ANNUAL CONFERENCE INFORMATION
JOIN US IN FORT WORTH, TEXAS, APRIL 1-4, FOR AN OUTSTANDING CONFERENCE - DETAILS ON PAGES 2-3

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EDITORIAL

The tardiness in dispatch of this year's newsletter leads me to a belated but much deserved thank you to Alyce Cheska who has for the past four years smoothed the flight of the Newsletter from my desk to the printers. As my editorial work varies between the casual and the playful, her assistance has been quite essential.

In this issue we make a small scale foray into the world of the playground, partly because playgrounds are being built all around us often with no great understanding of their reasons for being, and partly because of a resurgence of scholarly interest in the early history of the playground movement. In my article I take a fairly negative approach to them; fortunately this is counteracted by Jan Rosenberg's more optimistic orientation.

Readers interested in aspiring to the role of FELLOW FO TAASP, should submit their vita, etc. to President John Loy. Results will be announced at the annual meeting.

This year, also, the meeting will feature a special award for play-research to Dorothy Howard.

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ELECTION RESULTS
President Elect: Alyce T. Cheska
Members at Large: Judith Hanna, David Lancy and Frank Manning.

* * * *
GENERAL CONFERENCE INFORMATION

THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY (TAASAP)  
Seventh Annual Conference  
Hyatt Regency Hotel  
Fort Worth, Texas  
April 1-4, 1980

Location: Meetings will be held in the Hyatt Regency Hotel, Fort Worth, Texas 76129.

Registration Fees for Conference:  
See pre-registration form on page 27; please fill out and return now.  
Professional - $10.00  
Student - $5.00  
Daily visitor per day - $5.00

Travel: Fort Worth is served by all major air lines, bus lines, and Amtrak trains.  
Flying? Make reservations now to save on fares. By booking early you may be able to save enough to pay for an extra night's lodging. Why? See program highlights!  
Sample fares listed below may be better if you take advantage of advertised specials.  
(For example, Texas International has a "peanuts flight" to New Orleans for $108 and a "J-fare" for $38 round-trip).  
Check with your local agents. Flights below are subject to change. Round-trip to Dallas/Ft. Worth:

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Super-saver flights are restricted to 7 days or more.

Housing: Special room rate obtained at the Hyatt Regency Hotel, Fort Worth, Texas 76100, for $35 single; $45 double. Write hotel directly. Be sure you request special conference rate as TAASAP member.

Meals: All meals are on your own in area restaurants.

Fort Worth Weather: April temperatures average is 65°F with over 4" rain per month. Days in the 70°Fs, evening low in the 50°Fs F. Bring a sweater and swim suit.

CONFERENCE PROGRAM HIGHLIGHTS

Key-Note Speaker - Victor Turner, University of Virginia, renowned anthropologist and writer. Among his several books are: The Ritual Process; Drama, Fields and Metaphors Image and Pilgrimage in Christian Culture (co-authored with his wife, Edith). Turner's work on ritual, communitas, liminality, religion, and theoretical aspects of play is well known. From his broad scholarly productivity in expressive culture, he brings his own particular perspective to play.

Special TAASAP Award - to Dorothy Howard for her pioneering work in children's folklore.

The Great Debate, "Collegiate Athletics Has Little to do With Play". Pro will be presented by John Loy, U. of Illinois; Roger Reese, Texas Christian U., while the Con will be presented by Brian Sutton-Smith, U. of Pennsylvania; Aidan Dunleavy, Texas Christian U.

Wine and Cheese Party: Wednesday, April 1, evening at Hyatt Regency Hotel - a great time for chatting with old and new friends.

Fandango is planned for Thurs. or Fri. night. This should be a memorable time.

Federal Archives Tour, Fort Worth: Tour will include BTA documents and a session on the use of such facilities will be available.

Saturday Night Bar-b-que and Rodeo in Fort Worth's historic North Side was a stopping place on the old Chisholm Trail cattle drives. A hundred years ago this area was center of saloons, gambling and all manner of "scandalous impropriety." It hasn't changed (much). The late afternoon will provide an opportunity to visit a boot factory, buy a Stetson, a saddle, or a bull at auction! After dinner, there is a rodeo at the Coliseum and (unguided) tours of local saloons (strictly for research purposes, of course). Ahem. Some of the finest in country and western music is played here - and who knows, you might even learn to Cotton-Eyed Joe Dance! Plan to stay over Saturday night for real Western Experience.

Symposia and Volunteered Papers to date have been received from scholars of many disciplines. A tentative sampling given below shows exciting papers ahead:
CONFERENCE PROGRAM HIGHLIGHTS (con't.)

Symposia:


"Anthropology and Sport: The Issues". Kendall Blanchard, Middle Tennessee State U., Organizer and Chair.

"Games of Meso-America". Kathleen Cordes, Whittier College, California, Organizer, and Chair.

Volunteered Papers:


"Play in the Mining Camps of the California Gold Rush". George Eisen, California State Polytechnic U., Pomona.

"The Determinants of Play Partnerships Among Adults". Richard Alford, Earlham College, Richmond, Indiana.

"Playing with Tradition". Claire Farrer, U. of Illinois, Urbana-Champaign.

"Puer Ludens: La Guerre Des Boutons, or War as Fun and Games". Pierre L. Horn, Wright State U., Dayton, Ohio.

"Sequential Analysis of Play and Non-Play Behaviors in 3-6 Year Old Children". M. L. Genta; A. Tartabini, & P. A. Bertachini, U. Della Calabria, Italy. Presenter: M. L. Genta.

"Play, Learning and the Signal to Noise Ratio". David Lancy, Arizona State U., Tempe.

"The Influence of Selected Personality Traits of Leisure Models of Elderly and Geriatric Persons". Grzegorz Lempka, Akademia Whchowania Fizycznego W. Poznaniu, Poznan, Poland.


"From Ritual to History: Royalists & Puritans at Play". Anna Nardo, Louisiana State U., Baton Rouge.


CONFERENCE PROGRAM HIGHLIGHTS (con't.)

"Design Considerations for Adapting Existing Playgrounds for Use by Handicapped Children". Patric Pattson, Texas A&M U., College Station.


"Play Behaviors of the Hospitalized Child as Indices of Wellness". Rae Sedgwick and Susan Hilderbrand.


MISCELLANEOUS

Book Display by Publishers: Jointly developed by TAAASP and SAS (Southern Anthropological Society).

TAAASP is meeting jointly with SAS, so here is an excellent chance to exchange ideas with our Southern friends.

Copy of Combined TAAASP and SAS Abstracts - available at Conference Registration in Hyatt Regency Hotel, $1.00.

If you wish to be considered for program session chair, contact Alyce Taylor Cheska before December 15th.

For further information about:
Program: contact Alyce Taylor Cheska, TAAASP Program Chair, Freer 113, U. of Illinois, Urbana, IL 61801 (phone #217-344-3881 or 217-333-3984).

Local Arrangements: contact Andrew Miracle, TAAASP Local Arrangements Chair, Department of Sociology, Texas Christian University, Fort Worth, Texas 76129 (phone #817-921-7470.)
"Adults take children to the zoo perhaps in the hope of refining some of the innocence of that reproduced animal world which they remember from their own childhood. The animals seldom live up to the adults' memories, while to the children they appear, for the most part, unexpectedly dull and lethargic. (As frequent as the calls of animals in the zoo are the cries of children demanding: Where is he? Why doesn't he move? Is he dead?) And so one doesn't summarize the felt, but not necessarily expressed question of most visitors as: Why are these animals less than I believed?

Visitors visit the zoo to look at animals. They proceed from cage to cage not unlike visitors in an art gallery who stop in front of one painting and then move on. Yet in the zoo, the view is always wrong. Like an image out of focus, one is so accustomed to this that the apology habitually anticipates the disappointment. And the apology runs like this: What is it you expect? It's not a dead object you have come to look at, it's alive. It's leading its own life. Why should this coincide with it being properly visible? Yet the reason for this apology is inadequate. The trust is more startling.

However you look at these animals, even if the animal is up against the bars, less than a foot from you, looking outwards in the public directions, you are looking at something that has been rendered absolutely marginal: and all the concentration you can muster will never be enough to centralize it......

THE PLAYGROUND AS A ZOO

by Brian Sutton-Smith

John Berger's piece on the domestication of animals, and the use of zoos as museums of our triumph, raises the question of whether we may not be doing the same things to children. One can argue, for example, that of the many meanings that can be attributed to playful mankind we have selected only those that have suited our program of child domestication. One can, for example, point to items of play which seem to indicate that it can be a PASSIONATE undertaking. Think of the nighttime excitement of "Moonlight Starlight", of the sacral games discussed by Turner of the terminal contests of lacrosse that Michael Salter has written about. Or in a quite different way consider the "arousal jag" theses of Berlyne, Ellis, Hutt and others, with which excitement at least (if not passion) is a key consideration. Even Mihaly's notion of "flow" finds itself at that point between boredom and too much anxiety which is presumable meant to be exciting. In sum there are many kinds of data and kinds of theorizing that do seem to say that passion and play are kin to each other. Yet in our discussion of child development, do we ever stress the importance and developmental ordering of passion for children? Do we ever link play and passion in our musing on the nursery school? No way.

Another meaning of play that we are more likely to concede, though in a negative way, is that it is a kind of IDLING. Indeed, we say it is frivolous and children waste time. That is the very problem with it. It is trivial because of this. And although the negative valuation of the phenomenon can be contested, the phenomenon itself seems to exist. The domain of what we call "play" seems to contain within itself the leeway (as Erikson might say), either to play or not to play. One can choose just to watch, to ruminate (reverie as play), to become mildly engaged or to become passionately engaged. Play may be a liminal area, as Turner has argued, in relation to Culture as a whole. We would add to that, that it also contains within itself its own liminality. The pleasure in entering the recreational spheres of culture is often just this sense that one is idling, and one may choose or not choose, any further actions, playful or workful. This kind of thinking makes sense of Corinne Hutt's finding that in play there is greater variability of heart rate than there is in problem solving. In the latter, the heart rate is fairly constant. But playing is like looking out the window; a mixture of musings; having one's attention caught, and becoming most interested. Idling is the ground of reverie out of which moments of passion can arise. The play domain apparently contains within itself these contrasts, if not contradictions. Freud suggests that play is the transformations of experience passively received into experience actively rendered. But apparently there is also a sense in which it is also experience passively mused upon.
The playground as a zoo (con't)

Another meaning of play seems to be conflated with idling and that is the concept of the idyllic. It could be that this meaning should be separated out and given a factorial cell of its own, but in the meantime we will treat it here. Certainly historically, the treatment of play as trivial, the treatment of childhood as idyllic, (as in Barrie and Carroll), the treatment of the primitive as noble, and the treatment of women as idealized, all have something in common: The view that what is occurring in these arenas is not of great importance. It is not real work, real life, or even real play. The idealization of children and of play goes hand in hand with their trivialization in this century.

The next meaning of play that we do not manage very well is the view that it is often a kind of inversion of ordinary values. Sometimes the inversion is so substantial that it threatens to overthrow the normal order of culture or of personal identity, as for example, in Geertz's description of "deep play". At the University of Pennsylvania I find that the students own version of deep play, much to my surprise, continues to be, as in the 1940's, sexual intercourse without contraception.

It is the inversion of play that makes it paradoxical, or the paradoxical that requires it to be inverted in Bateson's sense. Play is the being that is not being. Or the not being that seems more real than ordinary being and so on. It is probably because play begins thus, as life's most elementary negative (saying "no" to the usual stimulus-response flow), that an associated connotation is secrecy. Perhaps this could be a play category by itself, another factor in this speculative factor analysis of all historical and anthropological information. In any case, we often hide from others the forms of play we most enjoy. Adults do it. Most of children's folklore is about such hiding away of essential and funful childish concerns with sexuality, ofificiality, violence and power.

The final meaning and the one that twentieth century society has grasped to itself, is PLAY AS PREPARATORY. We have been told by almost every theorist that play either adjusts the child to life, by adding him of surplus energy, relaxing him, catharizing him; or it prepares him for...
THE TRADITIONAL PLAYGROUND (con't)

there was an exorbitant faith placed in the playground hardware of swings, slides and roundabouts. The mind was approached first through the organization of the muscles as Dominic Covallo argues in his new book, Mind Muscles and Team Sports, (University of Pennsylvania Press).

These traditional playgrounds were enormously successful at the time. The street arrest-rate for playing fold games decreased markedly — which in turn led to a grand diminution of the crime rate (it was said). Team sports became such a way of life on public and school playgrounds, that they threatened to endanger education itself, at least so the public schools thought when they threw them back to the community during the 1930's.

Throughout all of this, the playgrounds, as well as the sports, were justified on the grounds that through them children were better socialized, were given better character training, than they could get outside of them. Historical examination of these playgrounds, however, also shows that they increasingly domesticated their charges. The violent and obscene games, the dangerous games which were a part of late 19th century play life were gradually excluded from these playgrounds as teachers increased their supervision and law suits exercised their influence. The school playgrounds of today are a haven compared with the streets of yesterday.

So, one can argue that playgrounds, first seen as an anti-thesis to the state of was in the streets, ultimately achieved much of their purpose in taming their animal members. Children who had ravaged the streets and been everywhere and underfoot were by playgrounds, (etc. etc.), rendered marginal in the ongoing life of the larger culture, just as were the animals in Berger's zoo.

THE MODERN PLAYGROUND

These days, unlike the turn of the century, all the evidence seems to show that traditional hardware playgrounds stand largely idle. Although communities upkeep is minimal, they have been neglected by children. Only in ghettos, where basketball courts are available are they extensively used, though by young men rather than by children. They are a zoo that has failed to keep in its animals. Where the school playgrounds reproduce the same characteristics, they thrive only in recess and lunch hour, because of the compulsory membership of the school goers. Otherwise they are also neglected.

Have "modern" playgrounds succeeded where the traditional ones have failed? First there are the ARCHITECTURAL or CONTEMPORARY playgrounds, the toys of architects and designers, a kind of antithesis to unaesthetic urban blight and pollution. Sweden has the most of these. They are pleasant places for young mothers to sit with their infants. They are a kind of painting in concrete, a collage of shapes and colors standing in isolation in the midst of urban indifference. They are a communication from architects and designers about the way the structured world might look, rather than designed for children, as such.

Then there are the JUNK, CREATIVE AND ADVENTURE PLAYGROUNDS, in which children get to built and construct with rubbish or building materials. These are an antithesis to the routine character of both cities and schools. With their club houses and their playground leaders, they seem to attract the most children, when they are available (which is minimally). They do, however, thrive in Denmark and Sweden, exist in Great Britain, and have made an occasional mark in California and some other parts. ENVIRONMENTAL playgrounds are of a similar sort involving the children in constructive activities quite often involving gardening, animals, etc.

On the horizon are COMPREHENSIVE playgrounds which are attempts to join together through pathways a network of playgrounds and play spaces across a larger community (Gary T. Moore). Perhaps the message here is that children are alienated from their own society. This kind of playground is meant to put the children back into society and be the antithesis to the zoo. Not that it does. Any playground is always liminal.

Unfortunately we are not really re-integrating children into society any more than we do it by placing them in front of the television set where they now spend their 35 hours per week. Playing with his television toys in front of the relevant television programs the child has been made doubly marginal to modern society. His toys
symbolize the unreal world of television which is itself a series of stereotyped factions alluding deviously to some other world that sustains it.

The comprehensive playground still is a network of small idyllic zoos. But at least it symbolizes the impulse to get the child back into the community.

Within each of these idyllic pockets the excellent apparatuses devised by Beckwith and others in pursuit of Michael Ellis's functional complexity, would make Stanley Hall, Joseph Lee, Henry Curtis and the others very happy. There is more and better opportunity for children to climb in, under, and over more kinds of materials than ever existed in earlier playgrounds. If children are indeed working atavistically through their simian impulses, modern playground designers have been most responsive, albeit anachronistic.

The possibility that the modern child with his non-manual working parents is perhaps not as much a simian as was once the case, does not generally have seemed to have dawned on the world of playground design. The i-eas that one might conceive of the modern child in more symbolic, indeed artistic and theatrical ways, has not yet permeated this world of playground construction. The actors, concerned with their own consensuality of fun, aided and assisted by a community of parents, is not yet with us.

As a result most of children's play still does not occur in school or public playgrounds. (Some have estimated that only 5% does.) Perhaps it cannot. As adults, even the adventure playgrounds are dedicated largely to the functional values of exercise or creativity, then the virtues of passion, inversion, and idling are still to be found in the streets, the backyards, neighbourhoods, and bedrooms of the consumers.

To say then that we have endeavoured to render children as marginal as we have rendered the animals, has to be an indictment of our play theory and our play practice. To say we have put them in a zoo for our own comfort is to say we have cut them from the larger array of human potentiality (passion, inversion, idling). Still it is also an exaggeration. Schools and playgrounds may be zoo-like but they are still not zoos. They do have internal and progressive programs of living which the lions and monkeys do not get.

THE MODERN PLAYGROUND (cont't)

The comparison is metaphoric rather than metaphorically. On the other hand it is certainly sobering and possibly correct to argue that wittingly, or otherwise we have made children's larger play possibilities more a victim to modern society than an opportunity for living. We have either ignored real kinds of play living or written feebly about restricted kinds. We have not really fostered children's play even those of us who have been most professionally concerned with it. Perhaps we have been more often zoo keepers than we have been play leaders.

BOOKS ABOUT PLAYGROUNDS

(1) Joe Benjamin. GROUND FOR PLAY. Beford Square Press (available through International Playground Association), London, England, 1974. A vigorous account of the development and prospects of the adventure playground movement in England. Contains a nostalgic piece about THE YARD, the first playground in the USA sponsored by McCall's magazine in Minneapolis, 1950. Disappeared without a trace after one bang-up year when the kids built a shanty town and ruined local real estate values - - or so it was opined.

(2) Foe L. Frost (U. of Texas) and Barry L. Klein (Georgia State). CHILDREN'S PLAY AND PLAYGROUNDS. Allyn and Bacon, Inc., 1979. This is the best general overview we have found of all the different kinds of playgrounds, their history, design and whatever research there is on the matter. Has chapters on play and its importance as well as the playground materials: traditional, creative, commercial, adventure, handicapped. Could be very useful in a course on play.

(3) CHILDREN NATURE AND THE URBAN ENVIRONMENT. Proceedings of a symposium, USDA Forest Service General Technical Report NE - 30, 1977. Papers from a conference and peppered with pieces of unusual and useful research here and there as well as the general idyllism for the country scene. In general an informative overview of a variety of urban and outdoor programs.

(4) Jay Beckwith and Jeremy Joan Hewes. BUILD YOUR OWN PLAYGROUND. A source book of play sculptures, designs and concepts. Beckwith is a pioneer in playground construction in California. He has tried almost everything and has a healthy commonsense, both an idealism for what he is doing and a disdain for the nonsense that sometimes
BOOKS ABOUT PLAYGROUNDS (con't)
results. (See his letter elsewhere in this issue.)


(6) M. Paul Freidberg. HANDICAPPED PLAYGROUNDS. Designs you can build yourself. A sketchbook of playground ideas by one of America's leading designers and landscape architects. Vintage; Random House, 1975. $5.95. Ditto. This one in drawings, the prior ones in photographs. All very handsome. Lots of good practical stuff.

(7) RECOMMENDATIONS FOR PLAY AREAS. Community Design Center, Milwaukee, with Center for Architecture and Urban Planning Research, University of Wisconsin -- Milwaukee. By Uriel Cohen, Anne B. Hill, Carol G. Lane, Tim McGinty and Gary T. Moore. 1979. Task III (al) of contract No. DACA73 - 78-C-0005. U.S. Department of Army. Has chapters on child's play (stereotyped), on play facilities, on planning, on site organizing principles, patterns for activity spaces, general design of play spaces, site details. A most useful introduction to this world.

I.P.A.

INTERNATIONAL PLAYGROUND ASSOCIATION
President Mrs. Polly Hill, 96 Frank St., Ottawa, Canada, K2P 0X2. Membership $20, links all over the world - much engendered by the earlier Copenhagen, Swedish and British explorations into playgrounds. Newsletter is in the hands of Robin Moore, 1809 Channing Way, Berkeley, CA 94703.

IPA PUBLICATIONS

(1) THE CHILD'S RIGHT TO PLAY by Arvid Bengtsson (English). Also available in French (LE DROIT EL L'ENFANT A JOUER). £2.50


(3) PLAY IN HUMAN SETTLEMENTS. (Report of the VIIth International Conference, Ottawa, Canada, 1978). Also available in French (LE JEU DANS LES ESTABLISSEMENTS HUMAINS). £2.50.

IPA PUBLICATIONS (con't)


(5) BIBLIOGRAPHY OF PLAY - Edition 1, 1972. £0.75.

Note - if one copy of each is ordered both for £1.50.

(7) HIGH RISE OR LOW RISE HOUSING? by Nic Nilsson. £0.50.
All above prices exclude postage. Please 10%.

OTHER PUBLICATIONS AVAILABLE THROUGH IPA

(1) MEMOIRS OF AN UNEDUCATED LADY - Lady Allen of Hurtwood. By Marjorie Allen and Mary Nicholson. £4.50 plus 30p.

(2) PLANNING FOR PLAY - by Lady Allen of Hurtwood (paperback). £2.25 plus 30p.

(3) PLAY IN HOSPITAL - by Susan Harvey and Ann Hales-Tooke. £3.00 plus 30p.

(4) PLAY LEADERSHIP by Bernard S. McGovern. £3.95 plus 30p.

(5) PLAYGROUPS - a practical approach by Hilde Jarecki. £3.25 plus 30p.

(6) THE PLAYLEADER'S HANDBOOK by Bernard S. McGovern. £5.25 plus 30p.

(7) ADVENTURE PLAYGROUNDS FOR HANDICAPPED CHILDREN. £1.00 plus 30p.

(8) OPEN SPACE FOR LEARNING PLACE by Robin S. Moore. £0.75, plus 30p.

(9) HUMANIZING THE ENVIRONMENT by Elaine Ostroff. £4.00 plus 30p.

(10) INNOVATIONS IN PLAY ENVIRONMENTS by Paul Wilkinson. £11.95 plus 60p.

(11) IN CELEBRATION OF PLAY by Paul Wilkinson. £11.95 plus 60p.

Orders for any of the above publications should be sent to the Hon. Treasurer. Cash with order if possible please.

Special Offer - GROUNDS FOR PLAY by Joe Benjamin at £1.00 plus 30p.
Dr. Marie Zakrzecka, a medical worker and consultant for the Massachusetts Emergency and Hygiene Association, was impressed with the facilities designed for children's play in Berlin. Bringing her impressions across the ocean she urged her association to construct sand-gardens in Boston. In 1886, piles of sand were placed in the backyards of churches. The attendance at these sand-gardens grew over the years. According to Paul Violas, "The number of gardens increased from one in 1885-86 to 21 in 1899, and the average daily attendance expanded from 15 to 4000 during these years." (Violas: 1978:71).

These playgrounds were designed for the cities' poor. It was not the children that the adults were worried about - it was the harm that the "poor little victims of society" would cause the people in the cities.

Those interested in a concise history of the playground as it was viewed in 1914 can turn to Paul Monroe's CYCLOPEDIA OF EDUCATION where C. A. Perry tells us that playgrounds are "Plots of ground set aside for the holding of games, sports, athletic exercises, and amusing activities", (Perry: 1914:728). The notion of play that Perry subscribed to was one where "play represents the overflow of superfluous energy, the baseline from which to measure ... the amount of energy required to maintain the (a) level of health (in) imposed tasks". (Dewey: 1915:725); a piece of thought from Herbert Spencer's PRINCIPLE OF PSYCHOLOGY.

Since children did not have to work, they had a lot of energy that was vented out in play. Yet such energy could be harmful. And there were some who felt that the excess had to be channeled in a "useful" direction.

There appear to be four major institutions that fostered the growth of the playgrounds: Charity groups, Park Systems, The Playground Association of America, and the school systems. The rationale that they all carried was the same: the child required solid instruction in morals. But each organization had a method of inculcation that was their own, which was a reaction to the methods of the other groups.

Charity groups saw the child as an archin in need of a structured environment away from the mainstream of society. The playground was a builder of character; a character that was, in a sense, defined by John Locke in 1693. Children who do not follow the straight and narrow, and who are idle, will be evil. And evilness will turn into crime. Play was to be done in private. The piles of sand, the vacant lots, and the squares (cf. Tsanoff: 1897:129) were tucked away in some corner of the church or the neighborhood. The children were watched over by a matron who was usually a teacher from one of the schools.

But such action cost money. In the 1890's, over $25,000 nationally was poured in the playgrounds by private groups, and money was running very low. Groups like the Culture Extension League of Philadelphia needed help.

The organization that helped these groups was Parks. The child had excess energy, yes, but why not give the child an option as to where he or she could play? The parks, in the past, tried to keep play down to a minimum. Now, instead of "Keep Off the Grass!" signs as barriers to activity, the children had supervisors and attendants who watched over them. Confined play was no longer a private affair.

In response to the needs of the Parks, groups, in their desire to keep the child moral and restricted in play, the Playground Association of America, founded in 1906, took as their task the implementation of organized, permanent, and healthy playgrounds. For Joseph Lee, one of the prime movers in the Playground Movement, "the child without a playground is like a child without a father". And the child needed a playground in order to use the energy that was given to him or her by Mother Nature. Play was mental and physical action combined, and Mother Nature's goal was to help the child integrate these actions in play (Lee: 1908:4).

As long as the child had a place where he or she could deal with surplus energy, then energies for goodness could be used in their proper places: the home, school, and church. The playground was a place for children, yet it was a place where children learned to be moral citizens; "a school for the citizen" was Lee's goal (1908).

And the playgrounds were run just like schools. Activities were held in the afternoons after the school day was over. For example:

1:00-1:30 Assembly
1:30-2:30 Organized games
2:30-3:00 Organized free play
3:00-4:00 Drills, folk dancing, apparatus work
4:00-4:45 Organized games
4:45-5:15 Basketball, Good Citizens Club
5:15-5:30 Dismissal

(Perry: 191:729).
As for the playground supervisor he or she should be a member of the YW or YMCA. A male for the older boys, a woman for the young ones. The Christian character was important. It signified a willingness to work, a goodness of heart, and other elements or morality, like temperance and frugality. With the hiring of teachers as supervisors, the Playground Movement was further ensconced into the domain and ideology of education. But the playgrounds on these rooftops and squares peacefully co-existed with schoolyard play as well as other kinds of community play projects.

But these playgrounds outside of the school did not occupy all of the child's time. The child was still a being who required instruction in morals. And since the school occupied much of the child's time, the idea of the schoolyard as a place for organized play came into the full light.

The child was public, but still not totally moral. The child would have to go into the workforce fairly soon, and the schools and their playgrounds were to "instill habits of cooperation, loyalty, self-control, and teamwork", into the children. (Wood in Violas: 1978:84). Team effort was important as the child would have to learn to be a part of the working team, other than the family. Self control was necessary in order to keep in line with the discipline of work. Loyalty and cooperation were also a part of this team spirit ideal that was fostered in the playgrounds and the gym halls.

We can see the ideas of the schools in action on the playgrounds almost everywhere. There is always a supervisor who attends to the needs of the children, but it is done at a distance (the supervisor is a foreman on the job). The teacher in the classroom prepares the child for his or her future life and the child can work out those lessons on the playground. The supervisor is one who reforms and protects the child, just as it was in the past. And the playground is still a holding tank for excess energy, with the hope that that energy will become more focused later on in the role of the working adult.

The ideas of these four institutions represent a variegated shape of childhood, play and playgrounds.

Charity
A. Child: Urchin in need or reformation and structure.
B. Playground: Tucked away from the mainstream.

C. Play: Excess energy.

Parks
A. Child: Urchin in need of structure and public freedom.
B. Playground: Public, but supervised.
C. Play: Trivial excess energy.

Playground Association
A. Child: Citizen of the future.
B. Playground: School of the citizen.
C. Play: Learning to focus excess energy.

Education
A. Child: Adult of the future.
B. Playground: Training ground.
C. Play: Learning and practicing life and work.

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STATE OF THE PLAYGROUND INDUSTRY
Jay Beckwith

Dear Colleagues:

It may be of some interest for those concerned with the theoretical and research aspects of play to know something about current events in the applications side of things.

Over the past five years the Consumer Products Safety Commission has been trying to develop standards for playground equipment. The initial work was done by the National Parks and Recreation Association. After two years they produced a set of suggested standards which, while they contained many useful suggestions, were in many areas vague, unenforceable, excessively costly, and not clearly effective in reducing injuries. Fortunately these suggestions were not adopted into law.

An even more fortunate occurrence was the appointment of Elaine Besson as the new Director of the Consumer Products Safety Commission's project. The development of the standards became a staff project and has resulted in a most satisfactory solution. Rather than official "standards" Elaine fought for "guidelines" which, while not having the compulsory force of standards can be much broader in their application and content without excessive regulation. Secondly, Elaine has brought the behavioral aspects of children's play into the very fabric of the document. In so doing, she has become a friend to all of us who were upset by the initial efforts which tried to regulate children's environments in the same mechanistic manner as cars' impact bumpers.

By the first of the year a booklet will be available which summarizes the guidelines. For information contact: The Office of the Secretary, Consumer Products Safety Commis-

Of course, the playground equipment manufacturers have been thrown into chaos by this whole process. At first they were afraid that they would be regulated into oblivion. Then they were simply afraid to develop any new products until they were certain what specifications they would have to meet. For this reason, the whole industry has been in the doldrums for years. As a result of this inaction, the market for playground equipment has seen a slow but steady decline. For twenty years the playground industry has been dominated by two companies, Miracle and Gametime. These companies were the only ones who offered a complete line of recreational products on a nationwide basis. Several smaller companies managed to do fairly well with specialized products and regional sales strength.

About ten years ago, wooden playground equipment was introduced and became very successful. Wooden equipment now accounts for an estimated 40% of the play equipment sold. Here again, up until recently, two companies have dominated the field. Big Toys produces a line of modular equipment based on logs and pipes. Timberform/Columbia uses large square timbers to create sculptural environments.

In the last few years this relatively stable situation has given way to general disarray. Gametime has been bought and sold several times. There are recurrent rumors that Miracle is having major problems. Dozens of new manufacturers of wooden equipment have popped up all over the country. Freight costs have gone through the roof so that anybody with a Sears table saw can get into the play equipment business. Many Buyers are willing to take a chance on an untried product rather than pay more for freight than the cost of the equipment itself.

While all this has been occurring on the production side of things, the consumer aspect has been changing as well. The gas crisis has put more demand on local recreation facilities than ever before. Health awareness is increasingly a factor in people's lifestyles and quality play environments for children is seen as a logical part of fitness. There is increased leisure time and it appears that the four-day work week is already a reality for many Americans. There is an increasing distrust of the effects of TV on children and in turn a greater need for alternative recreational experiences. Schools are increasingly interested in upgrading their play environments. And finally, as a result of the Consumer Product Safety Commission's investigation there is a move to begin replacing dangerous equipment with new safer designs. In short, there is a great need for innovative, quality, play environments than ever before. Ironically, this comes at precisely the point in history when the traditional producers are least prepared to move aggressively.
Such conditions suggest that over the next five years major new concepts, products and producers of recreational equipment will emerge. These new products will retain some aspects of traditional equipment, but will also be quite innovative. Today's playground equipment is manufactured with technologies which are over one hundred years old. Simply moving out of the iron age would be a vast improvement.

One of the aspects of future playgrounds and equipment will be the way we use these new products. An indication of these changes can already be seen in the Disneyland spinoffs around the nation: or the periodic fads of skateboard tracts or water slides. Recreation is increasingly becoming a commercial venture rather than a municipal service. Part of this change is in response to the problems of vandalism which prohibits elaborate public facilities. But another contributing factor is the increasing commercialization and consumer mentality of the country. It seems impossible for folks to have a good time these days without spending money.

Why should anthropologists care about the playground industry? Well, it does represent an interesting cultural phenomenon. The wave of the future might just as well include environments constructed on sound anthropological understandings. Or on a simpler level, if those who invested in fads like water slides would talk with an anthropologist they would likely discover why these enterprises are so time bound.

Doing some informal field investigation has led me to suspect that street games have all but vanished from America. Now, here's a question to ponder. If the children's culture as we have known it is indeed disappearing, why is this occurring and what will children be like without the socialization of spontaneous play and the traditional experiences of youth?

INTERNATIONAL NEWS

Asean Traditional Games and Sports Conference

In February the first step towards a joint, cooperative effort for the study, preservation, development, and promotion of Southeast Asian game and sport cultures was initiated. Game and sport specialists and cultural administrators from five ASEAN member countries: Indonesia, Malaysia, the Phillipines, Singapore, and Thailand attended in Bangkok, Thailand, a five-day conference entitled, "The First ASEAN Traditional Games and Sports Seminar", supported by the ASEAN Cultural Fund for Intra-ASEAN cultural programs. Fifteen delegates from the ASEAN member countries, an ASEAN Secretariat representative, and 89 Thai observers participated in the conference.

The conference was especially interesting in that through the papers presented, movies, video tapes, slides, picture posters, photographs, and live demonstrations, researchers and specialists, for the first time, had the opportunity to compare the game and sport culture that exist in each country, also the status of games and sports in the cultural programs and governmental policies of each country.

To the participants' amazement and delight, it became apparent that, in addition to other shared cultural traits, Southeast Asians also share many traditional game and sport traditions. Sepak takraw (kickball), top-spinning, kite-flying, fish-fighting, and many other traditional games are played in variant forms in Southeast Asia. Each country also has one or more forms of traditional martial arts, from Silat in the Muslim areas to Thai boxing and sword-and-pole fighting. Several countries are furthering traditional games and sports through national, cultural policies. For example, Indonesia has been promoting the pencak silat martial art as the national sport, Malaysia has selected top-spinning, kite-flying, sepak takraw, and Silat (both the aesthetic and the martial art forms) for nation-wide promotion and competition. The conference highlights of the live game and sport demonstrations were Indonesian's pencak silat, Malaysian's top-spinning, Singapore's board games, the Phillipines' tug-of-war and index-finger wrestling, and Thai's human chess game and skittle.

The upcoming activities of the group will include a joint collection of traditional games and sports from each country and ASEAN Traditional Games and Sports Festival.

Wanni Wibulswasdi Anderson
A Thai Delegate to the Conference
Research Associate
Dept. of Anthropology, Brown University

The Renaissance of Play in France?

A Tour De France of Play at Tours in France.

This summer from June 30 to July 12, 1980, a most interesting meeting was organ-
ized at the U. of Tours in France by the Centre of Higher Studies of Renaissance. This 23rd International Seminar of Humanist Studies focused on the topic of "Play in Renaissance". The seminar brought together a number of 46 invited lecturers and 39 participants, who all enjoyed a most refreshing immersion in the Renaissance world of play.

Two eminent scholars acted as academic play leaders: Jean Claude Margolin, the director of the Renaissance Study Centre of Tours and Philip Arles from the School of Higher Social Studies in Paris.

The living seminar experience inspired us to meditate on the transcendental properties of the study of play. Indeed, it was striking to hear from many 'old faithfuls' of the Tours-seminars, that they had never participated in a more enjoyable seminar, where a ludic and relaxed open atmosphere had banished the typical disciplinary-scholarly battles of sociologists versus historians, historians versus folklorists, etc.

The topic itself 'Play in Renaissance', seemed to have given 'naissance' to a multi-coloured, cross-disciplinary group game. In this cooperative game, the 'It'-role was played by 4 to 5 central persons per day, who presented their play-message to an active audience. All lectures were given in French, frequent word play - a characteristic of the French culture where 'Fun is Fun' - was another feature of the whole happening.

Play Talk

The Papers presented dealt with the following topics:
- Inaugural lecture 'Play in Renaissance' by P. Aries (Paris)
- 'Play in the poetical and political vision of Ronsard' by D. Menager (Paris).
- 'The games of Montaigne' by P. Rigolot (Princeton).
- 'Madame de Sevigne and Play' by R. Duchene (Aix-en-Provence).
- 'Children's games in alchemist manuscripts' by C. Gaignebet (Paris).
- 'Devination in the XVIth century' by J. Ceard (Paris).
- 'Dice games in the XVTh century after remission letters' by J. Mehl (Strasbourg).
- 'Forbidden games in the XVIth century' by M. Revlos (Paris).
- 'The origins of the refusal of games and pastimes in modern catholic doctrine; by R. Sauzet (Tours).
- 'The city authority and the church of Strasbourg versus play in the XVIth century' by B. Vogler (Strasbourg).
- 'The academy of play of Siena' by R. Bruscali (Florence).
- 'Play and the serious in Italian carnival' by P. Burke (Brighton).
- 'Festivals and games in Renaissance Rome' by M. Boiteux (Paris).
- 'Bruegel's children's games' by J. P. Vanden Branden (Brussels).
- 'Bull races in South-west Aquitain' by J. M. Bece (Limoges).
- 'Players and gamblers in XVIIth century Languedoc society' by Y. & N. Castan (Toulouse).
- 'Young men, games and violence in XVIth century Artois' by R. Muchembe (Lille).
- 'Games of the young men, age conflicts and inter-village rivalries in old France: the example of the Centre-West' by N. Pellegrin (Poitiers).
- 'The game of chess according to Vida' by H. Chomarat (Paris).
- 'Chess moralized' by M. M. Lazard (Paris).
- 'A XVIth century card game' by O. Ranum (Baltimore).
- 'Symbolic analysis of the playing cards of Renaissance Spain' by J. P. Etienvre (Madrid).
- 'Games and festivals in early Renaissance Florence' by R. Trexler (Binghamton).
- 'The holy puppets: play and education of pietry in XVth century Florence' by C. Klapish (Paris).
- 'Different approaches to a history of puppets in Renaissance' by M. Manson (Etchery).
- 'Play and Capitalism in Venice 1530-1560' by A. Olivieri (Padua).
- 'Cardan: mathematization of alea' by E. Coumet (Paris).
- 'The codes of play' by C. Bascetta (Rome).
- 'Pluvinel's academy and equestrian art' by A. Stegmann (Tours).
- 'Mascareades in life and in literature in the XVIth and XVII th century' by H. Dziechcinska (Warsaw).
- 'A playful tribute: the gothic quintain of the tenants, villeins and the young married men' by L. Clare (Caen).
- 'Games and physical exercises in XVIth and XVIIth century Switzerland' by L. Burgener (Bern).
- 'Play in the works of Nicholas de Cues' by M. de Candillac (Paris).
- 'Play in the humanist pedagogy: physical exercise or school exercise?' by F. Bierlaire (Liege).
- 'Play in the works of Juan Luis Vives' by R. Renson (Leuven).
- 'Medals andgame coins in Renaissance' by J. Jacquot (Paris).
- 'Literary invention and oral games: games of numbers, sounds and senses' by C. Dubois (Bordeaux).
- 'The culture of play: Innocenzo Ringhieri and petrarquism' by F. Lecercle (Lyon).
- 'The enigma-game in Renaissance Spain: from ludic aspect to subversion' by A. Redondo (Paris).
- 'Synthesis of the seminar' by J. C. Margolin (Tours).

Play Exhibited

In concentration with the seminar an exhibition on 'Games in the XVIth and XVIIth centuries' took place from July 1 till September 28, 1980 in the Museum of Fine Arts of Tours. The artifacts shown were classified under the following headings:
- Games and toys of childhood (35 items)
- Play and education (8 items)
- Festivals and team games (26 items)
- Games of chance (9 items)
- Language games (chapter in catalogue).

A well documented catalogue (20 F.F.) edited by C. Legrand, J. C. Margolin and N. Pinot de Villechon, guided the visitor through the collection.

The French Approach

With regard to the themes treated at the conference, the given overview of the titles should speak for itself. Our further comments are therefore limited to some of the concepts and approaches followed in the seminar. As the great majority of the lecturers stemmed from one or another of the Humanities - tribes (especially literature and history were well represented), the approaches followed were generally heavily oriented towards the contextual analysis. The heuristic work done was often very impressive and it must be said that all presentations were firmly based on solid historical source material. Moreover, the organizers and the speakers succeeded in reviving the Renaissance world of players, gamesters, hustlers and gamblers, thus creating a special atmosphere of a Renaissance seance-kind of experience. Sometimes though, it was felt that some of the speakers should have dug deeper into the socio-cultural meaning and the symbolic code of play. Therefore, in our own egocentric opinion, among the best contributions were those which dealt with the violent games of the rural youth, as presented in the lectures by R. Muchembled, Nicole Pellegrin, M. Kiener and L. Clare. Here some most profound explorations were undertaken in the twilight zone of 'play-association or ritual' (see also TAASP Newsletter, vol. VI, nr. 3, 1980). These sessions might be of considerable aid in realizing a breakthrough into the 'Enlightenment' period of the play-ritual dialectics.

In strong contrast with the contextual elaboration, the analysis of the play-text itself stayed often underdeveloped or was sometimes even completely overlooked, or just left off-side. Through the presence of some (foreign) sport historians, some of these textual neglects could be partly repaired in the animated discussions following each presentation. Quite remarkable was the complete absence of the 'aboriginal' French sport historians at this big pow wow. One can therefore wonder whether the European communication channels between the sport scientists on the one hand and the other academics on the others, are still at the tam-tam level? The wide scope of approaches followed, ranging from philosophical, linguistic, historical and sociological to pedagogical and musical, completed and enriched each other constantly, thus realizing a multifaceted tapestry. This Tours tapestry can therefore be briefly described as a fine collective masterpiece, woven out of solid historical fabric, only lacking some minor functional properties.

Another feature of the gathering at Tours was the very small number of genuine 'playologists' (or 'gamaniacs?') when compared with the overwhelming majority of casual play-researchers in the Tours super team. It seems that - since the magnificent contributions of Jusserrand (1) and D'Allamagne (2) - a play frost has hit France for many years. The simple fact that Huizinga and Caillous have been constantly called upon by most lecturers as their exclusive pillars of play-wisdom also seems to point in the direction of a recent inertia in the interest for play. We don't suggest that all this should be interpreted as anc estor worship - a form of academic totemism - but rather that this situation is due to the absence of French translations of the recent literature on play from other languages. Some of our French colleagues complained about their difficulties to get hot information on the new developments in the study of play because of the linguistic isolation. However, our appeal on the language factor
to explain the French play - isolation re- mains only a guessing game. Things are prob- ably more complicated than that. It turned out also that the writings of two other masters in the play field, like the French speaking Swiss, J. Piaget or the French edu- cational specialist J. Chateau, had not sig- nificantly inspired the theoretical concepts and methodological approach of most colleagues at the Tours meeting. The topic of play is only recently losing its academic four letter-status in the Old World, but seems not to have crossed certain disciplinary boundaries yet. Let us hope that the Tours-experiment will continue to vibrate and stimulate the further growth process of play studies in Europe. In this respect it is worthwhile to mention that a new wave of young play-enthusiasts, is eagerly trying to stick their head out in France.

Two names deserve special attention: first, Michel Manson, who has most extensively searched the cultural history of the mini- world of puppets and secondly Monique Algarra, a true play-affectionada who instigated the creation of ludotheques and also stood at the origin of a recently opened Study and Documentation Centre for Play in Paris.

Only futurologists might tell us whether these new apostles are carrying the message of a play movement that will usher in the Renaissance of play studies in Franch and actualize a French TAASP connection?

References


NOTICES OF MEETINGS

(1) THE NORTH AMERICAN SOCIETY FOR THE SOCIO- OGY OF SPORT. Oct. 16-18. Colorado, 1980. (We were too late for this one, but for further information write to Andrew Yian- nakis, Dept. of Sport and Leisure Studies, U-34 Univ. of Connecticut, Storrs, CN, 06268.


(4) CAREER PATTERNS AND CAREER CONTINGEN- CIES IN SPORT. 1st Regional Symposium of the International Committee for the Sociology of Sport to be held at the University of British Columbia, May 28- July 2, 1981. Proposals to be sub- jitted by October 1 (oops) to Alan G. Ingham, Dept. of Kinesiology, U. of Washington, Seattle, WA 98195.


(6) NORTH AMERICAN SIMULATION AND GAMING ASSOCIATION, University of North Carolina at Asheville, Univ. Heights, NC, 28804. The Annual Conference was held October 7-11, 1980. For further infor- mation write to: Bahram Farzaneh, President, c/o Dr. Wayne Lang, Physics Dept.

GENERAL NOTICES

(1) JOURNAL OF SPORTS SCIENCE
Phillip Read of London writes to us of his plans for an international journal of sports science. His home base is E and F Spon Ltd., 11 New Fetter Lane, London EC4P 4 EE.
The proposal reads as follows:

It is proposed to inaugurate an interna- tional journal to be called THE JOURNAL OF SPORTS SCIENCE. At the present time there is no international journal which exclusively serves as the focal point for sports scientists. Periodicals such as the Journal of Applied Physiology, Acta Physiologica Scandinavica, the Journal of Biomechanics, British Journal of Psychology, etc., public occasional papers dealing with sport or exercise but these tend to be of little relevance to sports scientists outside of the specific
disciplines catered for. Other publications such as the British Journal of Sports Medicine or Medicine and Science in Sports have a medical rather than scientific orientation. Journals such as the Canadian Journal of Applied Sports Sciences or the Japanese Journal of Physical Fitness tend to have both a parochial emphasis and appeal. The proposed journal would fill a gap in providing an international and inter-disciplinary forum for sports scientists. It would serve as a contact point between countries and between disciplines included in the sports sciences and help accelerate the spread of information amongst them.

The major aim, therefore, is to provide a contact point between the disciplines in the sports sciences at a high level of academic work. This is the fundamental objective of the Society of Sports Science with whom, it is envisaged, the journal will have a close association. The horizons are extended beyond Britain to enhance the quality of publications. Additionally an international perspective will provide a more comprehensive market for the journal. It is expected that material published will be relevant to coaches and physical educationist as well as academic workers in sports, science and human kinetics.

(2) SOCIAL FORCES
Editor Professor Robert N. Wilson, Dept. of Sociology, U. of North Carolina, Chapel Hill, NC 27514, will edit a special issue of this journal on the uses and organization of leisure time. The editors are interested in theoretical articles which span the whole range of leisure genres and have structural or functionalist or new-marxist orientation.

BOOK REVIEWS
BEYOND A BOUNDARY by CLR. James.
A tale of cricket in the West Indies and of James's role as cricketer and politician. Perhaps most interesting is the general thesis that lacking its own background of national traditions, West Indians adopted Cricket in the kind of way that Rugby of Arnold would have endorsed, as a pattern of character building and behavior patterning. Of importance too is the implication that those countries, provinces or localities that have the least are more likely to invest the most in their moments of sporting fame. (Stanley Paul, London, 1980 reprint. First Published, 1963.)

SPORT: A PRISON OF MEASURED TIME,

This volume gathers together a dozen or so essays on the subject of sport that appeared from 1968-78 in various left-wing French journals. Brohm, a teacher of physical education in a Parisian high-school, examines some of the stock-in-trade cliches which have so efficiently colored our view of sport over the past decades and shows that they can be turned inside-out just as convincingly and to sinister effect.

Brehm's basic premise is that sport, far from being neutral and disinterested and offering opportunities at grass-roots level for personal fulfilment and liberation (recreation), has become a structural parallel to the capitalist mode of production, whether of the private (Western) or state-monopoly (Eastern) variety, in which disruptive, de-humanising pressures are brought to bear on the individual by the State and/ or capitalist enterprise in furtherance of their selfish chauvinistic or profit-seeking interests. The goals are the same as in the world of business: the push towards maximum efficiency and productivity; and the means used are overt or covert professionalism, intensive indoctrination and training from early childhood (in which respect East Germany is Brehm's main butt), the instilling of pervasive and instinctive competitiveness, and the regimentation with quasimilitary precision and discipline of every aspect of personal life - daily schedule, eating habits, sexual activity, etc. Sport, in other words, has become a framework for the enslavement of the individual and the repression of liberty, for sterile worship of the stop-watch or points-chart, and the Olympic Games is the celebration par excellence of this sordid charade, a veritable orgy of alienated humanity.

This critique, though uncompromisingly negative, somewhat repetitive and occasionally marred by cliche, is pursued with compelling insight and sincerity. It seeks to bring sport, at present the victim of conspiratorial non-think and cover-up, into the limelight as the focus of frank debate
and soul-searching, and in the circumstances it is forgivably and of necessity a one-sided and extreme point of view. It takes no account, for instance, of man's innate urge—even outside of the bureaucratic or capitalistic straight-jacket—to pit himself against obstacles and tax his own powers of resistance and it offers no real vision of improvement barring outright revolution and re-structuring of society. I nevertheless recommend it whole-heartedly to TAAASP members, especially in this Olympic year, as a corrective to our current complacency in the face of the increasing abuse of sport and as a humanaistic rather than a political treatise (for those who believe in the distinction).


Loy et al.'s Sport and Social Systems provides a well-structured and comprehensive examination of the sociology of sport literature. The authors provide both a review of the literature and some insightful and timely critiques of the research. The text contains several features that would be helpful for the junior-senior undergraduate student being exposed to the field for the first time. Such features include the definition of key terms and a nicely-organized introduction to sociological theory and terminology. The authors should also be commended for their interdisciplinary approach to sport studies. The reader is exposed to a variety of methodological techniques and theoretical perspectives with bases in sociology, social psychology and anthropology.

The authors also employ a social-systems approach that moves from micro-to macro-level sociological concerns as they relate to the social phenomenon of sport. Microsocial systems include sport groups, organizations, and sub-cultures. The sport groups and sport organization sections are particularly strong with subdivisions dealing with leadership, group composition and structure, and group process and performance. Macrosocial systems include socializing institutions (e.g., desocialization from sport roles). As a social and developmental psychologist with keen interests in play, games, and sport, I can particularly appreciate the authors' thoroughness in utilizing both the social system and life-span approaches.

Overall, this text represents an ambitious and valuable attempt to tie together the "divergent" literature that falls under the heading of sport sociology. Revisions of this text, however, should expand upon the coverage of several topics. One is the area of women in sport. The reader needs to be provided with more information on female socialization into sport and female sport participation. The authors also neglect the recent contributions of attribution theory in understanding how athletes approach success and failure in sport (e.g., Frieze, McHush, & Duquin, 1976; Iso-Ahola, 1975; Roberts, 1975; Weiner, 1974).

The reviewer also suggests that the authors consider a revised edition for undergraduates that is designed more like a textbook than a reference book. Undergraduates (and others) may benefit from the inclusion of chapter summaries to integrate the enormous amount of research reviewed and discussed. As presently structured, Loy and his co-authors set things up beautifully, but fail to finish the "play" and "tally the points" as far as undergraduates are concerned. These summaries should discuss the special implications of the research findings as they apply to coaches, athletes, and educators.

In conclusion, I would strongly recommend the Loy et al. volume as a text and resource book for any graduate student in the areas of Sport Studies, Kinesiology, and Physical Education. It is also "must" reading for the first-time instructor in such areas. I would recommend its use as well for advanced undergraduate courses such as Sport Sociology and the Social Psychology of Sport.

References


BOOK REVIEWS (con't)

Quebec: Association des Professionel de Activite Physique de Quebec, 1975.


Smoll and Smith's Psychological Perspectives in Youth Sports provides the reader with an up-to-date and representative sampling of research on youth sport programs. The research projects represented in this volume were drawn from a symposium entitled "Contemporary Research on Youth Sports" held at the U. of Washington during the Spring of 1977. The editors provide a solid introduction to the actual papers entitled "Sport and the Child: Conceptual and Research Perspectives." They show how various research strategies can be made applicable to the study of youth sports. In this section, they also describe how community psychology can be related to the study of youth sport, and make a plea for the increased involvement of community psychologists in youth sport programs. The authors assert that there is a need for evaluation, consultation, and program development in youth sport in order to facilitate "healthy" psychological and physical development of participants.

The editors' introductory chapter provides a rather skimpy overview of the volume's research papers. More than this is needed. Section evaluations would seem to be required. Major sections include (a) participatory patterns and characteristics of youth athletes, (b) impact of sports on psycho-social development, and (c) sport and the handicapped child. The advanced undergraduate or graduate student reader would benefit from evaluations of how well the papers deal with these topics for inquiry and a discussion of the theoretical and methodological strengths and weaknesses of each research effort. Given the preliminary nature of the youth sport literature, the editors should give some detailed indication of what the topics and goals of future study should be.

Also, a final evaluation section would be helpful. This final evaluation section might provide a summary and discussion of the researchers' and editors' recommendations for enhancing the ability of youth sport programs to promote "health" development among children and youths. The editors should also examine Wrightsman and Brigham's (1973) social psychology readings books for excellent models of research summaries and evaluations.

In sum, I would agree with Smoll and Smith that their book would be useful for advanced undergraduate and graduate students studying sports psychology and sports research methodology because it gives the basis for evaluating current research efforts. It would also make an interesting readings book for students in social psychology and child development courses. Topics covered that are appropriate for advanced social psychology courses include attribution and person perception, the application of social learning theory to foster our understanding of youth hockey violence, and factors related to cooperation and competition. Topics covered that are appropriate for a child development course include adult reactions to Special Olympics, the sport socialization of the handicapped child, and the construction and utilization of cooperative games to foster cooperative behavior in children. To provide more direction for students taking such courses detailed summary and evaluation sections have already been recommended. The editors could also include a well-developed chapter on attitude change and community psychology principles that underly effective individual and community intervention. The work of Fairweather and his colleagues (Fairweather, 1967; Fairweather, Sanders, Tornatzky & Harris, 1974) contains many such principles that could be applied with youth sport programs (e.g., for creating organizational change and for activating the adoption of your program.

References


CHANGING CHILDHOOD by Martin Hoyles (Ed.), London (Writers and Readers, 1979). A year of the child series of essays and poems which have as a central theme that children of Western Civilization have become an
oppressed class, idealized yet dominated, a group whose existence has been made marginal to the major streams of productive civilization. Children's games and their toys are viewed as items in this exploitation. There are materials by Bertolt Brecht, Shulamith Firestone, Frederick Engels, William Blake, Peter Fuller, etc. It is an exciting work for those of us enslaved in the nostalgic business of child scholarship. Suddenly a cold wind penetrates our libraries, a raw revolutionary and uncompromising unhappy force.

As your editor read this work after writing The Playground as a Zoo, we may conclude that a new spirit is afoot. Children's play is about to undergo a conceptual revolution.

PUBLICATIONS NOTED

(1) SOCIOLOGY OF LEISURE AND SPORTS ABSTRACTS. A review of social science literature. Published Amsterdam - Elsevier. Managing Editor, Gerald Kenyon, University of Waterloo, Canada. To appear three times a year, includes 1000 plus abstracts. U.S. $110.75. Contact Elsevier 52 Vanderbilt Ave., NY 10017 (212-867-9040) for further information.

(2) LUDENS. Revista Trimestral do Institutue Superior De Educacao Fisica De Lisboa. (U.S. $5.00) 1499 Lisboa Codex.

(3) JOURNAL OF HUMAN MOVEMENT STUDIES. March, 1980, Vol. 6 #1. In new and smaller format, from large orange to small blue. Topics: speed skating, muscle activation, technology, language of action, ability and skill, memory for movement.


(5) CENTER FOR SOUTHERN FOLKLORE. Children's Folklore Edition ($5.00) Winter, 1980. 1216 Peabody Ave., Memphis, TN 38104. PO Box 40105.

(6) NEWSLETTER ANTHROPOLOGY OF WORK. Dea, Behavioral Sciences, Trinity University, San Antonio, TX 78284. Good material on work, research, etc. (Four 15 cent stamps.)

(7) NEW GAMES NEWSLETTER. P.O. Box 7901, San Francisco, CA 94120 ($5.00).

BERNIE DE KOVEN ON PURPOSE

note: by permission of our esteemed editor, and in the name of exploratory play, this space is being occupied by a serialization of notes from a yet unnamed work-in-progress by Bernie De Koven. Part One in his collection of amusing musings ensues forthwith:

I am self-employed. In other words, for the last decade of my existence on this planet as an advocate of generalized playfulness, I've been employed, primarily, by myself only. Though I've found the exchange between myself as employer and myself as employee to be fraught with valuable insight, I remain regretfully unable to pay myself a salary that is commensurate with my needs.

Between lengthy episodes of such employment, I've seen brief flashes of financial gain - just falsy enough to convince my inner board of directors that I'm worth keeping. During those times of extrinsic reward, I've sparkled with playful intensity, modelling for the world the creative and joyful abandon that is available only to the mature player. So struck have I been by the healing and freeing magic of adult creative play, that, hitherto, I've confined all of my efforts to the promotion and documentation of that experience.

At a recent meeting of the internal board, it was noted, however, that, despite the vast experience I've gained as a perpetrator of playful participation, the majority of my personal experience of this professional pursuit, the preponderance of data I've been able to collect, has not, in fact, pertained to the study of play.

The majority of my career has been devoted to an intense study of a phenomenon that has been psychosociologically described as the Period in Transition, or, acronymically speaking, the PITS.

Having gone to the public, having sparkled with self-assurance, lecturing wittily, playing prettily, basking in the joyous radiance of intimately healing play, I return to my place of solitude, facing, yet once more, isolation, self-doubt, despair, even.

I don't even have any one to blame for my current condition of hopelessness. I have knowingly embraced by commitment to a passionate pursuit of the playful path. I am an innovator, I say to myself, and therefore, I must innovate, and despite the apparent success of my last innovation, I must now go on to innovate another, and find yet another public.
BERNIE DE KOVEN (con't)

Between innovations, however, I must descend into the pit, alone, without audience. There is no where else to go. As the descent deepens, I travel, eventually, beyond hope. When I reach the first of the false bottoms, I get into a fight with my inner boss and almost get fired. Without portent of gainful employment: no phone calls, no good mail, my descent increases speech. I try to slow it down, bolstering my ego by telling it that all this agony is merely self-inflicted. I fall faster.

Eventually I reach another bottom, battered, bloody, and bowed. And then remarkably, despite my monominal adherence to my faith in the global implications of play, I find myself engaged in a mental framework which is clearly not playful. I am lost inside a jungle-gym of bare facts—lightless maze of self-reproof—a squeaky sliding board of jagged fear—a veritable playground of tortures. And, what is clearest to me is that I clearly and experientially validly don't feel like playing.

What I do is look for purpose. For a goal, an opening, a sense of meaning, a reason to go on. And, in the absence of purpose, I create one. It works every time.

As soon as I'm able to create a purpose, any purpose that I can hold on to for a while, I begin to pull myself out, and ultimately, once again, play.

I've created some purposes of truly vast purport. I decide to observe and take notes so that I may reveal my inner-workings to the benefit of all mankind, to take up a project so that I may further the evolution of the species, to go on a diet, to rearrange my office. I have even considered seriously the compilation of a "Directory of All Intent and Purposes".

The importance of purpose, the actual need for purpose, for manifesting purposeful behavior—has been best documented by Viktor Frankl in his book MAN'S SEARCH FOR MEANING. It is an understanding derived from his experiences in a hell far deeper than any of the deepest of the pits I've explored: surviving in a concentration camp. In it he reveals how his sense of purpose was, in fact, the only thing that allowed him to maintain his sanity.

How to Reconcile.

For a decade I've been impassioned by my belief in the value of play, my utter conviction that the ability to play is a determinant factor in the successful adaptation of a species to a changing environment, my devotion to the intrinsic reward, my faith in the autotelic universe. And I discover that the vast majority of my real-time life experience isn't play, after all. I find that despite my commitment to worship at the temple of the playful gods, without purpose, I am lost.

The experience of play is not the same as that of purpose. If, when observing a particular set of behaviors, we detect purpose, we classify them as something other. They are not play. They are purposeful. Play, therefore, must be clear of purpose. There must be no ulterior motive. It must be undertaken for the fun of it, for itself. It can pretend to purpose, but it must remain, in itself, purposeless.

The pursuit of purpose can become exceedingly unplayful. The absence of purpose or the absence of play can lead to a spiritual death.

There is something about the dialog between purposeful and playful behavior that leads me to a delightful chaos of significant conjecture. It is a delicious dialectic with crunches of delicate delights. It might, in itself, be considered frivolous, purposeless, in fact, but it does seem to smack of crusty ramification.

Play, though purposeless, is not devoid of purpose. First of all, the act of play is in itself purposeful. If there is one thing that is universally acknowledged about the play experience, it is that it must be voluntary, that we must play, on purpose. When an infant starts exploring the experience of falling, it makes itself fall, purposefully, and is thus said to be playing.

Not only is play something that is done on purpose, but it is also true that in play we create purpose. A purpose of a different order, perhaps, but clearly a purpose. In play, we create games. The games we create have purpose, goals, objectives, that are made explicitly distinct from real purpose, but are, nonetheless, just as clearly purposeful.

Perhaps, it can be said that, in play, we are purposefully playing with purposeless purposes. The question is not whether it can be said or not, but in fact, whether it can be understood.

However, might it not be therefore, logical to conclude, adhering to the theory that we learn through play and recognizing the function of play in adaptive potentials that, in play, we learn how to create
Purpose is, in truth, a central concern of the player. In order to maintain the fiction of a game, to absent himself long enough from sobriety, the player must constantly be able to distinguish between that which is done "on purpose" and that which is "only playing". Thus, the player attempts to construct a defense against accident. If someone is accidentally hurt, as long as it can be made clear that the person who did the hurting didn't do it on purpose, hard feelings are mitigated, and the victim, once composure is regained, resumes play, voluntarily, and on purpose.

I have reached, by accident, my place near the end of the second page. Before writing this piece, I arbitrarily assigned myself a two-page limit. Purposely, as a matter of fact. Were I not so close to this particular goal, I would go on to contemplate, in rigorous depths, the relation between play, purpose and accident.

Unfortunately, and also be accident, I find myself not quite close enough to the end of the page to bring this piece to a proper, but temporary conclusion. Perhaps it is best if I merely conclude.

(1) JUNE, 1980: PERSONAL OPINION ON RESEARCH METHODOLOGY

I would like to comment on Bower's work (Vol. 6 #4), in measuring play style and play competence. I am concerned about the method of elicitation and specifically with the questioning. Direct questioning works well, it seems, with children from Indo-European cultures but it is not a reliable technique to use with young children from non-Indo-European speaking countries and I have particular reference to speakers of American Indian Languages. In many of these languages (and particularly in Mescalero Apache and Navajo, the two with which I am most familiar), it is culturally unacceptable to ask direct questions. Thus, a researcher using the protocol Bower outlines after Roman III., m. (five question plus etc.), is quite likely to get answers the child thinks the researcher wants rather than getting at answers from the child's point of view. As an example, question 1 reads, "Which one of the pieces do you like the best?" This is a straight-forward question in our own society and many societies around the world. However, I feel safe in saying that a Mescalero Apache child would seek subtle cues (e.g., which piece was looked at or which piece has last been played with) from the researcher before selecting a piece. The question could be framed as "Sometimes people like one piece more than the others. Maybe there is a piece like that here." At least at Mescalero, these statements would be interpreted as a request for the favorite piece. Without attention being paid to culturally appropriate styles of questioning, at least one of Bower's hypotheses (#3) is open to serious question itself. Such potentially interesting and informative research will, of course, be subject to some modification based on the experience of the researchers in particular areas; I trust the protocol statements will also be subject to negotiation.

(2) ENTHUSIASOMATIC PERSONAL OPINION ON CULTURAL SIGNIFICANT RECYCLABLE TOYS

Alternate Toys

There are those of us who talk and theorize and there are those of us who do. Pat Rosa and Ron Rundstrom fall into the latter category. And what they do is delightful, educational and pure fun.

Ron and Pat are Reindeer Productions. Ron's talents as a visual anthropologist combined with Pat's specialization in recreation and graphics result in creations that belong under each child's Christmas tree - regardless of the age of the child.

I am hard put to declare my favorite: it depends upon what I have in my hands at the moment. All the toys are paper and all work. The Sun Buddy, for instance, is a solar wrist watch (they used to be called sundials). Instructions for assembling and finding true north (by two different methods) come with the kit. But then I am just as captivated by the solar house - again of paper and again based upon sound, workable principles. My real favorite, though, is the Navajo medicine man kit. It comes complete with a Navajo medicine man, a hogun, sandpainting, corral, sheep, mountains and mesas. Further, the text is accurate and the entire kit has been blessed by a real medicine man.

Rosa and Rundstrom are committed to providing toys that are culturally relevant, recyclable, accurate, and that work. So far they have succeeded admirably, if my summertime talks and look-sees at their line can be taken as characteristic. But judge for yourselves; both will be presenting papers in Ft. Worth. In case you can't wait or need a solar wrist watch for your favorite...
SECRETARY'S NOTES (con't)

child, write them at P.O. Box 1791, Espanola, New Mexico 87532.

(3) APOLOGY FOR LATENESS OF NEWSLETTER
The lateness of the June 1980 Newsletter is entirely my fault. Brian submitted copy for the printer in early June and, as my first official duty, I took that copy to the printer. However, in the transition from Alyce T. Cheska's stewardship to mine, the mailing labels and membership lists were unavailable for a period of time.

My summer research takes me to the Southwest and this year conflicted with mailing the Newsletter. When I returned, secured the list and mailing labels, and finally mailed the Newsletter in August, the Chicago post office sat on them for some unexplicable reason. Several were returned for more postage — there being a disagreement between the Urbana post office and the Chicago one as to the proper amount. In other words, it was a typical snafu. (For those of you too young to remember WWII that translates as Situation Normal — All Fouled Up.)

My sincere apologies to each of you for the inconvenience.

(4) NEWSLETTER, REPRIZE
The majority of our membership is academically affiliated. While some of us are able to pursue research in our own backyards, some of us must travel to our sites. I am in the latter category. What that means is that I am not home, nor close to the mailing list and site of our bulk permit, for two months each summer. I cannot mail a Newsletter after June 5 nor before August 15.

How do you feel about the summer Newsletter? Would you prefer to receive it in May or in late August? Does it make any difference to you? Do you have suggestions for content and mailing dates? Would you be willing to submit composer-ready copy (articles, reviews, comments, queries) to ease the burden of Brian Sutton-Smith?

(5) $$$$$$$$$$$$$$$
We have a bulk mailing permit, registered in Urbana, Illinois, that allows us to simply fold and seal the Newsletter and mail it. But our permit does not cover any address outside the United States. Any Canadian address, or any address outside the U.S., must have the Newsletter packaged in an envelope. We then must pay either a surcharge or air mail postage, depending upon the destination. The Americans require a surcharge; outside the Americas we must pay airmail rates.

It is because of the mailing rates that we require extra-U.S. members to pay higher fees. The last TAASP flyers printed omitted the information that Canadian memberships were also subject to the increased fees to cover postage costs.

In a related matter, we must insist that fees be paid in U.S. currency. To pay in order coin costs TAASP money. Consider this example: A Canadian professional membership is $15. + $2. postage. When a person sends us a $17. check drawn on a Canadian bank, TAASP actually receives $14.45 at the current exchange rate; this is less than the cost of the professional membership. By submitting in U.S. funds, you will receive the benefit of the exchange rate when the dollar slips and the Association will not be penalized when the U.S. dollar is in a stronger position.

We have requested in the past that all monies be in U.S. funds. Inflation has made it imperative that this be the case. Much to my regret, I shall have to return checks that are not in U.S. funds. Please be assured that we all value your membership; it is simply that TAASP has very little margin for error and we can no longer absorb the costs.

(6) BIBLIOGRAPHIC FORMAT
Past editors of TAASP Proceedings have had to cope with a morass of conflicting styles. This is to be expected in an Association such as ours that draws its vitality and strength from people from many disciplines.

Executive Council of TAASP will consider suggestions for a standard style at the Ft. Worth meeting. The suggestions and a recommendation will be brought to the membership at the annual meeting for a vote.

If you have sound, defensible reasons for preferring a particular style, please make your feelings known, via a letter, to Prof. Jan Beran, 311 PEB, Iowa State University, Ames, Iowa, 50010. Jan, a member-at-large of the Council, is coordinating our consideration of stylistics and researching the prevalent styles in social and humanistic sciences. She would welcome your suggestions.

(7) AGENDA, ANNUAL MEETING
I shall soon be drawing up the agenda for the annual meeting and would be pleased to hear from any of you who have concerns you would like to bring before the General
SECRETARY'S NOTES (con't)

Membership. Write me at the following address: Department of Anthropology, 109 Davenport Hall, University of Illinois, Urbana, Illinois 61801; or telephone 217-333-3216, 333-3616, 384-0561.

(8) JOB JOB JOB JOB JOB JOB JOB JOB JOB JOB JOB JOB JOB Position Vacancy: The Department of Leisure Studies at the Univ. of Illinois, Urbana-Champaign is seeking a research-oriented social scientist to fill a vacancy in the department's Leisure Behavior Research Laboratory at the level of Assistant Professor (tenure track), beginning August 21, 1981.

Applicants should have completed a Ph.D. in a social science and have demonstrated an interest in the study of leisure behavior. The research mission of the Leisure Behavior Research Laboratory falls within the broad perspective of life-span development.

Salary is negotiable and will depend on background and experience. Letters of application, resume and three letters of reference should be addressed to: Dr. M. G. Wade, Director, Leisure Behavior Research Laboratory, Room #1, Institute for Child Behavior and Development, 51 Gerty Dr., Champaign, Ill. 61820. Telephone: (217) 333-6434. Closing date: Feb. 1, 1981. The U. of Ill. at Urbana-Champaign is an Affirmative Action/Equal Opportunity Employer.

CRF Personal Statement: I would encourage any who qualify to apply. While I am a dyed-in-the-wool Southerner, I cannot recommend a better place to work. We have excellent research support, computer facilities available free to faculty and an active center for performing arts. It is a good place to work and to live. We are close enough to Chicago and St. Louis to be able to take advantage of the amenities offered but far enough away so that we do not have to put up with the hassles.
YOU AND THE FUTURE OF TAASP

In TAASP's bright future we need YOU! Some areas of involvement may attract your interest. Please look them over and CHECK in spaces before each if:
YES (wish to be involved); THIS YEAR (current interest); LATER-(postpone until later - list year available).

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GOT SOME IDEAS ABOUT TAASP's DIRECTION? JOT THEM DOWN AND SEND THEM ON WITH THIS CHECK LIST TO: Dr. Alyce Taylor Cheska, TAASP President-Elect, Freer 113, University of Illinois, Urbana, Illinois 61801, U.S.A.

THANK YOU!!!
ABSTRACTS should be 250 words or less in length. Mail abstract so will be received by December 31, 1980 to: Alyce Taylor Cheska, TAASP Program Chair, Freer 113, University of Illinois, Urbana, IL 61801. If questions, phone 217-344-3881 or 217-333-3984.

Volunteered Papers will be grouped in sessions around a common topic or theme. These will be moderated by a chair, in some cases by discussants. Maximum length of presentation for any single paper is 20 minutes, including audience discussion.

Organized Symposia developed by an individual organizer will include central title, participants and each abstract. Maximum length of presentation for any single paper is 20 minutes, including audience discussion.

Research Reports, reflecting research and reports from current projects, will be grouped into sessions with common subject matter where possible. Research report is meant to be brief (10 minutes) informative statements by the individual researcher(s). A chair will be appointed for each session.

Participants should plan to bring at least 15 copies of their papers for distribution to interested persons and the press. To protect your copyright, remember to include your name, and the date on the front of your paper. Inquiries about audio-visual equipment should be made when abstract is submitted.

(Cut Out and Mail Separately)

PRE-REGISTRATION FORM

THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY (TAASP)
SEVENTH ANNUAL CONFERENCE
Hyatt Regency Hotel, Fort Worth, Texas
April 1-4, 1981

NAME ________________________________ DATE ________________________________
(last) (first) (middle) Enclosed is a check or money order in U.S. funds payable to TAASP % Andrew Miracle in the amount of $_________ for: (x one below)

________________________________________
BUSINESS ADDRESS
to: $10.00 Professional

________________________________________
(street address) $ 5.00 Student

________________________________________
(city) (state) (zip) $ 5.00 (daily visitor per day)

________________________________________
(country) To register more than one person, please duplicate or request additional forms.

TELEPHONE ________________________________

Send this registration form with enclosed payment to:

Dr. Andrew Miracle
TAASP Local Arrangements Chair
Department of Sociology
Texas Christian University
Fort Worth, Texas 26129

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