ANNUAL CONFERENCE INFORMATION & PROGRAM

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GENERAL INFORMATION

Sixth Annual Conference
The Association for the Anthropological Study of Play
University of Michigan
Ann Arbor
April 9-12, 1980

TAASP is meeting jointly with the Central States Anthropological Society and the American Ethnological Society.

LOCATION: Meetings will be held at the Michigan League, South Ingalls between Washington and North University, on the Central Campus of the University of Michigan, Ann Arbor, Michigan. Some sessions may be held at the Horace H. Rackham Building.

REGISTRATION: Preregistration Cards (see insert between pages 2 and 3) should be received no later than Monday, March 31, 1980. If you chose to preregister, please complete and return the accompanying card, along with payment, to: U-M Extension Service, Conferences and Institutes, 412 Maynard St., Ann Arbor, MI 48109. Name badges should be called for on arrival at the program. The registration desk will be located on the second floor concourse of the Michigan League and will open at 8:00 a.m. on April 10 and 11.

TAASP Has An Outstanding Program For You!

With some seventy presenters of papers at our upcoming Sixth Annual TAASP Meeting April 9-12, 1980, at University of Michigan, Ann Arbor, we are sure there is something for you! Come share the intellectual and social feast being planned for you. Please send your housing form and your registration card immediately! Remove inserts between pages 2 and 3.
GENERAL INFORMATION OF TAASP ANNUAL CONFERENCE (Continued)

FEES: The registration fees for the entire program or any part of it are $10 regular fee (for professionals and others) and $8 for student. The fee is due in advance, and must be paid in U.S. funds by either Postal Money Order or a bank check drawn on a U.S. bank, payable to The University of Michigan.

MEALS: All meals are on your own at area restaurants.

HOUSING: To arrange for overnight lodging, please contact the Ann Arbor Conference & Visitors Bureau, 207 East Washington, Ann Arbor, Michigan 48108; telephone (313) 995-7281. Reservations should be placed no later than Wednesday, March 12, 1980 to assure accommodations. Block reservations for program participants have been made at the following facilities:

Ann Arbor Inn, 100 S. Fourth Avenue, Ann Arbor, MI 48108; 313/769-9500. Located about 5 blocks from the League Building. Rates: Single $30.99; Double $36.29; Triple $40.00.

Bell Tower Hotel, 300 S. Thayer, Ann Arbor, MI 48104; 313/729-3010. About one block from the League and Rackham. Rates:
Single $30.00; Double/Twin $38.00; Triple ($5 over double rate).

Briarwood Hilton, State Street & I-94, Ann Arbor, MI 48104; 313/761-7800. Rates:
Single $40.00; Double $48.00. (Shuttlebus to the League.)

Campus Inn, 615 E. Hurson, Ann Arbor, MI 48108; 313/769-2200. Located about two blocks from the League and Rackham. Rates:
Single $37-40; Double/Twin $45-48; Triple ($8 over double rate).

Wolverine Inn, 3505 S. State Road, Ann Arbor, MI 48104; 313/665-3500. Rates:
Single $27; Double $32; Triple $35. (Shuttlebus to the League.)

When placing reservations, please mention the name of the conference, the night(s) for which lodging is desired, approximate arrival and departure dates and time, your name, address, and phone number. Rates are subject to change and a 6% tax. Reservations are honored after 6:00 p.m. only if arrangements are made in advance with individual facilities.

Students Only: Free crash space will be available in Ann Arbor, provided a request form is received. For form, inquire from Dr. Roy Rappaport, Conference Chair, Dept. of Anthropology, 221 Angell Hall, University of Michigan, Ann Arbor, MI 48109.

PARKING: Limited parking is available in the University's structures located on Fletcher Street, one block east of Rackham and on Thayer Street, one block west of Rackham, at $2 per day, payable at the structure.

REFUND/CANCELLATIONS: Full refund of the registration fee will be granted to those who cancel their registration on or before April 7.

TRANSPORTATION: Ann Arbor may be reached by auto via US-23 from the north and south and I-94 from the east and west. Air transportation is available at Detroit Metropolitan Airport, about a 30-minute drive west of Ann Arbor on I-94. Regularly scheduled limousine service ($6.70 person, one way) and bus service ($2.50 per person, one way) are available to and from the airport, as well as taxi service. Ann Arbor is also served by Greyhound Bus Lines and Amtrak rail service. Please check with your local agent for current air, bus and rail service schedules.

FOR FURTHER INFORMATION: Contact The University of Michigan Extension Service, Department of Conferences and Institutes, 412 Maynard Street, Ann Arbor, MI 48109; Telephone 313/764-5304. Hours 8 a.m. to Noon, 1 to 4 p.m., Monday through Friday.

JOB PLACEMENT SERVICES: A job placement service will be offered to members of The Association for the Anthropological Study of Play, the Central States Anthropological Society, and the American Ethnological Society.
TENTATIVE PROGRAM
THE SIXTH ANNUAL CONFERENCE OF TAASP
THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY

University of Michigan
Ann Arbor, Michigan
April 9-12, 1980

Wednesday, April 9, 1980
6:00 - 10:00 p.m. -- Registration
8:00 - 10:00 p.m. -- Wine and Cheese Reception

Thursday, April 10, 1980

Session 1: PLAY, CREATIVITY, AND ESTHETICS
(Volunteered Papers)
8:00 - 9:30 a.m.

1. Helen B. Schwartzman
   (Institute for Juvenile Research)
   "Play and Metaphor"

2. Joan Fiscella
   (Wayne State University)
   "Play and Creativity"

3. Carol L. McDonnell
   (SUNY at Buffalo)
   "The Relationship of Play as an Esthetic Function"

Session 2: VERBAL AND VOCAL PLAY
(Volunteered Papers)
8:00 - 9:30 a.m.

1. Robert G. Collier
   (Western Illinois University)
   "Play and Syntactic Awareness"

2. Bambi B. Schieffelin
   (University of California, Berkeley)
   "Talking Like Birds: Sound Play in a Cultural Perspective"

3. John R. Bowman
   (Pembroke State University)
   "Talking Non-Sense and Other Types of Spontaneous Adult
   Speech Play"

Session 3: PLAY AND FANTASY
(Volunteered Papers)
10:00 - 11:30 a.m.

1. Brian Sutton-Smith
   (University of Pennsylvania)
   "Play Styles in Children's Fantasy"

2. Nancy Daniels
   (UCLA)
   "Imaginary Play-Mate Phenomenon: An Anthropological Perspective"

3. Gary Alan Fine
   (University of Minnesota)
   "Fantasy Role-Play Gaming as a Social World"
Thursday, April 10, 1980

Session 4: PLAY AND MEDIATED ACTIONS (Volunteered Papers) 10:00 - 11:30 a.m.

1. Aletta Biersack  
   (University of Michigan)  
   "Games as Message: Toward a Communicational Theory of Behavior"

2. Lorraine Rocissano  
   (University of Michigan)  
   "The Development of Culturally-Medicated Actions: Implications for the Cross-Cultural Study of Play"

3. Richard A. Curtin  
   (Rutgers University)  
   "Play, Practice and Predictability in Non-Human Primates"

4. Patricia Goldring Zukow  
   (UCLA)  
   "Words of Play: the relationship between play sequences and language acquisition during the one-word period"

Session 5: PLAY AND ANTI-STRUCTURES (Volunteered Papers) 1:00 - 3:30 p.m.

1. Anna K. Nardo  
   (Louisiana State University)  
   "John Donne's Poetry of Liminality"

2. John Schwartzman  
   (Northwestern University)  
   "Playing Around with Words: Humor and the Self-Reflective Novel"

3. Steven Nachman  
   (Western Carolina University)  
   "Anit-Humor"

4. James P. Leary  
   (University of Kentucky)  
   "The Trickster in Everyday Life"

5. John R. Bowman  
   (Pembroke State University)  
   "On Getting Even: Notes on the Organization of Practical Jokes"

Session 6: PERSONAL EPISTEMOLOGIES ON PLAY THEORISTS (Organized Symposium) (Informal Accounts) 1:00 - 3:30 p.m.

Organizer: Brian Sutton-Smith

Participants: (Tentative)

1. Helen Schwartzman  
2. John Schwartzman  
3. John M. Roberts  
4. Brian Sutton-Smith  
5. John W. Loy  
6. Edward Norbeck  
7. Mihaly Csikszentimihalyi
Thursday, April 10, 1980

Session 7: PLAY INNOVATION 3:30 - 5:30 p.m.
(Organized Symposium)

Organizer: Bernie De Koven
(Ideal Toys, Inc.)

Session 8: TAASP EXECUTIVE COUNCIL MEETING 3:30 - 5:30 p.m.

Session 9: KEYNOTE ADDRESS 8:00 - 9:00 p.m.

Norman Kenzien
(University of Illinois, Urbana)
"Paradoxes of Play"

Friday, April 11, 1980

Session 10: PLAY AND SOCIALIZATION 8:00 - 10:00 a.m.
(Volunteered Papers)

1. Roberta J. Park
(University of California, Berkeley)
"Too Important to Trust to Children: The Search for Freedom and Order in Children's Play, 1900-1917"

2. James F. Christie
(University of Kansas)
"Play: to Train or Not to Train"

3. Ann Marie Guilmette and James H. Duthie
(University of Windsor)
"Playing to Grow and Growing to Play"

4. James E. Johnson and Joan Ershler
(University of Wisconsin)
"Developmental Trends in Pre-School Play as a Function of Sex and Classroom Program"

Session 11: DYADIC PLAY PATTERNS OF CHILDREN 8:00 - 10:00 a.m.
(Volunteered Papers)

1. M. K. Kerr and Barry N. Kelly
(University of Winnipeg)
"Some Conceptual and Methodological Problems in the Interpretation of Children's Free Play"

2. Kay D. Jennings and Joan Suwalsky
(University of Pittsburgh)
"Reciprocity in the Dyadic Play of Three-and-a-Half Year Old Children"

3. Nora Newcombe, Debra Wallet, and Martha Zaslow
(Pennsylvania State University)
"Let's Pray: Children's Directives in Play with Mothers and Strangers"

4. Mariane Bloch and Shelagh O'Rourke
(Harvard University)
"The Nonsocial Behavior of Young Senegalese Children: Sex Differences and the Effect of Maternal Employment"
Friday, April 11, 1980

Session 12: SPORT AND SOCIALIZATION
(Volunteered Papers)

1. Linda Koehler
(University of Illinois, Urbana)
"Symbolic Interaction: An Alternative Approach to the Study of
Sport and Socialization"

2. Susan L. Greendorfer
(University of Illinois, Urbana)
"Sex Differences in Play and Sport: A Cultural Interpretation"

3. Mike McDonald, Paul McMillan, Dick Moriarty
(University of Windsor)
"A Comparative Canadian-American Study on the Effect of
Televised Athletics and Organized Sport on Children and Youth"

4. Evelyn Browne
(University of New Hampshire)
"The Three Faces of Janus: Identity, Stimulation, Security"

Session 13: PLAY AND RITUAL
(Volunteered Papers)

1. Alan Goldberg
(Indiana University)
"Play and Ritual in Haitian Vodun Shows for Tourists"

2. Thomas J. Chordas
(Duke University)
"Penecostal Play: Ethics and Aesthetics"

3. Claire R. Farrer
(University of Illinois, Urbana)
"Play and Chiasm: The Ritual Clown"

4. John O. Smith
(University of New Orleans)
"Patolli: Methods of Play"

Session 14: SPORT AND RITUAL
(Volunteered Papers)

1. Susan J. Birrell
(Mcmaster University)
"Sport and Ritual: A Goffmanesque Perspective"

2. Janet C. Harris
(San Francisco State University)
"Games and Sports in Cultural Contexts: Communicative/
Expressive Processes"

3. Aidan O. Dunleavy, Gerald E. Landwer, Andrew W. Miracle
(Texas Christian University)
"Time Series Experimentation and the Study of Ritual in Sport"

4. Mario Bick
(Bard College)
"The Rights of Passage: Ritual and Team Sports in American
Society Reexamined"
Friday, April 11, 1980

Session 15: GAMES AND SPORTS IN CROSS-CULTURAL PERSPECTIVE  
(Volunteered Papers)  
1:00 - 4:00 p.m.

1. Francis J. Clune  
(SUNY at Brockport)  
"Race Day on Truk"

2. Philip Townshend  
(Cambridge University)  
"Manakala in Kenya: a Case Study in Cross-Cultural Analysis of Games"

3. Wanni Wibulswasdi Anderson  
(Brown University)  
"Socio-Cultural and Ecological Determinants in Thai Children's Game-Playing Events"

4. Maria T. Allison and Joan L. Duda  
(Purdue University, University of Illinois, Urbana)  
"Definitions of Athletic and Academic Achievement: the Socio-Cultural Dimensions of the Navaho Social System"

5. Joan L. Duda and Maria T. Allison  
(University of Illinois, Urbana; Purdue University)  
"Definitions of Athletic and Academic Achievements: the Psychological Dimensions of the Navaho Student/Athlete"

6. Victor Stolberg  
(SUNY at Buffalo)  
"Iroquois Play as a Maintainer of Ethnicity"

Session 16: TAASP ANNUAL BUSINESS MEETING  
4:00 - 5:30 p.m.

Session 17: PRESIDENTIAL ADDRESS  
8:00 - 9:00 p.m.  
John M. Roberts, University of Pittsburgh  
"Expressive Complimentary in Games"

Session 18: PLAY ENVIRONMENTS AND MOTOR BEHAVIOR OF CHILDREN  
(Volunteered Papers)  
8:00 - 10:00 p.m.

1. Lawrence D. Bruya and Peter K. Hixson  
(North Texas State University, Boys Town Institute)  
"A Model for the Play Environment Relationship to Children:"

2. Peter K. Hixson, Lawrence D. Bruya, Jay Beckwith  
(Boys Town Institute, N. Texas State University, Build Your Own Playground, Inc.)  
"The Social, Verbal, and Motor Skill Play Pattern Relationship on a Play Structure"

3. Lawrence D. Bruya  
(North Texas State University)  
"Observed Motor Behavior on Linked and Non-Linked Play Structures"

4. James H. Duthie and Gregory K. Reeds  
(University of Windsor)  
"Hi-Speed Hockey: A Novel Play Form"
Saturday, April 12, 1980

Session 19: PLAY STRUCTURES: TOYS, SAFETY, AND APPARATUS 10:00 - 12:00 a.m.
(Volunteered Papers)

1. Bernard Mergen
   (George Washington University)
   "Toy Producers and Consumers"

2. Richard A. Chase and Colleagues
   (Environmental Programs, Inc.)
   "Design of Toys for Infants"

3. Lawrence D. Bruya and Peter K. Hixson
   (North Texas State University, Boys Town Institute)
   "Indoor Space to Include Climbing Frame Structures: A Modular Approach"

4. Edsel Buchanan
   (University of Nebraska, Omaha)
   "Playground Safety for Handicapped Children"

5. Carl Gabbard
   (Texas A & M University)
   "Movement and Strength Characteristics of Children on Play Apparatus"

Session 20: THE GREATEST SHOW ON EARTH
(Organized Symposium) 8:00 - 12:00 a.m.

Organizer: Frank E. Manning
   (University of Western Ontario)

Contributors:

1. Margaret Seguin
   (University of Western Ontario)
   "Persons in Plays: Tsimshian Feast Skits"

2. Jim Freedman
   (University of Western Ontario)
   "The Sheik in the West: An Ideological Analysis of Professional Wrestling"

3. Carole Farber
   (University of Western Ontario)
   "Hawkin' the Horse Irons: the Verbal World of the Professional 'Carney'"

4. Frank Manning
   (University of Western Ontario)
   "Get Some Money for your Honey: Symbolic Competition in Bermudian Festival Gambling"

5. Linda Libis
   (University of Western Ontario)
   "The Zorra Caledonian Highland Games: A Symbolic Expression"

6. Lee Guemple
   (University of Western Ontario)
   "Central Inuit Solstice Festivals: the Celebration of Community and the Suspension of Individuality"

Discussant: Garbanzo the Clown
   (University of British Columbia)
EDITORIAL

(1) In this issue we feature the long awaited rebuttal by John M. Roberts to the article by Peter Townshend in our Volume 4 Number 4 issue entitled "Games of Strategy: A new look at the correlates."

In that article Peter argued that the distribution of Mankala in Africa followed geographical lines, rather than the cultural lines that would be expected from the Roberts thesis (more complexity-more strategy). Further he contended that "...in Africa at least (diffusion) has proceeded without regard to the structure of the societies concerned" (p4). He argues that the conflict-enculturation thesis treats games as too expressive, paying insufficient attention to their enculturative role in social change. Games are cogs in the social process, he says.

(2) We also feature a recent presentation by Helen Schwartzman entitled "Childrens Use of Metaphor in Imaginative Play Events". In this paper she takes even further her suggestions in TRANSFORMATIONS, that play is best thought of as a process of spontaneous metaphor contstruction, rather than an orderly rule governed game type of affair. She protests the implicit sport model of Huizinga and others. If play is always a contexting of activity, not simply a class of activity, then metaphorizing or transforming is always to the forefront. So argues Schwartzman.

Support is offered in a new book by Susan Stewart called NONSENSE--aspects of intertextuality in folklore and literature (This was a Folklore Ph.D. from Univ. Pennsylvania, and is published by John Hopkins Press). Here she shows how both play and nonsense make use of reversals and inversions, boundary, infinity, simultaneity, rearrangements of fields as techniques of control.

Both authors are approaching play from the point of view of communication theory and from this point of view play is subsumed to framing and reframing.

The problem for this editor is why the earlier theorists who assumed sport or game metaphors for all play made the mistake that they did.

Why did it seem to them that play was a more orderly phenomena than Helen finds it to be. Because, as she says, they focused on the more orderly examples of play (sports and games) and ignored that even they were also an exercise of a metaphoric kind. They omitted something important, which is what Helen now stresses. But surely even with that omission they were also paying attention to the fact that in some cultural circumstances there is considerable crystallization of play habit and it thus becomes possible to describe a fairly stable class of activities. In short some play is game or sport-like for some duration. All play is both metaphoric and orderly, but some is relatively more transformational and some relatively more orderly. Is Helen therefore justified in saying that play is best viewed as metaphor and not as orderly? Is it really an either/or situation? Doesn't it depend upon the example you have in mind how these two kinds of processes are balanced.

In SCIENCE, November 16, 1979 Helen receives an excellent review of her book "Transformations". The reviewer, however, protests (Keith H. Basso of U. Arizona) that "ethnography is not play," the position that Helen has taken. Unfortunately it is not clear whether Helen was speaking metaphorically or realistically. VIX: ethnography is like play (OK); ethnography is play (No, says Basso). Perhaps the paradox begins with Bateson's great discovery that play is an embryonic kind of framing activity known also to animals. If play is an act of framing, must all framing therefore be playing. Not according to Basso. Ethnography is rather a disciplined attempt at translating one cultural world to another. But what did the first ethnographer do? Did he play with the idea of such a preposterous translation? Did this new culture begin as play (as Huizinga would have said), but then continue in all sobriety? Is all framing originally play? Must the frames be potentiated in the play of thought or action, but then carry on according (in some cases) to other principles? Has play largely to do with the genesis of things but not with their maintenance? When play continues does that mean that the world is not yet ready for that kind of production; or rather that the player does not yet have the means to transform himself in a way that is acceptable. Does play then have to do with the development of competence rather than the discovery of performance? Is that why play seems trivial and impractical?

Why is it that Helen argues so devoutly for that which is disorderly and fuzzy? Is it play or is it Helen? In recent conversation she and I have both confessed to each other, that in her case play is indeed (as
EDITORIAL continued

a topic of study? a relief from what she sees as her overly orderly personality, and that for me, it is an authority defying kind of exercise. So, now we have as our paradox, not merely a relationship between what is metaphorical and what is orderly, but the identification of these as personologic inversions of our own identities.

(3) As a relief from all that the rest of this issue proceeds with the innumerable notices and names that have been coming our way in the past month or two. Some of the events are already over, but they may still be important to readers for communication purposes.

(4) I would like to announce as a special attraction a discussion to be held at the Annual Meeting of the Society for Cross Cultural Research. This discussion will involve Helen Schwartzman and Dina Feitelson attempting to unravel their differences over whether there is such a thing as imaginative deficit and whether or not it is trainable. I will moderate the discussion and John M. Roberts will summarize the outcome. It will be held in Philadelphia at the University Holiday Inn (Univ. of Pennsylvania) on Market Street, Philadelphia, Feb. 21-23.

Comment on "Games of Strategy: A New Look at Correlates and Cross-Cultural Methods" by Philip Townshend

John M. Roberts
University of Pittsburgh
Pittsburgh, Pennsylvania

Any ethnographic review of games for a major ethnographic area is valuable because the general literature on games is often inadequate and the specialized literature is difficult to find and to process. This review of the incidence of games of strategy in Africa is a contribution.

A central thrust of the article, however, is a criticism of the findings in a set of early papers by myself and various co-authors which deal with games of strategy in a world perspective. Some of the methodological criticisms of these papers advanced by Townshend certainly have validity. The ethnographic samples used in these studies did not meet current standards—indeed, the core of these samples was the old Cross-Cultural Survey sample which was constructed in the mid-1930's and later. It is also true that the coders had to contend with missing, erroneous, and ambiguous data in addition to the valid data. Moreover, some of the translations from other languages were faulty, truncated, and edited. Indeed, the coders themselves had their own error rates. These and other methodological structures apply to these and like cross-cultural papers of the period.

The associations reported in these papers, however, still seem robust enough to hold at both the intra-cultural and cross-cultural levels. The Murdock and White (1969) sample of 186 cultures, for example, deals with data which have been more closely restricted in time and space than data for most cross-cultural samples. One-hundred and nineteen of these cultures have been coded for games and of these 88 lack games of strategy and 31 have them. Sixteen of the 119 societies are African (not including cultures from the Circum-Mediterranean regions of Africa) and of these five lack games of strategy and 11 have them. The absent-present scale for games of strategy for the 119 cultures is strikingly associated with each of Murdock's ten five-element scales measuring cultural complexity (Murdock 1973). The positive association between the presence of games of strategy and complexity (at one-tailed levels of significance) is found for: writing and records (Gamma=.482; Tau C=.296, p=.0004); fixity of residence (Gamma=.531; Tau C=.272, p=.0009); agriculture (Gamma=.625; Tau C=.372, p=.0000); urbanization (Gamma=.452; Tau C=.291, p=.0006); technological specialization (Gamma=.884; Tau C=.599, p=.0000); land transport (Gamma=.424; Tau C=.212, p=.0043); money (Gamma=.490; Tau C=.293, p=.004); density of population (Gamma=.507; Tau C=.330, p=.00001); level of political integration (Gamma=.758; Tau C=.484, p=.0001); and social stratification (Gamma=.781; Tau C=.522, p=.0001). The association with Murdock's composite scale of cultural complexity is also strong (Gamma=.721; Tau C=.545, p=.0001). The sixteen African cultures do not represent a good sample of the African array of game playing societies, but there are significant associations between the game of strategy scale and five complexity scales: fixity of residence, technological specialization, money, level of political integration, and social stratification.
Comment on "Games of Strategy: A New Look at Correlates and Cross-Cultural Methods" by Philip Townshend continued

Again there was an association between the strategy scale and the composite complexity scale ($\text{Gamma} = .698$; $\text{Tau C} = .578$, $p = .0176$). Thus the associations between measures of cultural complexity and the games of strategy scale still hold on a world basis and in Africa too.

The child training relationships also hold. A partial review of the associations between child training variables and a game type combination scale has been published (Roberts and Barry 1976). Unpublished work has produced further confirmation.

Whether or not the conflict-enculturation theory of game involvement advanced in these and other papers holds for games of strategy can be debated. Certainly the theory only accounts for part of the variance. Townshend, however, did not review all of the published work pertinent to this view and other work of relevance is still in preparation.

Admittedly, too, the entire cross-cultural method can be challenged and this is not the place for a full defense. Certainly the method has its limitations, although the existence of error does not necessarily negate cross-cultural findings. The method is amazingly cost-effective (the first games study challenged by Townshend cost only six hundred dollars). In my opinion it is the method of choice in the early stages of an investigation when there is a need for generalizations which can serve as working hypotheses. At this time the resources are not available for the full ethnographic study in the field of a sample of world societies. Sets of field stations in appropriate settings may be the best we can do, but even this resource is not available to most of us. Scholars interested in generalization need the cross-cultural method.

References Cited


Children's Use of Metaphor in Imaginative Play Events

Helen B. Schwartzman
Institute for Juvenile Research
Chicago, Illinois

It (metaphor) brings out the thinness of of a that, or the thatness of a this. Kenneth Burke (A Grammar of Motives)

In this paper I want to suggest that play can best be viewed as a process of creative and spontaneous metaphor construction and identity communication (typified by children's imaginative play and certain forms of speech play) and not as an orderly, rule-governed, competitive and identity-absorbing system (typified by child or adult games, sports or athletics). I want to suggest this because most theories of play have been guided by implicit game or sport models that have exaggerated the latter characteristics and suppressed the former. I wish to reverse this process in an attempt to "re-metaphorize" play theory. The use of an implicit game/sport model for constructing a definition of play is most obvious in Huizinga's (1938) classic definition which is still widely quoted today.

"Summing up the formal characteristics of play we might call it a free activity standing quite consciously outside 'ordinary' life as being 'not serious,' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings which tend to surround themselves with secrecy and to stress their difference from the common world by disguise or other means" (p. 13).

1There are many theorists and researchers that could be cited that use games or sports as their implicit model of play. Occasionally the implicit model is made explicit, but just as frequently the theory/research is said to apply as a general category with no qualifications. See, for example, Levy (1978), Berlyne (1969), Csikszentmihalyi (1975), Miller, 1973).
Children's Use of Metaphor Continued

Fortunately, the fact that there are direct correspondences between play and metaphor has not gone unnoticed by researchers (see Fernandez 1974; Sutton-Smith 1967; Schwartzman 1974, 1978, 1979; Stross 1975; Isbell and F. Fernandez 1977), but these relationships have rarely been systemati-
cally explored. This may be because such explorations inevitably put one in the position of constructing metaphors for metaphor, or "mixing metaphors" in Max Black's terms (1962:28).

In this paper the similarities between children's imaginative play and the process of metaphor construction are examined and a discussion is offered of what children may learn in this form of play. Examples of Tzeltal and Chicago children's use of meta-
phor in imaginative play events are presented in order to illustrate features of this approach.

Play and Metaphor

The influence of game/sport models on studies of children's play is most evident in the fact that the majority of studies of this behavior have been, until recently, of structured games and not of spontaneously created imaginative play activities. When imaginative play has been investigated it is frequently interpreted as a child's attempt to imitate the world of adults and the child is generally viewed as a passive observer and imitator (and a poor one at that) of the adult world (e.g., Smilansky 1968). In contrast to these views it has been suggested by some researchers that imaginative play involves the child in active (and not passive) behaviors (see especially Piaget 1951) that are characterized by "as-if" attitude, set or consciousness) (see Fein 1975; Isaacs 1931; Sutton-Smith 1967; Singer 1973; Schwartzman 1978; Vygotsky 1967). Unfortunately, associations between metaphor and imaginative play have, for the most part, not been seriously considered by researchers as clues for the development of alternative theories.

Students of metaphor are almost as conflicted over finding the definition of metaphor as are students of play. This in itself should be a clue to the similarities existing between the two phenomena. Black (1962) has classified definitions of metaphor into two major types. 1) Substitution views are said to suggest that a metaphorical expression is used in place of some equivalent literal expression. For example, in the phrase

"Richard is a lion" the metaphorical expression (M) is "lion", which is used as a substitute for some literal expression (L), e.g., brave, strong, etc.; and it is the reader or listener's task to invert the substitution (by using the M as a clue to the L) (pp. 31-33). 2) In contrast, to substitution definitions Black offers an interaction view that suggests that,

"a metaphorical statement has two distinct subjects-a principal subject and a 'subsidiary' one...the metaphor selects, emphasizes, suppresses and organizes features of the principal subject by implying statements about it that normally apply to the subsidiary subject" (pp. 44-45).

The crucial difference between these two views, however, is the effect that these subjects have on one another. Black argues here that in many cases,

"it would be more illuminating...to say that the metaphor creates the similarities than to say that it formulates some similarities antecedently existing" (p. 37) (emphasis added).

The similarities between play and metaphor, and proposed developmental relationships, have been discussed by a few researchers. Stross (1975) notes this by suggesting that,

"play is analogous to metaphor in the sense that they are both 'world creating'. A child playing with dolls may be practicing for the social identity that she will eventually take on when she becomes a mother but she is also creating a world of make-believe which is quite distinct from the real life world of adulthood... Metaphor, too, creates cognitive words of make-believe or worlds in which reality is experienced in alternative and unusual ways" (p. 307).

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2 An example of a substitution definition, as quoted by Black (1962), is Whatley's statement that a metaphor is "a word substituted for another on account of the Resemblance or Analogy between their significations" (p. 31).

3 This is essentially what I am trying to do in this "re-metaphorization" of play theory by using play as the principal subject and imaginative play as the subsidiary subject.
Children's Use of Metaphor Continued

Stross' analysis of Tzeltal children's use of metaphor (to be discussed in more detail below) points to the view that the genesis of metaphor (and metaphor-making skills) may be seen as an extension of the imaginative play of children (p. 321).

James Fernandez's (1974) study and theory of the functions of metaphor in expressive culture also suggests this view. According to Fernandez the elementary definition of metaphor is "the predication of a sign-image upon an inchoate subject" and the first "mission" of metaphor is "to provide identity for such subjects". (p. 120). Fernandez suggests how children's pretend games (using examples of the play of Fang--Western equatorial Africa--and Spanish children) may be seen as early forms of this metaphoric prediction. In the case of his examples the "primordial" metaphors, or "sign-images", are all taken from the animal world (in contrast to the Western child who, in Fernandez's view, generally uses machinery for his identifications). Fernandez summarizes his argument as follows:

"In the growth of human identity, the inchoate pronouns of social life--the "I", "you", "he", "it"--gain identity by predicating some sign-image, some metaphor upon themselves. These pronouns must, in Mead's (1934) terms, become objects to themselves, by taking the point of view of "the other", before they can become subjects to themselves. This becoming an object, this taking the other, this prediction upon the pronoun, is a process that has for millennia turned to the animal world.... The ontogeny of this metaphoric recapitulation is seen in the childhood dramas we have reviewed, as children who have identified with animals come to act out their mastery over them. They fully become subjects, that is, themselves, by becoming masters of animals" (p. 122).

Billie Jean Isbell and F. Fernandez (1977) have also studied relationships between metaphor and play (in this case Quechua children's riddling games). A hypothetical model of metaphor ontogenesis is presented using these riddles, and the analogies implied, as evidence of this development. The authors suggest that "organizational principles [general and specific cognitive and logical operations] are discovered within the context of riddles by creating a collision of meanings caused by a clash between literal meaning and metaphorical meaning created by the montage of related images" (p. 45). This view is more similar to Black's interaction definition, but it is suggested that in terms of the development of metaphor in Quechua riddles, substitution (à la Black) may precede interaction. I will suggest below, however, that even young children's metaphors can be understood using an interaction view.

I have argued recently (1974, 1978, 1979) that important relationships may exist between metaphor and play, and that these may be most obvious when considering children's imaginative play. Several metaphors for play are implied in this argument. I will enumerate these briefly and suggest how they may be seen to reconcile substitution and interaction definitions and also extend our views of both play and metaphor.

1. Play and metaphor must both be viewed as forms of communication. Play occurs as both verbal and non-verbal behavior that must be continually negotiated in interaction situations, but metaphor (which traditionally has been seen as a strictly verbal/linguistic event--see Stross 1975 (can also occur in a non-verbal framework) (e.g., music, gestures, object/action transformation). A communication view focuses our attention on the ongoing communication of players in a play-event rather than on the fixed and established rules of a game. A communication view also extends our understanding of metaphor from the verbal to the non-verbal sphere. This is an area that has been poorly developed in the literature on metaphor.

2. Play and metaphor are both characterized, in varying degrees, by the production of paradoxical statements or images (see Bateson's 1955, 1956 analysis of the message "this is play"--"this is like a bite but it is not a bite" for an elaboration of this view of play). Definitions of metaphor that imply paradox are implicit in Black's interaction view, but Sapir's (1977:6) statement that "a metaphor in a variety
Children's Use of Metaphor Continued

of ways places into juxtaposition two terms that are, or can be, thought of as both similar and dissimilar" suggests this more clearly. Richard is like a lion (brave, powerful) but he is also not like a lion (where is his tail?) (see Sapir 1977). And this is also the case in imaginative play (e.g., a broom is like a horse in some ways, but it is also not a horse). Recognition of the paradox implied in both play and metaphor underlines the importance of developing interactional theories of both phenomena.

3. Play must be analyzed in terms of the dialectical relationship that exists between play texts (the description of the play event itself) and play contexts (the social psychological or environmental correlates of the events) (see Sutton-Smith 1974, Schwartzman 1978); and likewise metaphors must be understood in terms of an interaction between their focus (the focal word in a metaphor) and their frame (the context in which the word exists, e.g., the sentence) (see Black 1962:28, 39). This view suggests that clear boundaries between text and context or focus and frame do not exist as each may become part of the other. In play, it is therefore important to analyze both the play texts in context and the context in the play texts (see Schwartzman 1978: 236). They cannot be treated separately as they have so often been in the past.

Black makes a similar point for metaphor when he argues that an interactional relationship exists between the focus and the frame (or context) of metaphors (see especially 1962:39) so that each can be seen to extend the other.

4. Play and metaphor are also intrinsically related to the process of identity formation and communication. This is in direct contrast to theories/definitions of play that describe it as characterized by the players identity-absorption or identity-loss. I have suggested elsewhere (1978), following the work of Geertz (1972) and Ehrmann (1972), that children's pretend play can be analyzed as a behavior in which players act as both the subjects and the objects of their play events. The players as subjects of these events are able to interpret and comment on their relationships to each other (as these are developed in specific social contexts) as the object of their play. Individuals' play styles in these circumstances can be described in reference to the way they communicate their intention to act as both the subject and the object of their play. In these terms, in order to be a successful player, one must be able to communicate information that simultaneously (and paradoxically) defines one as a play subject (e.g., by adopting the role of a witch, mother, etc.) and as a person in the defining social context and therefore a play object. For example, a child (Linda) must be able to communicate to herself and others in play that she is both Linda (i.e., a person who leads, dominates, and directs, as she is known for this in the social context) and not-Linda (i.e., a witch or a mother) in a play situation. The player must be able to communicate both identities and keep them in balance for the play event to "work". This illustrates that children involved in such play have already acquired a variety of sophisticated communication skills as recent sociolinguistic research in this area has also confirmed. (See, for example, Corsaro, in press; Denzin 1977; Sutton-Smith, in press). These points are also suggested by recent experimental research in the area of the cognitive significance of symbolic play Golomb & Cornelius (1977) argue, for example, that,

"A careful analysis of the cognitive operations typical of pretense play leads to the recognition that the child transforms objects and roles while simultaneously maintaining their original identity and function. The child establishes an imaginary duality of object and role, of reality and appearance. While adopting a role and enacting it, the child does not forget his real identity; if need be, he can step momentarily out of his role... The same is true of the identity he ascribed to substitute objects. He may treat a lump of clay as if it were a delicious cake but will carefully refrain from biting into it. Moreover the play maintains not only the duality of his own identity but
Children's Use of Metaphor Continued

that of the other actors as well. It would appear that we are witness
to a form of reversible thought
operation in the pretense situation
of early childhood. In symbolic
play, the child seems to be using
an intuitive form of reversibility,
performing reversible transfor-
mations that are not perceptually
abnormal" (p. 24).

This is also similar to Sutton-Smith's (1967)
argument that the child's adoption of an
"as if" attitude in play illustrates his or
her ability to conserve imaginative identi-
ties even in the presence of contrary stimuli.

This type of analysis is reversed in
Fernandez's depiction of the importance of
metaphor in the play of children (as discussed
above) as he states that such play enables
children to first become an object (the
process of predication upon the inchoate pronoun,
e.g. "I become a cow") and then a subject
("I become a driver"), but although our
analyses differ to some degree Fernandez
recognizes that, in fact, the process is
dialectical (which also relates to point #3
above).

Play and metaphor are also crucial for
cognitive development, specifically ideas about
the nature of context (see Bateson 1956), and
the ability to adopt an "as-if" set or atti-
dude (see Sutton-Smith 1967). These phenomena
may also be related to the development of
specific types of logical operations (e.g.,
bipolar classification and classification
based upon similarities, the construction of
propositional statements, see Isbell and F.
Fernandez 1977) and also creativity (in
thought and action) in general.

The above points will be illustrated
briefly by two studies of children's metaphor-
play.

Tzeltal Children's Metaphorical Make-Believe
Tzeltal children's use of metaphor in
imaginative play has been recently described
by Brian Stross (1975). These children live
in the central highlands region of the state
of Chiapas, Mexico in the municipio of Tenejapa
and the language they speak is Tzeltal (a
Mayan language spoken by approximately 80,000
people in the state of Chiapas). In this
study Stross presents a text of two children
(ages 2½ and 6) engaged in a make-believe
play event. The text is used to illustrate
the children's ability to create and use
metaphor. His major point is that "The early
creation of metaphor by children and their

seemingly facile control of what seems at
first glance to be a relatively sophisticated
system are seen here to lie in and to follow
naturally from children's play, specifically
the speech play accompanying games of the
'let's pretend' type" (p. 305). The text and
his analysis demonstrate several things.

1. That children (even very young children)
are able to use and create metaphors in
play activities (this contrasts with
some researchers suggestions, such as
Helmer 1972, who have argued that chil-
dren do not engage in metaphorical
statements before age 11 or 12).

2. That children's metaphors may be both
traditional (i.e., typical of the
child's culture or speech community)
and innovative (i.e., invented by the
children in the context of their play).

3. That the content of metaphors may vary
from culture to culture, but that the
process of metaphor production and
construction may be similar across cul-
tures. In the text example the play
begins with the children pretending to
look for turkey eggs, and shifts briefly
to a game of pretending to be bulls,
and finally it shifts to a game of one
child pretending to be a turkey hen
while the other collects eggs. This
activity leads to a series of meta-
phorical constructions (that make up
the bulk of the text) concerned with
the size, shape and texture of various
body parts (e.g., the boys' testicles
are referred to as eggs, avocados,
marbles, eyeballs, louse-eggs, etc.).
This interest and concern with the
development and use of metaphors in
this particular area is, in fact, a
well-developed art among Tzeltal
speakers.

4. That the metaphors of young children
"will tend to be more frequently based
on analogies involving shape and tex-
ture than on analogies involving func-
tion or activity.... Children's earli-
est metaphors will also tend to be
limited to nouns and pronouns referring
exclusively to physical objects, to
focus on body parts and products, and

5Fernandez (1974) also demonstrates this
by contrasting the first play metaphors of
children from Africa (Fang) and Spain with
those of contemporary American and European
children (as discussed above).
Children's Use of Metaphor Continued

"to rely heavily on non-verbal situational context" for creation and interpretation (p. 321). (Here, Stross appears to have forgotten that the children are creating other types of identity metaphors for themselves by pretending to be animals, e.g., turkeys, bulls, etc.).

5. That the early creation and use of metaphors by children in play may "serve as a base for the induction of rules that can later be used to create an interpret metaphors apart from the supporting context of let's pretend games..." (p. 321).

Chicago Children's Play Metaphors

Research conducted in a day care center in Chicago (reported also in Schwartzman 1976, 1978) suggests that the above points apply here as well. An additional feature of play metaphors was discovered in this research. Due to the nature of the information collected in the study it is possible to see how identity metaphors may be viewed as appropriate commentaries on the children's relations to each other. This can be illustrated in the following text. Text #3 (4/7/72, 4:00 pm (Selected portion of observation).

A play group has formed in the area between the block and doll house corner. The group includes Karen, Christine, Norman, Juan and Lucy. Karen is "mommy" and she says to the group "Linda is gonna sleep with us." She then speaks to Linda (who is coloring at the tables adjacent to the play area), "You can still play, you have a bed." Linda comes over to the group carrying a paper crown that she has been coloring. She is also wearing a "dress-up" skirt and says that she is a "princess" and asks for a string to tie her skirt more securely. She goes over to the doll house mirror and admires and primps herself in front of it. At this point Karen tells Juan (who has been tangentially involved in the group's activities) that he can't play. Sandy (a part-time worker at the Center) says that Juan should be able to play and Karen says: "OK (nodding to Juan) you can be a goldfish." Juan moves over to the side of the play group and stands very still pretending to be a "goldfish." Linda begins organizing activities now and says, "We need pillows and brooms." The group of girls get pillows and brooms from the doll house and then Linda says, "Karen, you're mother" and then she changes her mind and says, "No! We're all sisters--but the oldest sister does all the work." As she makes this statement she is the only one sweeping the floor with a broom...

It is possible to note several identity metaphors (e.g., mommy, princess, sister, older sister) in this text which are direct (and appropriate) comments on the children's status in the play event and also (based on information collected in the larger study) in the day care center in general. For example, Linda was typically a play group leader (and the most "popular" child at the center, based on child and teacher reports and a sociometric study) and it was not uncommon for play groups to form waiting for her to come and play, as when Karen says "Linda is gonna play with us" and "you can still play, you have a bed." Linda enters the group in this text as a "princess" (a favorite identity of hers) complete with "crown" and "dress" and using a generally accepted dominant role (e.g., princess dominates mother) for entry. Juan was a new child at the center and because of this (and the fact that he spoke very little English) he did not understand or observe play group etiquette (e.g., he would break into groups, or knock things over, etc.). He was not, therefore, a desirable "player" from this group's perspective and he would have been completely ousted from the group were it not for Sandy's intervention as noted above. Instead he is given a completely useless identity, "a goldfish," in terms of the present and later play themes that are developed by the group. Apparently sensing the insignificant nature of this identity metaphor Juan accepts this definition by moving over and standing very still in the corner of the play area. Linda then begins to organize activities for the others as she makes and changes identity metaphors for herself and the others. First she defines Karen as "mother" (of course this would still insure that she was in charge, since she was the one defining identities) and then she changes her mind and says "No! We're all sisters--but the oldest does all the work" (and she is, at that time, the only one sweeping). This seems

6The role the child assumes in the play situation is generally based on person (real or unreal) or animal characters. It should be noted here that the children at the day care center generally assumed person or animal, as opposed to machinery, identities. This is in contrast to Fernandez's (1974) observation discussed above.
Children's Use of Metaphor Continued

to be a reference to herself as play leader with its accompanying responsibilities
there, appropriately enough, metaphorized as
work.

It should be clear that the identity metaphors used in this text are not randomly
chosen or assigned, but instead are used to signify something about the children's rela-
tionships to each other. In this sense even though the metaphors themselves are traditional
and even stereotypic (mommy, princess, sisters), they are innovative in their use as they
depict not an individual's identity per se, but a relationship. This form of play can
therefore be seen to provide children with practice in learning rules for metaphor fit
because some metaphors work (or fit) by designating the relationships accurately and some
do not. This is another problem discussed in the literature on metaphor i.e., how are rules
for metaphor fit learned? (see Sapir and Crocker 1977) about which studies of children's
play can provide useful information and insights.

Conclusion

To summarize, this paper has been a dual metaphorical exercise. In it I have attempted
to suggest that we learn something new (or unemphasized in game/sport models) about play
by looking at metaphor and we learn something new about metaphor by looking at children's
imaginative play. The view offered and illustrated here suggests that both play and
metaphor can both be seen as communication events characterized by paradoxical messages
or images and a tex-context/or focus-frame dialectical interaction; both phenomena are
crucial to the process of identity formation and communication as well as cognitive
development. In regard to play, I have argued that many of the above features have been
ignored or suppressed by game/sport models that select and emphasize the orderly, rule-
governed, competitive and identity-absorbing qualities of this behavior. In regard to
metaphor, I think that the best argument for linking play and metaphor is stated in
Crocker (1977), but it is (perhaps appropriately) an ironic statement in relation to the
major point of this paper. Crocker suggests that metaphor can be seen as a kind of verbal
game (the irony, of course, is that he likens it to a game --- once again demonstrat-
ing the influence of this model even in the world of metaphor where it is perhaps
least appropriate), but he hastens to add

...that it is a creative, and not simple, game.
The metaphorical process is not a simple
game of substitution, but rather a crea-
tive game where the pregnant interplay of
two disparate terms provide insight that,
although it might at times be trivial,...
can also be... profound and revealing
of important and deep cultural under-
standings (p. 32).

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Children's Use of Metaphor Continued


PLAY AND DEGREE OF SOCIALIZATION AMONG CHILDREN DIFFERING IN SEX AND CULTURAL BACKGROUND

David A. Sleet
California State University, San Diego

Hypotheses

This study postulated that 1) there would be a developmental sequence in the play patterns of 4th grade children which demonstrates progressive socialization in play with increasing age, 2) there would be uniformities of socialization patterns in play among groups differing in cultural background and 3) sex differences would emerge in the level of socialization in play.

Procedure

Twenty-seven boys and 27 girls from 4th grade classes in inner-city, suburban, and rural schools in Toledo, Ohio (N = 162) completed Seagoe's (1970) Play Report as a measure of socialization in play. Responses (play choices) were weighed according to the degree of social complexity represented.

Results

Postulate 1 The coefficients of correlation between age (in months) and Q (Play Socialization Score) were low and positive. Play socialization was significantly related to age only among the total sample of girls (r = .459) and among the sample of inner-city girls (r = .760), (p < .05). This fact weakens support for the concept of chronological age as the determining factor in play.

1This study was part of the Toledo Growth Study, a 3-year longitudinal study of the growth characteristics of children, directed by Dr. Jan Broekhoff, The University of Toledo, Ohio.

PLAY AND DEGREE OF SOCIALIZATION Continued

Postulate 2 The analysis of variance yielded significant main effects for cultural background and for sex (p < .01). The Scheffé comparison showed overall differences in play socialization between rural and suburban children (suburban higher) and between rural and inner-city children (inner-city higher) (p < .05). The assumption of uniformity in social complexity of play choices between children of differing cultural background, therefore, was rejected.

Postulate 3 Comparison of mean socialization scores for boys and girls showed that boys present a higher degree of play socialization across all cultural groups (p < .01).

Conclusions

Cultural rather than maturational factors appear to better explain the development of play patterns among children. Boys exhibited more socially complex forms of play than did girls. Girls consistently chose play that was less socially demanding. Children from rural schools engaged in play requiring significantly less social interaction than did inner-city or suburban children. The play of inner-city children reflected the most complex form of social interaction. These sex and socio-economic differences in play socialization may well reflect patterns of relative school and home experiences including the greater emphasis on and structuring of group and team games for boys and within inner-city schools.

RESEARCH BRIEFS

(1) FROM FINLAND: TIMO HAAJANEN

Two Projects of the Research Institute of Physical Culture and Health, Jyväskylä, Finland

Among the current research projects of the Institute we can find one with concern in pre-school physical education and one in comprehensive school physical education (PE).

(1) The main aim of the project on PE in pre-school age, started in 1973, has been to support the educational activities of the primary socialization institutions in Finland. One of the problems has been to define what kinds of motor activity and physically active play should be supported and developed on different age and developmental levels so that due attention is given to the conditions of children's overall development. Methodologically the project has had features of an action research type of study. An essential part of the research process has been a close collaboration with personnel active in the area of early education, particularly kindergarten teachers and persons responsible for their training in the field of PE.

Work has been done on the developmental analysis of the forms and development of physically active play. Empirical information concerning children's spontaneous physical activity and movement games mainly in outdoor setting has been collected through interviews and observations. Gathered information has been applied in a pedagogical guide for early education, which shows the near-future aims of practical applications.

Research is conducted by Mrs. Helena Siren-Tiusanen, Lic. Ph.

Selected Bibliography


(2) The research project on comprehensive school PE contains an interview study of the sparetime interests and physical activities of 7-9-year-old pupils. The interview data were used to complement the mail question-
naire data in that information is obtained on the contents, structure and differences of the physical activity of beginning pupils and play-aged pupils in general and the relationship between this kind of activity to other forms of activities.

Also studies is how far formal physical education in school has been structured in pupils' experiences and verbal expressions. A third purpose is to study differences in children's physical activity in relation to variables describing their living and social environment and some personal variables.

Mastery of motor skills features prominently in pupils' answers. Differentiation of sexes can also be clearly seen in some analyses. Girls favour indoor games more than boys do and attend more actively various non-sport hobby clubs. Parents have fewer expectations for the restriction of sparetime territory as far as boys are concerned. Boys' games are more sport-oriented than girls' and less commonly associated with imaginative and role games or constructing games.

The living environment also regulates activities considering the comparisons between the countryside and towns.

There are differences also in sport-related equipment between sexes.

The interview of sparetime physical activities is mainly in the sub-field of motive study of the larger project but is also connected with the subfields of interest and, also, skills.

Research is conducted by Mr. Martti Silvenenoinen, Lic PE.

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REQUESTS

As a frequent contributor to the academic literature concerning the study of "Play," your attention to this project would be extremely helpful. We are currently engaged in compiling the most recent and comprehensive research index on childhood "Play.

This index is concerned with the disciplines: Psychology, Sociology, Anthropology, Child Development, Philosophy and Religion, Recreation and Physical Education, Psychiatry and Medicine, and Education and Learning. Also included are play-related fields such as Games, Leisure, and Play Therapy.

Our goal is to assemble a research index which will aid students and professionals like yourself in researching the phenomenon and meaning of "Play." Because of your expertise we feel that your input and contribution to this effort is vital. We would greatly appreciate a list of your publications or articles applicable to this index, and/or copies of any recent articles. We are especially interested in the most recent (published or unpublished), but will include material dated 1971 through 1979. Please respond at your earliest convenience to:

Todd W. Volker
c/o Dr. David Sleeth, Dept. of Physical Education
San Diego State University
San Diego, CA 92182

NOTICES

We take the first seven notices below from H IPSA.

(1)

INTERNATIONAL ASSOCIATION FOR THE HISTORY OF PHYSICAL EDUCATION & SPORT

The HISPA Council met in Uppsala on June 9, 1979. Manfred Lämmer (President), David McNair (Vice President), Roland Renson (General Secretary), and members Louis
Symposium Format
The program will start Friday morning, February 8th, and end Sunday noon, February 10th. Presentations will be made by keynote speakers followed by reactors. Free paper presentation sessions will follow. Papers may be on any subject so long as they address themselves to the Symposium focus. The language used is English only.

Travel Information
The new Skidmore campus is immediately north of downtown Saratoga Springs in upstate New York approximately 30 miles north of Albany. There is easy access to the Albany airport which is located only 25 miles south of Saratoga Springs. Those driving to the Symposium will find direct connections between Rt. 87 and the Massachusetts Turnpike and New York State Thruway.

Housing
Housing in downtown Saratoga Springs is to be co-ordinated through the Holiday Inn of Saratoga. Early reservations are desirable due to the proximity of the Winter Olympic Games which are being held in Lake Placid, New York, February 12-24, 1980. Special rates have been arranged through the Holiday Inn for all those taking part in the Symposium. For reservation and information, please contact Ms. Lisa Emmett, Holiday Inn of Saratoga, Saratoga Springs, New York 12866.

Olympic Symposium at Skidmore, N.Y.
The Skidmore College, Saratoga Springs, N.Y., Department of Physical Education and Dance will organize an Olympic Symposium just prior to the Olympic Winter Games.

Keynote Speakers and Proposed Presentation
John W. Loy, Jr., Ph.D. - Olympic Games Competitions: Socio-Cultural Correlates of National Success
John A. Lucas, Ed.d. - A Decalogue of Olympic Reform
Rainer Martens, Ph.D. - Contributions of Sport Psychology to Olympism
Eleanor Metheny, PhD. - Holistic Philosophies and Selected Aspects of the Current Olympic Games
Robert G. Osterhoudt, Ph.D. - Olympism as the Concept of Purpose and the Human in Sport
Sir Roger Bannister, M.D., P.B.E. - Myth and Reality: The Reification of the Olympic Games

HISPA International Seminar on Sport and Politics: West Berlin 1980
The HISPA working group "Sport and Politics" is organizing its first working group seminar in West Berlin from June 26 to July 1, 1980. The seminar is open to all interested sport historians, sociologists and political scientists, but due to the seminar character and emphasis on topical papers and discussions, the amount of participants will be limited.
NOTICES Continued

The scientific committee is composed of the working group steering committee, i.e. Drs. Louis Burgener (Berne), Arnd Krüger (Berlin), James Riordan (Bradford).

There will be six half-day working sessions with the following topics:
- Development of labour sports,
- Sport and nationalism,
- Sport and emancipation,
- Sport and racism,
- Politics and the Olympic Games,
- Free papers within the general theme of Sport and Politics.

The languages will be English, French, and German.

Registration will be handled on a first-come, first-serve basis. The scientific committee will make a selection of the papers read on the basis of a 200-300 word summary to be posted with the title of the paper. Deadline for registration is February 1, 1980, participation fees should be received by April 15, 1980:
- Seminar fees are 350 DM for HISPAM-members,
- 400 DM for non-members, 350 DM for accompanying guests.

The fees include full room and board (in double rooms, for additional DM 60.00 in single rooms), all seminar papers, the printed proceedings, a guided city tour, a banquet etc. For further information and registration write to Sport and Politik Seminar, Prof. Dr. Arnd Krüger, Klististraße 14 a, D-1000 Berlin 37, Fed. Rep. of Germany.

INTERNATIONAL CONGRESS ON WOMEN AND SPORT
ROME, ITALY, July 4-8, 1980
Hotel Cavalieri Hilton


The Congress Main Topics include:
- Sports Science and Biochemistry of Exercise
- Sports Physiology
- Biomechanics
- Kinesiology
- Sports Medicine
- Sports Psychology
- Sport Sociology

Methodology of Female Athletic Training
Philosophy, Art and Journalism
History of Female Sport

Chairpersons and guest speakers include:
- A. Berg - Denmark
- I. Bausenwein - Denmark
- J. M. Cagigal - Spain
- L. Carter - USA
- A. Cheska - USA
- L. Diem - W. Germany
- B. Drinkwater - USA
- O. Eiben - Hungary
- E. Friedmann - Israel
- E. Geron - Israel
- D. Harris - USA
- R. Howell - Canada
- J. Karlsson - Sweden
- G. Uschen - USA
- P. Komi - South Africa
- D. W. Masterson - Great Britain
- D. Miller - USA
- Z. Mironova - USSR
- R. C. Nelson - USA
- L. Prokop - Austria
- W. D. Ross - Canada
- U. Simri - Israel
- H. Tolleth - Austria
- M. Vanek - Czechoslovakia
- J. Wilmore - USA
- T. Wolanski - Poland
- L. Zichella -
- And Others

Presentation of Papers:
- Titles must be registered by December 31, 1979, and abstracts received by February 28, 1980. Final versions of all papers must be submitted by June 15, 1980.

Registration Fees:
- Active members U.S. $180 (Accompanying members U.S. $100)
- Hotel deposit per person U.S. 50

For further information:
- Scientific Secretariat
- Piazza Mignanelli, 4 - 00187
- Rome, Italy
- Phone: (06) 6764
- Telex 610095 Amexco

THE WORLD SCIENTIFIC CONGRESS
"SPORT IN MODERN SOCIETY" in Tblisi, Georgian SSR, USSR
July 10th - 16th, 1980

The 30th meeting of the Executive Committee of the International Council of Sport and Physical Education (ISCPE), held on May 4-6,
NOTICES Continued

1978 in Weimar (GDR) adopted a decision to hold the World Scientific Congress "Sport in Modern Society" in the USSR, in 1980. For organizing and holding this congress, the Executive Committee of ISCPE endorsed an International Organizing Committee chaired by Sir Roger BANNISTER (Great Britain) - President of ICSPE.

The meeting of the Executive Committee endorsed four basic directions of the work of the Congress with 3-4 main reports at plenary meetings and group sessions.

- The first direction - PHILOSOPHY, HISTORY, SOCIOLOGY
- Group Sessions:
  - "Sport and Peace Preservation",
  - "Sport and the Way of Life",
  - "Sport and the System of Values of Modern Culture",
  - "Sport and the Scientific-Technical Revolution",
  - "Sport and Spare Time",
  - "Sport and Mass Communications",
  - "The History of Sport and Our Time".

- The second direction - "PEDAGOGICS, PSYCHOLOGY"
- Group Sessions:
  - "Sport and Moral, intellectual and Aesthetic education",
  - "Sport and Personality",
  - "Problems of Youth Sport",
  - "Pedagogical Aspects of Highest Achievements Sport",
  - "Method of Research in the Field of Physical Education and Sport",
  - "Psychological Aspects of Highest Achievements Sport",
  - "Probleme of Sport for Women".

- Third direction - "BIOLOGY, BIO-MECHANICS, BIO-CHEMISTRY, MEDICINE, PHYSIOLOGY"

- Fourth direction - "TECHNICAL-ECONOMIC PROBLEMS OF PHYSICAL CULTURE AND SPORT"
- Group Sessions among others:
  - "Economics of Physical Culture and Sport",
  - "Sport Structures",
  - "Sport and Modern Information Systems",
  - "The Role of International Sport Information in the Development of the Science of Sport".

On May 31, 1978, the Committee for Physical Culture and Sport under the Council of Ministers of the USSR adopted a decision to hold the World Scientific Congress "Sport in Modern Society" from July 10 to July 16, 1980 in the city of Tbilisi - the capital of the Georgian SSR.

The Congress will be attended by up to 1,500 participants including 800 participants from other countries. During the World Scientific Congress a statutory ICSPE General Assembly will be held and exhibitions will be organized on sport subjects. A festival of sport films and a cultural entertainment programme are envisaged.

Those who want to take part in the work of the Congress must send theses of their reports before October 1, 1979, to the address: Moscow 121069, Skaterny pereulok 4, Organizing Committee of the World Scientific Congress "Sport in Modern Society".

Theses must be typewritten in Russian or in English in three copies on one side of the sheet, 30 lines per page, 60 strokes in a line, with a double space. Theses must contain the title of the report, working hypothesis, methods, results of research and conclusion. Also indicated are the scientific rank or scientific degree, the name and initials of the author, the country, and postal address.

Condition for the Reception of Foreign Participants in the Congress:

Foreign participants arrange their trip through any tourist firm in their country cooperating with the Intourist.

Hotel Accommodation:
- "A" category - 41 roubles per day for one person in a hotel room with a bathroom
- "B" category - 33 roubles per day for one person in a hotel room for two men with a bathroom.

The indicated prices include, apart from accommodation:
- meeting and send-off on a bus or car, including the carriage of two hand luggages
- two meals (breakfast and dinner)
- trips from the hotel to the place of session and back
- three Intourist excursions by bus with a guide

Tourist vouchers and tickets for the Olympic Games can be obtained from official national agents of "Olimpiad-80".

Deposits of 30 US-dollars will be paid by Congress participants.

Application for participants in the World Scientific Congress "Sport in Modern Society"

1. Surname, name and patronimic (in full),
2. Institution, scientific degree or rank,
3. Address,
4. Country,
NOTICES Continued

5. Full title of the report, direction, group,
6. The language in which the report will be delivered

Form of Theses:
Title of the report,
Working hypothesis,
Methods,
Results of research,
Conclusion.

(8)

Conference on the Language of Play
The names and topics of the speakers follows:

IL LINGUAGGIO DEL GIOCO
Montecatini Terme, 25 - 27 ottobre 1979

Comunicazioni:
R. D. ABRAHAMS: Play and game languages
C. BASSETTA: Tempo e controtempo nel gioco e nello sport
J. BAUDRILLARD: La passion de la règle
P. BOUSSAC: Le jeu avec le feu
A. BUTTITTA: II "tocco" siciliano: una metafora del potere
L. J. CALVET: Le jeu, l'enjeu, la loi
D. CARPITELLA: Il gioco delle Nodas nelle Launeddas
G. DOSSENA: Giochi inter-linguistici
Ph. DUBOIS: Des jeux linguistiques: fragments pour une rhetorique du signifiant
J. P. ETIENRE: Discours ludique et discours politique
P. FABBRI: I giochi della guerra
A. FINZI: Dal gioco alla relazione fra "lingua" e "parole"
F. FLAHAULT: Un jeu de societe
R. GIOVAGNOLI/E. PANIZON: II gioco ideale
R. HAMAYON: Jeu et compétition
Ch. JACOB: Les jeux de société dans le Banquet de Platon
R. JAUIN: Jeux et jouets
Z. KÖVECSES: Towards a Typology of Sports
V. LANTERNARI: Dal trickster al terrorismo nucleare: dal gioco-creazione-del-mondo al gioco-distruzione-del-mondo
Ch. LOMBARD: Le jouet, langage de l'enfant
J. J. MCAOLON: Frames on the Games: Olympic Performances as semantic Fields
J. McCLELLAND: Grammaire et géométrie de la gymnastique acrobatique
M. POP: Les jeux dans les rituels funéraires
M. RAK: Il sistema dei giochi nel "cunto de li cunti"
P. RICCI: La filastrocca: gioco e desiderio
J. ROUBAUD: Titolo non pervenuto

S. STEWARD: The Structure of Nonsense
P. VIOLI: Titolo non pervenuto

(9)

The second annual meeting of the American Association for the Study of Mental Imagery will be held for three days, June 20-22, 1980, in Minneapolis, Minnesota, at the Leamington Hotel. Under the broad theme of "Imagery in the '80's", the meeting is devoted to the study of mental imagery in all its forms and by all applicable methods. The Association is interested in mental imagery across the lifespan from childhood to old age, whether studied within the framework of basic science or in applied settings, as an object of interest or as a tool for therapy, personal growth, rehabilitation, education, aesthetic experience, or other uses. The meeting format is designed to include addresses, symposia, papers, conversation contact sessions, training workshops, experiential workshops, and panel discussions. The deadline for program submissions is February 15, 1980. The Association is a participatory membership organization including academicians, professional workers, students, and devotees from multidisciplinary backgrounds. For information, contact Eric Klinger, Department of Psychology, N438 Elliott Hall, University of Minnesota, 75 East River Road, Minneapolis, Minnesota 55455.

(10)

Conference
PLAY ENVIRONMENTS - DESIGN, CONSTRUCTION, AND RESEARCH
April 25-26, 1980
The Ohio State University
Conference For Those Interested In Designing and Constructing Play Environments

For Further Information Contact:
Office of Continuing Education
Fawcett Center for Tomorrow
2400 Olentangy River Road
Columbus, Ohio 43210
(614) 422-8571

The Ohio State University is sponsoring a conference titled, PLAY ENVIRONMENTS - DESIGN, CONSTRUCTION, AND RESEARCH, to be held in Columbus, Ohio at the Fawcett Center for Tomorrow, April 25-26, 1980. The conference is intended to physical educators, recreators, landscape architects, early and middle childhood specialists, special education specialists, and pre-school educators...
NOTICES Continued


At the present time we are seeking funding to partially defray the cost of the conference from the Jennings Foundation and endorsements from The American Society of Landscape Architects, The National Recreation and Park Association, The American Alliance for Health, Physical Education, Recreation and Dance, and The National Association for the Education of Young Children.

Rationale for the Conference

Children spend enormous time and energy at play. Therefore, the creation of dynamic and attractive environments in which both handicapped and normal children can realize their potential for growth is a very real concern of all who work with children. Playgrounds are needed which sensitively acknowledge and nurture desirable physical, motor, social, emotional, and cognitive development. They are needed in preschools, elementary schools, parks, centers servicing the handicapped, apartment and condominium developments, and in private homes. They are often the focus of special educators, landscape architects, early and middle childhood educators, physical educators, and recreationists.

The information, resources, and assistance that people seek, in order to provide such playgrounds, may be organized into three categories.

The first of these categories involves theory and research regarding child development and the use of play spaces by children. A considerable body of information is available which deals with playground safety, the relationship of playground physical properties to playground usage, and the periodicity of children's play on playgrounds. Numerous theories of play (e.g., arousal theory, psychoanalytic theory) provide a rich context in which to explore design conceptions. Factual information and theory regarding the physical, motor, cognitive, social, emotional, and cognitive development of children exists from which meaningful and sensitive implications regarding play space design can be drawn.

The second of these categories involves site planning and play space design. Design principles, aesthetic issues, site planning, and model construction, considered in light of the setting in which a proposed play space is to be constructed, potential users, and developmental considerations to be incorporated into the design, are central considerations. Professional services available to assist in the design process, the evaluation and selection of commercially available play equipment, site selection and development, are additional considerations.

The third category involves construction of playgrounds. Coordinating the construction process, obtaining financial support, acquiring the assistance of volunteers, selecting and obtaining the required tools, materials, and equipment, site preparation, and appropriate building practices, are fundamental to successful play space development.

The conference proposed in this document is designed to bring speakers, educators, landscape architects, recreationists, and parents together to interact on topics germaine to each of the three themes. All lectures, discussions, and other conference activities are being carefully planned to facilitate the participants understanding of the interrelatedness of the topics being discussed, as well as of the more molar issue of community development underlying the conference.

Contact Prof. Jacqueline Herkowitz.

FIFTH WORLD SPORT PSYCHOLOGY CONGRESS
August 26-31, 1980
Co-Chairpersons:
Terry Orlick
Université d'Ottawa
613-231-5946
John Partington
Carleton University
613-231-4425
P.O. Box 8-1981, Station Terminal, Ottawa, Canada K1G 4A8

PERSONAL "MEANING" IN SPORT THROUGHOUT LIFE

Sessions on this theme are designed to explore the personal significance of sport and to identify ways in which more people might experience sport as a way of lifting the quality of their everyday lives.

COOPERATION IN LIFE THROUGH SPORT

Sessions on this theme will draw upon "primitive" and contemporary perspectives in games and sport to design ways in which more people may become happier through cooperation and healthier in competition.

NEW PATHS OF SPORT LEARNING AND EXCELLENCE

New perspectives in motor skill learning from novice to champion and throughout the
NOTICES Continued

Life span will be considered in an attempt to develop plans and strategies to improve individual competence and ensure balanced excellence.

SELF DIRECTION IN SPORT AND LIFE

Sessions are designed to provide guidelines to help more sport participants and coaches draw upon their own resources to cope with and grow through major stresses in their lives including competitive anxiety and retirement from high level competition.

SPORT IN CONTEXT

The goal of these sessions is to design procedures for ensuring more direct input from sport psychologists and participants to the policies and orientations concerning sport, generated by our major institutions -- government, economic, media, and education.

PSYCHOLOGY OF COACHING AND PLANNING

Sessions on this theme are designed to draw upon sound psychological principles to provide coaches with guidelines on assessment, selection, planning, goal setting, commitment, long term and short term motivation, "peaking", and psychological preparation of athletes.

SPORT PSYCHOLOGY IN 2001

Sessions on this theme are designed to explore what sport psychology is, to discuss implications of emerging new breakthroughs in psychic phenomena, genetic engineering, and bionic technology, and to generate a code of ethics.

LE SPORT AU FIL DE LA VIE: SIGNIFICATIONS PERSONNELLES

Les présentations sur ce thème visent à explorer les significations personnelles du sport et à identifier des moyens à l'aide desquels plus de gens pourraient, grâce au sport, rehausser la qualité de leur vie quotidienne.