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EDITORIAL

We are a conglomerate group in the diffuse, syncretic and labile phases of our own sociological growth. What this means is that those of varying casts will find themselves bedfellows with those of a polymorphously ludically perverse hue. There will be sociolinguists who deplore the fact that on a panel paralleling theirs, there are historians inexacting their chronologies, or physical educators deploiring anthropologists who are non-practitioner their irreality, or sociologists who are wissenschafter the literati or psychologists who are protestiing the non quantification of the etholo- gists. Some day all of these diverse groups will have their own tenured and specialized associations. In the meantime, however, and in the present "primitive" stage, we suggest that you enjoy the agricultural and seasonal state of our membership and our science and engage in all the ritually enjoyable and festive engagements that Fort Worth can espouse. Toss inhibitions, laso carousels and play polymorphously.

APPLICATIONS FOR FELLOW STATUS

We would remind all members that those aspiring for Fellow status should submit their vita and any other good arguments to President John Loy who will announce the results at the annual meeting.

CHARITABLE PARTICIPATION

On the final page you will find a questionnaire suggesting your participation in a variety of TAASP roles. As De Koven would say, play is a community affair. For that matter so would Victor Turner, our keynote speaker.

This is an absolutely remarkable book. It not only covers animal play behavior with a thoroughness and comprehensiveness that we haven't seen since Karl Groos Play of Animals in 1898 but it deals as well with the less well documented material on human play behavior. It does for animal play what Helen Schwartzman's book does for play in anthropology. Fagen attempts to provide an account of play behavior in the light of modern evolutionary theory. He suggests that it is the interaction between development and evolution that has made the analysis of play so difficult. He raises and provides answers to such questions as: Does play ever represent a biological adaptation for producing novel behavior? Is social play purely co-operative behavior that benefits both parties or is it a covert competitive tactic? Is the pretense of play related to aesthetics and non-utilitarian culture? Is play a source of dominance hierarchies?

The major kinds of play in animals are: playfighting, playchasing, locomotor and rotational exercises and post-mastery manipulation. The major structural characteristics of these plays are that they are repetitive, exaggerated, variable and combinatory.

Fagen ventures the opinion that if even any one of the current positive views of play is correct, namely that it develops adaptive flexibility, accelerates development, facilitates behavioral epigenesis, is a significant source of motor and cognitive exercise, facilitates social bonding, then aggression and sex can no longer be considered the most important problems for behavioral research. Furthermore its importance rests on the fact that it is virtually the only non-human behavior that furnishes analogs of human language and human deception.

A remarkable work.

GROWING THROUGH PLAY: READINGS FOR PARENTS AND TEACHERS by Robert D. Strom of the Arizona State University. Published by Brooks/Cole, Monterey, California.

This small paperback includes articles by Anker, Bettelheim, Brazelton, Bruner, Christensen, Coleman, Crandall, Devereux, Devoney, Foster, Frank, Frost, Gardner, etc.. Clearly the emphasis is on the attempt to be practical. Chapters are on playing alone, playing with peers, with adults, teaching through play, sex roles, spectators, playthings, handicapped, etc. The tradition here is along the lines of Wolfgang's "Helping Aggressive and Passive Preschoolers through Play" or Humphrey and Sullivan: "Teaching Slow Learners through Active Games" or Carlson's "Learning Through Games", other works in the genre of Educational Play Advocacy. There is a useful introduction and a number of articles by editor Strom who has long been known for his research and writing on children's toys.

I intend to use this paperback in the educational section of my course on Play and Games. It is clearly the most useful available reader for practitioners.

B.S-S.

SPECIAL OPPORTUNITY AT TAASP CONFERENCE PROJECTS IN PROGRESS ROUND TABLE - CARE TO SHARE?

Do you have some research project in progress? Here is a chance for you to get feedback! On Saturday, April 4, 10:30 - 12:00 a.m. is a program session just for you! In an informal atmosphere each person can "try on" their project, getting reactions from the group. Each presenter has ten minutes to share his or her ideas with others. On a first come, first present basis, a progress report abstract should be mailed to Alyce Taylor Cheska by March 15th. Abstract should be 50-75 words. These abstracts have first consideration. Others may mail abstracts later or contact A. T. Cheska at the conference (Hyatt Regency). If the Saturday meeting can not accommodate all reports, other sessions will be organized.
PRELIMINARY PROGRAM
THE SEVENTH ANNUAL CONFERENCE
THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY

Hyatt Regency Hotel
Fort Worth, Texas
April 1 - 4, 1981

(All sessions will be held in the Hyatt Regency Hotel)

WEDNESDAY EVENING, APRIL 1

REGISTRATION 4:00 - 10:00 p.m.
TAASP EXECUTIVE COUNCIL MEETING 6:00 - 7:45 p.m.
WINE AND CHEESE RECEPTION 8:00 - 10:00 p.m.
(For all delegates and their guests)

THURSDAY MORNING, APRIL 2: 8:30 - 10:00 a.m.

01 VIEWS AND RE-VIEWS OF PLAY: NEW THEORETICAL APPROACHES - I
Chair: ANN MARIE GUILMETTE (Brandon University, Manitoba, Canada)
ANN MARIE GUILMETTE (Brandon University, Manitoba, Canada) and JAMES H. DUTHIE (University of Windsor, Ontario, Canada) "DECEIT AND DECEPTION: IN SEARCH OF A HUMAN RELEASOR MECHANISM"
RICHARD ALFORD (Earlham College, Richmond, Indiana) "THE DETERMINANTS OF PLAY PARTNERSHIPS AMONG ADULTS"
GRZEGORZ LEMPKA (Akademia Wychowania Fizycznego, Poznan, Poland) "THE INFLUENCE OF SELECTED PERSONALITY TRAITS ON LEISURE MODELS OF ELDERLY AND GERIATRIC PERSONS"
JOHN ROBERTS (University of Pittsburgh, Pennsylvania) "EXPRESSION COMPLEMENTARITY IN RACKETBALL"

02 ETHNOGRAPHIC STUDIES OF PLAY IN TRADITIONAL SOCIETIES
Chair: JAN BERAN (Iowa State University, Ames)
JAN BERAN (Iowa State University, Ames) "PLAY IN NIGERIA: A DESCRIPTIVE ANALYSIS"
REGINA WEILBACHER (Westerville, Ohio) "THE PLAY OF AMISH - MENNONITE CHILDREN"
MARK W. CLARK (Hofstra University, Hempstead, New York) "SOCIAL LEARNING AND RITUALIZED PLAY IN TWO CULTURES (JAPAN AND THE UNITED STATES)"
WANNI WIBULSWASDI ANDERSON (Brown University, Providence, Rhode Island) "IDENTITY AND COHESION: SOUTHEAST ASIAN TRADITIONAL GAMES AND SPORTS MOVEMENTS"

BREAK 10:00 - 10:30 a.m.

THURSDAY MORNING, APRIL 2: 10:30 - 12:00 a.m.

03 VIEWS AND RE-VIEWS OF PLAY: NEW THEORETICAL APPROACHES - II
Chair: EDWARD NORBECK (Rice University, Houston, Texas)
CHRISTINE SWANN (California State University, Long Beach) "PLAY, THE UNIVERSAL LANGUAGE"
DAVID L. LANCY (Arizona State University, Tempe) "PLAY, LEARNING AND THE SIGNAL TO NOISE RATIO"
CHARLES T. STEWART, M.D. (Berkeley, California) and LOUIS H. STEWART, M.D. (Berkeley, California) "PLAY, GAMES AND STAGES OF DEVELOPMENT: A CONTRIBUTION TOWARD A COMPREHENSIVE THEORY OF PLAY"

LOUIS H. STEWART, M.D. (Berkeley, California) "THE PLAY-DREAM CONTINUUM AND THE CATEGORIES OF THE IMAGINATION"

04 INDIAN SPORTS OF THE AMERICAS
Chair: KATHLEEN CORDES (Whittier College, California)

KATHLEEN CORDES (Whittier College, California) "SPORT OF THE AZTEC AND MAYA INDIANS"

MICHAEL A. SALTER (University of Windsor, Ontario, Canada) "BALL GAMES AND BALL COURTS OF THE PRE-COLUMBIAN MAYA"

PEGGY STANALAND (Eastern Kentucky University, Richmond) "TARAHUMARA INDIANS AT 1928 AMSTERDAM OLYMPICS: A CULTURAL ENCOUNTER WITH STAMINA"

MARIA T. ALLISON (Purdue University, West Lafayette, Indiana) "THE CONTENT OF NAVAJO BASKETBALL: SOURCES OF CONTROL BY NAVAJO AND ANGLO SOCIAL SYSTEMS"

THURSDAY AFTERNOON, APRIL 2: 1:30 - 3:00 p.m.

05 TRADITION: RITUALS, RULES AND RE-STATEMENTS
Chair: ANNA NARDO (Louisiana State University, Baton Rouge)

ANNA NARDO (Louisiana State University, Baton Rouge) "FROM RITUAL TO HISTORY: ROYALISTS AND PURITANS AT PLAY"

CLAIRE R. FARRER (University of Illinois, Urbana-Champaign) "PLAYING WITH TRADITION"

DONALD L. F. NILSEN (Arizona State University, Tempe) "LINGUISTIC RULE BREAKING: AN ASPECT OF ADULT LANGUAGE PLAY"

MARILYN GUSTAFSON (University of Texas, Austin) "ANTI-SCHOOL PARODIES OF 'THE BATTLE HYMN OF THE REPUBLIC' AND 'ON TOP OF OLD SMOKY' AS SPEECH PLAY AND SOCIAL PROTEST"

06 FROM AGGRESSION TO INTIMACY - PEER COMMUNICATION IN CHILDREN'S PLAY
Chair: JAMES F. CHRISTIE (University of Kansas, Lawrence)

MARIA L. GENTA, A. TARTABINI, AND P. A. BERTACCHINI (Universita Della Calabria, Cosenza, Italy) "SEQUENTIAL ANALYSIS OF PLAY AND NON-PLAY BEHAVIORS IN 3-6 YEAR OLD CHILDREN"

SUSAN GELPHMAN (University of California, Berkeley) "COMMUNICATIVE ASPECTS OF PEER PLAY ACTIVITIES"

DIANA KELLY-BYRNE (University of Pennsylvania, Philadelphia) "PLAY AND INTIMACY"

NANCY BUDWIG, AMY STRAGE, AND MICHAEL BAMBERG (University of California, Berkeley) "'MOMMY, LET ME PLAY WITH MY FRIEND!': THE MECHANICS AND PRODUCTS OF PEER PLAY"

BREAK 3:00 - 4:00 p.m.
(Time to visit Book Exhibit)

THURSDAY AFTERNOON, APRIL 2: 4:00 p.m.

07 CONFERENCE KEY-NOTE ADDRESS
Chair: JOHN ROBERTS (University of Pittsburgh, Pennsylvania)
TAASP Recognition Award Presentation to DOROTHY HOWARD, EDUCATOR
Remarks by BRIAN SUTTON-SMITH (University of Pennsylvania, Philadelphia)
Response by DOROTHY HOWARD

VICTOR TURNER (University of Virginia, Charlottesville) "PLAY AND DRAMA: THE HORNS OF A DILEMMA"

NO-HOST COCKTAIL PARTY
(Immediately following the Key-Note Address by Victor Turner)

THURSDAY EVENING, APRIL 2: 8:00 - 9:30 p.m.

08 GAMES, GAMBLING, AND GAIN
Chair: GEORGE EISEN (California State Polytechnic University, Pomona)
JAMES F. SMITH (Pennsylvania State University, Ogontz Campus, Abington) "CASINO GAMING: RISK, RITUAL AND REWARD"
VICKI ABT (Pennsylvania State University, Ogontz Campus, Abington) "THE APPEAL OF RACE TRACK GAMBLING: THE TRACK AS A SOCIAL SYSTEM OF PLAY"
STEPHEN CONN (University of Alaska Justice Center, Anchorage) "THE SOCIAL CONTEXT OF PINBALL: THE MAKING OF A SETTING AND ITS ETIQUETTE"
GEORGE EISEN (California State Polytechnic University, Pomona) "GAMES & PASTIMES ON THE WESTERN FRONTIER: 'UNLIMITATION' OF POSSIBILITIES"

09 OUTDOOR PLAY EQUIPMENT AND CHILDREN'S RESPONSE
Chair: REGINA WEILBACHER (Westerville, Ohio)
CARL P. GABBARD (Texas A&M University, College Station) "OUTDOOR PLAY APPARATUS AND EXPERIENCE AND MUSCULAR DEVELOPMENT AMONG CHILDREN"
RICHARD HOPKINS AND CARL P. GABBARD (Texas A&M University, College Station) "MOVEMENT ACTIVITY LEVELS ON TRADITIONAL AND CONTEMPORARY PLAYGROUND STRUCTURES"
PATRICK E. PATTERSON (Texas A&M University, College Station) "DESIGN CONSIDERATIONS FOR ADAPTING EXISTING PLAYGROUNDS FOR USE BY HANDICAPPED CHILDREN"
LAWRENCE D. BRUYA (North Texas State University, Denton) "THE PLAY ENVIRONMENT ASSESSMENT INSTRUMENT"
CURT L. FOWLER AND LAWRENCE D. BRUYA (North Texas State University, Denton) "THE EFFECTS OF DIFFERENT LEVELS OF COMPLEXITY ON THE EQUIPMENT USAGE AND NON-USAGE OF THREE, FOUR, AND FIVE YEAR OLD CHILDREN"

FRIDAY MORNING, APRIL 3: 8:30 - 10:00 a.m.

10 THE LUDIC THEME IN LITERATURE - A NOVEL APPROACH
Chair: JOAN FISCELLA (University of Illinois, Urbana-Champaign)
PHYLLIS GORFAIN (Oberlin College, Ohio) "HAMLET'S PLAY: THE TRAGEDY OF LUDIC REVENGE"
PIERRE L. HORN (Wright State University, Dayton, Ohio) "PUER LUDENS: LA GUERRE DES BOUTONS, OR WAR AS FUN AND GAMES"
JOAN FISCELLA (University of Illinois, Urbana-Champaign) "DAYDREAMS AS INTERPRETATION"
KATHLEEN D. GUERIN (Emmanuel College, Boston, Massachusetts) "GENIUS AT PLAY: AN ANALYSIS OF RICHARD BUCKMISTER FULLER'S IT CAME TO PASS, NOT TO STAY"

11 PARAMETERS AND OTHER SOCIAL USES OF PLAY
Chair: JAMES H. DUTHIE (University of Windsor, Ontario, Canada)

JAMES H. DUTHIE AND WILFRED INNERMUND (University of Windsor, Ontario, Canada)
"STARTING BLOCKS: AN EXPERIMENT IN PLAY WAYS TO LEARN"

RAE SEDGWICK AND SUSAN HILDEBRAND (Health Associates, Bonner Springs, Kansas)
"PLAY BEHAVIORS OF THE HOSPITALIZED CHILD AS INDICES OF WELLNESS"

KATHLEEN F. ALFORD (Earlham College, Richmond, Indiana) "PATTERNS OF PLAY
BETWEEN PARENTS AND CHILDREN: DETERMINANTS OF JOKING AND PLAYFUL INTERACTION"

MARGARET DEW (Southern Methodist University, Dallas, Texas) "AN APPLICATION OF
GAME THEORY AS AN ANALYTICAL TOOL IN ETHNOLOGY: IDENTIFYING 'BIG MAN' AS A
TWO-PERSON NON-ZERO SUM GAME"

BREAK 10:00 - 10:30 a.m.

FRIDAY MORNING, APRIL 3: 10:30 - 12:00 a.m.

12 PLAY AS SYMBOL: ESTHETIC AND SOCIAL

Chair: JUDITH JENSEN (State University of New York, Brockport)

RICHARD MARTIN (Arts Magazine, New York) "PLAY IN CONTEMPORARY ART: THE SEQUENCE
OF JOSEPH CORNELL"

JANET HARRIS (University of North Carolina, Greensboro) "PRIDE AND FEVER: IN-
TERPRETIVE ANALYSIS OF TWO UNIVERSITY SPORT PROMOTION THEMES"

MARGARET DEW (Southern Methodist University, Dallas, Texas) "SPORT AS RITUAL
AND ITS APPLICATION AS A VEHICLE FOR SEXUAL DOMINANCE"

REGINA WEILBACHER (Westerville, Ohio) "IMAGES OF CHILDREN: THE INTERNATIONAL
YEAR OF THE CHILD"

13 TOYS IN CULTURE

Chair: CLAIRE R. FARRER (University of Illinois, Urbana-Champaign)

PAUL E. McGHEE; O. LANELLE ETHRIDGE; NANCY A BENZ (Texas Tech University, Lubbock)
"THE EFFECT OF LEVEL OF TOY STRUCTURE ON PRESCHOOL CHILDREN'S PRETEND PLAY"

RONALD W. RUNDSTROM (Espanola, New Mexico) "SYMBOLIC TRANSFERENCE, A VISUAL
ANTHROPOLOGIST LOOKS AT A ROLE OF TOYS IN CULTURE"

PATRICIA T. ROSA (Espanola, New Mexico) "CULTURAL TOYS: THE DEVELOPMENT OF
ANTHROPOLOGICAL PLAYTHINGS AS AN EDUCATIONAL RESOURCE"

FRIDAY AFTERNOON, APRIL 3: 1:15 - 2:30 p.m.

14 TAASP ANNUAL BUSINESS MEETING

Presiding: President John Loy (University of Illinois, Urbana-Champaign)

Presidential Address: JOHN LOY (University of Illinois, Urbana-Champaign)
"SCIENCE AND SPORT IN COMPARATIVE PERSPECTIVE: A NORMATIVE ANALYSIS OF
SOCIOLOGICAL AMBIVALENCE"

FRIDAY AFTERNOON, APRIL 3: 3:00 - 5:00 p.m.

15 THE GREAT DEBATE: "COLLEGIATE ATHLETICS HAVE LITTLE TO DO WITH PLAY"

Moderator: MICHAEL A. SALTER (University of Windsor, Ontario, Canada)

Arguing FOR the Motion: JOHN LOY (University of Illinois, Urbana-Champaign)
ROGER REES (Texas Christian University, Fort Worth)

Arguing AGAINST the Motion: BRIAN SUTTON-SMITH (University of Pennsylvania, Philadelphia)
AIDAN DUNLEAVY (Texas Christian University, Fort Worth)
FRIDAY EVENING, APRIL 3: 7:30 - 9:00 p.m.
16 FUNDING OF PLAY RESEARCH: SOURCES AND STRATEGIES
Chair: JANET HARRIS (University of North Carolina, Greensboro)
Panelists:
CLaire R. FARRER (University of Illinois, Urbana-Champaign)
JOHN ROBERTS (University of Pittsburgh, Pennsylvania)
HELEN SCHWARTZMAN (Institute of Juvenile Research, Chicago, Illinois)
(Group participation, questions, and suggestions are encouraged)

FRIDAY EVENING, APRIL 3: 9:00 p.m.
A TEXAS PANDANGO
(Country and Western Band, No Host Cash Bar, Dancing, et cetera)

SATURDAY MORNING, APRIL 4: 8:30 - 10:00 a.m.
17 SPORT EVOLUTION - RACE, RITUAL AND SUCCESS
Chair: KENDALL BLANCHARD (Middle Tennessee State University, Murfreesboro)
KENDALL BLANCHARD (Middle Tennessee State University, Murfreesboro) "ANTHROPOLOGY -
AS A PERSPECTIVE ON SPORT EVOLUTION"
MICHAEL W. SMITH AND JAMES CANINO (Northeastern University, Boston, Massachusetts)
"COMPETITION IN SENIOR LEAGUE BASEBALL: AN UMPIRE'S VIEWPOINT"
DANIEL C. HILLARD (Southwestern University, Georgetown, Texas) "THE BLACK PRE-
SENCE IN AMERICAN SPORT: A SPECULATIVE INTERPRETATION"
JOAN L. DUDA (University of Illinois, Urbana-Champaign) AND MARIA T. ALLISON
(Purdue University, West Lafayette, Indiana) "VARIATIONS IN ACHIEVEMENT VALUES:
RACE, SEX AND SITUATIONAL INFLUENCES"

18 FROM METAPHORIC TO STRUCTURED PLAY
Chair: HELEN B. SCHWARTZMAN (Institute for Juvenile Research, Chicago, Illinois)
HELEN B. SCHWARTZMAN (Institute for Juvenile Research, Chicago, Illinois) "CHILD-
STRUCTURED PLAY"
MICHAEL BAMBERG (University of California, Berkeley) "METAPHOR AND PLAY-INTER-
ACTION IN YOUNG CHILDREN"
LINDA A. HUGHES (University of Pennsylvania, Philadelphia) "BEYOND THE RULES OF
THE GAME: RULES FOR RULES"
KATE RINZLER (Smithsonian Institute, Washington, D.C.) "CHILD ADVOCATE - CHILD
AGENT: TWO ROLES FOR RESEARCHERS IN CHILDREN'S CULTURE"

BREAK 10:00 - 10:30 a.m.

SATURDAY MORNING, APRIL 4: 10:30 - 12:00 a.m.
19 HISTORY OF CHILDREN'S PLAY - ORGANIZED SYMPOSIUM
Organizer and Chair: BERNARD MERGEN (George Washington University, Washington,
D.C.)
BERNARD MERGEN (George Washington University, Washington, D.C.) "GAMES CHILDREN
PLAYED: CHILDREN'S PLAY AND CULTURE CHANGES, 1820-1920"
BRIAN SUTTON-SMITH (University of Pennsylvania, Philadelphia) "NEW ZEALAND PLAY-
gROUND, 1840-1950"
DOM CAVALLO (Adelphi University, Garden City, New York) "SEX ROLES AND TEAM GAMES: A STUDY IN CULTURAL SYMBOLS"

JAY MECHLING (University of California, Davis) "ERNEST THOMPSON SETON'S USE OF NATIVE AMERICAN GAMES"

20 PROJECTS IN PROGRESS ROUND TABLE - CARE TO SHARE?
Chair: AIDAN DUNLEAVY (Texas Christian University, Fort Worth)
(You are invited to share your research in progress with colleagues for informal feedback.)

SATURDAY AFTERNOON AND EVENING, APRIL 4:

TAASP EXECUTIVE COUNCIL LUNCHEON MEETING 12:15 - 3:00 p.m.
(Members of both 1980-81 and 1981-82 Executive Councils)
Presiding: Incoming President Alyce T. Cheska (University of Illinois, Urbana-Champaign)

TRIP TO HISTORIC NORTHSIDE OF FORT WORTH 4:00 - 9:30 p.m.
(Afternoon and evening full of entertainment; including a BAR-B-QUE DINNER and the COWTOWN RODEO. Tickets are available at registration.)

TAASP EXECUTIVE COUNCIL

PRESIDENT -- John M. Loy, Dept. of Physical Education, University of Illinois, Urbana, Illinois 61801
PRESIDENT-ELECT -- Alyce T. Cheska, Dept. of Physical Education, University of Illinois, Urbana, Illinois 61801
PAST PRESIDENT -- John M. Roberts, Dept. of Anthropology, University of Pittsburgh, Pittsburgh, Pennsylvania 15260
SECRETARY TREASURER -- Claire R. Farrer, Anthropology Dept., 109 Davenport Hall, University of Illinois, Urbana, Illinois 61801
MEMBERSHIP SECRETARY -- Bernard Mergen, American Studies Program, George Washington University, Washington, D.C. 20052
NEWSLETTER EDITOR -- Brian Sutton-Smith, Graduate School of Education, Department of Folklore, University of Pennsylvania, Philadelphia, Pennsylvania 19174

MEMBERS AT LARGE

Term expires 1981:
Jan Beran, 311 PEB, Iowa State University, Ames, Iowa 50010
Andrew W. Miracle, Jr., Dept. of Sociology, Texas Christian University, Fort Worth, Texas 76129

Term expires 1982:
Judith Hanna, College of Human Ecology, University of Maryland, College Park, Maryland 20742
David F. Lancy, Dept. of Psychology, Arizona State University, Tempe, Arizona
Frank E. Manning, Dept. of Anthropology, University of Western Ontario, London, Ontario N6A 3K7

CONTRIBUTIONS TO NEWSLETTER: Brian Sutton-Smith

ANNUAL MEETING:
Alyce T. Cheska
GENERAL INFORMATION

The 1981 meeting of The Association for the Anthropological Study of Play will be held conjointly with the Southern Anthropological Society (SAS). Information about the SAS program can be obtained from Andrew W. Miracle, Jr., Department of Sociology, Texas Christian University, Fort Worth, Texas 76129. All sessions will be held in the Hyatt Regency, Fort Worth. The registration and information desks will open on Wednesday afternoon, April 1. The program activities will end Saturday evening, April 4.

A variety of session formats have been planned for the meeting. The program includes organized symposia, sessions of volunteered papers, informal panels, and sharing projects in progress roundtable.

PROJECTS IN PROGRESS REPORT DEADLINE IS MARCH 15. It is not too late to get on the program for the 1981 meeting. Abstracts (50-75 words) for research reports or for projects in progress report will be accepted until March 15. These reports, reflecting current research and progress reports, are meant to be brief (10 minutes) informative statements by the individual researcher(s). If Saturday, April 4, 10:30 - 12:00 a.m. meeting can not accommodate all reports, other sessions will be organized.

REGISTRATION AND MEMBERSHIP. Registration is required for attendance at all sessions. Individuals are encouraged to preregister. Those not preregistering should register immediately upon arrival. Registration receipts, badges, special events tickets, final programs and abstracts may be picked up at the registration desk.

Registration fees: Professional $10.00
Student $5.00
Daily visitor per day $5.00

Cut out and mail separately the PRE-REGISTRATION FORM in Newsletter on page 6. TAASP membership is found on the last page of the Newsletter. Cut out and mail separately to TAASP Membership Chairperson, Bernard Mergen.

TRANSPORTATION. The Dallas/Fort Worth airport (DFW) is located about 20 miles east of downtown Fort Worth. Taxis from the airport to the Hyatt Regency will cost about $20.00. Surtran buses leave the airline terminals at hourly intervals. The Surtran terminal in Fort Worth is across the street from the Hyatt Regency. The trip costs $5.00.

The Hyatt Regency Fort Worth is located at 815 Main Street, with the main entrance on E. 8th Street between Commerce and Main Streets. (Phone: 817-870-1234). If you are traveling by car and arrive from the west on I-30 (listed as I-20 on some older maps) look for the "Downtown"—also called "Lancaster" exit. Continue eastward on Lancaster Avenue (or Bus. 80). From Lancaster you will turn left (north) at the intersection marked US 81 and US 287. This street joins into Commerce Street. The Hyatt is only 5 blocks north of Lancaster off Commerce. If you are traveling from the east, on I-30 take the "Commerce St./Downtown" exit. Commerce Street is the first intersection. Turn right (north) and proceed 5 blocks to the Hyatt. If you are arriving from the north or south on I-35W, turn westward on I-30 getting into the right-hand lane immediately. Right at the intersection of I-35W and I-30 there is a "Commerce St./Downtown" exit; take this exit and turn right (north) at the first stoplight onto Main Street. The I-35W and I-30 intersection is known as the "Mixmaster" for reasons which will become obvious as you try to negotiate it. The best advice is do not be too timid, but cautious.
GENERAL CONFERENCE INFORMATION (Continued)

Just remember you will need to make an immediate exit to the right (north). Good luck.

HOTEL ACCOMMODATIONS. TAASP and SAS have secured a block of rooms at the new Hyatt Regency Fort Worth at special reduced rates. All sessions will meet in the Hyatt Regency. To reserve a room, fill out the attached reservation card and mail it directly to the Hyatt Regency. The rates are:

- $35 plus tax single
- $45 plus tax double/twin
- $48 plus tax triple (3 people, 2 beds)
- $52 plus tax quadruple (4 people, 2 beds)

SPECIAL STUDENT ACCOMMODATIONS AND SERVICES. In addition to the accommodations at the Hyatt Regency, arrangements have been made to provide floor space free in Texas Christian University dorms for visiting students. (Bring your own sleeping bags and towels.) A few dorm rooms may be available on a nightly basis for a small service charge. City buses provide regular and frequent transportation from the campus to the area of the Hyatt Regency in downtown Fort Worth (about 4 miles from campus). A courtesy van also may be available for limited service. Those interested should contact TAASP local chair immediately (Andrew W. Miracle, Department of Sociology, Texas Christian University, Fort Worth, Texas 76129).

Students who would like to work two hours at the information table or the book exhibit in lieu of paying registration fees should contact TAASP local chair, Andrew W. Miracle, (address above) as soon as possible. Please state the date(s) and time(s) of day you prefer to work. List a first and second preference.

BOOK EXHIBIT. Representatives from several publishers will be on hand with information and book displays. If you are interested in displaying book(s), contact Andrew W. Miracle immediately.

COPIES OF PAPERS. Participants should plan to bring at least 10 copies of their papers for distribution to interested persons at the meeting. One copy should be left at the registration and information desk so that it can be made available to the press.

RECORDING SESSIONS. To record a presentation, follow scholarly convention and obtain the permission of the person to be recorded and of the chair of the session. There should be no publication of such recorded material without following normal scholarly procedures regarding permission and citation.

WEATHER. April weather can vary considerably in Fort Worth. The average April temperature is 65 degrees F, with over 4 inches of rainfall. Days should be in the 70's F. and evening lows about 50's F. Bring a sweater and a swim suit.

SPECIAL EVENTS

WINE AND CHEESE RECEPTION. For all delegates and their guests on Wednesday evening, April 1, from 8:00 to 10:00 p.m. in the Hyatt Regency. This is always a great kickoff for the conference! Plan to join us!

TAASP CONFERENCE KEYNOTE ADDRESS BY VICTOR TURNER. Scheduled for Thursday afternoon, April 2, at 4:00 p.m. is entitled "Play and Drama: The Horns of a Dilemma." His address is preceded by a special TAASP Recognition Award; it is followed by a No-Host Cocktail Party.

NO-HOST COCKTAIL PARTY. Thursday afternoon, April 3, immediately following the Conference Key-Note Address.
GENERAL CONFERENCE INFORMATION - SPECIAL EVENTS (Continued)

TAASP RECOGNITION AWARD. Will be presented to DOROTHY HOWARD, Educator, for her pioneering work in children's folklore, on Thursday afternoon, 4:00 p.m. at the Conference Key-Note Address meeting.

TAASP ANNUAL BUSINESS MEETING. Scheduled for Friday afternoon, at 1:30 p.m. will conclude with a special PRESIDENTIAL ADDRESS by John Loy, "Science and Sport in Comparative Perspective: A Normative Analysis of Sociological Ambivalence."

THE GREAT DEBATE. Scheduled for Friday afternoon at 3:00 p.m. will address the Pro and the Con of the proposition "Collegiate athletics have little to do with play."

TOUR OF THE FEDERAL ARCHIVES. The federal archives in Fort Worth serve as a depository for documents of the Bureau of Indian Affairs. Transportation will be provided on Friday afternoon from the Hyatt Regency to the archives. Interested persons will be able to tour the facilities and there will be a brief session on the use of the archives. Please notify the local chair, Andrew W. Miracle, of your interest in this tour so that transportation can be arranged.

FUNDING OF PLAY RESEARCH. Scheduled for Friday evening, April 3 from 7:30 - 9:00 p.m. Ever wonder where to apply for grant money? Sources, strategies, and advice are discussed in this session by knowledgeable grant recipients.

TEXAS STYLE FANDANGO. A fandango will be held on Friday evening, beginning at 9:00 and featuring a country and western band, a no host cash bar, dancing, and some surprises.

TRIP TO THE NORTHSIDE AND HISTORIC OLD FORT WORTH. The grand finale of the meeting will be a trip to Fort Worth's historic northside (about 3 miles from the Hyatt Regency). A hundred years ago this area was a stopping place on the old Chisholm Trail cattle drives and the center of saloons, gambling and all manner of scandalous impropriety. Historic preservation efforts apparently have been successful.

Buses will begin transporting participants to the northside area late Saturday afternoon. This will provide an opportunity for shopping at the general store, the fine western wear stores, or the specialty shops in the area. You can tour the old stockyards, the Exchange Building, the cattle arena, or the coliseum. You can take a stroll on the riverwalk and then recuperate at the White Elephant Saloon where Sheriff Luke Short was shot almost a century ago. Those who want to go native can get a tattoo and then go show it off at the Chili Parlour while drinking a few longnecks.

A BAR-B-QUE DINNER will be served at 6:30 p.m. in the Mule Barns across from the coliseum. Dinner will consist of sliced bar-b-que beef (no mule) and hot link sausage, beans, potato salad, a relish tray with onions and jalapenos, an assortment of breads, iced tea or cold beer. A musician or two will provide additional entertainment.

At 8:00 p.m. we will adjourn to the coliseum to watch the COWTOWN RODEO. By the way, this building housed the world's first indoor rodeo and it has been in continuous use for about 60 years.

Following the rodeo, buses will be available to begin ferrying the sensible back to the hotel. However, many will undoubtedly choose to stay for the unguided tours of local saloons (strictly for ethnographic purposes, of course). The list of establishments within a three-block area is long, but it would include Billy Bob's Texas, the Pickin' Parlor, Filthy McNasty's, the Cowtownier, and the White Elephant. Virtually all will feature live entertainment. Some of the finest country and western music is played here. This extravaganza is by subscription. Your ticket ($12.00) includes transportation, dinner, admission to the rodeo, and two alka seltzer! Plan to stay for this!
ABT, Vicki (Pennsylvania State University, Ogontz Campus, Abington)
THE APPEAL OF RACE TRACK GAMBLING: THE TRACK AS A SOCIAL SYSTEM FOR PLAY

This paper analyzes the "appeal" of race track gambling as a function of various cultural, structural and psychological intersects. While "gambling" can be defined as risking a certain stake to gain possible larger rewards, this alone fails to explain the appeal of gambling as gaming or play, as a leisure activity with the reward being the action or play as an end in and of itself.

Interestingly, one of the appeals of race track gambling may be that the amount of true risk involved in a strictly monetary gamble is more apparent than real. The player can feel adventurous and risky while remaining secure in body. As in our larger socio-cultural system, behavior often seems to embody a precarious balance between apparent opposites, i.e., Risk versus Safety, vicarious Spectatorship vs. Participation, Play versus Work, and Knowledge vs. Blind Luck (mysticism versus reason) are possible combinations. In addition to these examples, some less obvious combinations exist largely due to the race track as a social system with very specific norms and role behaviors appropriate to it. For example, at the track, players have the opportunity to develop friendships with other players as well as with supposed knowledgeable cashiers, trainers, and jockeys. As a sidenote, few other spectator sports allow for so much interaction among all the participants. Yet each player is ultimately alone in his bet. Here we see the combination of cooperation with that of individual excellence and competition within the parimutual set-up. The player is also confronted with a timeless suspension of his everyday life although he utilizes very tangible real material from this everyday world...money. In so far as the gamble is materialistic this too represents dominant American values, consumerism and materialism. In a world that offers fewer opportunities and more intangibles for measuring one's efficacy in day to day control over the environment, the track offers instant feedback, instant tangible information of winning or losing, instant payoff. There are clear rewards for expertise and for direct personal confrontation with the environment. This emphasis on material rewards can be contrasted to the lack of the traditional status-based stratification system, at least among the players. The person's ability to play the game well and obtain the monetary reward is much more important to the social situation than such differences as race, sex, social class or age; to this extent the track offers an equalitarian atmosphere where people may, for awhile, escape the distinctions that separate them in everyday life. It does so within its own world quite removed from the demands of one's job, one's children, wife or husband. Perhaps this "escape" from everyday role demands is one of the greatest attractions of the track as a form of leisure activity. In addition, we should note that few other leisure activities offer more than the pleasure of the activity itself.

All this takes place within a specific setting involving a physical plant, a social interactions network, a system of norms regulating the "action" and a system of shared values and meanings among participants. The nature of the track as a determinant of a sustained stage for gambling will be empirically described and analyzed in terms of the dynamics of the "Action."

ALFORD, Kathleen F. (Earlham College, Richmond, Indiana)
PATTERNS OF PLAY BETWEEN PARENTS AND CHILDREN: DETERMINANTS OF JOoking AND PLAYFUL INTERACTION

Styles of relationship with parents vary from society to society. In some societies respectful behavior is the norm throughout the lifetime of the offspring. In other societies, like United States, more relaxed styles of relating predominate, so that
offspring and their parents actually tease and engage together in other playful interaction.

Two hundred and six subjects were given a questionnaire survey in which they indicated their styles of relationships, intimacy, frequency of contact, and relative equality/authority with their parents and children. Twenty-five of these subjects participated in extensive interviews regarding their joking, playful interaction, intimacy and contact with their parents and children. It was hypothesized that the greater the intimacy with both parents, the more frequent the contact; and further, the greater the equality between parents and offspring, the more frequently joking relationships would occur. As predicted, the greater the intimacy with both parents and the more frequent the contact, the more frequently joking relationships occur. However, equality is not necessary for joking relationships to occur. Instead, higher authority for both mother and father is associated with joking relationships and high intimacy.

The presence of joking relationships is a good indicator of the extent of playful interaction occurring between parent and child. The paper also discusses the degree, initiation, and topics of joking and other playful behavior. Age, sex, marital status of children, income, and ethnic identity were also assessed for their effects on joking and playful behavior between parents and children.

ALFORD, Richard (Earlham College, Richmond, Indiana)

THE DETERMINANTS OF PLAY PARTNERSHIPS AMONG ADULTS

One of the neglected topics within play research concerns the selection of play partners. Whom does one select as a play partner? And for what reasons? And why are some people avoided as play partners? At first thought this may seem to be primarily a matter of personality, and not an appropriate topic for theoretical formalization. But with extensive consideration it can be seen that play partners do possess predictable characteristics.

This paper sets forth a set of primary determinants of play partnerships among adults as well as a theory of play partnership. In predicting the likelihood of a play partnership developing between any two interacting, acquainted persons, three variables are central: 1) the intimacy of the two persons, 2) the degree of authority one has over the other, and 3) the demands of the specific play form.

Interpersonal intimacy is the most important variable in the formation of play partnerships. Most play forms require an individual to shed, transcend, or abandon, to some extent, his everyday roles and statuses. This role-sheding can most easily be accomplished when two people are relatively intimate. Intimacy in interpersonal affairs creates a secure social climate in which people can step out of their ordinary roles, and even play with these roles, without threat.

The relative authority or equality of two persons also affects their entry into play partnerships. Substantial authority discrepancies tend to inhibit playful expression. When one person has substantial authority over another, the non-play statuses of the individuals may dominate all interaction, making it difficult or impossible to shed everyday roles. Authority discrepancies need not inhibit play if the authority relations are unproblematic and readily accepted by both people (e.g., in the play of parents and children). Especially within games, the in-game structural equality of participants is assumed (i.e., everyone is equally confined by the rules). Even in play forms other than games, structural, play-time equality is assumed (e.g., socializing, dining together). Equality within the play activity is easiest to attain if non-play statuses are also equal. The greater the status discrepancy which must be transcended in play entry, the more uncomfortable and unlikely play will be.

Further, specific play forms differ markedly in the degrees of intimacy and equality they require if individuals are to be comfortable play partners. Some play forms do not require behavior which is especially divergent from ordinary, non-play behavior (e.g., watching a movie, attending a basketball game). We can enter into such play forms without substantial intimacy or equality. Other play forms require substantial intimacy-equality. These play forms require behavior more out of the ordinary (e.g., licensed teasing or a competitive game of racketball). The abandonment of non-play
identities in these play forms involves greater risk.

ALLISON, Maria T. (Purdue University, West Lafayette, Indiana)
THE CONTENT OF NAVAJO BASKETBALL: SOURCES OF CONTROL BY NAVAJO AND ANGLO SOCIAL SYSTEMS

Any game is much more than a description of its basic components such as rules, materials, skills and strategies. It is a dynamic, shifting contest of individuals housed within a particular sociocultural context. Although games themselves have a particular form (Simmel, 1950) which make them recognizable cultural objects as such, they too have a content which is influenced and determined to a high degree by the interaction of these individuals within the sociocultural context in which games are played (Allison and Lueschen, 1979; Allison, 1980).

The purpose of this paper is to describe the dynamic interplay between Navajo athletes and their Anglo coaches in determining the nature of the interscholastic game content in which each participate. Data will be presented which suggests that the Navajo culture "controls" to a high degree the content of free-play pick-up basketball while both Anglo and Navajo coordinate efforts in determining the content of the interscholastic contest. The nature of those dynamics will be described.

In describing the nature of the game content, a distinction is drawn between the behavioral dimension which refers to the overt game-related (e.g. materials, rules, skills, and strategies), and the dispositional dimension which refers to the orientations held by the participants (both coaches and athletes) toward the zero-sum structure of the contest. In general the data indicate that each culture "controls" different aspects of the game content. For example, the data suggest that as the game becomes increasingly institutionalized, the content is controlled by Anglo coaches (although not totally). In contrast, the data indicate that the Navajo culture "controls" the dispositional orientations held by their athletes. Thus, for example while the Navajo interscholastic athletes display behaviors consistent with those demanded by the Anglo coaches, their dispositional orientation to the game is controlled by the value system of the Navajo society.

The strategies utilized by both Navajo and Anglo systems to control the game content and the potential sources of cultural conflict between these two groups will be analyzed and discussed.

ANDERSON, Wanni Wibulswasi (Brown University, Providence, Rhode Island)
IDENTITY AND COHESION: SOUTHEAST ASIAN TRADITIONAL GAMES AND SPORTS MOVEMENTS

The paper presents an overview and analysis of the current traditional games and sports movements in five Southeast Asian countries: Indonesia, Malaysia, the Philippines, Singapore, and Thailand. The movements range from the resurgent of active interests in making field collections, analyses of the collections and other documentary sources, exhibits, to the institutionized, national, cultural policies and programs to promote certain traditional games, sports, and martial art forms as national sports and art forms. As an attribute to national identity, these national sports are viewed as a milieu which transcends ethnic boundaries, thus an appropriate medium towards national cohesion, while at the same time provides socialization training, mental discipline, physical training, and recreation. Similar roles are envisioned for the international, intra-ASEAN level, shared by these five ASEAN member countries. The paper will discuss the various ASEAN joint cooperative projects being planned for the study, preservation, development, and promotion of these traditional games and sports.

Slides identifying specific traditional games and sports that were selected for national and international promotions will be presented.

BAMBERG, Michael (University of California, Berkeley)
METAPHOR AND PLAY-INTERACTION IN YOUNG CHILDREN

Recently, a number of studies have indicated that young children make use of metaphors in their language and play, however, the communicative function of these metaphors has received little emphasis.
ABSTRACTS (Continued)

In this paper the data of two case studies of children (age 2 1/2-3 and 4-4 1/2) in play activities are discussed. It is suggested that metaphors are used as a communicative device to instruct the co-participant on how to structure the play-context. Viewing metaphor in its communicative context leads to a reconsideration of the notion of imagination. It is argued that imagination is an active process of relating shared background assumptions to the ongoing activity in a fresh way. In this sense, metaphor is viewed as a communicative instruction, advising the hearer to take the same perspective, i.e. to highlight and background the same aspects of the context in light of an intersubjectively shared background.

This view opposes a common folk belief, namely that there exists a clear distinction between reality and a play-world; and, therefore, it argues against the common belief that the child has to learn about the real world first before s/he can extend the 'literal' concepts to make-belief ones in a play-world. Consequently, this study underlines the value of play as an everyday activity in the child's interactions.

Reconsidering play as a communicative activity which is structured metaphorically highlights the interrelationship between play, communication and metaphor, and at the same time gives an opportunity to specify their distinctions.

BERAN, Jan (Iowa State University, Ames)
PLAY IN NIGERIA: A PICTORIAL AND DESCRIPTIVE ANALYSIS

Data were collected from more than one hundred students at Ahmadu Bello University in Zairia, Nigeria concerning play activities. These students came from various sections of the country and were representative of different ethnic groups, spoke different languages, and included a wide age range. Thus, a great variety of games, play activities, and rhythmic activities were described.

This information was systematically grouped and colored slides were taken of children and adults playing representative activities. In addition, pictures were taken of spontaneous play. Preliminary analysis indicates that although there is much diffusion, a great amount of ethnic specificity exists. Dominant characteristics of play or games include:

(a) A high level of "physicalness" as exemplified in beating of players as punishment either during or after play.
(b) A close association between physical activity and rhythms.
(c) A central person who initiates chanting or dialogue with the other players to give direction for physical activity.
(d) A great number of nature-related games, e.g. birds, animals, and reptiles.
(e) Activities require a high level of strength such as carrying individuals and climbing on the backs of others.
(f) Reflection of work and living patterns, e.g. in a nomadic cattle herding group of people the game of London Bridge is called Milk/Fresh Milk whereas in another area it is called Cocoa or Honey.

The rich array of play activities of the Nigerians will be illustrated by slides of the games/activities and their major characteristics.

BLANCHARD, Kendall (Middle Tennessee State University, Murfreesboro)
ANTHROPOLOGY AS A PERSPECTIVE ON SPORT EVOLUTION

One of the most frequently discussed topics of interest among sport scholars in recent years has been that of the development and evolution of sport as a distinctive form of human behavior. Despite the amount of attention devoted to the subject, many of the older questions and issues remain unresolved and many new ones have yet to be raised.

The anthropological study of sport provides a unique perspective for the analysis of sport history. Data collected in the ethnographic and ethnohistorical study of sport can be employed to posit and test historical hypotheses. In turn, these results can be used to develop theoretical models for the explanation of the more general issue of sport evolution.

As a means of illustrating this technique, peasant sport in medieval England is analyzed, using anthropological data as a means of hypothesis development. These hypotheses
ABSTRACTS (Continued)

are tested, and suggestions are made regarding the role of peasant sport in the development of modern sport behavior. In addition, some of the fundamental tenets of a Marxist approach to sport history are challenged, and a new approach to understanding sport's role in modern society is suggested.

BRUYA, Lawrence D. (North Texas State University, Denton)
THE PLAY ENVIRONMENT ASSESSMENT INSTRUMENT
A technique used to assess the quality of a children's playground is currently under development. The assessment instrument referred to as PLEN yields a single score which is the sum of several separate and independent assessments. Scored values for each individual form of PLEN result from a step-by-step procedure where single evaluative items are considered one at a time.
In this way, it is possible to compare similar and dissimilar playground designs based on the capability of each to meet the developmental needs of children. Used as a guide for design, a framework is provided which outlines many of the major considerations used when planning play environments for children.

BUDWIG, Nancy; STRAGE, Amy; and BAMBERG, Michael (University of California, Berkeley)
"MOMMY, LET ME PLAY WITH MY FRIEND!": THE MECHANICS AND PRODUCTS OF PEER PLAY"
This paper is based on an eight-month video study of 2 two-year old girls playing together. We focus on their play as a window onto the relationship between two sets of issues. The first concerns the mechanics of organizing and sustaining play, which we discuss in terms of scaffolds. The mothers scaffold when they monitor their children's interaction, and intervene whenever necessary; the children use the scaffold to solicit assistance in the mechanics of managing the play with their peer. The second set of issues pertains to the products of play. Here, we suggest that successful negotiation of an interaction consists of establishing and appealing to shared knowledge, to routines built up in collaboration. Over time, the children's play reveals enduring themes reflecting the shared repertoire of experiences.
We discuss the ways the mechanics (scaffolding) and products (shared knowledge) of play evolve and interact. Early the children lack a repertoire of shared knowledge and routines. We will suggest several ways the mothers' scaffolds help foster that repertoire. Later, the products of earlier play constitute that repertoire, and enable the mothers (and the scaffolds) to fade into the background.
A detailed analysis of several recurrent themes in the children's play will illustrate the relationship between the mechanics and products of their play. We conclude that preschooler play is not just an occasion to explore a world of pretense, but also an early lesson in establishing and embellishing social relationships.

CAVALLO, Dom (Adelphi University, Garden City, New York)
SEX ROLES AND TEAM GAMES: A STUDY IN CULTURAL SYMBOLS
The links between the structure of team games, as developed by play organizers, and the changing perceptions of male and female social roles in American society during the Progressive Era will be described. This paper focuses on how the structure of team games was linked to symbols of masculinity and femininity during this period; and what the social goals of reformers involved in the play movement tell us about the relationship between social reform and cultural change in sex roles.

CLARK, Mark W. (Hofstra University, Hempstead, New York)
SOCIAL LEARNING AND RITUALIZED PLAY IN TWO CULTURES (JAPAN AND THE UNITED STATES)
People concerned with how children become functioning adults are increasingly looking to the informal and formal processes of childhood play as an area to investigate. Children learn through imitating adults. If this premise can be accepted, then it follows that children will ritualize much of their interactions similar to adult interactions.
This study looks at children at "play" in three different cultural environments. Further, it presents what they ritualized and then speculates as to why they ritualized the observed behaviors. Observations were conducted of children playing in school yards
and parks. The "environments" observed included American children in America, Japanese children in Japan, and "Japanese" children in the United States. At the end of observation periods, questions regarding observed behavior were asked by the researcher of selected children from that environment. Behaviors were then categorized regarding their ritualized components.

Findings indicate that a relationship exists between the strength of the ritualized component in children's play and the importance that the cultural group puts on that type of adult behavior. For example, in all three settings male/female sex role delineations were a part of the play interaction; however, the relative degree of ritual was stronger in the Japanese populations, where a distinct sex role division of labor is a stronger component of adult interaction. Similar types of comparative findings will be presented in regard to age, individual/group decision-making, educational commitments, and social status.

Based on findings of this study, ritualized play is interpreted as one means whereby children socially learn the cultural nuance of being a functioning adult. Furthermore, ritualized play helps give a society its distinct cultural flavor. In effect, it is through ritualized play that children learn to become "Japanese" or "American".

CONN, Stephen (Criminal Justice Center, University of Alaska, Anchorage)

THE SOCIAL CONTEXT OF PINBALL: THE MAKING OF A SETTING AND ITS ETIQUETTE

Pinball is a coin-operated electric game developed and refined for public playing in the 1930's and 1940's. It pits the player against the machine. In exchange for a coin, skill and chance, it rewards the player with a direct response in lights, noise, motion and, if predetermined high scores are reached, with additional games.

The playing of pinball in its usual public setting appears to be no more of an expressive social act than many other transactions with vending machines. Yet the activity of public pinball play has been colored by strong negative and positive connotations by participants and by non-participants. These connotations are far out of proportion to the apparent cost, rewards and dangers of this game.

An aura of deviancy surrounds pinball and the settings in which it is played. The aura is derived only in part from what can be observed there. Pinball has been labeled as gambling and not play. Its participants have been cast as loiterers "up to no good." Its attractions for youth have been viewed as unsavory.

The aura of deviance and its consequent labeling effect upon those who frequent pinball settings provides a special appeal for some players (especially young, single males) and a special disincentive for participation for others (especially females).

The taint of illegitimacy surrounding pinball also molds the etiquette of pinball. This is especially evident in the players' tolerance for the flaunting of rules which in other circumstances might be necessarily obeyed to preserve the separate reality of the game and a "spirit of play".

An experiment suggests that there is little or no peer pressure against cheating. In fact, within the context of the game and its setting, "cheating" does not seem to exist for regular players.

Conversely, pinball play has been intellectualized in ways not necessary for games which society accepts as legitimate sports or, at least "mirthful" play.

The interplay of the public conduct associated with pinball and its aura formed largely by the perception of non-participants preserves the setting as an exclusive province for regular players and watchers and allows for its etiquette.

There is currently a strenuous corporate effort to improve pinball's public face. The author suggests that players who may be driven from art deco pinball emporiums will find havens in traditional pinball settings. These traditional pinball parlors will be arranged by operators who view pinball as no more than a profitmaking venture. They harbor no illusions about the conduct that players desire to perpetuate as they address the machines and one another.
ABSTRACTS (Continued)

CORDES, Kathleen A. (Whittier College, California)
SPORT OF THE AZTEC AND MAYA INDIANS
Games and sports played a significant role in Aztec and Maya Indian cultures with religious, social and political ceremonies integral parts of most sports events. Sporting activities included the "ball game," "Volador" or high pole, "patolli" or board game with dice, stilts, hunting, jai alai, and the "ceremonial day game." The primary sport of Central America and Mexico which emerged early in Indian history was the "ball game." Every important town supported at least one ball court; prominent cities had several. The earliest known formal court, dating 200-300 A.D., was found in Copan, Honduras.

The court shape resembles the letter "I," ranging from 100 to 200 feet long and 20 to 50 feet wide. Along the main corridor were smooth sloping stone walls 15 to 30 feet high embellished with carved decorations; along the base were benches for substitute players. The vertical stone ring, about 2 feet in diameter, was attached midway and toward the top of the wall. Landscaping with trees added to the magnificent sight. On the court surroundings were displayed skulls of game losers and victims. The game ball was made of solid rubber, ranging in diameter from 3 to 12 inches and weighing about 5 pounds. The dwarf plant "guayule" produced the rubber for the ball. This ball intrigued the Spanish conquerors because Spanish balls were traditionally of leather and hair. Serious injury could be inflicted on players with the hard ball; however, the ball was legally struck only with padded areas: elbows, knees, or hips. Other protective equipment was also worn.

Early Spanish writers who witnessed the Aztec ball games were amazed at the speed of play. The game seems to be a combination of basketball, soccer, volleyball, and as thrilling as ice hockey or jai alai. Professionals, nobles, and the general public played, with the team size ranging from 2 to 11 players. Description of rules and playing methods are vague; however, emphasis was placed on moving the ball quickly and keeping it in the air. Points were scored by the ball falling to the ground; striking a player's body other than elbows, knees and hips; falling dead into the opponent's "end zone"; and being hit through the stone ring which automatically won the game. Games were attended by spectators, including nobility, with "typical" betting of gold, feathers, homes, and slaves. As the crowds watched in "reserved sacred silence," they enjoyed their tortillas.

Religious, political and social customs played an integral role in the game. Tribal quarrels or personal disputes were often settled by the outcome of a ball game. Religious ceremonies accompanied every game, with courts having a sacred temple; special priestly ceremonies were conducted before and midway through the game. Aspects of this ancient ball game of the Aztecs and Mayas influenced modern ball games of Europe and America. The adoption of the rubber ball into European sport altered existing rules of their games; and the seemingly original Indian notion of a cooperative team effort and highly competitive team play could have effected the development of the team concept in Europe.

DEW, Margaret (Southern Methodist University, Dallas, Texas)
AN APPLICATION OF GAME THEORY AS AN ANALYTICAL TOOL IN ETHNOLOGY: IDENTIFYING 'BIG MAN' PHENOMENON AS A TWO-PERSON NON-ZERO SUM GAME

Attempts to apply the principles of game theory as originally developed by Von Neumann and Morgenstern to instances in the ethnographic literature have not been prolific. Such applications (i.e., Moore, 1957, Davenport, 1960, Barh, 1959) do conform to one of the basic tenets of the model—they allow the quantification of the outcome by determining the value incurred by an object or situation as a result of the energy expended towards its maximization—the utility function.

Being algebraic, game theory presumes to be trans-cultural since in formulating its predicative model it uses no emic categories and defines the value of behavior in terms of the preferred results. Goldschmidt (1969) suggests the true utility of game theory in ethnology may be realized if it is "turned upside down". By observing strategies (behavior in its cultural context), rather than attempting to determine goals, ethnolo-
ABSTRACTS (Continued)

gists may more readily ascertain values.

This paper attempts such a non-algebraic analysis in examining behavior in terms of political gamesmanship while utilizing concepts from classic game theory. The phenomenon of the "Big Man" present in certain populations in Melanesia appears to lend itself to this analysis because it involves the distribution of resources and the maximization of what is normally thought to be an intangible, unmathematical function, that of social prestige and power. Non-zero-sum games require a degree of cooperation as well as competition between players. The true object is the continuation of the game for the mutual, if uneven benefits it offers the competing players. It is suggested that this is the essence of the Melanesian Big Man Game.

DEW, Margaret (Southern Methodist University, Dallas, Texas)

SPORT AS RITUAL AND ITS APPLICATIONS AS A VEHICLE FOR SEXUAL DOMINANCE

The intent of this paper is to propose the validity of a model for pursing cross-cultural research concerning the relationship between male dominance and ritual sport within societies. The author examines current theories of sexual stratification and the characteristics that determine degrees of male dominance and female subordination. One aspect of discussion germane to this topic is the value placed upon actions performed in the public domain in relation to the value placed upon actions within the private domain, as well as the function of these actions towards the sex-role socialization of the individual.

A definition of sport as "supra-play" - a highly evolved aspect of play behavior - is presented in addition to an examination of ritual, its distinct features and supposed functions. A direct comparison is made between particular ritual features and organized sporting events in order to qualify the use of the term "ritual sport". The proliferation of spectacular sporting events, access to which is afforded primarily to men, is seen as a vehicle for the reaffirmation and dispersion of male dominance throughout a given culture. Widespread exclusion of women from participating in an ideologically equivalent way is viewed as a restricting factor in the socialization of the individual female.

The proposed hypothesis is that the existence of such ritual sporting events in non-Western, traditional cultures that exhibit male dominance, is related to and arises along with those mechanisms that maintain and perpetuate the inequitarian situation.

DUDA, Joan L. (University of Illinois, Urbana-Champaign) and ALLISON, Maria T. (Purdue University, West Lafayette, Indiana)

VARIATIONS IN ACHIEVEMENT VALUES: RACE, SEX AND SITUATIONAL INFLUENCES

Many studies have found Black adolescents to be low in the motivation to achieve. This line of research is based on past perspectives on achievement motivation (Atkinson, 1953; McClelland, 1961) which hold the need to achieve to be universal and trait-like. Recent work by educational psychologists (Maehr & Nicholls, 1980) challenges this viewpoint by claiming that conceptions of achievement are culturally and situationally dependent. The purpose of this study was to compare the achievement orientations of Black and White adolescents in varying contexts.

Sixty-five Black and White males and females from a lower middle-class school in San Diego served as subjects. All the students were between 12 and 14 years of age. Subjects were administered three fixed-alternative questionnaires directed at assessing their definitions of success and failure in the classroom, in the sport of basketball, and in life in general. For each questionnaire, the students were requested to rank in order of importance five answers from a list of alternatives to the question "How do you know when someone is/is not a successful person?".

Preliminary analyses revealed interesting racial differences. What Blacks valued in the classroom, in sport, and in life in general differed to varying degrees from what White students valued in each context. In the classroom, for example, Blacks valued being popular and being a member of an important group, while Whites emphasized respecting oneself. High grades were valued by both groups. No significant differences emerged in the athletic situation: Blacks and Whites seemed to share similar definitions of
ABSTRACTS (Continued)

success and failure in the sport of basketball. Sex differences will also be discussed. Educational implications of these data will be highlighted in this paper.

DUTHIE, James H. and INNERD, Wilfred (University of Windsor, Ontario, Canada)
STARTING BLOCKS: AN EXPERIMENT IN PLAY WAYS TO LEARN

It has become both possible and desirable to identify learning differences between children when they first go to school. It is equally desirable, but much more difficult, to determine what interventions should be undertaken in light of the differences.

We are of the opinion that specific modifications of the ways in which children play are likely to bring about effective interventions. Accordingly, we have developed a set of materials, Starting Blocks, for use in kindergartens during free play time. The materials are designed to meet identified needs in Receptive Language, Language Concepts, Expressive Language, Mathematics and Knowledge of Colour.

We are fortunate to be able to work with two School Boards in the same city. One of the Boards formally tests children on entry into kindergarten and the other does not. In consequence, we have 4 groups of children. Groups A and B have both been tested, but only A has been given sets of Starting Blocks; groups C and D have not been tested, but C has been given the materials. The teachers of groups A and C report high enthusiasm and use of the materials. Selected children from each group are being tested for the effectiveness of the testing procedures, the materials, teaching styles, or any combinations of them in meeting identified needs of the children.

EISEN, George (California State Polytechnic University, Pomona)
GAMES & PASTIMES ON THE WESTERN FRONTIER: "UNLIMITATION" OF POSSIBILITIES

The anthropological investigation of unique games and amusements of the American frontier is yet to be written. The objective of this paper is to investigate the social, psychological, and environmental influences in shaping the games, sports, and pursuits of the two noted characters of frontier history: the mountain man and the California gold miner.

Both examples provide an interesting laboratory for researchers to investigate cultural forces which propel changes in the character, form and role of pastimes in human lives. Thus, the nature of this study requires exploration in both historical and cultural anthropological dimensions. In each of these dimensions, the scholar is confronted with at least three levels of analysis. Games, recreational pursuits, and amusements of the frontier man constitute, naturally an integral part of history as well as anthropology. However, these activities were not contrived and developed in a vacuum; they were a function of the social and cultural milieu in which they emerged. An inquiry into this subject harbors three major questions. These questions are: (1) What factors contributed the development of district forms of recreational pursuits on the frontier? (2) What were the character and form of these pursuits? and (3) What was the function of games and pastimes in the lives of the pioneers?

Beyond its cultural anthropological significance, this paper may have some ramifications for contemporary sports and games as well. It might provide a prelude to the scholarly investigation of societal factors which inhibit, foster, or change our sporting and playing habits presently or in the future.

FARRER, Claire R. (University of Illinois, Urbana-Champaign)
PLAYING WITH TRADITION

That tradition is not fixed was elegantly presented by Leach (1965) when he demonstrated the fluidity of myth and geneology in the validation of land claims. More recently Kirschblatt-Gimblett (1975) illustrated the strategic manipulation of traditional material to underscore particular perspectives in communicative interactions. This paper continues the line of inquiry by examining the changing of belief to gain particular ends: how tradition is played with in Northern New Mexico among Anglos, Hispanics, and Indians.

The manufacture and marketing of traditional items, such as Hispanic wood carvings and Indian jewelry, is a major industry in Northern New Mexico. As might be expected,
the industry is subject to consumer pressures. Often such pressure is contradictory; as an example, consider a demand for a "real" Navajo sandpainting. Sandpainting, having its destruction as an inherent part of its creation, is ephemeral: it cannot be fixed. Yet wall hangings of sandpaintings are produced in three media. Using cases such as this, we examine the play within tradition on both tangible (artifact) and intangible (verbal) levels.

Playing with and playing out traditional belief systems allow us to focus on a somewhat neglected area of play phenomena: the cognitive and in-group produced play that provides validation for the presentation of a carefully orchestrated tradition to an out-group public.

References Cited:
Kirschenblatt-Gimblett, Barbara
Leach, Edmund R.

FISCELLA, Joan (University of Illinois, Urbana-Champaign)
DAYDREAMS AS INTERPRETATION

In his The Inner World of Daydreaming, Jerome Singer defends daydreaming as a legitimate area of study of psychologists, even though he acknowledges such difficulties as the scope of the subject and the proper methodology for it. Singer himself describes and categorizes daydreams, and summarizes research on the content and functions of such fantasies. In his concluding pages he says, "The position I have taken is that daydreaming is a neutral skill available for adaptive enrichment of the life of otherwise ordinary persons--as well as a manifestation in many persons of escape, evasion of responsibility or self-dissatisfaction" (p. 169).

British philosopher Mary Warnock takes a less neutral stance, holding the position that the root of daydreaming, imagination, is central to how we know and how we think. She says: "Imagination is our means of interpreting the world, and it is also our means of forming images in the mind. The images themselves are not separate from our interpretation of the world; they are our way of thinking of the objects in the world" (Imagination, p. 194).

The daydreams of several women interviewed by Robert Coles and Jane Hallowell Coles bear out Warnock's contention. Each of the women presented in Women of Crisis are poor and have a minimum of formal education. While their dreams, as expressed by the Coles' stories could be seen as "adaptive enrichment" or even "escape," "evasion of responsibility" or "self-dissatisfaction," a more fruitful avenue of study is to look at them as interpretations of the conditions of their lives. In this paper I will look at the daydream images the women present to show how they are both interpretations of their life situation and the means for (at times, dramatic) transformation.

References Cited:
Coles, Robert and Jane Hallowell Coles
Singer, Jerome
Warnock, Mary

FOWLER, Curt L. and BRUYA, Lawrence D. (North Texas State University, Denton)
THE EFFECTS OF DIFFERING LEVELS OF COMPLEXITY ON THE EQUIPMENT USAGE AND NON-USAGE OF TREE-, FOUR- AND FIVE-YEAR OLD CHILDREN

Complexity as a design variable used in the construction of a playground for children provided a setting where assessments of changes in play behavior were made. Thirty-six three-, four- and five-year-old children played on a high complexity structure which
ABSTRACTS (Continued)

contained many play events (slide, swing, etc.) and then again on one in which these events were replaced by platforms. Equipment usage in each setting was assessed for differences. Four dependent measures defined as equipment usage were used as indicators of play behavior. These were: (1) ON the structure, (2) TOUCHING the structure, (3) UNDER the structure, and (4) OFF the structure. Analysis of twenty-four, 20-minute video cassette tapes, taken from two opposing angles of the play structure, yielded results which indicate where differences in play behavior occurred.

Implications for continued research of this type will be presented.

GELPHMAN, Susan (University of California, Berkeley)
COMMUNICATIVE ASPECTS OF PEER PLAY ACTIVITIES

It is problematic for participants to interpret what is going on in an interaction. In observing the sound-action play activities of two-year old peers, I found it difficult to assess what they were doing. Were they playing or fighting? How did they know "Stop it" really did not mean to quit doing something? These play behaviors clearly resembled behaviors that could be used in "real" fights. The classic Batesonian interpretation problems were reflected in the play activities of these two-year old peers.

In order to examine how children communicate what activity they were doing, I studied the play interactions of two, two-year old familiar peers. The children were from white, middle-class American homes, and were videotaped over a four month period. For purposes of this paper, the focus is on some typical games to show the types of verbal and non-verbal "contextualization cues" (Gumperz, 1976) used by the peers to communicate different aspects of an activity.

One of the first tasks of any conversational exchange is the initiation of the interaction. Throughout the four month period, the children employed many 'unconventional' initiation strategies. These included provocative directives (i.e., 'Don't sit down on there'), kicks, and screams. While the peers did use the verbal channel, it did not always provide a clear guide as to the child's intent.

Once the peer's attention had been gained, the partners had to decide what to do. The children rarely signalled what to play in syntactic-semantic terms (i.e., "Let's play lions") as older children often do. Instead, their verbal and non-verbal actions demonstrated how they wanted to play the game. Behavior was often asynchronous, and non-rhythmic during this phase.

Other phases of the activity such as agreement on the focus, maintenance, and termination were also consistently and clearly marked. Meaning was conveyed primarily through shifts in non-verbal, prosodic, and rhythmic cues.

The results of this study indicate that the children's signalling cues, although different from adult systems, are conventionalized. These cues, though meaningless in themselves, are interpreted and shared.

GABBARD, Carl P. (Texas A&M University, College Station, Texas)
OUTDOOR PLAY APPARATUS EXPERIENCE AND MUSCULAR DEVELOPMENT AMONG CHILDREN 3 - 5

The play environments in which young children interact have become an area of increasing interdisciplinary concern. Research has credited playgrounds as effective learning mediums in the development of social, cognitive and motor behaviors. Unfortunately few of our public and private educational centers for young children provide adequate play environments. It has been assumed through empirical evidence that such deprivation may effect the motor development of the child and result in inferior behavior compared to those who experience a variety of play apparatus activity. One of the assumed benefits of apparatus activity is muscular strength and endurance, especially if the environment provides for overhead ladder and climbing experiences. Thus, an investigation was conducted.

Two groups of children 37-68 months were pre- and posttested for upper body muscular endurance using the straight-arm hang. The experimental group (N=45) was allowed the opportunity for activity within an experimental outdoor play apparatus area, 30 minutes per session, five days a week, for 10 weeks. Control group (N=45) activity consisted
ABSTRACTS (Continued)

of equivalent time allowances on an area with limited apparatus. Statistical analysis utilizing t-tests revealed no significant differences (p > .05) between the groups on age, weight or height. Further analysis revealed no difference on the pretest (p > .05), but indicated the experimental group out performed the control on the posttest (p < .05). Within group analysis indicated no significant increase (p > .05) from pre- to posttest for the control, but an increase (p < .01) was revealed for the experimental group.

It was concluded that outdoor play apparatus experience contributed to a significant increase in upper body muscular endurance.

GENTA, Maria L.; TARTABINI, A.; and PERTACCHINI, P. A. (Universita Della Calabria, Cosenza, Italy)
SEQUENTIAL ANALYSIS OF PLAY AND NON-PLAY BEHAVIORS IN 3-6 YEARS OLD CHILDREN
In this research the sequences of spontaneous behaviors of 3-6 years old children (males and females) are analyzed, and the behavioral categories of play, verbalization and aggression are quantified. The data were collected with the ethographic technique of check-lists during different day periods and different seasons of the year, to verify the hypothesis of the presence of behavioral trends due to endogenous biorhythms during the waking state of the Subjects.

In the present research are evidenced the relations between the mean quantities (bout lengths and frequencies) of play and non-play behaviors, considering both the age level and the sex of children. The quantification of play, verbalization and aggression behaviors were made through the observation of single subcategories relative to single expressive-motor patterns: a) for play: the manipulation of toys or use of apparatus, rough and tumble, painting and use of water, etc... accompanied by smile, laughter or play face; b) for verbalization-vocalization: talking alone and with others, with single interjections or exclamations and all expressions (e.g. cry, scream) which usually accompany verbalization; c) for aggression: threat, hit, fight, flight, try to take toy, try to keep toy (or other objects) accompanied by stare with low frown and fixate (pointing at the partner of the interaction).

GORFAIN, Phyllis (Oberlin College, Ohio)
HAMLET'S PLAY: THE TRAGEDY OF LUDIC REVENGE
Hamlet begins with a story: a tale of murder told Hamlet by a ghost/father who calls for Hamlet to remember and revenge. Hamlet's process of memory and revenge becomes a quest for the authority (origin) of the story and its meaning (consequences and responsibilities). For this process of recovery and discovery, Hamlet uses the processes of play--telling other stories, punning, riddling, and putting on plays.

At first Hamlet uses wordplay and roleplaying to take revenge in art; he tests the response of the court to the past, trying to test their guilt by their responses to representations. He also uses play to try out safely the conflicting roles thrust on him for the future. One of these roles is "the antic disposition," the disposition of the fool, a liminal figure which operates wholly within the paradox frame defining play. Hamlet's wordplay also becomes an emblem of his problems--in this case problems with choice. Punning makes catachresis--the mistaking of words--into play. In the play Hamlet such slippage in meaning is fatal, but Hamlet's play experiments with choosing between meanings and mistaking.

But perversions of play culminate when Claudius, the usurper and murderer, arranges a fencing match as the guise for a hidden duel. Having renounced the manipulative plotting of the strategist Claudius, Hamlet enters the game as a fortunist, giving himself up to chance and the free spirit of play. He is skilled physically, as a practiced fencer, and trusts to the rules of the game to order and control a ludic encounter with death. But the game is really a con, and Hamlet is wounded by the secretly unbated sword of his rival and poisoned by its anointed tip. Freed from the confines of art by false art, Hamlet seizes control of the uncontrolled process and finally kills the king who killed his father/king. Plotting and play reach their climax as the duel encloses a dramatic agon between two world views: that of free play and open-endings and that of fixed plots and sealed dooms. Neither mode triumphs, and the play closes on the tragedy of that
ABSTRACTS (Continued)

opposition, an opposition between process and fix, between faith and manipulation, an opposition clarified by using models of game, play, and plot.

GUERIN, Kathleen D. (Emmanuel College, Boston, Massachusetts)
GENIUS AT PLAY: AN ANALYSIS OF RICHARD BUCKMINSTER FULLER'S IT CAME TO PASS, NOT TO STAY.

Although in poetry as in prose, Richard Buckminster Fuller discusses the most serious problems of modern society: birth and death, energy and synergy, generalizations and special case experiences, in the book entitled, IT CAME TO PASS, NOT TO STAY, he is smiling. He considers himself engaged in "an intellectual development game", a description of his personal participation in the "vast game-playing of life". And while he employs patterns of thought appropriate to mathematics and the sciences: catalougnings, pairings of ideas, contrasts, definitions and examples, he manages to relieve the weightiness of the message by playful rhythms that satirize his own use of the empirical methodology. The paper attempts to show how the author translates sophisticated and intricate technological detail into "something uniquely fresh in viewpoint and formulation", that is into a poetry of the laboratory.

GUILMETTE, Ann Marie (Brandon University, Manitoba, Canada) and DUTHIE, James H. (University of Windsor, Ontario, Canada)
DECEIT AND DECEPTION: IN SEARCH OF A HUMAN RELEASE MECHANISM!

In this paper, the authors assume that play permits individuals to be that which they are not. This unintentional deception, affected by the human organism, forms the basis for many of the incongruities which render play both pleasant and appealing; unfortunately, also generating contradictions in the understanding of play. Yet, there appears to remain some trigger of recognition by which the human can differentiate play from non-play. Bateson (1972, 1977), Handelman (1977), Schwartzman (1978), and Alford (1978, 1979) provide metacommunicative/metalanguage distinctions--clues which render this releasor mechanism less elusive. Additionally, recognizing La Fave and Teeley's (1967) and Mannell and Duthie's (1975) involuntary nonconformist (victim of a habit learned wisely but too well), explains further how deceit and deception alter our ability to understand play.

GUSTAFSON, Marilyn (University of Texas, Austin)
ANTI-SCHOOL PARODIES OF "THE BATTLE HYMN OF THE REPUBLIC" AND "ON TOP OF OLD SMOKY" AS SPEECH PLAY AND SOCIAL PROTEST

Several children's parodies of "The Battle Hymn of the Republic" and "On Top of Old Smoky" will be examined from the perspective of language manipulation as a form of play with speech. Two questions concerning the nature of speech play form the basis of this paper. The first question involves an inquiry into the ways in which children have manipulated language in order to form these parodies. The second question deals with the emotional effect produced by the performance of these anti-school songs and the ultimate purposes fulfilled by this form of play for the children involved. The changes which children have made in the re-wording of the original songs will be the focus of the first question, especially as it relates to the formal features of the song verse-meter, rhyme, and syntax. The influence of these formal considerations on the transformational process involving the verse's variable elements will serve as the basis of analysis. The new creations which result from this creative process will then be examined from the viewpoint of the second question: What is the value and purpose of this form of play activity with relation to the social setting in which it occurs?

HARRIS, Janet C. (University of North Carolina, Greensboro)
PRIDE AND FEVER: INTERPRETIVE ANALYSES OF TWO UNIVERSITY SPORT PROMOTION THEMES

Advertising materials which are designed to attract spectators to sport contests provide a source of information which can be examined to broaden understanding of meanings which spectator sports may have for members of a culture or society whom the materials are designed to attract. Considering the interpretive functions which are attributed both to sport and to advertising, sport advertisements can be characterized
ABSTRACTS (Continued)

as interpretations of events which are themselves interpretations of social order. Sport advertisements may function partially to shape the meanings which members of a society associate with sport, and sport advertisements may also function partially to reflect such meanings. Based upon an investigation of football and basketball advertising materials and the factors which guided the creation of the materials at two major universities in North Carolina--the University of North Carolina at Chapel Hill, and Wake Forest University--the present examination is focused upon analyses of the two central promotional themes ("Carolina Fever" and "Proud to be a Deacon") which were developed and utilized by the sport promotion staff members at the two universities. The themes are compared and contrasted with regard to: (a) multiple meanings associated with each theme in the sport advertising materials; (b) associations in advertising materials of each theme with products other than sport; (c) associations of each theme in non-advertising contexts with both sport and non-sport events, materials, and/or ideas; (d) changes in each theme and its associated meanings and uses over time; and (e) relationships between each theme and the respective promotional program of which it is a part.

HILLIARD, Daniel C. (Southwestern University, Georgetown, Texas)
THE BLACK PRESENCE IN AMERICAN SPORT: A SPECULATIVE INTERPRETATION

Many sociologists have focused on the status of blacks within American sport, particularly intercollegiate and professional sport. Most studies have emphasized the fact that although black representation in sport is increasing, various forms of discrimination--such as stacking and unequal pay for equal work--exist. Typically, sport is seen as a microcosm of the larger society, and discrimination in sport is seen as a reflection of racism in the society in general. Explanations of racism in sport have been developed mostly from the functionalist perspective; for instance, stacking reduces inter-racial conflict within the team and guarantees that enough white players will be on the field to attract white spectators.

This paper explores the possibility that the patterns of racial segregation in sport are not simply reflections of the racism in the larger society, but important symbols of it. The case can be made that professional and intercollegiate athletic contests are major rituals of our society and as such carry tremendous symbolic significance. Some work on the symbolic nature of games and sport has, of course, already been done, for example Geertz' classic discussion of the Balinese cockfight and Zurcher and Meadow's analysis of bullfights and baseball. Murray Ross in his article "Football Red and Baseball Green" provides an excellent beginning for an interpretation of American sport by pointing to the pastoral myth of baseball and the heroic myth of football. If one accepts the notion that baseball is a symbol of the pastoral American past and that football is a symbol of the industrial American present, some interesting arguments can be made about the symbolic function of the segregation of blacks within each of these sports. (Frankly, I don't yet know what to do with basketball, which is obviously important because of the tremendous overrepresentation of Blacks in the sport.)

HOPKINS, Richard (Texas A&M University, College Station) and GABBARD, Carl
MOVEMENT ACTIVITY LEVELS ON TRADITIONAL AND CONTEMPORARY PLAYGROUND STRUCTURES

It has been known for quite some time that the type of play environment and available equipment has an influence on the behavior of children. The types of play environments that seem to be in vogue at present are the creative (contemporary) and adventure models. However, since traditional playgrounds still represent the majority of school and public play areas, it seems appropriate that comparisons between the models be investigated.

The purposes of this study were to: (a) investigate playground apparatus activity levels of children in grades K-4 and (b) compare traditional and creative playground activity levels. One intact class from each grade level (N = 111) participated in the study. Each intact group was allowed 20 minutes per day (5 days) on each playground area (which was located at the experimental site). The order of playground presentation was randomly selected for the first day and alternated thereafter. Subjects were allowed to play as desired, with free-play equipment available on request. The analysis of play
apparatus activity was performed using a piloted assessment instrument which recorded apparatus contact. Activity levels within each group were compared using creative and traditional apparatus activity scores and a paired t-test. Statistical analysis revealed that activity levels were significantly higher on the creative play apparatus for the third and fourth grade groups (p < .001). Analysis also revealed that after the second grade year, play activity on traditional apparatus decreased at increasing rates.

HORN, Pierre L. (Wright State University, Dayton, Ohio)

PUER LUDENS: LA GUERRE DES BOUTONS, OR WAR AS FUN AND GAMES

From the beginning, war has been a great way of testing man's fortitude and virility, both on and off the battlefield. It is in this long epic tradition that Louis Pergaud, direct descendant of Homer (on Ulysses' side) and Rabelais, wrote his magnificent La Guerre des boutons (1912).

The novel presents all the techniques found in war games, including Homeric insults, propaganda and psychological warfare, spying and ransoming of hostages, and the arms and ammunition race. Even girls are recruited as WAC's with well-defined functions, mainly the sewing on of torn buttons. War, however, is not all work and no play: the children-warriors, constantly resuscitated, often enjoy a peaceful moment away from the front, either in school, church or barnyard, and those lucky enough to have a faithful girlfriend-companion dream of sexual prowess to match victories on the field of honor.

In order to relate this modern picrocholine war, Pergaud uses a language that has all the enthusiasm and savvy innocence of youth, the exuberance and crudeness of Gaulois humor, the euphoria of liberating laughter.

At the same time, despite the glories inherent in such heroic situations, boys cannot forever engage in bloodless bloodshed and harmless massacre. Having lost many of their illusions, they now must face the ineluctable and debilitating maturity of their elders: "Dire que, quand nous serons grands, nous serons peut-être aussi bêtes qu'eux!" Peace has, unfortunately, come to the village of Longeverne...

HUGHES, Linda A. (University of Pennsylvania, Philadelphia)

BEYOND THE RULES OF THE GAME: RULES FOR RULES

It is a common observation that the same game can become something quite different in the hands of different groups of players. While our focus has often been on the common threads of structure, procedure and rules uniting what are actually quite disparate gaming experiences, intensive studies of particular groups of gamers constantly remind us, as Kenneth Goldstein does, that "the rules which are verbalized by informants and which are then presented by collectors in their papers and books for our analysis and study are an idealized set of rules--they are the rules by which people should play rather than the ones by which they do play."

The present paper examines evidence derived from an ongoing study of the game of Four-square as played by one group of pre-adolescent girls. Based on over 1 1/2 years of observation and interviewing, it is proposed that notions about how we should play are not so neatly divorced from how we do play. Although actual gaming rarely conforms to the idealized sets of rules commonly employed in describing and classifying games for study, much of what does occur is strongly influenced by the necessity of maintaining at least some outward appearance of adhering both to group standards for socially acceptable behavior and to more general, and idealized notions about "sportsmanship," "fair play," being a gracious winner and loser.

Specifically, this paper will explore the role of the concept of "playing nice" among this group of gamers, as it serves to alert us to the fact that more than game rules, as we have usually defined them, must be coordinated in actual gaming situations. The rules by which we do play are strongly shaped by the rules by which we should play, and these latter rules are strongly influenced by more general social interactional expectations and our shared "folk beliefs" about games.
ABSTRACTS (Continued)

KELLY-BYRNE, Diana (University of Pennsylvania, Philadelphia)
PLAY AND INTIMACY

Despite the numerous studies about play, there are as yet no case studies that carefully examine the spontaneous play of play partners in natural settings over an extended period of time. In the past, the tendency has been for researchers to focus on either the collection and/or categorization of texts or behaviors as separate from the analysis of the contexts and processes involved in their generation. It is often difficult to know the meaning of what is occurring in the play situations studied and reported. We lack a clear sense of the variety of strategies by which players construct their meanings in the multiple realms that characterize play occasions. This omission can be remedied by using ethnographic and detailed case studies of children's play.

As an example of this integrated approach, this study seeks to describe a single child's use of play in interaction with an adult. Using the design of the case method and the research procedure of participant observation, data was gathered from a white, middle-class, seven year old female in her home over the course of eleven months. The basic protocols are a series of fourteen play sessions each lasting an average two to three hours. The data consists of detailed note-taking, audio-recording and interview material. The play interactions are studied primarily by detailed analyses of transcripts taken from audio-tapes of the sessions. The interactions include lengthy, improvised, fantasy story enactments and a variety of conversational and other strips of activity. Using both frame analysis and discourse analysis, the study will demonstrate that an extended and cumulative play relationship involves a series of negotiations which establish intimacy. Intimacy is defined as the creation of shared contexts, knowledge, assumptions, expectations and actions by the participants. A case is argued for play as a frame for intimacy.

LANCY, David F. (Arizona State University, Tempe)
PLAY, LEARNING AND THE SIGNAL TO NOISE RATIO

The view that children's play serves to promote learning is widely propounded, yet unsupported by empirical evidence. Theories and some empirical support exist for the opposite view that play hinders or is at least irrelevant to learning and cognitive development. New life is given to the play and learning position by looking at it in a systems theory framework. The kidney is used as an illustrative model to show how play filters from a myriad of potential behaviors those that contribute to the individual's development and survival.

LEMPKA, Grzegorz (Institute of Recreation, Academy of Physical Education, Poznan, POLAND)
THE INFLUENCES OF SELECTED PERSONALITY TRAITS ON LEISURE MODELS OF ELDERLY AND GERIATRIC PERSONS

The purpose of my research was to find and show the interdependency between the selected personality traits (perception, neurotism and extra-introversion) and the accommodation to environment adaptation of senior citizens. I have assumed that activity in leisure is one of the important factors making easier the environment adaptation of geriatric persons.

The hypotheses were statistical verified by means of experimental methods: 1) Perception/cognitive processes/were tested by means of J. C. Raven's Progressive Matrices, 2) Neurotism and extra-introversion were measured with H. J. Eysenck's Maudsley Personality Inventory, Polish version, 3) The level of activity was evaluated on the basis of my own scale, social interview.

Three hundred inhabitants of the city of Poznan, Poland (men and women aged 66-95) were selected of random. Based on the above study, I have concluded that the personality traits examined during my research are significant in geriatric persons' attitude towards leisure and recreation. These conclusions are of theoretical and practical value in instruction for social workers, and other people working with elderly persons in organization of the leisure time of the senior citizens.
ABSTRACTS (Continued)

MARTIN, Richard (Fashion Institute of Technology, New York)
PLAY IN CONTEMPORARY ART: THE SEQUENCE OF JOSPEH CORNELL

Joseph Cornell (1903-72) created an art of play themes, transforming the impulses of European surrealism to the motif of play. Cornell's play themes include stamp and coin collecting, children's games, sandboxes, and musical play. These principal themes of Cornell's work have been appropriated by artists in the 1960s and 1970s. They are adumbrated in the author's recent article "Dr. Spock's Generation: A Crystal Palace of Childhood" in summer, 1980 Art Journal, but may specifically be traced to the play themes of Cornell's art.

In addition to identifying specific themes of play in Cornell's and subsequent art, the paper considers "demand gratification" as the kinship of play and art. That play and art (especially visual art) have like objectives suggests the ligature of the two for contemporary culture. A brief excursus deals with the titles of works of contemporary art taken from play and games.

Contemporary art is seeking its own analytical principles. In the example of Joseph Cornell and the artists who have followed Cornell, play affords the paramount metaphor for contemporary art.

McGHEE, Paul E.; ETHRIDGE, O. Lanelle and BENZ, Nancy A. (Texas Tech University, Lubbock)
THE EFFECT OF LEVEL OF TOY STRUCTURE ON PRESCHOOL CHILDREN'S PRETEND PLAY

Previous studies have suggested that children become increasingly reliant on the realistic qualities of toys as an aid to pretend play as they get older. Previous studies have not been successful, however, in varying degree of toy structure along a single continuum. The present study accomplished this by using three-dimensional silhouettes of familiar toys and progressively reducing the degree of resemblance between the original toy and the silhouette shape. Levels of structure were operationally defined on the basis of a separate sample of children, who were asked to simply identify the object represented by the silhouette.

The subjects were 30 low and 30 middle income boys between three and five years of age. The former were black and the latter were caucasian. The children were tested individually in the presence of a tester and an observer. Each child was presented each of three levels (in a repeated measures design) of toy structure in one of three orders. Three toys from each structure level were presented. The child was asked to tell the examiner what he was playing as he went along, and was told that he could play as long as he wanted, and that he should just let her know when he was through.

The results indicated that both subject samples (which differed both in terms of income level and race) responded similarly to the different structure levels. Both groups showed more pretend play with the unstructured toys than with either high or moderate levels of structure. Similarly, older children showed more pretend play than younger children in both groups. Unstructured toys also led to greater amounts of exploration/manipulation play than toys at the other two structure levels. In contrast to these findings, highly structured toys produced the greatest duration of play activity. Additional significant interactions among these factors were found for each dependent variable. The findings are discussed in terms of providing the optimal balance of structure levels in order to promote pretend play activity.

MECHLING, Jay (University of California, Davis)
ERNEST THOMPSON SETON'S USE OF NATIVE AMERICAN GAMES

Ernest Thompson Seton, nature writer and one of the founders of the Boy Scouts of America, wrote widely on woodcraft and Indian lore for boys and girls in the early 20th century. This paper explores the significance of Seton's writings in the context of their time. How to Play Injun and other pamphlets by Seton reveal ambiguous attitudes toward nature, childhood, fantasy, and masculinity.
ABSTRACTS (Continued)

KELLY-BYRNE, Diana (University of Pennsylvania, Philadelphia)

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The view that children's play serves to promote learning is widely propounded, yet unsupported by empirical evidence. Theories and some empirical support exist for the opposed view that play hinders or is at least irrelevant to learning and cognitive development. New life is given to the play and learning position by looking at it in a systems theory framework. The kidney is used as an illustrative model to show how play filters from a myriad of potential behaviors those that contribute to the individual's development and survival.

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THE INFLUENCES OF SELECTED PERSONALITY TRAITS ON LEISURE MODELS OF ELDERLY AND GERIATRIC PERSONS

The purpose of my research was to find and show the interdependency between the selected personality traits (perception, neurotism and extra-introversion) and the accommodation to environment adaptation of senior citizens. I have assumed that activity in leisure is one of the important factors making easier the environment adaptation of geriatric persons.

The hypotheses were statistical verified by means of experimental methods: 1) Perception/cognitive processes/were tested by means of J. C. Raven's Progressive Matrices, 2) Neurotism and extra-introversion were measured with H. J. Eysenck's Maudsley Personality Inventory, Polish version, 3) The level of activity was evaluated on the basis of my own scale, social interview.

Three hundred inhabitants of the city of Poznan, Poland (men and women aged 66-93) were selected of random. Based on the above study, I have concluded that the personality traits examined during my research are significant in geriatric persons' attitude towards leisure and recreation. These conclusions are of theoretical and practical value in instruction for social workers, and other people working with elderly persons in organization of the leisure time of the senior citizens.
ABSTRACTS (Continued)

MARTIN, Richard (Fashion Institute of Technology, New York)
PLAY IN CONTEMPORARY ART: THE SEQUENCE OF JOSPEH CORNELL

Joseph Cornell (1903-72) created an art of play themes, transforming the impulses of European surrealism to the motif of play. Cornell's play themes include stamp and coin collecting, children's games, sandboxes, and musical play. These principal themes of Cornell's work have been appropriated by artists in the 1960s and 1970s. They are adumbrated in the author's recent article "Dr. Spock's Generation: A Crystal Palace of Childhood" in summer, 1980 Art Journal, but may specifically be traced to the play themes of Cornell's art.

In addition to identifying specific themes of play in Cornell's and subsequent art, the paper considers "demand gratification" as the kinship of play and art. That play and art (especially visual art) have like objectives suggests the ligature of the two for contemporary culture. A brief excursus deals with the titles of works of contemporary art taken from play and games.

Contemporary art is seeking its own analytical principles. In the example of Joseph Cornell and the artists who followed Cornell, play affords the paramount metaphor for contemporary art.

McGHEE, Paul E.; ETHRIDGE, O. LaNelle and BENZ, Nancy A. (Texas Tech University, Lubbock)
THE EFFECT OF LEVEL OF TOY STRUCTURE ON PRESCHOOL CHILDREN'S PRETEND PLAY

Previous studies have suggested that children become increasingly reliant on the realistic qualities of toys as an aid to pretend play as they get older. Previous studies have not been successful, however, in varying degree of toy structure along a single continuum. The present study accomplished this by using three-dimensional silhouettes of familiar toys and progressively reducing the degree of resemblance between the original toy and the silhouette shape. Levels of structure were operationally defined on the basis of a separate sample of children, who were asked to simply identify the object represented by the silhouette.

The subjects were 30 low and 30 middle income boys between three and five years of age. The former were black and the latter were caucasian. The children were tested individually in the presence of a tester and an observer. Each child was presented each of three levels (in a repeated measures design) of toy structure in one of three orders. Three toys from each structure level were presented. The child was asked to tell the examiner what he was playing as he went along, and was told that he could play as long as he wanted, and that he should just let her know when he was through.

The results indicated that both subject samples (which differed both in terms of income level and race) responded similarly to the different structure levels. Both groups showed more pretend play with the unstructured toys than with either high or moderate levels of structure. Similarly, older children showed more pretend play than younger children in both groups. Unstructured toys also led to greater amounts of exploration/manipulation play than toys at the other two structure levels. In contrast to these findings, highly structured toys produced the greatest duration of play activity. Additional significant interactions among these factors were found for each dependent variable. The findings are discussed in terms of providing the optimal balance of structure levels in order to promote pretend play activity.

MECHLING, Jay (University of California, Davis)
ERNEST THOMPSON SETON'S USE OF NATIVE AMERICAN GAMES

Ernest Thompson Seton, nature writer and one of the founders of the Boy Scouts of America, wrote widely on woodcraft and Indian lore for boys and girls in the early 20th century. This paper explores the significance of Seton's writings in the context of their time. How to Play Injun and other pamphlets by Seton reveal ambiguous attitudes toward nature, childhood, fantasy, and masculinity.
ABSTRACTS (Continued)

MERGEN, Bernard (George Washington University, Washington, D.C.)
CHILDREN SLAVE & FREE

This paper will describe the play of children in the United States in the generation before the Civil War. Drawing on autobiographies and the narratives of ex-slaves, this paper will attempt to show the essential similarity of play in the North and the South; and it will explore some of the possible implications of children's play for understanding the post war period of Reconstruction and the Gilded Age. The uses of play as an index to cultural values will be considered.

NARDO, Anna K. (Louisiana State University, Baton Rouge)
FROM RITUAL TO HISTORY: ROYALISTS AND PURITANS AT PLAY

During the first half of the seventeenth century in England, King James I, followed by his son Charles I, were confronted by zealous Protestant Reformers whose determination to overthrow church and state led eventually to civil war and regicide. A key issue in the Puritan-Royalist debate was play: is play "harmless mirth" or "a ready way to hell"? James and Charles fostered stage plays, bear baiting, rural sports, and church festivals because they were remnants of an earlier age-hierarchical, agrarian, and measured by the alternation of work and holiday in seasonal rhythms. The Puritan revolutionaries, however, while ostensibly disdaining play in all its forms, actually lived an ideal of play that contrasts markedly to the Royalists' play ideal. Sermons, meditation manuals, and conduct books taught believers to live narrative lives by enacting in reality Biblical metaphors such as the Christian warrior and the exodus from Egypt. Thus they joined the New Model Army, calling for a new Moses/Cromwell to lead them out of enslavement to the Pharoah/Charles.

The conflict illustrates two poles on the continuum of play—the conservative and innovative poles. Games, sports, and festivals can help secure the stability and sameness of a society by providing a safe release for social tensions, channeling them, for example, into contest and indulgence of excess. But Victor Turner's theories about "liminality" and "root paradigms," and Brian Sutton-Smith's studies of games of order and disorder suggest that play not only makes life in a structured society tolerable, but it may also create an anti-structure, a "latent system of potential alternatives" from which new ways of thinking and new norms of conduct may arise that could direct social change under favorable circumstances.

Kings James and Charles hoped to use the conservative pole of play to sustain the old order and their place in it, but the Puritan revolutionaries actually used the innovative pole of play to accomplish social change. When the Puritans killed their king and Charles faced his death with the equanimity of a martyr, both parties unconsciously performed in actuality what had in more stable times only been played—the ritual sacrificing of a scapegoat, which underlies the Catholic mass, the devotional literature of the via crucis, and such varied play forms as English sword dancing in which swords are clashed over dancers heads, and mummers plays in which Slasher is killed by St. George and resurrected by a braggart doctor. In the execution of Charles and in other aspects of Puritan behavior, play breaks out of ritual into history.

NILSEN, Donald L. F. (Arizona State University, Tempe)
LINGUISTIC RULE BREAKING: AN ASPECT OF ADULT LANGUAGE PLAY

A short time ago when 70% of the new journalism majors at a large midwestern university failed the department's entrance exam on English grammar, one of the reasons given by a sympathetic dean was that today no one cares about language usage. He went on to say that society's general attitude of permissiveness and doing-your-own-thing has had a harmful effect on people's willingness to conform and to learn standard English. Parents, employers, colleges, and the public in general is demanding that we teach their children to speak and write "correctly" and unambiguously. Ironically these demands are coming at the very time that the mass media is putting forth an unparalleled amount of effort and money to create language that is neither correct nor unambiguous. This breaking of rules may give a first impression that the writers don't care about conventional English; but a second look shows that instead of being unaware of the rules, they are intentionally
ABSTRACTS (Continued)

flaunting the rules. Media and advertising writers are aware of the grammatical rules they are breaking. They violate the rules in carefully controlled ways that bring about interesting linguistic effects. Usually, the more careful and the more subtle the deviation, the more effective is the result.

Not only is language play an important aspect of mass media, but it is also an important aspect of writers who are unable to attain space in the media, but who still communicate by composing or buying and displaying messages on bumper stickers, T-shirts, buttons, tennis panties, license plates, restroom walls, classroom desks, restaurant menus, and dozens of other places. Despite the constant pressures to make everybody conform to a single pattern, children, and even adults will succeed in retaining their individuality through the process of language play.

PATTERSON, Patrick (Texas A&M University, College Station)

DESIGN CONSIDERATION FOR ADAPTING EXISTING PLAYGROUNDS FOR USE BY HANDICAPPED CHILDREN

Specialized play facilities for handicapped children often cannot be provided by schools and communities due to space, maintenance, supervision, monetary, and/or philosophical reasons. However, providing handicapped children an opportunity to experience activities in a playground environment with their peers is a worthwhile, and developmentally important goal. Handicapped children desire to take part in the same activities as others under their own power and control, to an extent individually possible. To accomplish these goals, existing play environments may be modified to allow for greater access and safety for these children, as well as for many of their less athletic peers, and at the same time challenge those with greater physical prowess.

Attention to basic details and design considerations could enable schools and municipalities to not only eliminate inaccessible playgrounds, but allow for a wider utilization of the facilities by everyone. Areas of concern in this regard are: (a) accessibility of each of the individual pieces of equipment located within the designated play area, (b) modifications of equipment for particular subgroups of handicapped children, (c) development of the overall design of the play area, both physically and conceptually. To develop ideal play areas for all children we must address the above issues in some detail, and respond in a manner best available to us within our financial and moral constraints. Creativity is necessary to turn an inaccessible playground into a safe, stimulating, accessible play environment suitable for all children which can, by its mere availability, enhance opportunities for children to experiment with their own individual capabilities and interact with their peers, no matter the personal limitations.

RINZLER, Kate (Smithsonian Institution, Washington, D.C.)

CHILD ADVOCATE – CHANGE AGENT: TWO ROLES FOR RESEARCHER INTO CHILDREN’S CULTURE

This paper will describe two possible roles for the researcher of children’s culture exemplifying applied approaches. The first role, that of child advocate, is demonstrated by field work and presentation of children’s culture at the Smithsonian Festival of American Folklife. The second role, that of change agent, is demonstrated by the successful resolution of inter-school hostilities and street fighting between the student bodies of two Washington, D.C. elementary schools. The ethical issues raised by these two examples will be discussed.

ROBERTS, John M. (University of Pittsburgh, Pennsylvania)

EXPRESSIVE COMPLEMENTARITY IN RACKET BALL

Research in a number of games and in analytically similar non-game activities has shown that those teams which number players with various action styles are more successful than those which do not. Expressive complementarity leads to game competence for teams. The implications for this finding for game and other anthropological research is discussed.
ABSTRACTS (Continued)

ROSA, Patricia (Espanola, New Mexico)
CULTURAL TOYS: THE DEVELOPMENT OF ANTHROPOLOGICAL PLAYTHINGS AS AN EDUCATION RESOURCE

This presentation is a "Visual" paper and consists of an integrated slide talk and discussion. It centers on an approach to the development of "playthings" of multi-cultural significance as an educational resource for home and school settings.

The speaker, a trained recreationist and arts professional, has worked in numerous cultural settings as a community program development agent. In this capacity she had the opportunity to observe the use of culturally specific or "folk toys" as a means to familiarize, develop and reinforce a child's knowledge about her or his rich symbolic and social heritage.

These experiences fostered the notion that simple toys based on ethnographic evidence could be produced for the multi-cultural setting. As such, they could be designed at the meta-level to foster the tolerance for ambiguity that underlies the anthropologists' concept of culture and, at the same time, provide an understanding of significant aspects of a specific cultural experience.

Remember "Betsy McCall"? In this regard the "visual text" will present a prototype paper cut-out and make-it toy kit. It is of a Navajo grandfather in his cultural and environmental setting. The slides will explicate and give concrete examples of how notions about "culture" and specifics of a culture can be designed into the elements of a toy in a way that provides multi-leveled learning opportunities in the creative play process of interaction between player and toy.

RUNGSTROM, Ronald W. (Espanola, New Mexico)
SYMBOLIC TRANSFERENCE, A VISUAL ANTHROPOLOGIST LOOKS AT A ROLE OF TOYS IN CULTURE

This is a visual paper and consists of an integrated visual and verbal "text". The focus is on toys, the objects of or in play. Toys, as with play, have remained in the realm of the unscientific and not taken seriously for ethnographic study. It is something to do when it rains. You sit, sketch and classify them and let it go at that.

While for the child, these play "things" are primary objects of concern and are the first real things over which he/she has had manipulatory power. This and the perspective that toys are implicitly and explicitly culturally programmed with meaning codes, should make them more serious stuff for study indeed. Therefore, this paper is based on the premise that toys taken in cultural context are containers of significance; and the process of playful interaction with them fosters meaning transference. Thus, the child/adult becomes familiar with, develops, and reinforces an understanding of the nature and importance of its culture's social and symbolic configurations.

As a contribution towards the development of toy ethnography, a methodology for a visual ethnography of toys will be discussed. In conjunction with this, the world of Gangu Kyodo, the regional "folk" toys of Japan will be presented as a representative study. The toys will be explicated in terms of traditional meta-concepts, visual meaning units; and how cultural knowledge is encoded and interactionally transmitted.

SALTER, Michael A. (University of Windsor, Ontario, Canada)
BALL GAMES AND BALL COURTS OF THE PRE-COLUMBIAN MAYA

As Rome crumbled and the Dark Ages engulfed Europe, a Central American people, the Maya, entered their golden era. During this Classic Period (from approximately 300 - 900 A.D.) they constructed a network of imposing cities that ranged from the parched plains of Mexico's Yucatan Peninsula, through to the jungles and volcanic mountains of El Salvador, Honduras, Belize and Guatemala. With their brilliant art, sophisticated mathematics and astronomy, intricate glyph system, and soaring temple-pyramids and palace complexes, they left an indelible impression upon the New World - and a forest of question marks!

Compared to the Aztec and Inca civilizations, we know relatively little of the Classic Maya, despite a wealth of available artifacts. Lamentably, much of our 'knowledge' amounts to mere speculation based on Spanish descriptions of the Maya and Aztec following the dark days of the conquest - observations made some 600 years after the Classic Maya had disappeared!
ABSTRACTS (Continued)

One of the enigmas facing us, and the one central to this study, revolves around the ball court and its associated game. Excavations have revealed that at least one court was constructed close to the central plaza in the heart of every major Classic Maya community. Over the years a number of vases, figurines, bas reliefs and stelae have come to life that graphically represent players in action. Drawing on these artifacts and the accounts of the Conquistadores, contemporary scholars have proposed an exciting, but extremely sacred and deadly contest, in which bloody sacrifices were the order of the day.

It is the contention of this paper that, by and large, existing descriptions of the rubber ball game of the Classic Maya have been coloured by the ritualized Aztec-Toltec contests and do not accurately reflect the true Classic Maya game. To test this hypothesis, the author visited numerous museums, archives and archaeological sites in Middle America, Europe, and North America during 1979 and 1980. The data derived from these field trips support the uniqueness of both the sacred and social Classic Maya game and calls for a total reconsideration of the various pre-Columbian Mesoamerican ball court games.

SCHWARTZMAN, Helen B. (Institute for Juvenile Research, Chicago, Illinois)
CHILD-STRUCTURED PLAY

What do children do when they are not under the watchful eyes of parents, teachers or other adults? What do they play? What do they say? How (or is) this play different in other cultures? This paper will present a brief overview of studies of child-structured play and a series of slides illustrating this play form will be shown. Differences between child-structured and adult-structured play will be examined and discussed.

SEDGWICK, Rae and HILDEBRAND, Susan (Health Associates, Bonner Springs, Kansas)
PLAY BEHAVIORS OF THE HOSPITALIZED CHILD AS INDICES OF WELLNESS

A four month study was conducted in a pediatric unit of a moderately-sized general hospital in an eastern city. During that time, participant observation methods were used by a psychologist and a clinical nurse specialist to observe relationships between level of wellness and the play behavior of children. The purpose of the study was to observe whether or not play behavior can be used as an indicator of increasing levels of wellness prior to or co- incidental with altered clinical picture of actual symptomology.

Children in age-range from neonate to five years of age were included in the study. Each child was tracked throughout the period of hospitalization with observations and recordings made at fifteen minute intervals, three times daily, on alternate days for each child, by each investigator.

Briefly, the following were observed: 1) Generally, the more severe the illness, the more restrictive the behavior, particularly the play behavior. During periods of illness, play behavior focused primarily on the body, bed clothes, and bed (or apparatus as an oxygen tube). 2) As levels of wellness increased, play behavior became expansive and other centered, including toys, stuffed animals, and hallways. Illness regression was generally preceded by restrictive play behavior, suggesting that emotional states, as evidenced in play behavior, may in fact alter prior to physical symptoms and may, therefore, serve useful predictive value in prevention and early detection of childhood illness and acute disorders (e.g. ulcers) as well as have predictive value in exacerbation of illness in children in apparent states of remission.

SMITH, James F. (The Pennsylvania State University, Ogontz Campus, Abington)
CASINO GAMING: RISK, RITUAL, AND REWARD

With roots in the smoky back rooms of after-hours clubs, the jerrybuilt saloons of western towns, and the gaudy pleasure- palace riverboats of the 19th century, casino gambling has come to occupy a conspicuous place in contemporary American culture. As more people seek to relieve the tedium of living the American Dream by engaging in risk-taking forms of entertainment, and as more states seek the taxes on gambling revenue as a partial solution to fiscal woes, legalized gambling in various forms is spreading and is gaining social acceptance as legitimate play. And even though casinos may technically
ABSTRACTS (Continued)

consider themselves "private" clubs, they provide the most democratic forms of gambling available, catering to the needs of the relatively unsophisticated slot machine players as well as those of the expert blackjack players and high-rolling craps shooters. As with other forms of legalized gambling, the odds of each casino game are egalitarian, no matter what the stake wagered. Moreover, in adopting the role of player, the casino gambler becomes a part of a well defined subculture, and in his play identity he is faced with action that is the most intense form of gambling, with participants making many decisions (wagers) in the course of play. This action, consisting of decision, suspense, catharsis, and resolution, takes only a matter of moments. But the game is repeated immediately in a cycle that ceased only when the house closes.

For players, the gambling casino is basically an entertainment device. While one casino executive has noted that the only "product" of gambling is money, the fact remains that entertainment and escape are the commodities casinos market. A gambler wants to play, to lose himself--not his money--in an intense, enjoyable experience. Though casinos offer basically the same games of chance, they may be classified according to the image they cultivate, the clientele they court, and the way they relate to their surroundings. Furthermore, games within the casino are characterized by particular rituals, both the rules of the house and the less formal (but no less important) player etiquette, which separate the gamblers according to their recreational personalities. For while gamblers win or lose as individuals, they do so in a social context. Somehow this society, the surroundings, and the action of the game become more important to players than the recreational dollars they risk--the amount of money won or lost. Reason tells us that the house always has an edge and that the vast majority of players must lose in the long run. Nevertheless, players return time and again to lose themselves in the excitement, suspense, and role-playing of the gaming experience.

SMITH, Michael W. and CANINO, James (Northeastern University, Boston, Massachusetts)
COMPETITION IN SENIOR LEAGUE BASEBALL: AN UMPIRE'S VIEWPOINT

Many sport sociologists contend that little league baseball is a reflection of the professional game. The following study examines little league baseball at its most advanced level: the Senior League. Youths playing at this level find themselves in a highly competitive situation that allows only the most talented and aggressive players to survive. While serving as umpires in one such league, a participant observation study was undertaken. Umpiring provided the researchers with a unique perspective from which to view the degree of competitive interaction of the participating players. The primary objective of the study was to examine the effects intense competition has on players, coaches and parents at this level of organized youth sports. A judgment as to the merits of this degree of competition was not a purpose of the research.

STANALAND, Peggy (Eastern Kentucky State University, Richmond)
TARAHUMARA RUNNERS IN 1928 OLYMPICS: A CULTURAL ENCOUNTER WITH STAMINA

In the sports world, the Tarahumara Indians of Mexico, seem quite capable of performing giants at some appointed time in history, yet coming from an obscure niche of the globe, for the people of the state of Chihuahua are quite removed from human performance training centers, fitness laboratories, Olympic trials and conditioning programs. However, from time to time, photographers, journalists, and travelers have reminded the world of the remarkable running ability of these people.
The Marathon -- that 26+ mile race of endurance seems to be the featured event of any Olympic Games. Perhaps it is because it represents a link with the past and the essence of courage and stamina of an athlete that the world gives special acclaim to the winner of this event.
The heralded marathon of the 1928 Olympic Games in Amsterdam was won by a Morroccan, courier running for France. It was not won by the highly trained U.S. runners, nor was it won by the highly touted runner from Japan, nor was it won by the two Tarahumara Indians running for Mexico.
Those who have studied, observed, visited or lived among the Tarahumara are impressed by their stamina and capacity for enduring long distance running. These are described
ABSTRACTS (Continued)

at length with a measure of respect. However, there was always an unexplained inconsistency. The Indians lived on the edge of poverty and sustained life on a sparse and meager diet, yet their capacity for running often staggered the scientific mind.

So what happened in 1928 to the runners whose name means flying feet and to whom running is a way of life? The devotee of sport would have chosen them to win. The Indians did finish the 26-mile course, but they did not outrun all others, nor succeed in bridging cultural gaps by their presence, and they did not have sport record keepers of the world recognize their skill. Those who would write about the runners who were entered in the 1928 Olympic Games which were designed to pit the best against the best would have to recognize that, for the Tarahumara, there were some components missing from this world event. First, they were not running against each other; second, they were not the central objects of betting; and third, they were not in their own mountains. And finally, for the Tarahumara, in the words of the 1928 runners themselves, the race was really too short!

STEWARD, M.D., Charles T. and STEWART, M.D., Louis H. (Berkeley, California)
PLAY, GAMES AND STAGES OF DEVELOPMENT: A CONTRIBUTION TOWARD A COMPREHENSIVE THEORY OF PLAY

For psychotherapists with a depth psychological orientation an understanding of levels of ego functioning, states of ego-self-identity, and symbolic behaviors is indispensable for distinguishing normative, regressive, disordered, and corrective patterns of development. And a comprehensive theory of play is a necessary context for such understanding as may be seen from the prominence of play in the theories of Jung, Lowenfeld, Erikson, and Winnicott for example. From this perspective the formative function of play is central to the construction of ego-self-identity, the process itself taking place in a cyclical interaction between curiosity-exploration and fantasy-play (Sutton-Smith's ludic and adaptive dialectics).

Our efforts are aimed at contributing to a more detailed understanding of the processes and stages in the formation of the structures of the ego, of ego-self-identity, and of the symbolic function through an integration of cognitive theories such as Piaget's with those of depth psychology. Toward this goal we are conducting systematic analyses of stages of ego-self-identity as revealed in both normative and clinical play observations. A developmental hierarchy of games should provide an explanatory model both for the identification of stages of development and for the discerning of these stages in empirical play data. Much of the groundwork for these studies is to be found in Sutton-Smith's analyses of cognitive-expressive profiles and of the developmental psychology of games. It is our expectation that the more detailed analysis we are undertaking will prove useful to play research in general and particularly to the understanding of the relationship of play and creativity.

STEWARD, M.D., Louis H. (Berkeley, California)
THE PLAY-DREAM CONTINUUM AND THE CATEGORIES OF THE IMAGINATION

Perhaps the most important function of play is its role in the potentiation of creativity. As Huizinga's classic study convincingly documented, there can be no doubt that play and culture are deeply interpenetrated. Nevertheless, Huizinga in his zeal succeeded in blurring some very real distinctions between play and the cultural forms of art, religion, etc. Our own studies of the relationship of play, dreams, fantasy and creative imagination have led to a re-examination of concepts which recognize the quality of daemonic possession experienced in creativity. Probenius, for example, postulated that the origin of culture lies in the seizure of consciousness by a pregnant image which arises in play. The value of this type of formulation is its focus on the dynamic relationship between the unconscious, image-symbol producing aspect of the symbolic function and the formative aspect which predicates the categories of the imagination. To explicate a similar viewpoint we have developed a model of the psyche which seeks to integrate a depth psychological model, based largely on Jung and Erikson, with Piaget's epistemological model, thus correlating expressive-affective schemas and noetic-cognitive schemas. In this model play is located at the creative center of the psyche along a
continuum of conscious versus unconscious control. Play and night dreams are the poles of this continuum, while creative imagination appears as an intermediate function dynamically related to both. Instrumental to this viewpoint are Sutton-Smith's papers on the expressive profile, micro modes of knowing and the dialectic of play.

SUTTON-SMITH, Brian (University of Pennsylvania, Philadelphia)
THE NEW ZEALAND PLAYGROUND, 1840-1950
An examination and analysis of children's play in New Zealand, based on oral histories, school records, and personal recollection. This paper examined factors such as frontier environment, compulsory schools, and organized sports on tradition forms of play. This case study provides a number of interesting hypotheses about the relation of play to innovation, the impact of technological change on play, and the relative importance of group versus solitary play.

SWANN, Christine P. (California State University, Long Beach)
PLAY: THE UNIVERSAL LANGUAGE
The play of young children has come under much study in recent years. The work of Piaget, Parton and Ayres and others has contributed greatly to educational theory. Does play recapitulate? Do the studies of the major theorists hold up when studying the play of other cultures? Perhaps these questions can be answered best by the study of play in different technological levels and within the phylum as well.

A comparative study was undertaken among the Kung bushmen of the Kalahari desert in South Africa, and the Hopi Indians Circa 1940. (Denis and Denis) These cultures were chosen for two reasons: (1) They represent different cultures. (2) They represent different technological levels. Thus, they offer a look at what play might have been like many years ago. Play was also studied not only among the other primates, but among the higher orders of the phylum Chordata as well.

Do cultural matrices inhibit the acquisition of motor skills. The Hopi study consisted of two groups. One still using the traditional cradle board which restricted early vestibular movement, and one group not using the cradle board.Means and standard deviations for both groups were obtained. There appears to be no significant difference as to when walking was first started.

Play is a universal language complete with its own syntax. Its signal to begin is readily communicated not only among primates, but also among other higher orders of animals.

WEILBACHER, Regina (Westerville, Ohio)
INTERNATIONAL IMAGES OF CHILDREN AT PLAY: POSTAL STAMPS FOR THE INTERNATIONAL YEAR OF THE CHILD
During the International Year of the Child many countries issued postal stamps to commemorate the special year. Participating countries issued anywhere from one to over a dozen stamps, each finding its own unique way of expressing concern for children.

A number of the stamps illustrate the importance of play and recreation in the lives of children. For example, each of the four stamps from Antigua shows a child playing with a toy vehicle. Botswana issued two stamps which complement each other. One is colorful and shows children playing with a wealth of toys. The other is done in sepia tone and pictures a village child playing with a simple doll. A strip of five stamps from the Christmas Islands illustrates a line of children playing London Bridge. One of the stamps from Uganda reminds us that handicapped children have an equally strong need and desire to play. These stamps depict a wide range of play and recreational themes.

This slide presentation is a fascinating study of the images of children at play from around the world. It offers a unique opportunity to see how different countries express their orientation towards children. As we begin to understand the perspectives of others we can survey our own values and attitudes and determine our priorities concerning children and play.
WEILBACHER, Regina (Westerville, Ohio)
THE PLAY OF AMISH-MENNONITE CHILDREN

This study investigated the play of Amish-Mennonite children in two ways. First, it compared their play with Piaget's developmental stages of sensory-motor play, sociodramatic, representational play, and games with rules. Similarities and variations were found. Second, a survey was used to determine the popular perceptions of non-Amish-Mennonite people concerning various aspects of Amish-Mennonite play. These included types of toys used, sex roles, and attitudes towards play. Ethnographic methods were used to investigate the accuracy of these perceptions--some surprising discoveries surfaced. In addition to the data which was sought, other information was uncovered concerning the children's physical development and their folk games. The researcher was permitted to take photographs and these greatly enhance the report of the study.

NOTICES

1. APRIL FOOL'S DAY CONFERENCE.
For those who have the time (we all have the disposition) we remind you that WHIM (Western Humor and Irony Membership) meets on April 1st at Arizona State. Those interested should contact Don Nilsen, English Dept., Arizona State, Tempe, AZ 85281. The program includes papers on humor in advertising, language, body language, drama, education, history, literature, medicine, names, nursing, psychology, science, etc.

2. THE TAIT MCKENZIE SYMPOSIUM ON SPORT
May 7-8, 1981. University of Tennessee, Knoxville. Write to Bill Morgan, School of Physical Education, U.T. at Knoxville, 37916. Published volumes of the 1979 and 1980 papers are now available for $4.50 each from the Bureau of Educational Research at U.T.

3. GENERAL ASSEMBLY OF HISPA
April 6, 1981, Lisbon 5:30 to 7:30 p.m. In the building of the Calouste Gulbenkian Foundation, Av. de Berna 56. We suggest you flip over after TAASP.

4. EIGHTH WORLD CONFERENCE OF THE INTERNATIONAL PLAYGROUND ASSOCIATION
August 23-28, Rotterdam, 1981. Details in next Newsletter of the I.P.A. care of Miss M.E. Otter, 12 Cherry Tree Drive, Sheffield, S11 9AE U.K. This organization claims members in 33 countries.

5. INTERNATIONAL CONGRESS OF HISPA


7. FIFTH INTERNATIONAL CONFERENCE ON SPORT
August 26-31, 1981. Contact:
Box 8 -1981
Station Terminal
Ottawa, Ontario,
Canada K1G 4A8

8. PUBLICATIONS RECEIVED

GROUND FOR PLAY Winter 1980, Newsletter of the American Adventure Play Association, P.O. Box 14782, Long Beach, CA 90814.
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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<th>LATER YEAR</th>
<th>AREAS OF TAASP INVOLVEMENT</th>
</tr>
</thead>
</table>

**COMMITTEES - STANDING COMMITTEES**
- Membership Committee
- Program Committee
- Nominating Committee
- Budget and Fiscal Committee
- Time and Site Committee (for annual conference)

**OFFICERS**
- President-elect
- Member-at-large

**TAASP PUBLICATIONS**
- Submit new items to TAASP NEWSLETTER
- Submit short article to TAASP NEWSLETTER
- Reviewer for Annual Proceedings
- Editor of Annual Proceedings
- Editor of Newsletter

**TAASP ANNUAL CONFERENCE**
- Chair a conference session
- Help with conference procedure, e.i. Registration, Book Display, Host/Hostess at Social Event, etc.
- Plan symposium in your special interest area of play
- Present paper at conference

**OTHER**
- Future Directions Committee
- Submit application for Fellow status in TAASP

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!!!