1978, New York: Plenum Press).

SCHEDULE: This year our program has almost doubled in size which means that our organization is expanding and flourishing. This also means that it has been necessary to schedule simultaneous sessions. Along with several organized symposia there are a number of other special sessions planned for the meetings. These are in order of appearance: a wine and cheese reception for early registrants arriving Wednesday evening, between 6:00 and 10:00 p.m.; the Keynote Address to be delivered by Mihaly Csikszentmihalyi on Thursday, March 29, 4:00-5:30 p.m.; the Annual Business Meeting to be held Friday, March 30, 1:00-2:30 p.m.; and New England storytelling, folk music and movies which will be available for entertainment Thursday, Friday and Saturday evenings, March 29-31. Abstracts for papers are listed alphabetically following the program outline.

Wednesday, March 28

6:00 - 10:00 p.m. Registration, New Science Building
6:00 - 10:00 p.m. Wine and Cheese Reception

Thursday, March 29

8:30 a.m. - 5:00 p.m. Registration

9:00 - 11:30 a.m.
Chairperson: Helen B. Schwartzman (Institute for Juvenile Research)
Louis H. Stewart and Charles T. Stewart (San Francisco State)
Play, Games and the Affects: A Contribution Toward a Comprehensive Theory of Play.
Randy Gellerman (Harvard)
Play, Anxiety and Imitation: Development of A Symbolic Mode.
Regina Weilbacher (Ohio State)
A Comparison of Kindergarten Age Girls' Social and Motor Behavior in a Static Play Environment and in a Dynamic Play Environment.
Shlomo Ariel (Yale)
What Makes the Activities of Kindergarten Children Dynamic and Colorful?
Connie Leventhal (UCLA)
Afro-American Speech Play in Integrated Schools: Some Preliminary Comments

PLAY AND RITUAL (Volunteered Papers)
9:00 - 11:30 a.m.
Chairperson: Andrew W. Miracle (Texas Christian)
Jan Beran (Iowa State)
The Iowa Girls State Basketball Tournament Viewed as an Institutionalized Ritual
Aidan O. Dunleavy and Andrew W. Miracle (Texas Christian)
Sport: An Experimental Setting for the Development of a Theory of Ritual
Mari Womack (UCLA)
Ritual and Sports: A Study of Ritual Preparation Among Professional Athletes
Thursday, March 29

Michael Lieber (Framingham State)
Play and Performance in Trinidadian Shango Ritual

Joseph Rubenstein (Stockton State)
Ambivalence in Play and Ritual

PLAY: THE THEORIES BEHIND THE THEORIES (Volunteered Papers)
1:30 - 3:45 p.m.
Chairperson: Brian Sutton-Smith (Pennsylvania)
John Schwartzman (Northwestern)
Play: Epistemology and Change
Ann Marie Guilmette and James H. Duthie (Windsor)
Play: A Multiparadoxical Phenomenon
Claire R. Farrer (Illinois)
Contesting
Brian Sutton-Smith (Pennsylvania)
Play Theory of the Rich and for the Poor
Suzanne R. McBride (Delaware)
The Culture of Toy Research

BALL GAMES AND CULTURAL SYSTEMS (Organized Symposium)
1:30 - 3:00 p.m.
Chairperson: Bernard Mergen (George Washington)
Robert L. Humphrey (George Washington)
Meso-American Ball Games
Kate Rinzler (Smithsonian)
Boys and Football
Bernard Mergen (George Washington)
Reisman Redux: Football as Work, Play, Ritual and Metaphor

TAASP KEYNOTE ADDRESS
4:00 - 5:30 p.m.
Mihaly Csikszentmihalyi (Professor and Chairman, Committee on Human Development, University of Chicago)
Some Paradoxes in the Definition of Play

TAASP EXECUTIVE COUNCIL MEETING
8:00 - 10:00 p.m.

Friday, March 30

8:30 - 5:00 Registration

ART, LITERATURE AND PLAY (Volunteered Papers)
9:00 - 10:30 a.m.
Chairperson: Alyce Taylor Cheska (Illinois)
Michael Daher (Wayne State)
Henry David Thoreau: Sluggard or Pathfinder?
Anna K. Nardo (Louisiana State)
"A Recreation of a Recreation": Reading The Compleat Angler
Alyce Taylor Cheska (Illinois)
Micmac Indian Petroglyphs---Evidence of Self/Nature Concept Changes

SPORT AND TRIBAL SOCIETY (Organized Symposium)
9:00 - 11:30 a.m.
Chairperson: Kendall Blanchard (Middle Tennessee State)
Kendall Blanchard (Middle Tennessee State)
The Tribe and the Evolution of Modern Sport Behavior
Friday, March 30

Steven J. Fox (North Dakota State)
The Relational Dimension of Games and Sport Among NonKin-Based Social Structures in Tribal Societies

Bill B. Brunton (North Dakota State)
The Legacy of Coyote: Gambling Among the Kutenai Indians of Western Montana

Maria T. Allison (Purdue)
Toward a Reconceptualization of Competition and Cooperation: A Navajo Perspective

Discussant: Edward Norbeck (Rice)

TAASP ANNUAL BUSINESS MEETING
1:00 - 2:30 p.m.

ADULT SPORTS: THE ATHLETE'S PERSPECTIVE (Volunteered Papers)
2:45 - 5:00 p.m.
Chairperson: John W. Loy (Illinois)
James H. Duthie and Michael A. Salter (Windsor)
Parachuting to Sky Diving: Process Shifts in an Adult Sport
John M. Roberts, Garry E. Chick and Marian Stephenson (Pittsburgh)
Women's Tennis: A Cultural Analysis of Some Pattern Features
John M. Roberts and Susan M. Mattrass (Pittsburgh)
Women and Trapshooting: A Cultural View
John M. Roberts and Joe Luxbacher (Pittsburgh)
Views of Offensive and Defensive Play in Soccer: A Behavioral Space Analysis
Discussant: John W. Loy (Illinois)

PLAY AND ITS CULTURAL CONTEXT: RECENT ETHNOGRAPHIC STUDIES (Volunteered Papers)
2:45 - 5:00 p.m.
Chairperson: Claire R. Farrer (Illinois)
Steven Nachman (Western Carolina)
Magical Contests on Nissan
Randy B. Reiter (Univ. District Columbia)
The Social Relations of Playing Boules in a Provencal Village
Elizabeth Mathias (St. John's)
Italian Games in a Rural American Setting: The Mesabi Iron Range
Norman Thurau (Suffolk County Community College)
Cultural Implications of Tourism on L'Ile D'Yeu (Vendée-France)

Saturday, March 31

CREATIVITY AND HUMOR (Volunteered Papers)
9:00 - 11:30 a.m.
Chairperson: Michael A. Salter (Windsor)
Janet C. Harris (UC-Berkeley)
Beyond Huizinga: Relationships Between Play and Culture
Kim G. Dolgin (Pennsylvania)
The Importance of Playing Alone: Differences in Manipulative Play Under Social and Solitary Conditions
Richard Alford (Pittsburgh)
Humor Framing Conventions: Techniques and Effects
Roy E. Roper (Illinois)
The Myriad Functions of Hospital Emergency Room Humor
Kathleen Finnegan Alford (Pittsburgh)
The Structure of Joking Relationships

ETHNOGRAPHIC FILMS OF PLAY AND GAMES
9:00 - 12:00 p.m.
Appalachian Children (Campus Film Distributors Corp.)
Southern Black Children (Campus Film Distributors Corp.)
Children Throw Toy Assegais, Tug of War, The Lion Game (All Films are of Bushmen children's play) (Documentary Educational Resources)
Arrows, Children's Magical Death, Tug of War (All films are of Yanomamö children's play) (Documentary Educational Resources)
Sandsbanks (Vermont children's play) (Documentary Educational Resources)
Francis J. Clune (SUNY-Brockport)
The Meso-American Ball Game: A Slide Tape Show

9.
ABSTRACTS OF PAPERS  
FIFTH ANNUAL MEETING  
THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY  
MARCH 28-31, 1979  
NEW ENGLAND COLLEGE  
HENNIKER, NEW HAMPSHIRE

Abstracts have been edited when necessary to conform to space requirements.

ALFORD, Kathleen Finnegan (Pittsburgh) THE STRUCTURE OF JOKING RELATIONSHIPS. Radcliffe-Brown has defined a joking relationship as a relationship between to persons, in which one is by custom permitted or obligated to tease or make fun of the other, and the other is obliged not to take offense. This paper represents preliminary results of dissertation research on the structure of joking relationships. The paper is divided into three parts: 1) a brief review of the major joking relationship literature; 2) a design for cross cultural examination of the situation and content of joking relationships in nine pairs of relatives using Murdock's sample of eighty-nine societies (1971); and 3) preliminary results of an empirical study of joking relationships in a complex industrialized society-the United States-using an American student sample. A code sheet has been designed for recording cross cultural data in the Human Relations Area Files. In the empirical study a questionnaire interview format is used. Data collection focused on personnel, content of joking, degree of intimacy of personnel, and symmetry of the relationship. The hypotheses concerning American society are: 1) joking relationships will occur patterned along the lines of intimacy and equality (contrary to Radcliffe-Brown's theory of conjunction/disjunction); 2) following Murdock, joking relationships will occur between siblings-in-law; and cross cousins; and 3) joking relationships will occur between husband and wife, given contemporary forms of marriage stressing intimacy and equality; and 4) following Zijerfield, joking relationships tend to be more diffuse and less organized along ties of kinship in complex societies. To date, no study of the general structure of joking relationships in American society has been presented.

ALFORD, Richard (Pittsburgh) HUMOR FRAMING CONVENTIONS: TECHNIQUES AND EFFECTS. Humor is framed communication which is marked by a particular kind of meta-communicative signal. This meta-communicative signal serves to bound a humor frame and indicate that everything within the frame is humor and is not to be taken completely seriously. The meaning and constitution of the humor frame is discussed. The development of humor framing in childhood is reviewed and the close connection between humor and play framing is noted. Similarities between the humor and play framing of children and primates are explored. Play framing in both children and primates is found to have comparable meaning and functions. It is suggested that humor and play framing (and, indeed, humor and play) are difficult to distinguish in early infancy, but that they begin to differentiate in middle infancy. The techniques of establishing humor frames in adulthood are discussed. Empirical research is reviewed which indicates that both internal and external cues can serve to frame humor. Two types of humor framing techniques are identified: frame markers (like smiles, winks, props, and verbal
statements), and qualities of action or style which cue a transformed meaning of communication (like exaggerated gestures, certain verbal styles, or cartoon or pantomimed depiction). The game-theoretic conceptions of 'scale' and the fidelity of humorous presentation are compared. Framed humor is interpreted as 'buffered communication' much as games have been interpreted as 'buffered learning'.

The contextual variables affecting the requirements of humor framing are set forth and evaluated. Situational focus and role variables are found to be central in determining the requirements of frame clarity. The effects of manipulating frame clarity are outlined.

ALLISON, Maria T. (Purdue) TOWARD A RECONCEPTUALIZATION OF COMPETITION AND COOPERATION: A NAVAJO PERSPECTIVE. The purpose of the paper is to discuss and attempt to reconceptualize the nature of the dimensionality of the concepts of competition and cooperation. This reconceptualization is based on an analysis of field data collected among Navajo Indian sport teams in the Southwestern United States. The data clearly indicates that the notions of competition and cooperation as generally posited in the literature do not capture the dimensionality of the behavior. Each concept is defined in a very specific way, consistent with the sociocultural context in which it is embedded; the paper will attempt to "tease" out the dynamics and suggest alternate ways of viewing these highly complex processes.

ARIEL, Shlomo (Yale) WHAT MAKES THE ACTIVITIES OF KINDERGARTEN CHILDREN DYNAMIC AND COLORFUL? Play is a culture-bound form of behavior. Different socio-cultural groups in a complex society (such as the Israeli society) differ considerably in the amount of play and in the "style", content and form of play. Research indicates that it is useful to compare the play-behavior of different socio-cultural groups on two dimensions: Color (the properties that make the play of an individual child look "colorful" to the observer) and dynamism (the properties that make the social interaction among the children look "dynamic", that is, flexible, sophisticated, complex, etc.) to the observer. The play of five groups of children: Kibbutz children, middle-class city children, Morrocan Jewish small-town children, Arab village children and Bedouin village children were scored on twenty dynamity and color variables pertaining to make believe play, block construction and social interaction during play. The dynamity and colorfulness of the play were found to be significantly related to the characteristic modes of socialization in the different groups (as elicited from parents-interviews and home observations) and to the degree of integration into the dominant culture (as elicited from attitude interviews with the parents). Color was found to be significantly related to dynamity. A multi-variate statistical analysis of the scores revealed interesting groupings of color and dynamity characteristics, that may be interpreted as reflecting underlying cognitive dimensions.
BERAN, Jan (Iowa State) THE IOWA GIRLS STATE BASKETBALL TOURNAMENT AS AN INSTITUTIONALIZED RITUAL. The first Iowa girls state basketball tournament was held in 1926 and since that time, 60 tournaments later, the number of potential participants has vastly increased. There are now more than 10,000 girls representing 400 schools that vie for the tourney. Each town represented at the tourney virtually closes down for the duration and loyal fans make the trek to Des Moines, the site of the week long competition. What is it about this tourney that has such incredible attraction for both Iowans as well as others who watch it on nation-wide television? Is it as Dunning has said about other people's play, the quest for excitement in unexciting communities? Is it the sport, the highly organized play, or is it something deeper more integral to the common life of a particular community? In this paper it is suggested that the whole tournament spectacular is a bona fide example of a sophisticated electronic age ritual cloaked in the elaborate framework of play. Data for this study has been gathered through literature research, viewing of televised and video-taped state tourney games and ceremonies, interviews with the executive secretary of the Iowa Girls High School Athletic Union as well as with former basketball players.

BLANCHARD, Kendall (Middle Tennessee State) THE TRIBE AND THE EVOLUTION OF MODERN SPORT BEHAVIOR. The origin and development of modern sport behavior is a problem that has fascinated historians and sociologists as well as anthropologists. One very recent and quite intriguing analysis of the issue is Allen Guttman's (1978) From Ritual to Record. This paper looks critically at Guttman's understanding of "modern sports" and suggests that a weakness in his developmental scheme is the absence of any consideration of a tribal or peasant role in the process. Tribe is defined from a Morton Fried perspective to mean a conglomerate of related, small-scale egalitarian groups that is an administrative creation of a state and whose continued existence is in many ways defined vis-a-vis the economic, social, and political characteristics of that state. In this sense, tribe can be roughly correlated with certain forms of peasantry. The major hypothesis defended by this paper is that tribal society, as an interface between hunters-and-gatherers, pastoralists, and horticulturalists on the one hand and modern industrialists on the other, provides a unique setting for the consideration of the sport evolution question. In such a context, sport becomes an activity in which physical competition and the individual will-to-excel override ritual significance. For individuals in tribal society, the sport event is a mechanism which provides access to and legitimation within the larger, dominant social system without requiring the wholesale rejection of tradition. This hypothesis is examined in several ethnographic and historical contexts. It is concluded that sport in tribal society should be the focal point for the developing anthropology of sport.

BRUNTON, Bill B. (North Dakota State) THE LEGACY OF COYOTE: GAMBLING AMONG THE KUTENAI INDIANS OF WESTERN MONTANA. Although business connections of large magnitude are typical of American leisure activities such as sports and games and their attendant gambling, Americans have learned to categorize this cultural domain as a relatively frivolous one. This cultural bias seems
to be somewhat shared by American anthropologists in their ethnographic reporting. One often concludes after reading a monograph that there are important cultural domains such as subsistence economy, and there are other, relatively peripheral ones such as "diversions." A consideration of the multifaceted ramifications of the gaming-sport-gambling domain reveals that it is remarkably culturally salient and functionally significant. As a case in point, this paper examines the place of one gambling game, /kaha/ 'the stick game.' in the culture of the Kutenai Indians of western Montana. It is argued that this game not only is a microcosm of Kutenai cultural life, but that it has long served as a major vehicle for Kutenai intergroup relations.

CHESKA, Alyce T. (Illinois-Urbana-Champaign) MICMAC INDIAN PETROGLYPHS - EVIDENCE OF SELF/NATURE CONCEPT CHANGES. The petroglyphs of the Micmacs, an eastern Algonquian tribe, provide evidence of continuous rock etching from at least early 1700's to the present. These rock art creations were scratched on slabs of slate rock at Kejimkujik Lake, Nova Scotia peninsula, Canada. From 1711 the same slate were also used by other ethnic visitors. The rock etchings in Kejimkujik National Park, Caladonia, Nova Scotia, seem to substantiate the notion that the changing Micmac self/nature concept is symbolically reflected in content, style, and periodicity. The three phases are: 1) identification of self with nature; 2) identification of self over nature; and 3) identification of self on nature. From the early European contact to the present the Micmac rock etchings at Kejimkujik have revealed the subtle change in the "artists" attitude toward nature. The early phase (1700s), the identification of self with nature, is indicated by etched images of animals, and fish with some emitting thought-wave lines; of mutual respect; of Kaloo, the bird god; of ceremonial hats with symbolic good fortune decorations; and of hunt and human fertility images showing homologous human impregnation. The second phase (1800s), identification of self over nature is inferred by etched images of animals, especially deer (caribou) and moose, with script names and dates of Micmac hunters. One direct reference is the figure of a moose with accompanying statement "Jim Charles his Moose Sept 19, 1867". Names of persons and dates are legion. Etchings of sailing ships with historically increasing details point toward more complete understanding of white man's ways. The third phase (1900s), identification of self on nature, is implied by idle doodling graffito, defacement of earlier etchings, vulgar script expressions which exhibit abuse of nature. Records of picnics, parties and rendezvous pleasurable human use of natural surroundings. The etchings over time confirm changes from the Micmac's integration of self with nature to identification of self over nature, to identity of self on nature. This premise will be supported by photographic records and schematics of petroglyphs taken by the author in cooperation with the Kejimkujik National Park administration.

CLUNE, Francis J. (Suny-Brockport) THE MESO-AMERICAN BALL GAME: SLIDE TAPE SHOW. The Meso-American ball game was played by the Aztecs at the time of the conquest of Mexico, 1520 A.D. A hypothetical game is played between Tenochtitlan (Mexico City D.F.) and Texcoco. The game is being "broadcast" by an announcer to the listening multitudes. The game is explained and a game is played. The viewer is given the feel of the game, and the action involved in the playing of the game.
DAHER, Michael (Wayne State) HENRY DAVID THOREAU: SLUGGARD OR PATHFINDER? Among other things Henry Thoreau, culture hero of the nineteen sixties and one of the principal writers of the American Renaissance period, is famous for being lazy. In the kingdom of the Protestant ethic, irreverent quips such as "A man need not earn his living by the sweat of his brow unless he sweats easier than I do" have helped etch the Walden hermit's image as a loafer into the public record. To what extent and in what manner he deserves this reputation depends upon how carefully and thoroughly Thoreau's life and works are read. Although Thoreau continually assails that sort of toil which he believes cultivates a situation in which "The better part of the man is soon ploughed into the soil for compost," he, nevertheless, simultaneously is a staunch defender of a leisure that is grounded in discipline and insists that play "comes after work." A review of Thoreau's own patterns of work and play and a survey of his philosophical statements on work, leisure and play in WALDEN, A WEEK ON THE CONCORD AND MERRIMACK RIVERS, THE MAINE WOODS, and THE JOURNALS indicate that, contrary to popular opinion, Thoreau does not opt for idleness over labor, but devotes his years to searching for means to put the realms of freedom and necessity into a sane and healthy balance.

DOLGIN, Kim G. (Pennsylvania) THE IMPORTANCE OF PLAYING ALONE: DIFFERENCES IN MANIPULATIVE PLAY UNDER SOCIAL AND SOLITARY CONDITIONS. Interest has been growing about the interrelation among play behavior, the acquisition of manipulative skills, and creative problem solving ability. Evidence from studies on this topic involving both children and higher primates is briefly reviewed. Data is presented which suggests that true solitary play (play taking place when the individual is alone) provides more opportunity for the acquisition of these skills than does parallel play (that which occurs when the individual is playing independently, though other individuals are present). During a four month period, two pairs of young chimpanzees were periodically provided with a set of what were initially novel objects in one of two experimental conditions. In one case the focal member of the pair was placed in a room alone with the objects; in the other, the pair itself was left with the objects. All sessions were videotaped. Later analysis revealed that during the solitary sessions a significantly greater number of novel behaviors were performed, and a significantly greater variety of behaviors (including both novel and familiar patterns) were produced. This was true even though equal amounts of time were spent actively handling the objects under both conditions. Since novelty is an index of creativity, and familiarity with objects under different circumstances could be later useful in using the objects to solve problems or as tools, solitary play appears extremely important. Implications of the data are discussed, emphasizing possible different functions of play in social and solitary settings.

DUNLEAVY, Aidan O. and Andrew W. MIRACLE, Jr. (Texas Christian) SPORT: AN EXPERIMENTAL SETTING FOR THE DEVELOPMENT OF A THEORY OF RITUAL. Traditional theoretical interpretations of ritual have limited usefulness for explaining much of the ritual observed in sport. The existing literature contains no definition or model of ritual which is generalizable to the universe of
ritual behaviors or situations. If such a definition and model were to be developed, it would have to consider the situational variability of function, perceived relevance and effects of ritual, as well as the process through which such ritual behavior is learned. It is suggested that what is needed is a multifaceted model, subject to experimental examination. Such a model would need to possess a greater potential for generalization than the traditional understandings of ritual. For example, such a model would need to account for both intra- and interpersonal (i.e., individual and social) ritual as it is manifested in a variety of situations. A sample of varsity athletes at Texas Christian University is under season-long investigation. The research has utilized the analysis of videotapes, interviews, and structured questionnaires. The nature, incidence and pattern of manifested ritual is being studied. Data accumulated will facilitate the exploration of a multifaceted model which may offer the potential for increased understanding of ritual. Examination of these data suggests that ritual may be defined in terms of psycho-physiological, replicable responses to anticipated psycho-social crises; such responses may be proactive or retroactive to the anticipated crisis.

DUTHIE, James H. and Michael A. SALTER, (Windsor) PARACHUTING TO SKY DIVING PROCESS SHIFTS IN AN ADULT SPORT. This study focuses on the experiential aspects of skydiving as a form of adult play. Data through participant-observation, semi-focused interviews and formally administered questionnaires were collected from the following subjects: 1) non-jumpers, 2) beginning jumpers (1 jump), 3) novice jumpers (6-45 jumps), 4) experienced jumpers (400 plus jumps). It was held that while the basic structure of the activity remained constant, varying only in terms of the objective of the occasion (i.e., accuracy of landing, cross-country canopy run, relative work, etc.), the way in which the activity was perceived differed according to a) the experience of the observer as a jumper and b) the stage, or phase, of the activity. Thus, while non-jumpers tended to view the activity as a totality and to classify it on this basis (as something generally labelled 'sport'), jumpers divided the activity into several components (i.e., a pre-jump, jump and post-jump phase) and viewed each stage separately. Further, the ways in which they viewed each phase (and indeed perceived the total experience) varied according to the number of jumps logged. Thus, while all jumpers exhibited paradigmatic shifts in terms of the way they viewed the three phases of the activity, these, along with the point at which 'flow' was experienced, differed for each of the three groups of jumpers. Reports will consist of an audio-visual presentation attempting to link these various activities involved in sky diving as a sport with the concept that in 'edge' play although there are goals these are of less importance than the processes involved in attaining them.

FARRER, Claire R. (Illinois-Urbana-Champaign) CONTESTING. In discussions of game, play, and sport we often overlook an element essential to their unfolding: contesting. Contesting, it is suggested, is neither co-terminus with play as Huizinga maintains nor is it entirely agon, in Cailliois' sense. This paper examines the contesting phenomenon as rule-governed/rule-breaking. Using data from literature, ethnography, and television satire ("Saturday Night Live") as well as theoretical ramifications from Huizinga, Callois, Turner, Bateson, and Czikszentmihalyi, this paper examines contesting as metaplay.
FOX, Steven J. (North Dakota State) THE RELATIONAL DIMENSIONS OF GAMES AND SPORT AMONG NONKIN-BASED SOCIAL STRUCTURES IN TRIBAL SOCIETIES. Gaming and sporting behaviors are often important and effective media for inter- and intragroup interaction and integration. These activities gain some measure of expression among all human populations, ranging through both the secular and nonsecular domains of culture. Tribal-level societies, in particular, provide useful contexts for examining games and sport in a multiplicity of social environments. Of the primary stages of sociocultural evolution, tribes are, in large part, classificatory enigmas. They are structurally more diverse than bands, but manifest less formal organizational complexity than chiefdoms or states. The rationale for focusing upon tribal-level societies is predicated upon the assumption that they exhibit the greatest variability of cultural forms; consequently, there exists a broad spectrum of social structural alternatives within which gaming and sporting activities have situational salience. In addition to networks of kinship as bases of defining and maintaining relationships in tribes are voluntary and/or ascriptive associations. Nonkin-based social alignments are particularly important in egalitarian societies where members of descent groups are dispersed throughout numerous semiautonomous bands or villages that comprise the larger sociopolitical unit. The integration of, and cooperative interaction between, nonkin groups within tribes are essential to the maintenance of cohesive social organizations. Games and sport are vehicles through which these objectives may be attained at both the band, or village, and tribal levels.

GELLERMAN, Randy (Harvard) PLAY, ANXIETY AND IMITATION: DEVELOPMENT OF A SYMBOLIC MODE. A field study of play and imitation of two age groups of children in the second year of life combined naturalistic observation with experimental intervention. Eight 15-month old and eight 21-month old children were observed in five bi-weekly play sessions of 36 minutes duration, each in their own homes with the mother present. After two 12 minute free play periods, first with the child's own familiar toys and second with the researcher's set of toys, different pretend play acts were modelled—for example, putting a doll to bed, feeding a stuffed animal, having a squirrel hide in a box, etc. In some acts, the experimenter was the agent of the action, in other acts, a doll or animal was made to be the agent of the action. There was no modelling on the first visit to the home; on the following four visits, children watched either 1, 3, 5 or 7 acts randomized over the four visits. The child's activity was noted in a written record by an assistant and the principal experimenter read a description of the child's behavior into a tape recorder. Older children were much more likely to imitate the model exactly, and were also more likely to attempt a partial imitation than were the 15 month old children. Acts where a child was the agent of the action were copied more readily than acts where a doll or animal was shown as the agent of the action for both younger and older children, but more older children imitated acts where the toy was the agent. There were significant age differences in the incidence of distress and inhibition of play post-modeling. Fifteen month old children invariably were upset after watching the modeling and play was inhibited regardless of the number of acts modeled. More 21 month old children were upset on the third and fourth visits, and more of them showed upset when the number of modeled acts increased from 1 to 7. There was considerable evidence for recall of modeled
acts and a kind of "observational learning" occurred among both age groups; a child would display an act on a later visit which he had watched but not performed himself on a previous visit. For both age groups, recall of modeled acts dramatically decreased after the new modelling demonstration. Younger children show that play was disturbed, and that this disruption may be related to the number of acts modeled; that is, although the overt behavioral signs of distress for this group do not show an increase as the number of modeled acts is increased, the quality and nature of children's post-modeling play indicates a relationship. The explanation for the occurrence of distress may not be the same for the two age groups; older children may show performance anxiety, younger children may be showing "discrepancy anxiety" or memory difficulties.

GUIMETTE, Anne Marie and James H. DUTHIE (Windsor) PLAY: A MULTIPARADOXICAL PHENOMENA. The first play paradox focuses on the object language/metalanguage level confusion recognized by Bateson (1977), La Fave (1978) and Schwartzman (1978). Clearly the defining properties of play existent at the object language level need not at all resemble those governing a metalanguage level study of play. Shotter (1973) warns that unless the study of play is taken seriously, play, as a phenomena, will remain cast in the role of the unscientific. Yet such recent researchers as Barnett (1976) and Ellis (1976) still seem convinced that the freedom-from-control essence of play prohibits a controlled experimental analysis of play. Since play needs to be understood at both object language and meta-language levels, in this paper, we present arguments which demonstrate that a serious study of play is not a contradiction. Other paradoxes to be presented in this paper exist either at the meta-language level or at the object language level. Meta-language level paradoxes to be discussed concern a necessity to recognize the social sciences as distinct in both focus and procedures from the natural sciences; structural versus functional definitions of play; and that distinctiveness from other infrahuman species which renders playfulness in man difficult yet essential to study. Paradoxes existent on even the object language level indicate that play, considered as mental experience and behaviour (Handelman, 1977), may be regarded multidimensionally without needless complexity, that man has the capacity to play by self-imposed rules, and that play settings themselves, offer natural controls which preclude or make redundant the experimentally imposed controls of physical science. In this paper the authors present a detailed exploration of the above-mentioned paradoxes and provide suggestions for resolving these, furthering our efforts toward a serious, scientific study of play.

HARRIS, Janet C. (UC-Berkeley) BEYOND HUIZINGA: RELATIONSHIPS BETWEEN PLAY AND CULTURE. Huizinga's study of relationships between play and culture focuses upon "the higher forms of play" (social interaction involving "a contest for something or a representation of something") and deliberately sets aside investigation of "pure playfulness" with the comment that this more basic form of play has an "irreducible quality...which is not...amenable to further analysis." Berlyne, Ellis, Klinger, Miller and others seem to focus scholarly attention upon this "pure playfulness." Based on their conceptualizations, play may be defined as information-seeking behavior which is accompanied by relatively low or weak-goal directedness on the part of the
individuals involved. Play is thus partially a subjective, cognitive perspective. If goals are relatively unimportant in play, then enjoyment is probably necessary for the continuation or maintenance of play. This lack of importance of goals also frees players to juxta pose ideas, objects, and/or behaviors in new and unusual ways. Viewed in this fashion, play may be considered to be one of the processes involved in creativity. This line of thinking has interesting implications for relationships between play and culture: (1) If creativity is necessary for the formation and development of culture, then play is essential for such cultural growth (on a different level, similar to Huizinga's notion). (2) If goals are relatively unimportant in play, then extensive play might threaten cultural stability, and norms which limit play may be a characteristic of culture. (3) If play is essential for the creation and development of culture, then norms which limit play must permit some play to occur. (4) If goals are relatively unimportant in play, then encouragement of play through external rewards is probably not possible. (5) If play is partially a subjective, cognitive perspective, then players probably have some control over communication of "I'm playing" messages to others.

HUMPHREY, Robert L. (George Washington) MESOAMERICAN BALL GAMES. This paper will consist of a slide talk and discussion of Meso-American ball games based on archaeological and ethnographic evidence. The paper will trace changes in the games from pre-columbian times to the present with emphasis on the functions of the games in ritual, political organization, and recreation.

LEIBER, Michael (Framingham State) PLAY AND PERFORMANCE IN TRINIDADIAN SHANGO RITUAL. It is possible to view Trinidadian Shango rituals through one or another of the usual anthropological grids -- as providing social integration through the affirmation of beliefs (Durkheim), generating outlets for the expression of tensions and the consequent reduction of anxiety (Malinowski), or allowing dramatic enactments of existential positions seeking to distill "meaningfulness" (Weber). Such approaches, while illuminating aspects of ritual performance, still leave us with questions: what is actually going on during ritual and how are people brought together in ritual in a manner which allows them to develop rapport? Shango ritual includes episodes of trance and possession, dramatic enactments of various sorts, dancing and the playing of drums. Behaviors which unfold during such episodes suggest that ritual is as much for the sake of play as for any more pious intent. Altogether, ritual may be viewed as an aspect of play behavior, and play may be seen as involving ritualized sequences of rapport-seeking, co-jointly organized behavior.

LEVENTHAL, Connie (UCLA) AFRO-AMERICAN SPEECH PLAY IN INTEGRATED SCHOOLS--SOME PRELIMINARY COMMENTS. This paper raises some issues about the interpretation of Afro-American speech play in integrated schools. Speech play is evaluated in relation to norms of a particular ethnic group. The discrepancies in these norms of evaluation may pose difficulties in interethnic communication. The problem of interpretation of the implied messages of various linguistic forms is discussed. Examples are cited to illustrate:
1) the adoption of "Sounding," an Afro-American game of verbal insults, as a mode of argument among white students; 2) the manipulation of conventionalized Afro-American rhetorical strategies to evoke Afro-American standards for evaluation of verbal interaction; 3) the importance of understanding rhetorical strategies used in speech play for interpreting the expression of solidarity and conflict between individuals.

McBRIDE, Suzanne B. (Delaware) THE CULTURE OF TOY RESEARCH. Much of the research on cognitive and social development in young children involves analysis of their play with toys. The present study investigated the extent and nature of toy play research in the literature and sought to determine whether use of toys was systematic and based on an implicit theory of toy play. It was discovered that the toy play studies could be classified according to an interesting array of research paradigms. For example, the "forbidden toy" paradigm was used in studies of altruism, resistance to temptation, imitation, and modelling. The toy preference paradigm served in researching sex role development, cognitive tempo, and decision-making behaviors. A "culture" of toy research emerged as toys were found to serve ritual functions for experimenters to elicit certain forms of behavior. No attempt was made to understand why the toys functioned in the ways that they did. Ethnographic studies of toy play behavior might well lead to different interpretations of much experimental child research.

MATHIAS, Elizabeth (St. John's) ITALIAN GAMES IN A RURAL AMERICAN SETTING: THE MESABI IRON RANGE. During the late 1800's and early 1900's the iron mines of the Mesabi Iron Range of northeastern Minnesota attracted thousands of immigrants. Small company built locations near the shafts and rimming the open pits became temporary homes for males from forty five different countries. These men lived and worked together in what was probably the most heterogeneous immigrant community of North America. The sharing of cultural traditions in the Iron Range has been multi-stranded and has run in myriad directions. A cross fertilization of games of many ethnic groups has occurred. Within this environment Italians underwent an acculturation experience that was very different from that characteristic of the majority of Italian immigrants who settled in the urban areas of the northeastern United States. In the "little Italies" of the northeastern cities the Italian immigrants were comparatively isolated from other ethnic groups. Here Italians spent work and leisure hours with other Italians, continuing the game traditions and interaction patterns of the southern Italian villages of their origin. The object of this paper will be two fold: To describe the cultural experience, with special emphasis on games, of the Italians of the Iron Range. To compare this experience to that of the Italians of the Italian enclave of South Philadelphia. Research in Italian games was conducted in Philadelphia from 1971 to 1973, in Chicago in 1977 and in the Iron Range in 1978.

MERGEN, Bernard (George Washington) RIESMAN REDUX: FOOTBALL AS WORK, PLAY, RITUAL & METAPHOR. In 1951, David Reisman and Reuel Denney published "Football in America: A Study in Cultural Diffusion," in which they concluded that, "it would be too simple to say that football has ceased to be a game for its players and has become an industry, or a training for industry. In
American culture as a whole, no sharp line exists between work and play, and in some respects the more work-like an activity becomes, the more it can successfully conceal elements of playfulness." This paradoxical statement raised a number of questions about the relation of football and other sports to contemporary concepts of work and play. Riesman and Denney seem to suggest that football (at least college football) has been shaped and modified by American attitudes toward work and the demands of industrial society. On the other hand, they assert that playfulness in games may be preserved only if the game or sport takes on some of the aspects of work. If football functions in American society as a model of industrialization and as an example of play in work, then it should be studied closely for clues to understanding the process by which cultural values are institutionalized. In the twenty-eight years since Riesman and Denney's essay, scores of journalists, novelists, anthropologists, and historians have written on the cultural significance of football (e.g., Michener, Novak, Cady, Guttmann, Lasch, and Dundes). Despite their differences, these recent commentaries all emphasize the ritualistic importance of football and other sports. But what are the cultural values which the football ritual affirms? On this point there is disagreement. This paper will attempt to assess the various writings on football since Riesman and Denney. I will be specifically concerned with the following questions: 1. What light have the studies of football shed on American culture in general? Do attitudes toward football reveal anything about attitudes toward work and leisure? 2. If football has become more work-like, have sports writers shifted their focus from the playing of the game to economic and political issues such as contracts, gambling, and franchises? 3. Have the authors of the various books and articles on football contributed to our understanding of sport, of ritual, or the process by which a cultural ideal becomes an artifact?

NACHMAN, Steven (Western Carolina) MAGICAL CONTESTS ON NISSAN. A contest is a form of social conflict that persons voluntarily undertake. It occurs within a fixed arena, circumscribed in space and time, and it is held in accordance with rules acceptable to all participants. These rules serve to equalize the opportunities of each participant to win, or at least serve to prevent any participant from taking unfair advantage of the others. The rules also provide criteria for selecting winners. Notable instances of contests include sporting events, political campaigns, judicial proceedings (at least from the vantage of the lawyers), as well as such well-documented non-Western institutions as the kula of the Trobriand Islanders and the potlatch of the Northwest Coast Indians. The present discussion deals with contests associated with feasting among the Melanesian-speakers of Nissan Atoll in the Bismarck Archipelago. Villages periodically sponsor feasts honoring their dead. Feasts are marked by pork exchanges, general distribution of food, speeches, processions and dances, as well as weather magic performances. On these occasions, individuals as well as groups compete with one another, each seeking preeminence at the other's expense. Particularly notable are the magical contests between villages. Weather magicians from the host group seek to assure sunny weather for the feast, while their rivals of visiting groups ritually invoke rain to ruin the feast. Dance teams representing host and guest villages perform rituals to enhance their dance efforts and to undermine those of rivals. All such contests are obedient to rules, including that of keeping the contest itself hidden
beneath a surface show of amiability and good-will. Except under unusual circumstances, victory and loss become subjective matters, each side usually deciding in its own favor. Thus the magical contest is ultimately one that everyone can win.

NARDO, Anna K. (Louisiana State) "A RECREATION OF A RECREATION": READING THE COMPLEAT ANGLER. Izaak Walton's The Compleat Angler (published in 1653) is a puzzling book on two counts; its curious form and its intense and lasting popularity. Part fishing manual, part meditation on the quiet life, and part fictional narration of a fishing trip—it seems to be neither fish nor fowl. Nevertheless, Walton's quaint volume, which is devoted largely to the minutest details of fishing in the seventeenth-century manner, has charmed thousands of readers who are no more than armchair anglers. This brief paper will try to solve the puzzle of how The Compleat Angler achieves its effects on the reader and why its hybrid form is necessary to produce these effects. Walton tells the reader in the opening epistle exactly what his book is, how he wrote it, and how one should read it: "I wish the Reader . . . to take notice, that in writing of it I made myself a recreation of a recreation." The Compleat Angler is a re-enactment (a re-creation) of a play experience (a recreation) and, as such, becomes a recreation for the reader as well as the author. Using the definitions of play formulated by Johan Huizinga, Mihaly Csikszentmihaly, and D.W. Winnicott, we can describe precisely the kind of play experience Walton offers the reader and, thereby, account for why so many non-fishermen have enjoyed the minor classic and explain the aesthetic purpose of its hybrid form.

REITER, Randy B. (University District of Columbia) THE SOCIAL RELATIONS OF PLAYING BOULES IN A PROVENCAL VILLAGE. The traditional games of boules has continued to be played in Provencal villages undergoing transition in most other areas of social organization. This paper analyzes social relations around the game as a reflection of atomized structural connections among village men, as large scale economic forces have dissolved horizontal ties and increased vertical integration of most production, reproduction, consumption and social relations. Finally, the particular characteristics of boules being a game played for low stakes in this social context are used to explain its persistence as collective activity, but with its participants' comportment determined by the forces conditioning villagers' overall relations (social organization, games, social relations, peasant, development/modernization).

RINZIER, Kate (Smithsonian) BOYS AND FOOTBALL. This paper describes the meaning of football to the Washington, D.C. teenage boys who play it on the playgrounds and vacant lots of the city. Data for this study was collected by interviewing a selected number of current players as well as adults who have played both sandlot and school football. An attempt will be made to clarify the meaning of these different kinds of football to the players.
ROBERTS, John M. and Gary E. CHICK and Marian STEPHENSON (Pittsburgh) "WOMEN'S TENNIS: A CULTURAL ANALYSIS OF SOME PATTERN FEATURES". This paper deals with perceptual and affective characteristics of a set of selected tennis behaviors as seen by women players. Hierarchical clustering is used in classifying the behaviors and the salient dimensions of the behaviors and the major clusters are determined through multidimensional scaling. The subgroup of tennis errors is further examined through the use of the semantic differential technique. It is then suggested that the differing affective profiles for various errors are important in the way in which the game is learned and played.

ROBERTS, John M. and Joe LUXBACHER (Pittsburgh) "VIEW OF OFFENSIVE AND DEFENSIVE PLAY IN SOCCER: A BEHAVIORAL SPACE ANALYSIS". Soccer players were rated by their coaches as to whether they could be coded as being characteristically "offensive" or "defensive" in playing style. Following the lead of Loy and his collaborators, the Vando scale was used to determine whether or not the offensive players were higher on the reduction-augmentation scale than defensive players and this proved to be the case. A behavioral space analysis of offensive and defensive play also showed that the two sets of players had different views of the play of the defense and of the offense. Furthermore, the differences in their views of the game have significance for those who wish to understand the play of the game on a somewhat more complex level than is ordinarily presented for such a game.

ROBERTS, John M. and Susan M. NATRASS (Pittsburgh) "WOMEN AND TRAPSHOOTING: A CULTURAL VIEW". Trapshooting is a game of physical skill with chance in the judged display of accuracy mode. The use of handicaps as measures of competency and involvement shows that women with particular expressive profiles tend to be most competent. Here the variable of fortunism appears to be most interesting. The paper also provides ethnographic data on trapshooting by giving a behavior space analysis and an error space analysis based on responses obtained from a sample of women shooters. Other features of this interesting and unusual game are also considered.

ROPER, Roy (Illinois-Urbana-Champaign) THE MYRIAD FUNCTIONS OF HOSPITAL EMERGENCY ROOM HUMOR. Humor has been cursorily treated in the medical sociological literature which focuses on such diverse contexts as physicians' professional socialization and staff interaction with critically ill or injured patients as "a coping mechanism, or tension releaser." Data from six months of participant-observation in a Regional Trauma Center's Emergency Room suggest that while humor may be so psychodynamically interpreted, it also served a myriad of other, more important functions, just as would any complicated speech art in stressful, time-limited situations. This paper examines how humor serves to bind together elements of the staff, cue future actions, mark and/or reinforce boundaries between staff, patients, and relatives, and reify symbols of death and dying. Thus, play with humor in Emergency Rooms accomplish the very serious work of communicating highly contextualized information rapidly, and precisely.
RUBENSTEIN, Joseph (Stockton State) AMBIVALENCE IN PLAY AND RITUAL. In Africa, among the Nuba, young boys who are about to begin their lives as men, don women's clothing. Max Gluckman reports similar behavior for young girls in Zululand—only they take up men's weapons in addition to wearing their clothing. These departures from the normal rhythm of primitive life illustrate an important and primary human experience. The examples referred to above exhibit the tensions of ambivalence as they are dramatized in ritual. The structure of primitive ritual, once understood, can reveal something of our own existence as we pass from one situation to the next. Ritual resolutions bear remarkable similarity to the conflicts in play. Huizinga could have been talking about ritual when he said of play, "it adorns life, amplifies it, and it is to that extent a necessity both for the individual—as a life function—and for the society by reason of the meaning it contains ..." Ambivalence runs through both ritual and play. Neither activity is "ordinary", and to the extent that one takes risks and endures uncertainties, meaning is the prize in the encounter. This is not, of course, accomplished without some difficulty. To explore ambivalence (in this case a reconstruction of the Freudian concept) is to be put in touch with dis-order and chaos. Survival in ritual or play means that one has emerged tested and complete—fulfilled for the moment.

SCHWARTZMAN, John (Northwestern) PLAY: EPISTEMOLOGY AND CHANGE. In cybernetic perspective, play can be understood as the prototype for paradoxical but novelty-amplifying modes, including all creativity ("great play"), which transforms contextual dissonances into novel gestalts. Structural contradictions in a large number of systems are resolved by instantaneous "quantum jumps" resulting in a hierarchical reordering of the system (Platt, 1970), a structural analogue to the novel gestalt created in metaphor, play and creativity. In contrast, ritual can be understood as a performative (Austin, 1975), a prototype for a large number of self-reflexive communicative modes which function as homeostats for the sociocultural systems of which they are a part, maintaining the most probably dissonances in basic premises and structure within tolerable limits. Post-modern fiction will be contrasted with the scientific method as illustration.

STEWART, Louis H. and Charles T. STEWART (San Francisco State) PLAY, GAMES AND THE AFFECTS: A CONTRIBUTION TOWARD A COMPREHENSIVE THEORY OF PLAY. Play of man be viewed as an innate activity which has evolved to fill an ontogenetic gap left by the evolutionary "bursting of instinct." In the broadest terms its function is to equilibrate states of being and becoming, through its dialectical or reversal mechanism, to use Sutton-Smith's terms, which "permits the dissociation of instrumental from goal behaviors." The interaction of play and the affects is apparent to most observers in two general ways. On the one hand play is fun, it makes for "vivifying" and "euphoric" experiences; on the other, the content of play is rife with pre-existing emotional conflicts which are transcended in play. Our clinical work with the techniques of symbolic play therapy and active imagination has led us to a more detailed analysis of the play-affect relationship. In this endeavor we draw on Tomkin's theory of the evolution of a specified number of basic affects which are innate and function as a primary motivational system. The
positive or "life enhancement" affects, we suggest, provide motivation for play and exploration, their fun and excitement; while the negative or "survival" affects are the motivators of adaptive potentiation. In this view games represent playful ways of expressing and transcending essential conflicts of the human condition. Those games which surpass cultural differences (e.g., physical skill, chance) are presumably representative of the most fundamental of human dilemmas and it is not surprising to find them systematically related to the innate affective system. Finally, our analysis of the relationship between the basic affects and the types of play and games has also shed some light on the relationship of play to creative imagination and the cultural forms.

SUTTON-SMITH, Brian (Pennsylvania) PLAY THEORY OF THE RICH AND FOR THE POOR. It will be argued that the greater part of play theorizing in the social sciences, from Schiller to Csikszentmihalyi has been based on philosophical premises of an individualistic nature. Within these assumptions play is seen as an activity of a solitary individual, internally motivated (by arousal, cognitive processes, etc.) or externally instigated by objects or apparatuses (of varying degrees of stimulus complexity), and having feed-back of a creative kind. This particular voluntary paradigm supposedly contributing to human flexibility, novelty and versatility, and now advocated as a kind of training for all in books by Singer, Sutton-Smith et al; is seen as a cultural model for training those of high status for cultural leadership. The other paradigm, scarcely developed in scholarship, says in contrast that play is a group or collective phenomenon organized for the masses with the character building consequences. Without it, said masses are deprived or deprived. Anthropological as well as psychological work on play suggests a two dimensional paradigm of focal-flexible adaptive process set within a variety of possible cultural dichotomies (sacred-profane, obligatory-optional, equilibril-disequilibriol, etc.) as a more adequate grounding for play theorizing than the relativistic models with which we are currently possessed.

THURAU, Norman (Suffolk County Community College) CULTURAL IMPLICATIONS OF TOURISM ON L'ILE D'YEU (VENDEE-FRANCE). Play as used by different people and cultures in different ways at different times has at its center the concept of recreation and aimlessness when it is non-organized by rules. Work, in sharp contrast, is considered obligatory, restrictive, and focused particularly that urban dwellers tend to add an image of bureaucracy to the concept. Recreation and aimlessness are the two central activities practiced with fervor and enthusiasm by tourists "on vacation." My paper analyzes the impact of such tourism on the domestic population of an island off the coast of Vendee, France, who must continue to "work" while they experience an invasion of countrymen at "play." Thus, tourism, as practiced in the second half of the Twentieth Century, has had a profound effect upon the cultural and economic matrix of the less developed areas of the world wherever geographic conditions stimulated its occurrence. Its impact is seen changing goals, aspirations, values, land ownership patterns, and the social structure of those people who, prior to the advent of tourism, has led traditional lives. This is most obviously true in rural areas of the economically
developed world which receive not only foreign but also domestic tourists. Citizens of one section, usually industrial and urban, are attracted to a rural area for a multitude of reasons due to increased leisure and economic resources and then, by their arrival, modify and alter the life style and structure of the people of the affected region. The conflict between the indigenous population and tourists concerning land use, realignment of economic interests, future control over local resources, and cultural values will be the focus of this study.

WEILBACHER, Regina (Ohio State) A COMPARISON OF KINDERGARTEN AGE GIRLS' SOCIAL AND MOTOR BEHAVIOR IN A STATIC PLAY ENVIRONMENT AND IN A DYNAMIC PLAY ENVIRONMENT. Traditionally, children's playground equipment has consisted of non-moveable pieces of apparatus. Recently, however, new types of playgrounds have emerged. Accompanying these changes is a growing body of literature which views traditional playgrounds as "static" and builds a case for more "dynamic" settings for children's play. This researcher conducted a study which investigated the differences in social and motor behavior of kindergarten girls in static and dynamic play settings. The dynamic environment contained three pieces of climbing apparatus which were moveable and could be manipulated and changed by the children. The static environment contained identical pieces of apparatus which were rendered immovable (by the use of hardware) and, therefore, could not be manipulated or changed by the children. The children were enrolled in a rural suburban school in Ohio. Four groups of four girls participated in the static environment. Four groups of four girls participated in the dynamic environment. All groups played in their assigned environment for 20-minutes per day on ten consecutive school days. Videotapes were made on alternate days (2,4,6,8,10) and provided a permanent record of the data. Analysis was made by recording the behaviors which occurred at one-minute intervals. The behaviors of static and dynamic groups were compared. Differences were found in the variety of motor behaviors and the types of social behaviors displayed. Of special interest is the unique system developed to study the variety of motor behaviors.

WOMACK, Mari (UCLA) RITUAL AND SPORTS: A STUDY OF RITUAL PREPARATION AMONG PROFESSIONAL ATHLETES. Sport has been called a national ritual. Some investigators have referred to sports as ritualized warfare. Yet, although the ritual-like form of sport has been frequently remarked upon, there have been few serious attempts to investigate the ritualized behavior of professional athletes. George Gmelch's 1971 study of baseball magic is a notable exception. Gmelch concluded that rituals in baseball were more often associated with the "high-risk" activities of pitching and batting than with the "low-risk" activity of fielding. This, of course, supports Malinowski's assertion than rituals are associated with activities which carry a high risk, either in terms of physical danger or failure to achieve the desired end. Both these aspects of risk are present in professional sports. Professional athletes are exposed to the danger of serious injury and losing a crucial game can mean a loss of livelihood for the player. John Kennedy (1971) has noted that soldiers prepare themselves ritually for battle. My study of professional athletes in baseball, football, hockey,
basketball and tennis has revealed that these players execute elaborate rituals prior to game performance. Some of these ritual preparations begin on the day prior to the game, and consist of meticulous manipulation of all pre-game activity. Psychologists have called ritual "compulsive" behavior. Thomas Tutko, a sport psychologist, has criticized what he considers "superstitions" of professional athletes. It is the prims of this paper that ritual plays a positive role in the behavior of professional athletes. These athletes utilize ritual to prepare themselves for the high-risk activity of the game. Ritual aids the athlete in the following ways: 1) Ritual aids concentration, 2) Ritual acts can be used to intimidate the other team, 3) Ritual provides a means of coping with a high-risk, high-stress situation, 4) Ritual helps define social relationships within the team, and, 5) Ritual directs individual motivations toward achieving group goals.

ADDRESSES FOR 1979 ANNUAL MEETING PARTICIPANTS

This list includes addresses for first authors of papers and discussants only.

Dr. Maria T. Allison  
Dept. of P.E.H.R.S.  
Purdue University  
Lambert Gymnasium  
West Lafayette, Indiana 47907

Ms. Kathleen Finnegan Alford  
Dept. of Anthropology  
University of Pittsburgh  
Forbes Complex  
Pittsburgh, Pennsylvania 15260

Mr. Richard Alford  
Dept. of Sociology  
University of Pittsburgh  
Forbes Complex  
Pittsburgh, Pennsylvania, 15260

Dr. Shlomo Ariel  
Yale University  
Dept. of Psychology  
Box 11A Yale Station  
New Haven, Connecticut 06520

Dr. Jan Beran  
311 PEB  
Iowa State University  
Ames, Iowa 50010

Dr. Kendall Blanchard  
Dept. of Sociology and Anthropology  
Middle Tennessee State University  
Murfreesboro, Tennessee 37132

Dr. Bill B. Brunton  
Dept. of Sociology & Anthropology  
North Dakota State University  
Fargo, North Dakota 58105

Dr. Alyce Taylor Cheska  
University of Illinois  
Department of Physical Education  
Freer I13  
Urbana, Illinois 61801

Dr. Francis J. Clune  
Dept. of Anthropology  
State University College at Brockport  
SUNY  
Brockport, New York 12240

Dr. Mihaly Csikszentmihalyi  
Committee on Human Development  
University of Chicago  
5730 South Woodlawn  
Chicago, Illinois 60637

Dr. Michael Daher  
Humanities Division  
Wayne State University  
6001 Cass  
Detroit, Michigan 48202

Ms. Kim Gale Dolgin  
Dept. of Psychology  
University of Pennsylvania  
3813-15 Walnut Street T3  
Philadelphia, Pennsylvania 19104

Dr. Aidan O. Dunleavy  
Dept. of Kinesiological Studies  
Texas Christian University  
Fort Worth, Texas 76129

Dr. James H. Duthie  
Faculty of Human Kinetics  
University of Windsor  
Windsor, Ontario, Canada N9B 3P4
Dr. Claire R. Farrer
Department of Anthropology
109 Davenport Hall
University of Illinois at Urbana/Champaign
Urbana, Illinois 61801

Dr. Stephen J. Fox
Dept. of Sociology & Anthropology
North Dakota State University
Fargo, North Dakota 58102

Mr. Randy Gellerman
Dept. of Psychology & Soc. Relations
William James Hall, Harvard University
33 Kirkland Street
Cambridge, Massachusetts 02138

Dr. Ann Marie Guilmette
Dept. of Psychology
University of Windsor
Windsor, Ontario, Canada N9B 3P4

Dr. Janet C. Harris
Department of Physical Education
Hearst Gymnasium
Berkeley, California 94720

Dr. Robert L. Humphrey
Dept. of Anthropology
George Washington University
Washington, D.C. 20052

Ms. Connie Leventhal
377 Clifton St. #2
Oakland, California 94618

Dr. Michael Lieber
Dept. of Sociology
Crocker Hall
Framingham State College
Framingham, Massachusetts 01701

Dr. John W. Loy
Department of Physical Education
University of Illinois
Urbana, Illinois 61801

Dr. Suzanne R. McBride
Department of Educational Studies
University of Delaware
Willard Hall Building
Newark, Delaware 19711

Dr. Elizabeth Mathias
Dept. of Sociology & Anthropology
St. John's University
Jamaica, New York 11439

Dr. Bernard Mergen
The George Washington University
American Studies Program
Washington, D.C. 20052

Dr. Steven Nachman
Western Carolina University
Dept. of Sociology & Anthropology
Cullowhee, North Carolina 28723

Dr. Anna Nardo
Dept. of English
Louisiana State University
Baton Rouge, Louisiana 70803

Dr. Edward Norbeck
Dept. of Anthropology
Rice University
Houston, Texas 77001

Dr. Randy B. Reiter
Dept. of Sociology & Anthropology
University of District of Columbia
Washington, D.C. 20001

Dr. Kate Rinzler
Office of Folklore Programs
Smithsonian Institute
Washington, D.C. 20560

Dr. John M. Roberts
Dept. of Anthropology
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

Mr. Roy E. Roper
Dept. of Anthropology
109 Davenport Hall
University of Illinois at Urbana/Champaign
Urbana, Illinois 61801

Dr. Joseph Rubenstein
Dept. of Anthropology
Stockton State College
Pomona, New Jersey 08240

Dr. John Schwartzman
Center for Family Studies/Inst. of Psychiatry
10 East Huron Street
Northwestern University
Chicago, Illinois

Dr. Louis H. Stewart
2805 Parker Street
Berkeley, California 94704

Dr. Brian Sutton-Smith
Graduate School of Education
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Dr. Norman Thurau
46 Laurel Street
Northport, New York 11768

Ms. Regina Weilbacher
135 East Cook Road, K-6
Mansfield, Ohio 44907

Ms. Marie Womack
UCLA
Graduate Division
1237 Murphy Hall
405 Higland
Los Angeles, California 90024
THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY
1978-79 Members

ADAMS, E. KIM, 145 Dover Road
Colonia, NJ 07067
Rutgers University

ADELSHEIM, DR. JOHN, Box 8696
White Bear Lake, MN 55110

ALLISON, MARIA T., Lambert Gymnasium
West Lafayette, IN 47907
Department of P.E.H.R.S.,
Purdue University, IN
Cross Culture Analysis of Sport Form

ANDERSON, WANNI W., Providence, RI 02912
Department of Anthropology
Brown University, Rhode Island
Children's Play in rural Thailand

ANDREWS, DONALD S., 47 High Street Under
Waterloo, Ontario, Canada N2L 3X7
University of Waterloo, Canada
Play and Children

ANGELINO, DR. HENRY R., 617 Woodsfield Dr.
The Ohio State University
Columbus, Ohio 43214
Professor of Psychology

ARIEL, DR. SHLOMO, New Haven, CT
Yale University, New Haven, CT
Department of Psychology
Linguistics culture and personality
communication

BACON, RUTH H., 34 S. 11th Street
Philadelphia, PA
Community College

BAILEY, DR. C. IAN, Fullerton, CA 92634
Department of HPER, California State
University, Fullerton, California
Culture

BARNETT, DR. LYNN, 56 ICBD, Urbana, IL
Leisure Studies, University of Illinois
Urbana, IL 61801
Play Theory

BARRAS, DR. NEIL, Education and
Leisure Studies, Preston Institute
of Technology, Plenty Road
Bundora, Victoria, Australia 3083

BARRETT, DR. JEAN A., California
State University, Fullerton, CA 92634
Chair & Professor of Physical Education
Cultural Perspectives of Physical
Activity (Social psychology of same)

BECKWITH, JAY, 6753 Giovanetti Road,
Forestville, CA 95439
Playground Designer

BEKOFF, DR. MARC., University of
Colorado, Boulder, CO 80309
Assistant Professor
Department of EPO Biology
Biological Anthropology

*BERAN, MRS. JANICE, 304-24th Street
Ames, Iowa 50010
Assistant Professor
Iowa State University
Cross-cultural play—Philippines

BERGER, BONNIE G. CASHER, DR.
10 Waterside Plaza, Apartment 2A
New York, New York 10010
Department of Health & Physical
Education, Women
Associate Professor, Brooklyn
College, Brooklyn NY 11210
Play: taxonomy, motivations for play

*BLANCHARD, KENDALL DR., Middle
Tennessee State University, Murfreesboro,
Tennessee 37130
Department of Sociology
Native American play patterns—Choctaw

BLANK, JUDITH MS., College of Atlantic
Bar Harbour, Maine, 04609
Assistant Professor of Anthropology
BOGGS, MRS. TINA A., Box 172 Peabody College, Nashville, TN 37203
Student, Developmental Psychology
Vice-President, Tennessee Association on Young Children
Story Telling & Story Making

BOILEAU, ROGER, 981 A. Routhier (Apt. 2)
Quebec, Quebec, Canada G1A 3P7
Student, Sociology
Department of Sociology
(Sociology/P.E./Dance Rec.)
Competitive Athletics/Ethnic Political Action/Retired in games

BOYD, MRS. SUSAN, P.O. Box 752,
Helena, Montana, 59601
Native American Indian

BRISTOL, MARIE, M., Director
Let's Play to Grow
Joseph P. Kennedy, Jr. Foundation
1701 K Street, Northwest, Suite 205
Washington, D.C. 20006

BURRIS, HAROLD W., JR., Rice University
Houston, TX 77001
Graduate Student, Department of Anthropology
Theory, Symbolism (S.E.A.)

BORMAN, THEODORE G., 453 E. 16th Avenue
Apartment D, Columbus, Ohio 43201
Psychology Assistant
Columbus State Institute, R&D Building

BOWMAN, JOHN R., Ohio State University
Columbus, Ohio 43210
Sociology, Teaching Associate
Organization of Spontaneous Adult Play

BROWNE, EVELYN DR., University of New Hampshire, Rm. 303 N.H. Hall
Durham, New Hampshire 03824
Department of Physical Education
Play Theory

BROWNE, RAY B., Chairman
Popular Culture Department
Bowling Green University
Bowling Green, OH 43403

CAPLAN, STANLEY W. DR., La Mesa Medical Center, Suite E-19, Albuquerque, NM 87110
Play in Psychoanalysis

CARVER, DR. JULIA, Box 131, BYU-HAWAII
Laie, HI 96762
Church College
Physical Play

*CHESKA, DR. AILYCE, 113 Freer Gymnasium
Urbana, IL 61801
Professor Department of Physical Education, University of Illinois,
Urbana
Anthropology of Play
Native American Play Patterns

CHICK, GARRY, R.D. 3, Butler, PA 16001
Graduate Student
Department of Anthropology
University of Pittsburgh
Expressive Culture

CHILDS-GOWELL, DR. ELAINE, 1211 E. Boston
Seattle, WA 98102
Psychotherapist
Ritual Healing

CHRISTENSEN, ALANA MS., 137 Macquarie St.
St. Lucia, Brisbane
Queensland, 4067 Australia
University of Queensland

CLARK, DR. SHARON L., 125 N. Allen
Pasadena, California 91106
Dance

CLUNE, FRANCIS J. JR., DR., 4462 Canal Rd.
Spencerport, New York 14559
Department of Anthropology
State University of New York
Brockport

COELHO, GEORGE V. DR., NIMH, 17 C 26
5600 Fishers Lane, Rockville, MD 20857
Senior Social Scientist
Office of Assistant Director for Children & Youth
Cross cultural perspective
COMSTOCK, CRAIG, K., 2808 Webster Street
Berkeley, California, 94705
Project on Work and Human Development

corsaro, william A., Indiana State University, Bloomington, IN 47401
Assistant Professor of Sociology
Department of Sociology
Indiana University
Socialization and field methods

crafts, virginia R., 277G Horton Field House, Illinois State University
Normal, IL 61761
Professor HPER & Dance
Physical Play

curry, nancy e., dr., 213 Penna Hall
University of Pittsburgh
Pittsburgh, PA 15261
Chairman, Child Development and Child Care
Children's Play

daHER, MICHAEL, 001 Cass Avenue,
Detroit, Michigan 48202
Assistant Professor Humanities
Division College of Lifelong Learning, Wayne State University
Play as Leisure, television

daNIELSon, dr. karen, Laurentian University, Sudbury, Ontario
Canada
Cross-cultural play--Eskimos

daNSKy, JEFFRY dr., Eastern Michigan University
Ypsilanti, Michigan 48197
Assistant Professor
Psychology Department

daRvILL, DAVID, University of Waterloo, Waterloo, Ontario N2L 3G4
Student, Department of Psychology
Fantasy, play behavior, dreams, early childhood

de KOVEN, BERNARD, Game Preserve RD #1, Fleetwood, Pennsylvania, 19522
New games

dENNIS, LORRAINE BRADT, DR., 218 Brickmarket Place, Newport, RI 02840

dOBERT, MARION, 203 E. Burton Hall
University of Minnesota
Minneapolis, MN 55455
Associate Professor
University of Minneapolis
Minneapolis, MN

DUGAN, DR. VIRGINIA, 1525 Cherry Street
Philadelphia, PA 19102
Child Development

DUSTAN, GAYE, 570 Brockman Avenue
Box 200, Paraburdo, Australia 6754

duthIE, j.h., University of Windsor College Avenue, Windsor, Ontario,
Canada N9B 3P4
Professor, Faculty of Human Kinetics

EISEN, GEORGE, 3402 Tulane Dr. #33
Hyattsville, Maryland 20783
Sport Studies, University of Maryland College Park, Maryland 20742
Play of women--early civilizations

EMERY, LYNNE dr., 808 Fairmount
Pasadena, California 91105
Department of Physical Education
California State Polytechnic University Pomona, California 91768
Dance

EPSTEIN, JUDITH R., 592 Hunting Ridge Road
Stamford, Connecticut 06903

ESPTeIN, PAUL, 16 Chapel Road #7
Kenmore, NY 14217
Student, SUNY at Buffalo Anthropology
FUKASAWA, PROF. HIROSHI, Kyoiku-Gakubu
Akita University, 11 Tagata
Akita-Chi, 010 Japan
Sociology, Physical Education

GALLOB, EDWARD, 2219 Delancey Place
Philadelphia, PA 19103
Games of American Indians
(Photographer)

GARVEY, CATHERINE, Department of
Psychology, The Johns Hopkins University
Baltimore, Maryland 21218
Professor and Principal Research
Scientist
Peer play at preschool period

GEIGER, WILLIAM L., Dept. Physical Education
Central Michigan University
Mt. Pleasant, Michigan 48859

GILKSON, BETTY, Florida Gym
University of Florida, Gainesville,
Florida 32611
Assistant Professor, Recreation Dept.

GOLDSTEIN, DR. KENNETH S., 2 Howeley Ave.
Extension, Memorial University
St. John's, Newfoundland, Canada A1C 5S7
Folklore

GORFAIN, PHYLLIS, DR., Dept. of English
Oberlin College, Oberlin, Ohio 44074
African Folklore, riddles

GOSCH, SHELBY, G., 4150 Maple Road
Sweet Home Junior High School
Amherst, New York 14226
Teacher of Health and Physical Education
(and anthropology)
N.E. Indian games & sports

*GREENDORFER, SUSAN DR., Freer Gymnasium
University of Illinois, Urbana, IL 61801
Department of Physical Education
University of Illinois
Socialization through sport
Play theory

GROSSMAN, ROSALINE N., 269-28th Street
San Francisco, California 94131
Counselor/Teacher, S.G.S.
Healing concepts of man,
Human Kinetics
GUDDEMI, PHILLIP V., Dept. of Anthropology
221 Angell Hall, University of Michigan
Ann Arbor, MI 48109
Student, University of Michigan
Anthropology

GUILMETTE, ANN MARIE, University of
Windsor, Windsor, Ontario N9B 3P4
Student, Department of Psychology
Humor, meta-language

GUSTAFSON, MARILYN A., 8083 Carribean Way
Sacramento, California 95826
Student, Anthropology
Folk games, rhymes

HABERFELD, MRS. EDNA, 1 Oranim Street
Kiriat Bialik, Tel-Aviv, Israel
Arch. & Environ. Plan.
Play environments

*HANDELMAN, DON, Department of Sociology
and Anthropology, The Hebrew University
of Jerusalem, Jerusalem, Israel
Senior Lecturer in Anthropology
Meta-communications of play; joking

HANNA, DR. JUDITH LYNNE, College Human
Ecology, University of Maryland
College Park, Maryland 20742
Dance play aggressions
Anthropology of Dance

HARRIS, DR. JANET C., Department of P.E.
200 Hearst Gym, University of California
Berkeley, California 94720
Physical Education

HART, DR. MARIE, P.O. Box 9971
Mills College, Oakland, CA 94613
Head, Health, P.E. & Recreation
Mills College
Socio-cultural aspects of play

HEALEY, DR. JOHN H., University of North Carolina, Charlotte, NC 28223
Professor, Health & P.E. Department

HOLBROOK, LEONA DR., R13
295 Richard Building, Brigham Young
University, Provo, Utah 84602
Physical Education, Dance

HOWELL, DR. REET, Dept. of Physical Education
San Diego State University,
San Diego, CA 92115
History of sport, play

HUGHES, LINDA MS., 324 Darlington Road
Wawa, PA 19063
Student, University of Pennsylvania

HULTZEN, JEANNE JELCICK, 200 Hearst Gym
Berkeley, CA 94720
Teach. Assoc., Sport Sociology
Sociology of Sport

JACKSON, DR. JOHN J., Faculty of Education
University of Victoria, P.O. Box 1700
Victoria, B.C. Canada V8W 2Y2
Assistant Professor
Division of Physical Education
University of Victoria
Sociology, physical education

JARRETT, OLGA S., Dept. of Early Childhood
Georgia State University, Atlanta, GA 30303
Graduate Research Assistant
Cross cultural child rearing practices

JENSEN, JUDITH DR., 4632 S. Holley Road
Holley, NY 14470
Undergraduate Physical Education Unit
State University of New York
Brockport, NY 14420
Women and girls in sport

JONES, T. VAUGHAN, St. Fagans Castle
St. Fagans, Cardiff, Wales CF56 XB
Research Assistant
Department of Folklore
Welsh Folk Museum
JORGENSEN, LAVERNA DR., University of North Dakota, Grand Forks, ND 58201
Associate Professor, Physical Education
University of North Dakota
Grand Forks, North Dakota
Physical Education

JOSEPHIDES, SACHA, London School of Economics, University of London,
Houghton St. WC2 London, England
Student, Department of Anthropology
Anthropology

KENNARD, JUNE A., 614 Monkton Road
Monkton, MD 21111
Assistant Professor
Towson State University
Towson, MD 21204
Sociology (P.E.) History of sports
(Philosophy)

KENNEDY, MS. MAY G., 1255 Briarcliffe Rd, #1
Atlanta, Georgia 30306

KENYON, GERALD S., DEAN, Faculty of Human Kinetics and Leisure Studies
University of Waterloo
Waterloo, Ontario N2L 3G1
Socialization through sports

KLEIN, JANET, 104 Mead Lane
Oak Ridge, Tennessee 37830
Student
Dance -- singing games

*KLINGER, ERIC DR., Division of Social Sciences, University of Minnesota, Morris
Morris, Minnesota 56267
Play deprivation, fantasy

KLONSKY, BRUCE, PhD, 261 East Kingsbridge Rd
Bronx, New York 10458
Play and sport socialization in different cultures. (Cross cultural approach to
development of "positive" behaviors (e.g., cooperation, helping behavior, leadership)

KNOLLE, LAWRENCE, M., DR., 4616 Henry St.
University of Pittsburgh
Pittsburgh, PA 15260
Associate Professor of Education
University of Pittsburgh
Pittsburgh, PA
Education (use of) games (in classroom)

KRASINSKI, SHIRLEY, Kelly Gym
Bridgewater State College
Bridgewater, MA 02324
Assistant Professor, Physical Education
Bridgewater State College
Bridgewater, MA

LA FAYE, LAWRENCE, DR., Department of Psychology, University of Windsor
Windsor, Ontario, Canada
Humor, joking behavior

*LANCY, DAVID F., Learning Research & Development Center, University of Pittsburgh, Pittsburgh, PA 15260
Children's play, Cognitive development

LAVENDA, ROBERT, H., DR., Division of Social Science, University of Minnesota
Morris, Minnesota 56267
Assistant Professor of Anthropology
Fantasy play

LEARY, JAMES P., DR., Dept. of Eng.,
Patterson Tower, University of
Kentucky, Lexington, KY 40502

LEEDS, WENDY, 910 Silver Spring Drive
Whitefish Bay, Milwaukee, WI 53217
Children's Folklore, Linguistics

LEGACKI, NORMAN, 360 Mt. Washington Dr.
Los Angeles, California 90065
Student, Recreation
California State University
Los Angeles, California

LEVENTHAL, CONSTANCE, 11264 La Grange Ave.
West Los Angeles, CA 90025
Student, Anthropology
University of California
Los Angeles, CA
Play and language learning
LOWREY, GERALD B., 1011 Courtenay Dr. N.E.
Atlanta, Georgia, 30306
Student, Emory University
Play Therapy, (play and) sports

*LOY, JOHN W. JR., DR., Freer Gym
Department of Physical Education
University of Illinois
Urbana, IL 61801
Cross cultural analysis of games

MAC ALOON, JOHN J., 512 Lee Street
Evanston, IL 60202
Instructor, Social Sciences
Collegiate Div. and Lecture
Committee on Social Thought
University of Chicago
Chicago, IL 60637
Ritual, symbolism

MAC LAUGHLIN, E. JEAN M., 164 W. 17th Ave.
Department of English
Ohio State University
Columbus, Ohio 43210

MC BRIDE, SUZANNE, 2729 Skylark Dr.
Brookmeade, Wilmington, DE 19808

MC INTURFF, BETTY, 2260 Martin Road
Tracy, California 95376
Teacher, Livermore, Adult Education
Child Learning-development

MC INTOSH, PETER C., 12 Windmill Drive
Leatherhead, Surrey KT22 8PW ENGLAND
Sociology of sports, history

MC VAIGH, Betty Dr., West Georgia
College, Carrollton, GA 30117
Play in picture books

MANNING, FRANK E. DR., Memorial University
St. John's, Newfoundland, Canada
Associate Professor, Anthropology
Anthropology: Play, symbolism

MANSELL, MAUREEN DR., 630 College Ave.
Boulder, CO 80302
Play and Communication

MARTENS, PROF. RAINER, 207B Freer Gym
University of Illinois, Urbana, IL 61801
Children's sports, Social psychology

MAUL, TERRY, 1411-C Shallowbrook
Tallahassee, Florida 32304
Student, sport psychology
Florida State University
Tallahassee, FL

MATHIAS, ELIZABETH, Department of
Anthropology, St. John's University
Jamaica, New York 11439
Anthropology

MAY, MS. PHYLLIS, M., 612 Benton Street
Iowa City, IA 52240
Student

MECHLING, JAY, 822 Sproul Hall
University of California at Davis
Davis, California 95616
Assistant Professor, American Studies

MEIER, KLAUS U. DR., Faculty of Physical
Education, Thames Hall
University of Western Ontario
London, Ontario, Canada
Assistant Professor
Play and art, philosophy of play

MERGEN, BERNARD, DR. George Washington
University, Washington, D.C. 20052
Associate Professor
American Civilization
Leisure Work in the U.S.,
(1886-1970)

MICHAELIS, WILLIAM J., 3801 W. Temple Ave.
Pomona, California 91768
Recreation Administration
California State Polytechnic University
Pomona, California

MITCHELL, EDNA M., Department of Education
Mills College, Oakland, CA 94613
Professor and Head
Mills College, Oakland, CA
Cross cultural child development
ethnography of the child
MIRACLE, ANDREW W. JR., Department of Sociology, Texas Christian University
Fort Worth, Texas 76129
Anthropology of play and sport

MODIANO, NANCY DR., Lerdo de Tejada Quadalupe Inn, Mexico 20, DF

MOORE, OMAR K., Professor of Sociology
University of Pittsburgh,
Pittsburgh, PA 15260
Sociology, simulation & gaming

MOORE, ROBIN C., 1809 Channing Way
Berkeley, California 94703
Children & Environment

MORALES, MARGARET M., Box 49815
Los Angeles, CA 90049
Student, University of California at Los Angeles
Los Angeles, CA

MORIARTY, RICHARD D., Director of SIRL/CAR
Faculty of Human Kinetics
University of Windsor, Windsor, Ontario
Canada N9B 3P4
Kinetic play as change agent

MOUDGIL, RANVIR, 263 Laurie Lane
Grand Island, NY 14072
Associate Professor
Niagara University, NY 14109

MUNOZ, NEVA JEANNE, Lecturer
Department of Anthropology
California State University at Long Beach
Long Beach, CA 90840
Education/ethno-history

MURPHY, BETTY LOU, Department of Physical Education, East Stroudsburg State College
East Stroudsburg, Pennsylvania 18301
Associate Professor, Physical Education, Psycho-Social Aspects of Sports; Philosophy of Sport
Sport and culture

MUTIMER, BRIAN T.P., DR.
St. Francis Xavier University
Antigonish, Nova Scotia, Canada B2G 1C0
Department of Physical Education
Kinetic play

NACHMAN, STEVEN, Western Carolina University, Cullowhee, NC 28723
Assistant Professor Department of Sociology and Anthropology
Oceanic culture, religion, personality

NARDO, ANNA K., Department of English
Louisiana State University
Baton Rouge, Louisiana 70803
Assistant Professor, English
Play Theory in Literary criticism

NICKERSON, ELINOR B.,
San Ramon Valley High School
Danville, CA 94507
Kinetic play, creative writing

NORBECK, EDWARD DR., Department of Anthropology, Rice University
Houston, Texas 77001
Rites of reversal, anthropology of play

OMO-OSAGIE, ANTHONY I., University of Lagos, Lagos, Nigeria
Lecturer, Faculty of Education Games

ORLICK, TERRY, Department of Kinanthropology, University of Ottawa
Ottawa, Canada K1N 6N5
Associate Professor, Psychology of games, cooperative game/game socialization

OSMON, PATRICIA, 4150 Ute Drive
San Diego, CA 92117
Teacher, Clairemont High School
San Diego, CA

PALMER, DENISE, DR., Lecturer
School of Education, Darling Downs Institute of Advanced Education
Toowoomba, Qld Australia 4350
Children's games in antiquity
playground games
PARK, ROBERTA J., 200 Hearst Gym
University of California
Berkeley, CA 94720
Department of Physical Education
Folklore/ritual/symbolic play

PARTINGTON, JOHN T., Carleton
University, Ottawa, Canada K1S 5B
Associate Professor
Department of Psychology
Enculturation through recreation

PEARSON, KENT, DR., Department of
Human Movement Studies
University of Queensland
St. Lucia, Queensland
Australia, 4067
Sociology of sport, Play & game

PETTIT, ANNE, DR., Ball State University
4501 N. Wheeling, Muncie, Indiana 47304
Department of Physical Education
Play and psychomotor development

RENICK, DR. JOBANN, Hutchinson Hall DX-10
University of Washington,
Seattle, WA 98195
Assistant Professor
Game structure, Native American games

RENSON, ROLAND, DR., Tervuurse Vest 101
B 3030 Heverlee K.V. Leuven, Belgium
Department of Physical Education
Social status, symbolism, enculturation

*ROBERTS, JOHN M. DR., University of
Pittsburgh, Pittsburgh, PA 15260
Department of Anthropology
Play Theory

ROBINSON, CHRISTINE, 939 Couper Street
Palo Alto, California 94301
Student, Stanford University
Stanford, California
Play in acculturation of
Vietnamese children

ROEMER, DANIELLE M., DR., Purdue University
West Lafayette, Indiana 47907
Assistant Professor, Department of English
Signs & symbols in American Society
Children's folklore

ROYCE, JOSEPH DR., Co-op 23981
1055 Cragmont Avenue
Berkeley, California 94708
Department of Physical Education
University of California
Berkeley, CA 94720
Cross-cultural play, Play theory

RUNGSTROM, RONALD WILLIAM, RT.1, Box 137
Santa Fe, New Mexico 87501
Visual Anthropologist
Visual Anthropology

RYAN, LEN F., Manager, Central
Recreation Services, Vancouver Board
of Parks and Recreation
2099 Beach Avenue, Vancouver, B.C. V6G 1Z4

SACHS, MICHAEL, Box U-7017, Florida
State University, Tallahassee, FL 32313
Doctoral Student, Sport Psychology
and Motor Learning-Movement Sciences
Program, Florida State University
Tallahassee, Florida
Sport Psychology and Motor Learning

*SALTER, MICHAEL, DR., 3066 Peter Street
Windsor, Ontario N9B 3P4
Faculty of Human Kinetics
University of Windsor
Windsor, Ontario N9B 3P4
Canada
Native American Play

SANBORN, MARION A., 5991 Bradford Way
Hudson, Ohio 44236
Elementary Physical Education
Curriculum Project
State of Ohio, Department of Education
Hudson, Ohio
Children's play

SAUCIER, DR. JEAN FRANCOIS, 3100 Ellendale Ave.
Montreal, Quebec, Canada H3S 1W3
Department of Psychiatry
Hospital Ste. Justine Hospital
Play Therapy
SCHIEFFELIN, BAMBII B., 1870 Capistrano
Berkeley, California 94707
Department of Anthropology (student)
University of California
Berkeley, CA 94720

SCHNEEBERG, MRS. HELEN
2010 Rittenhouse Square
Philadelphia, PA 19103
Student, University of Pennsylvania
Philadelphia, PA
Symbolic Development

SCHNEIDER, GRETCHEN, P.O. Box 23043
Smithsonian Fellow
Washington, D.C. 20024

*SCHWARTZMAN, HELEN DR., 1140 S. Paulina St.
Chicago, IL 60612
Institute for Juvenile Research
Children's play, communication

SCHWARTZMAN, JOHN 10 East Huron
Chicago, Illinois 60611
Center for Family Studies
Institute of Psychiatry
Northwestern University Medical School
Play in Literature, Symbolism

SCOTT, PHEBE M., DR., 512 Florence
Bloomington, IL 61701
Professor, Horton Field House
Illinois State University
Normal, IL 61761
Kinetic Play

SINGER, JEROME, L., DR., Box 11A
Yale Station, New Haven, CT 06520
Professor, Department of Psychology
Yale University
Play, imagination, fantasy

SISK, CAROL L., Seltzer Hall
Philadelphia, PA 19122
Teaching Assistant (student)
Temple University
Philadelphia, PA
Behavioral Science, Leisure Studies

SNYDER, ALLEGRA F., University of California, Los Angeles, CA 90024
Department of Dance, WG 205
University of California
Los Angeles, CA
Associate Professor and Chairwoman
Anthropology of Dance

*STANALAND, PEGGY DR.,
Eastern Kentucky University
Richmond, Kentucky 40475
Department of Physical Education
for Women
History of play

STARKER, KRYSTYNA Z., 75-30 113th Street
Forest Hills, NY 11375
Student, Graduate Center
City University of New York
Social organization: aging

STEFFEN, JAMES, DR., 7339 Olive
St. Louis, Missouri 63130
Clinical Psychologist
Psychology of play

STEPHAN, SHERYL JO, DR.,
Recreation, Begley 410
Eastern Kentucky University
Richmond, KY 40475

*STEvens, PHILLIP JR. DR.,
State University of New York at Buffalo
7242 Ridge Lea Road, Amherst, NY 14226
Department of Anthropology
Play Theory, Africa

STEWART, CHARLES T., M.D.
2805 Parker Street
Berkeley, CA 94704

STEWART, JOHN DR. M.D., 1907 S. Vine St.
Urbana, Illinois 61801
Associate Professor, Anthropology
Davenport Hall, RM 109
University of Illinois
Urbana, IL
Festivals

STEWART, LOUIS H., 2805 Parker Street
University of California
Professor of Psychology
Berkeley, CA 94704
Play and Culture

STONE, GREGORY P., St. Croix Cove, #3
Hudson, Wisconsin 54016
Professor, University of Minnesota
Minneapolis, Minnesota
Sociology; Social Psychology
STOREY, KIM SUSAN, 16 Trowbridge St.
Apartment 45, Cambridge, MA 02138
Anthropology and Child Development

STRASSMAN, MS. JOAN E., University of Texas, Austin, TX 78712
Student, Department of Zoology
University of Texas
Austin, TX
Zoology

SUTTIE, SANDRA DR., Administrative Services
Building A600F, Oregon State University
Corvallis, Oregon 97331
Physical Education; Theories of Play

*SUTTON-SMITH, BRIAN DR., 3700 Walnut Street
University of Pennsylvania
Philadelphia, PA 19174
Graduate School of Education C1
Play Theory, children's play

THOMSON, REX, W., DR., P.O. Box 56
Dunedin, New Zealand
Lecturer, University of Otago
Dunedin, New Zealand
Ideology and Play

TOVE MERETE HVAALE, 7055 Drugvoll
Trondheim, Norway
Radet for Folkemusikk og folkedans

TOWNSEND, PHILLIP, P.O. Tarassa via
Malindi, Kenya, Africa
Jesus College, Cambridge England
Student, Department of Anthropology
Adult sedentary games (Africa)
Game diffusion

TROESTER, CARL A. JR. DR.,
American Alliance for Health,
Physical Education & Recreation
N.E.A.
1201-16th Street, N.W.
Washington, D.C. 20036
Physical Education

TSANG, SARAH YEE WAH
University of Windsor
Windsor, Ontario, Canada N9B 3P4
Student, Department of Psychology

TYLER, J.K.,
University of Windsor
Windsor, Ontario, Canada N9B 3P4
Student, Faculty of Human Kinetics

VANDENBERG, BRIAN, 760 Westwood Plaza
Los Angeles, CA 90024
Post-Doctoral,
UCLA Neuropsychiatric Institute
Los Angeles, CA
Play and tool use; social play
and development

VAN den SMISSIN, BETTY DR.,
267 Recreation Building
Penn State University
University Park, PA 16802
Professor of Recreation
University Park, PA
Leisure, play

VENTUR, PIERRE, Yale University
New Haven, Connecticut 06520
Student, Ph.D. Candidate
Department of Anthropology
Linguistics, folklore, Mayan Studies

VON GLASCOE, CHRISTINE DR.,
School of Social Science
University of California
Irvine, CA 92664
Game, Linguistic Structuralism

WEBSTER, BRIAN MICHAEL, 133 Fennell Ave. W.
Coordinator, Recreation Leadership
Program, Mohawk College of Applied
Arts and Technology
Hamilton, Ontario, Canada L8N 3T2

WEILBACHER, REGINA, 249 Kossuth, D
Columbus, Ohio 43206
Student, Teacher Associate
Ohio State University
065 Ramseyer Hall, Columbus, OH 42310

WEISMEYER, HELEN DR., 4177 Sunnyside Dr.
Riverside California 92506
Assistant Professor, Department of
Physical Education
Loma Linda University
Riverside, CA
Physical Education
INSTITUTIONS

Serials Department, Vaughn Memorial Library, Acadia University
Wolfville, Nova Scotia BOP 1X0 Canada

Arizona State University
% Dr. James Odenkirk, HPERD: PEBW M212
Tempe, Arizona 85281

Coaching Association of Canada
333 River Road, Ottawa
Vanier, Ontario K1L 8B9

Serials Librarian
State College of Victoria at Coburg
Box 179, Coburg, Victoria 3058
Australia

Drake Memorial Library, Serials Department
State University, New York
Brockport, New York 14420

Serials Department, Library
University of Illinois at Urbana-Champaign
Urbana, IL 61801

Kimberton Farms School, Inc.
% Elizabeth Scott
West Seven Stars Road
Kimberton, PA 19442

% B.S. Smith, Head
Division of Health & Physical Education
North Brisbane CAE, Box 117
Kedron 4031, Australia

Serials Section, Leedy Library
University of Windsor
Windsor, Ontario, Canada N9B 3P4

VLAAMSE VOLKSPORT DOSSIERS
Institute voor Lichamelijke Opleiding
Tervuurse Vest 101
B- 3030 Heverlee, Leuven, Belgium

The Librarian Periodicals Department
Monash University, Clayton-Victoria
3168, Australia
SHARE TAASP WITH A FRIEND

If each member brings in at least one other member, we can double our membership and increase our effectiveness. Tear out the Membership Application Form on the back cover and ask a friend to join TAASP!

APPLICATION FOR TAASP FELLOW STATUS

Members of TAASP who wish to apply for status of Fellow "must apply in writing to the Executive Council. Election to a Fellow will be the result of a majority vote of the Executive Council at each annual meeting. The application should include evidence of the Member's qualification for a Fellow....Fellows of the Association are those Member who are actively engaged in furthering the body of knowledge in the anthropology of play as evidenced by the current scholarly research." (Constitution, TAASP, Article III: Membership, p. 1)

If interested, your vita should be submitted to President Helen Schwartzman immediately for this year's consideration.

* * * * * *

Back issues of TAASP Newsletter are obtainable from Alyce Taylor Cheska, Secretary-Treasurer, TAASP, 707 W. Oregon Street, Urbana, Illinois 61801. Immediate past year (4 issues) cost $5.00; all other years cost $4.00.
ANNOUNCEMENT

Symposium On Leisure Research**

CALL FOR PAPERS

A three-day research symposium focusing on theoretical and applied aspects of leisure behavior will be conducted October 27-29, 1979 in New Orleans. Those wishing to present research papers should submit a one to two page abstract by content area to the appropriate address below. If the content of the paper does not fall within one of the specified areas listed, please submit the abstract to Dr. Lynn Barnett.* Each paper must be presented at the conference by one of the authors. The deadline for receiving abstracts is June 15.

Urban Planning and Environment
Rabe Burdge
University of Illinois
Institute for Environmental Studies
408 S. Goodwin
Urbana, Illinois 61801

Aging and Gerontology
Robert Ray
University of Wisconsin
Dept. of Continuing Vocational Education
208 Agriculture Hall
1450 Linden Drive
Madison Wisconsin 53706

Resource Management and Planning
Lewis Moncrief
Michigan State University
Dept. of Recreation and Park Resources
131 Natural Resource Building
East Lansing, Michigan

Special Populations
Jesse Dixon
University of Illinois
Department of Leisure Studies
136 Rehabilitation-Education Center
Champaign, Illinois 61820

Play Behavior
Joseph Levy
University of Waterloo
Department of Recreation
Waterloo, Ontario, Canada N2L 3G1

Research Methodology
James Christensen
University of Illinois
Department of Leisure Studies
104 Huff Gym
Champaign, Illinois 61820

Sociology of Leisure
Tom Kando
Pennsylvania State University
Department of Recreation and Parks
University Park, Pennsylvania 16802

Psychology of Leisure
Seppo Iso-Ahola
University of Iowa
Recreation Education Program
Iowa City, Iowa 52242

Management of Leisure Services
John Crompton
Texas A & M University
Department of Recreation and Parks
College Station, Texas 77843

Philosophy of Leisure
James Murphy
San Jose State University
Dept. of Recreation and Leisure Studies
San Jose, California 95192

Forests and Rivers
Robert Becker
University of Wisconsin
208 Agriculture Hall
Madison, Wisconsin 53706

Curriculum Planning and Evaluation
Christine Howe
University of Missouri
Department of Recreation and Park Admn.
Columbia, Missouri 65201

Historical and Economical Aspects
Benjamin Honeycutt
University of Iowa
Recreation Education Program
Iowa City, Iowa 52242

*Additional information may be obtained from Lynn Barnett, Chairperson; University of Illinois, 56 Institute for Child Behavior and Development; 51 Gerty Drive, Champaign, Illinois 61820.

**The Research Symposium is sponsored by the Society of Park and Recreation Educators, a division of the National Recreation and Park Association.