THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY
NEWSLETTER
Volume 7 Number 3
SPRING, 1981

COME TO LONDON (ONTARIO) IN 1982!

8th Annual TAASP Conference to be held in London, Ontario, Canada, March 31-April 3, 1982
Plan now to attend.

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EDITORIAL

The meeting in Fort Worth was generally reckoned an outstanding success, much of the credit going to Andrew Miracle for local arrangements and to Aiden Dunleavy for local miracles. The great Debate established a new low in greatness and bought the players off the back benches. Our understanding is that the tradition will be continued and at the next TAASP conference the women will debate whether the men are chauvinist pigs or some other more playful animal.

Present arrangements are to hold the 1982 conference at Western Ontario University in London, Ontario, Canada (100 miles North East of Detroit), March 31 to April 3. The 1983 Conference is to be held in Baton Rouge at the time of the Mardi Gras in association with the American Ethnological Society and the Southern Anthropological Society.

Tentative plans are to require membership prior to acceptance of papers; to limit the abstracts to 200 words (the program expense is too high), and to require at least a three page (700 word) summary of the proffered article.

In this issue we publish our award speech to Dr. Dorothy Howard and some but not all of her (partly improvised and most) spunky reply. It might be some time before we can make another such award given our finances. What we appear to need is someone who is both the contemporary star of the ludic firmament, so can give our invited address, and is also old enough to be commemorated for pioneer services. Nominations are in order.

BS-S
IMPORTANT NOTICE ON 7TH ANNUAL CONFERENCE PROCEEDINGS

As I have been given the task of editing this year's proceedings, let me call your attention to the following:

1) As in the past, all papers will be submitted to an editorial board for evaluation. Standards will be high, as the volume will have space for only about half of the 60-odd papers presented at the meeting. Papers should therefore be revised as carefully as if they were being submitted to a professional journal.

2) By decision of the Council, papers must follow the style of the American Psychological Association. See American Psychologist or the Publication Manual of the American Psychological Association, 2nd Ed. An otherwise acceptable paper that does not conform to the adopted style will be returned to the author.

3) Papers should be in the 15-20 page range, citations included.

4) All papers must be submitted in triplicate. The two non-ribbon copies may be either clear carbon or xeroxed.

5) The deadline for receipt of revised papers is June 15th.

Frank E. Manning
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TAASP RECOGNITION AWARD PRESENTATION TO DOROTHY HOWARD

Brian Sutton-Smith
University of Pennsylvania

It gives me great pleasure to make this presentational address to Dorothy Howard. Ours is a small society celebrating by its very existence and growth the increasing respectability of a scholarly concern with play. It is fitting that the society should ritualize its own voyage across the triviality barrier by commencing to honor those who were the first to make this hazardous passage.

I have a personal stake in this also because Dorothy visited me in New Zealand in 1954 shortly after I had returned from my Fulbright two years in the United States. I remember sitting with her on a wind swept beach on those antipodean Islands considering that I had not only chosen the worlds most trivial subject but had chosen it also about as far away from any action as it was possible to get. As they say down under it seems there like all the rest of the world was invited to a party but New Zealand did not get an invitation. In those circumstances, Dorothy's own Fulbright visit to see me was an infusion of heartening lend-lease sufficient to keep me going, until my personal invitation did indeed arrive two years later.

It is our good fortune that Dr. Howard could be here today to assist us in this first celebration. She is without doubt the pioneer woman scholar of children's games in the United States, standing to my best knowledge first in line in the world behind the British scholar Lady A. B. Gomme. When Gomme's 1894 volumes were reissued by Dover Press it was particularly fitting that Dorothy was chosen to write the introduction to those volumes. In them she reminds us how difficult it was for women of those times to carry out any such work. Indeed in his work, London Street Games (1916), the author Norman Douglas made mock of Lady Gomme as "Aunt Eliza" because she had left out the seamier side of children's play lives. Howard says of Gomme:

"The games reported represent the play life (or part of the play life) of articulate, "proper" Victorian adults (of Queen Victoria's youth) reporting on "proper" games. Lady Alice, if she had any inkling of improper games lurking in the memories of her literate adult informants, gave no hint of it. And she chose to ignore the games of Dickens' illiterate back alleys and tenements though she could hardly have been unaware that they existed. Since, according

to statistics, Dickens's children far outnumbered well-fed-and-housed Victorian children and since psychological excavators have dug up evidence to indicate that nice Victorian children were often naughty, we can only conjecture that Lady Alice's Dictionary might have run to twenty volumes, had she undertaken a different study with a different point of view."

"There is no need to lament the limitations of the Gomme study. We should accept it for what it is and be grateful, mindful that ... years hence ..., our own limitations as scholars may be lamented by those who follow us. In this year of 1963 (the era of Kinsey, transistor tape recorders and triumphant juvenile delinquents) we should consider what would have been the fate of Alice Bertha Gomme, woman-scholar extraordinary of her day, had she been still more extraordinary; had she attempted to sit on curbstones listening to children play and to record the unvarnished facts. Her findings would never have seen the light of print; and Alice would have been shoved permanently down some rabbit hole; she would never have become Lady Alice; and we would not, today, have her two-volume Dictionary to reissue."

To the best of my knowledge there was no other woman working on the scholarly recording of children's games until Dr. Howard's own work of the early 1930's. Of course women had been active with children's nursery school play conceived of as an educational phenomenon from the beginning of the century. The 1920's and 1930's were also a growth period in systematic studies of children's play by women in nursery schools and in play therapy. One has for example only to mention the names of Isaacs, Lowenfeld, Buller, Griffiths, Van Alstine, Farwell, Parten, Hurlock and Foster. Some of these women even studied playground play but only by questionnaire, not by going into the actual playgrounds in an attempt to record such play. Here Dorothy Mills Howard's work seems to have been the first of which we have record.

Dr. Howard's claim for significance for TAASP then lies in her perhaps premier and certainly pioneering status as the first woman scholar who actually worked in a playground. When someone does something quite innovative like watching children's play and recording it (how amazing it is now to realize that it was innovative), it is of considerable interest to see if we can find out why they took this unusual step. Although there can be nothing definite about this kind of inquiry, we are fortunate in Dr. Howard's case to have her own autobiographical work to assist us. In her epilogue to her book Dorothy's World: 1902-1910, she writes (pp. 287-288):

"As a wandering school teacher, Dorothy in 1950 became a teaching principal in a consolidated rural school in New York State. One problem that soon became her great concern was the fact that most of the children, especially the boys, reached the junior high school grades "hating" poetry. Looking for the causes, she learned that their elementary classroom experiences with poetry had included: (1) homework memory assignments of (2) poems chosen by the teacher (a woman) for (3) didactic purposes and (4) memorized as a chore to escape punishment."

"Then one spring day at noon she stood at an open classroom window pondering that problem casually watching children play on an unsupervised playground. Skip ropes were turning; marbles, rolling; balls, bouncing. Gradually she became aware of metaphorical, rhythmic language accompanying the body movements of the children. She heard

One, two, three, aleery
Four, five, six, aleery
Seven, eight, nine, aleery
Ten, aleery, postman. (for ball bouncing)

and

All in together, girls
Never mind the weather, girls. (for rope skipping)

and

Roll, roll, Tootsie, roll
Roll, marble, in the hole. (charm for marbles)

and

House to let, inquire within
Lady put out for drinking gin
If she promises to drink no more
Here's the key to her back door. (shouted for rebellious fun)

By the time the bell rang calling the children in, she had counted on her fingers more than a dozen rhymes and formulae; and when the children came to class, rhymes, rhythms, and metaphors of the playground language were discussed. The next day, self-assigned homework work was brought in, and by week's end, the class had a collection of more than two hundred playground rhymes."

"It soon became clear to Dorothy that their joy in poetry came from orchestrated body movements, including the voice. One class discussion led to another: metric and cadenced rhythms; kinds of rhymes and sound-meaning (rollicking and frolicking as opposed to cold and bold). Discussions led to dramatic choral reading activities, to group creative verse writing, to individual creative writing, and to reading poetry in books, first to limericks, then to "Jabberwocky," and gradually to serious poems."

In short the contingent cause for Dr. Howard was educational; her discovery that children themselves are a mine of poetry. The antecedent causes are naturally harder to fathom and perhaps even presumptuous to hypothesize but her book Dorothy's World certainly provides hints of the direction one might take. But let me put that aside for the moment and follow up what happened next. Here I can quote again extensively from a recent introduction to her forthcoming publication of her 1938 doctoral thesis.

"In 1931 when I began my research in children's playlore (see Dorothy's World, pp. 287-294), my interest was that of a teacher. I was interested in the teaching-learning process—in the relationship to teacher and learner. I wanted to learn about human behavior, not as a folklorist, not as a psychologist, not as an anthropologist nor sociologist and not as an historian—per se—nor as an antiquarian but as a curious country schoolteacher in a consolidated, rural school in New York State."

"Before 1931, I had had several years of experience teaching—trying to fit into the straight jacket of the academic system. And before that, as a bored undergraduate student, imprisoned in classrooms, I had (through unassigned reading in the library) become acquainted with the Socratic method of teaching and learning. Hence, in 1931, I escaped from the classroom with the children to find answers to questions. Some years ago somebody called me a "pioneer" in the study of children's playlore. If that is true, I am still a pioneer. I am still asking the same questions and hoping, still, for better and better answers."

"On that country schoolground in New York State, I had no thought of ever incarcerating my research in a doctoral dissertation. That happened by chance. Sometime in 1933 (if I remember correctly) the late Dr. Walter Barnes, Professor of English, New York University, heard about my research in conversation with my sister at a cocktail party. He sent word that he wanted to talk with me about it. And when we talked, he told me that children's playlore was "folklore" (I did not know that). He introduced me to the works of Comme, Halliwell, Newell and other nineteenth century folklorists and told me that research in children's folklore was a fallow field unexplored since Newell. I remember exactly what he said, 'I am keen about your project.' He urged me to continue the investigation and to keep in touch with him."

"I continued playing with my schoolchildren on the playground and with my own and neighbor children at home and in the streets. Dr. Barnes and I continued to meet and talk until sometime in 1934 (again, if my memory is correct), he suggested that the project should develop into a Ph.D. dissertation. With my permission, he said, he would investigate the possibility of persuading the higher powers at N.Y.U., at Columbia University (as well as at other universities) to his point of view. I agreed."

"About a year later he reported. The academic higher powers were unanimous in the view that children's play was not a proper subject for a Ph.D. dissertation. However, N.Y.U. had recently invented a new degree—the Ed.D. He offered to investigate the possibility of getting my project accepted as an Ed.D. dissertation, and I agreed."

"Finally, in 1936, Dr. Barnes' scholarly prestige outweighed and overcame the reluctance of the higher powers at N.Y.U. I was allowed to take the preliminary examinations for the doctorate. And my project was accepted with the stipulation
that it be confined to verbal aspects of children's lore and that it be geographically expanded to include rhymes of children throughout the entire United States. Professor Barnes was appointed chairman of my sponsoring committee which included Professor Ambrose L. Suhrie and Professor Hughes Mearns (both were sympathetic and cooperative).

"In the beginning my attention had been concentrated on verbal aspects of children's play. But as I spent more and more time on the playground, I became more and more aware that children's voices accompanied other body movements and that children moved in group patterns—not chaotically as I had, at first, thought. Then I began to view the playground as an educational institution—as a school operating three feet below adult eye level and invisible to myopic adults."

"By the time I was a doctoral candidate, I wanted to limit my study to one school and one group and to expand the inquiry to include the context of the verbal lore: the school (playground and classroom); the home (parent-child and sibling relationship); the church; the community. Professor Barnes had become sympathetic to my view and from 1934 to 1936, he and I searched for then current publications in anthropology, sociology and psychology bearing on my subject. But in those days physical educationists were in ascendency in the academic community and their prevailing view was: adult-planned and supervised play, only, was worth serious attention. Following Professor Barnes' advice, I compromised and accepted the dictated formula for the doctoral study. He said, 'Get your doctorate. Then you can go your own way forever.'"

"It was in 1937 (probably) the National Council of Teachers of English, meeting in New York City, invited me (at Dr. Barnes' suggestion) to speak on my research. That address received more attention in the pre-s than any other. And the publicity in The New York Times brought an invitation from The New Yorker Magazine for the article, "Songs of Innocence," November 13, 1937, by Morris Bishop and me (using my maiden name, Dorothy Mills). Morris Bishop and I received some four hundred letters about that article from all over the world, including one from Iona and Peter Opie (then, a young, unmarried, courting couple)."

"The New York Times report also brought a Time magazine reporter scurrying to see my dissertation. Out of thirteen chapters, she was interested in one, 'Taboo Rhymes.' And her article in Time implied that I was a pixilated, female schoolteacher sitting on a street curb inviting naughty children to whisper naughty rhymes to me when I should have been in the classroom teaching them their three R's." (Not withstanding Norman Douglas).

"Over the years, as my interest in the context of children's play has increased, I have wanted to limit my attention to smaller and smaller groups in order to observe more thoroughly; in order to probe deeper into children's minds. Unfortunately, in 1952, when I first applied for a Fulbright research grant to study the play life of Australian children and proposed to limit my study to one school in one community, I found my proposal unacceptable. Not until I proposed to 'survey' play life in the whole of Australia was the grant made in 1954."

"In 1962-1963, for the first time, I had the opportunity to confine my study to one child. During sabatical leave that year and by correspondence and briefer visits since, I have studied the life of a twelve-year-old Mexican boy in Tonala, Jalisco (Pedro of Tonalá -- now in manuscript and still waiting for a publisher). Again, in 1967 to 1969, in Lincoln, Nebraska, I studied the play life of one child--a girl from the age of two to age four (an unpublished study). In 1977 Prentice-Hall published the study of my own childhood, Dorothy's World: Childhood in Sabine Bottom, 1902-1910 (after it was rejected by academic publishers)."

"Professor Barnes was wrong when he said, 'You can go your own way forever.' All those who undertake to study human behavior always find their way paved with circumstances beyond their control. In the academic milieu of the 1930's in which it was my lot to live and begin my inquiry into children's playlore, the circumstances beyond my control were not unlike the circumstances beyond the control of Lady Alice Bertha Gomme, a proper Victorian Lady of the nineteenth century. Lady Gomme was a non-conformist in her day. So have I been in mine. But, happily for
me, children, unlike their elders, have welcomed me—a non-conforming adult."

But still the question remains, why was Dorothy the first? Dorothy answers again and again in her book. She says:

"My purpose in studying the lives of children in other societies has been to gain objectivity about my own..." She hopes her book will not be read as a nostalgic lament for a world gone by. Instead she hopes it can lead each reader back to a child buried and half, but not wholly forgotten..." (p. 297)

Her own story emphasizes the community of kinship relationships and of play. Her emphasis (like that of Dr. Victor Turner's to come) is on community. And yet when one looks at her account one is impressed mostly by its intellectuality. There are the Quaker ancestors. There is an early intensive concern with literacy and word meanings. There is a story told with remarkable coolness and rationality. It is a tale of childhood told as if it was a cognitive map. It is written in the way we might have expected Piaget to do it. The same reflective rationality and the gutsiness of a little kid who kicks shins and spits in the butter if she doesn't get her way has clearly assisted Dr. Howard throughout her professional career as a debater, as a union activist, as a member of the AAUP and the American Civil Liberties Union. She has had the rare reward of contriving the dismissal of an authoritarian college president while still holding her own job as a lowly professor.

So why did she find children important enough to go out amongst them? Why is she now writing the tale of Pedro of Tonala? I suspect that Dorothy like many of us finds in these innocent roots the reminders of that warmth and community of earlier life long gone from much of the modern life of literacy and alienation. In her own writing she protests against that kind of scholarship that buries the study of children's play in academic footnotes and computer output. In her book on Pedro she seeks to establish an intensive play record of one child in a community context with a full description of all surrounding phenomena just as she has done for her own life with Dorothy's World. Though contrary to major scholarly trends her attempt at such an intensive case study with a specific ludic focus continues to make her as much of a pioneer today as she was in 1931.

It is with great pleasure, therefore, in her enterprise, and with great identification with her motives, that I have the privilege of introducing this award.

RESPONSE TO TAASP RECOGNITION AWARD

by Dr. Dorothy Howard

Whether or not I deserve this tribute, I accept it with gratitude and trepidation.

Mark Twain once said when he was out on a lecture tour, if he had to be introduced he preferred to do the job himself because that was the only way he could get in all of the facts. When one of the local boys introduced him and he sat there on the platform listening to all the beautiful lies being told about him he began to believe them. And by the time he stood up to speak he thought he was somebody else. He didn't know who he was and he didn't know what to say.

I do not say Brian has lied. He has done an extraordinary job of rearranging the truth. I like his arrangement. I accept it and I hope you do. Lest I accept an honor under false pretenses, I must modify two statements Brian made: about Quaker ancestors and about my childhood gutsiness.

I did not know I had any Quaker ancestors. However, Brian may be correct since ancestors accumulate and multiply like guinea pigs (2 parents, 4 grandparents, 8 great-grandparents, etc.), and most get lost sooner or later. My ancestors—as far as I know—were Holland Dutch Mennonites; French Huguenots; Presbyterian, Presbyterian Presbyterians (English, Scottish, Irish) and American Indians who survived a long long time until my white, European, Christian blood thirsty ancestors came over to save their souls and dispatch them to hell. Those same ancestors enslaved black people. History books say Quakers like the Mennoites were kind to Indians and opposed to slavery and war. Since Brian holds my ancestors accountable for me, I need some Quaker forbears to balance all those Presbyterians and Huguenots. And I hope Brian can footnote that graveyard where he dug up those Quakers.

Brian praised me for my childhood virtues (kicking shins and spitting in the butter).
I kicked four shins (belonging to two older sisters). I spat on people (not in the butter). I was promptly spanked for it and soon learned that spitting on people was not profitable; and have not spat on anybody since I was four years old.

Nevertheless till this day (like Pavlov's salivating dogs and Skinner's trained pigeons) in the presence of some people, I have to swallow hard and fast.

This I hope, sufficiently amplifies my pedigree and my childhood virtues and I shall now stop playing with words. If I have been a pioneer on play research (as Brian says) I wish I could have blazed a wider trail through the forests and over the mountains of academic arrogance, ignorance and indifference for you who now struggle to till the soil, plant and harvest facts and knowledge wisdom and understanding for the purpose of nourishing and cherishing the young of our land; where children are still chattel property too often unprotected by the Supreme Court of the United States. All I can say to you today in return for the honor you have bestowed upon me, is my blessings. Right On.

ADDENDUM ON LIFE OF DOROTHY HOWARD

Dorothy Howard
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Occupations

Since retirement from teaching (University of Nebraska, 1969) I have been writing. My last book publication was DOROTHY'S WORLD: Childhood in Sabine Bottom, 1902-1910, Prentice-Hall, 1977 (a memoir described by Dennis Fawcett, my F-H editor as "unique" and "one of the strangest manuscripts we have encountered (and I don't mean that negatively)."

Now I have: 1) one book manuscript (non-fiction) completed, PEDRO OF TONALA, the life of a twelve-year-old Mexican boy, based on a year of research in 1962-1963 and shorter periods since; and 2) a novel well on its way.

Other books I hope to write before creeping senility overtakes me include: 1) Play Customs of Australian Children; 2) Play Customs of Mennonite Children in Maryland; and 3) DOROTHY'S SCHOOLDAYS (sequel to DOROTHY'S WORLD (to please my family); a novel (now--198 -- in progress and half-completed).

From 1967-1969, I was Visiting Professor of English, University of Nebraska and special consultant in children's Literature and playlores in a cooperative Tri-University project under the aegis of the University of Washington (state), New York University and University of Nebraska.

From 1944-1967 I was Professor of English, Frostburg State College, Frostburg, Maryland and for fifteen years, Chairman of the English Department. I retired in 1967.

From 1923-1944 I was public school teacher and principal in Texas, New York and New Jersey.

From 1931-1936 I was director of a public, summer camp for girls for Westchester County, New York.

Academic record

Undergraduate studies: North Texas State University, Denton, Texas, B.S. degree, 1923. Graduate studies: New York University, New School for Social Research and Columbia University. Doctorate from N.Y.U. 1938. My doctoral thesis "Folk Rhymes and Jingles of American Children" has been dubbed a "pioneer study."

Fulbright post-doctoral research grant, sponsored by the University of Melbourne, Australia, 1954-1955 to study the traditional plays customs of Anglo-Australian children.

Independent research (on sabbatical leave) in Jalisco, Mexico, 1962-1963 where a sociological study was made of the life of one 12 year old Mexican boy living in an ancient pueblo - Tonalá.

Personal life

Born July 8, 1902, and christened Dorothy Gray Mills, I grew up in East Texas. I was married in 1925 to James Howard (long deceased). I have a son, a daughter, and eight grandchildren.
Published Works

Book


Trade Periodicals
"Songs of Innocence," The New Yorker, November 13, 1937, pp. 32-42 co-author with Morris Bishop (using his maiden name, Dorothy Mills).

"Rope Skipping" Jack and Jill, March, 1942, p. 7.

"Old Valentine Verses" Jack and Jill, February, 1941, p. 52.

"Playtime Verse" Jack and Jill, January, 1940, pp. 18-19.

Original writings of my pupils in Story Parade, September 1941 and October 1941.

Scholarly Journals

"Mining Lore from Maryland" Western Folklore, Vol. IX, No. 2, April 1950, pp. 162-164.


"Folklore of Australian Children" Keystone Folklore Quarterly, Fall, 1965.


"Ball-Bouncing Customs and Rhymes in Australia" Midwest Folklore, Summer, 1959.

"Australian 'Hoppy' (Hopscotch)" Western Folklore, July 1953.

"The Game of Knucklebones in Australia" Western Folklore, January, 1958.


Professional Publications


"Kite With a Rainbow Tail" Clearing House, April, 1936, pp. 451-455.

Poetry
THE ASSOCIATION FOR THE ANTHROPOLOGICAL STUDY OF PLAY
MINUTES -- SEVENTH ANNUAL BUSINESS MEETING
April 3, 1981
Hyatt Regency - Ft. Worth

President John Loy called the meeting to order at 1:40 p.m. The secretary-treasurer's reports were distributed. Upon a motion by John Roberts, with second by Alyce Cheska, they were approved as presented.

Membership Chairperson Bernard Mergen announced that we had 266 members; the same number as last year. He suggested we recruit wherever we go, especially at professional meetings. He has established a Membership Committee that has worked with him this year; it is probably too early to assess their effectiveness. A Fellowship that will take him to Europe for the next year has forced the resignation of Mergen. He will be sorely missed. The in-coming president will appoint a new chair and committee.

Brian Sutton-Smith announced that Vol. 7, Numbers 3 and 4 are almost ready to go to the printer. Number 3 will contain an up-to-date listing of members with their special areas of interest while Number 4 will contain an index to all past issues. Gratitude was expressed at the superb job Sutton-Smith has done with the Newsletter during this past year.

President Loy presented the slate of nominees for elective offices in the Association. He took full responsibility for the lateness of the ballot; he anticipates mailing the ballot upon his return to the University of Illinois from this meeting. Running for president are Kendall Blanchard and Brian Sutton-Smith. Those who have consented to run for Members-at-Large are James Duthie, George Eisen, Ann Marie Guilmette, Janet Harris, Robert Lavenda, and Anna Nardo.

Proceedings for the 1980 meeting are on schedule, according to President Loy. Seventy-five papers were read in Ann Arbor; of those 45 were submitted for publication. Twenty-five were accepted for publication; one has been withdrawn. It is expected that galleys will be ready this summer.

Claire Farrer indicated that the Association is facing increasing difficulties in staying in the black; she projects insolvency within eighteen months, assuming present levels of income with the increased costs of postage, paper, and services. She indicated that she has spoken with Human Kinetics Press, who now print our mailing labels for the Newsletter with the aid of their computing and word processing equipment. Without suggesting that the Press is the only one to be considered, she reported that their costs for printing the Newsletter, with right-justified margins, keeping financial records and generating as well as mailing renewal notices, and providing ancillary services are competitive with the costs we are now paying for the printing of the Newsletter alone. However, Human Kinetics Press would be willing to take on our account only if they also printed our Journal, assuming we went to that format over our annual Proceedings. She further stated that she queried several university presses about printing our Proceedings; none was interested because of the size of our Association. Farrer asked that we all consider what possibilities may be open to the Association to resolve our financial and communication needs. Her personal preference is to go to a computer system; she cited the enormous amount of time it currently takes merely to keep the financial records and indicated that the situation only increased as membership increased.

It was suggested from the floor that the Children's Section of the American Folklore Society was also considering the possibility of a journal and that we might wish to cooperate in that venture with them. We have also received an inquiry about joint publication
with the organization devoted to the sociology of sport. The membership will consider various possibilities and be prepared to act at the next annual business meeting.

Farrer, after noting the diversity of styles in the manuscripts she read for the 1979 meeting, asked Jan Beran to conduct a survey of current style. Jan reported that the style of the American Psychological Association was used by more than the members of the Association than other styles. She moved, seconded by Douthie, that we adopt APA style. Passed. Loy indicated that was the style he has used in the 1980 Proceedings.

President-elect Alyce Cheska asked that each person present complete a preference survey indicating which offices/tasks they were willing to assume in TAASP. This survey will be used to appoint people to positions in this and the coming year as well as serving as an information resource for the nominations for the next election.

It was announced by John Loy that Alyce Cheska was not President. President Cheska announced that this conference's proceedings would be edited by Frank Manning. The 1982 meeting will be held in London, Ontario, Canada at Western Ontario University (100 miles northeast of Detroit). Our inaugural conference was held there in 1974; this will be a homecoming. The 1983 meeting will be a joint meeting with the Southern Anthropological Society, with whom we are meeting this year, and the American Ethnological Society. President-elect Edward Bruner of the American Ethnological Society extended the invitation for the joint meeting since the theme of the 1983 AES conference will be Story, Text, and Play. The meeting will be held in Baton Rouge at Mardi Gras; Anna Nardo will be local arrangements person.

President Cheska announced she will be appointing an Ad Hoc Committee on Future Directions of TAASP.

There being no further business, the meeting was adjourned.

Respectfully submitted,

(signed) Claire R. Farrer
Claire R. Farrer
Secretary-Treasurer (80-81)

T.A.A.S.P. MEMBERS - 1980-81
March 30, 1981
(*Fellow Status)

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Dr. Kathleen Alford, Socio.-Anthro. Dept., Earlham College, Richmond, IN 47374
Humor, Play, Joking Relationship

Dr. Richard Alford, Socio.-Anthro. Dept., Earlham College, Richmond, IN 47374
Humor, Play, Joking Relationship

Adnan Al-Shatti, Grad. Student, 910 F Eagle Heights, Madison, WI 53705
Dr. Wanni W. Anderson, Dept. Anthro., Brown Univ., Providence, RI 02912 Play & Games
Laura P. Appell, Grad. Student, Wellesley College, Cottle Brook Farm, Phillips, ME 04966
Play in areas of social change

Dr. Mahadev L. Apte, Dept. Anthro., Duke Univ., Durham, NC 27706
Dr. Ruth H. Bacon, Early Childhood Ed., 2117 Locust St., Philadelphia, PA 19103
Infant rituals

Dr. C. Ian Bailey, Dept. HPER, Cal. State Univ., Fullerton, CA 92634 Play & Culture
Maria Teresa Ballesteros, P.E. in Nat. Institute of P.E., Isla de Arosa, 4-11-D, Madrid-35, Spain Cultural anthropology
Michael Bamberg, Grad. Student, Dept. Psych., Univ. Cal., Berkeley, CA 94720
Kathleen Barlow, Grad. Student, Anthro. C-001, Univ. of Cal., San Diego, LaJolla, CA 92093
Culture Acquisition, Culture & Education

Dr. Lynn Barnett, 56 Institute Child Behavior, Univ. of Ill., Champaign, IL 61820
Dr. Jean A. Barrett, Dept. P.E., Cal. State Univ., Fullerton, CA 92634 Play theory
Jay Beckwith, Independent Designer, 6753 Giovanett Road, Forestville, CA 95436 Interface between child and environment
*Dr. Janice Beran, Dept. PE, 311 PEB, Iowa State Univ., Ames IA 50011
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Dr. Robert S. Bodnar, Psych. Consultant, 5835 Alderson St., Apt. 12, Pittsburgh, PA 15217 Phenomenology of Imagination & fantasy in children
Dr. Ruth Bogdanoff, Child Devel. & FS, Purdue Univ., West Lafayette, IN 47906 Play in early childhood education
Tina Boggs, Grad. Stud., Box 712, Peabody College, Nashville, TN 37203 Story telling--story making

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Dr. Edsel Buchanan, School HPER, Univ. Nebraska, Omaha, NE 68182 Play-recreation
Nancy Budwig, Grad. Stud., Dept. Psych., Univ. of Cal., Berkeley, CA 94720 Peer-peer interaction

Dr. Donald Calhoun, Dept. Socio., Univ. Miami, Coral Gables, FL 33124 "Sport, Culture & Personality" Leisure Press (recently completed)
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Advocating and developing play sources—including automated game simulations
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Play theory & play environments
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Pre-school parent-child interaction patterns
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Socialization via play; leisure activities in Japan
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Motivation/child in sport
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Communication and play peer-peer interaction
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Children's play with language
Dr. Alan Goldberg, Dept. Anthro., Indiana Univ., Bloomington, IN 47405
Arts in anthro., symbolic interaction
Dr. Phyllis Gorfin, Dept. Eng., Oberlin College, 189 Forest St., Oberlin, OH 44074
Literature & Play; riddles, play & aesthetics
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Literature and Humanities
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Marilyn Gustafson (Jorgenson), Grad. Stud., Folklore Center, Univ. of Texas, Austin, TX 78712 % Stud. Services Bldg., 3.106 Folklore; children's lore
*Dr. Don Handelman, Dept. of Socio. & Anthro., The Hebrew Univ., Jerusalem, Israel Meta-communications of play; expressive mode & medium
*Dr. Judith L. Hanna, Univ. Maryland, 8520 Thornden Terrace, Bethesda, MD 20034 Aesthetic forms of play; children's social interaction
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Max Innes, Dept. Rec. & Leisure Studies, Univ. British Columbia, Vancouver, BC, Canada V6T 1W5 Work/play relationships and their significance in dev. self concept
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Ritual and free play
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Social play in young primates including cross-cultures
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Cross-cultural analysis of games
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Olympic games, cultural performance theory
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Toys, play & cognition
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Adult leisure/non-leisure activities, hobby groups performing
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Development of Humor & Make-believe
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Children's narratives, oral & written narrative competence
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Play in children's literature
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Playfulness in human development & socialization
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Play theories: philosophy of play; socio-cultural
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History of children's play in US; history of work & play
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New games & flow; applied & theoretical aspects
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Relationship of play and art; photography
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Play & games as a means of exculturation
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Editor: Int. Playground Assoc. Newsletter; relationship play, environment, education
Bruce F. Morehouse, Grad. Stud., 104 Huff Gym, Univ. Ill., 1206 S. 4th, Champaign, IL 61820  Play theory; electronic games
Dr. Dick Moriarty, Faculty of Human Kinetics, Univ. Windsor, Windsor, Ontario, Canada N9B 3P4  Change agent research
Catherine Cobb Morroco, Dept. Ed., 15 Hobart Terrace, Newton, MA 02159  Sociolinguistics; classroom processes
Dr. Betty Lou Murphy, Dept. PE, Box 23, Analominy, PA 18320  Sport as symbolic form
Judy Musket, Grad. Stud., 154 Buffam Rd., Pelham, MA 01002  "Community"; play & identity; Jewish Mysticism
Dr. Steven Nachman, Dept. Anthro., 325 Baker Hall, Michigan State Univ., East Lansing, MI 48824  Oceanic culture & personality
Dr. Anna K. Nardo, Dept. English, Louisiana State Univ., Baton Rouge, LA 70803  The Ludic spirit in 17th Century English literature
*Mrs. Elinor Nickerson, Box 297-A, Alamo, CA 94507  Creative writing; crafts
*Dr. Edward Norbeck, Dept. Anthro., Rice Univ., Houston, TX 77001  Rites of reversal, anthropology of play
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Dr. Roberta Park, 200 Hearst Gym, Univ. Cal., Berkeley, CA 94720  Folklore, ritual, symbolic play
Dr. Kent Pearson, Dept. Human Movement Studies, Univ. Queensland, Brisbane, St. Lucia, Queensland, 4067  Sociology of sport & play
Dr. Debra Pepler, Psych. Dept., Erindale College, Univ. Toronto, Mississauga, Ontario, Canada L5L 1C6  Play-problem solving/creativity; sex differences in play
Elizabeth Peterson, Grad. Stud., 305 E. Vermilya #77, Bloomington, IN 47401  Structure of & cultural relativity
Dr. Anne Pettit, 4501 N. Wheeling Ave., 2-312, Muncie, IN 47304  Play & psychomotor development
Dr. Glenn Radde, Rec. Sports, Univ. Minnesota, Rt. 5, Box 126, Mound, MN 55364  Intrinsic motivation; pet use
Dr. Uri Rapp, Faculty of Fine Arts, Ramath-Avir, Tel-Aviv Univ., Tel-Aviv, Israel  Socio. and anthro. of theatre; play basis of culture
*Dr. Roland Renson, Dept. PE, Greztrraat 2C, 3046 Dud-neverlee, Brussels, Belgium  Social status, enculturation, symbolism
Kate Rinzler, Grad. Stud., 19 -19th St., Washington, DC 20002  Children's neighborhood play organizing
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Dr. Danielle M. Roemer, Dept. English, Purdue Univ. West Lafayette, IN 47906  Speech play
Janis Rosenberg, Grad. Stud., Dept. Folklore-Folklife, Logan Hall, Univ. Penn., 4814 Cedar Ave, Philadelphia, PA 19143  Children's use of physical space, playground movement
Ronald Rundstrom, Professional, Reindeer Production, Box 1791, Espanola, NM 87532  Visual ethnography, applied education
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*Dr. Michael Salter, Faculty of Human Kinetics, Univ. of Windsor, Windsor, Ontario, Canada N9B 3P4  Native American play
Dr. Marion Sanborn, Elem. PE, 5991 Bradford Way, Hudson, OH 44236  Children's play
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Dr. Lynda Schneekloth, Director, Environmental Design/Behavioral Studies Lab., Cowgill Hall, Virg. Poly. & State Univ., Blacksburg, VA 24061  Children's play and play environment
*Dr. Helen Schwartzman, Inst. Juvenile Research, 1140 S. Paulina St., Chicago, IL 60612
Dr. John Schwartzman, Inst. of Psychiatry, Northwestern Univ. Medical School, 10 E. Huron, Chicago, IL 60611  Play in literature, symbolism
Dr. Phebe M. Scott, Dept. PE, Horton Fieldhouse, Ill. State Univ., Normal, IL 61761
Historical play patterns for females
Ms. Irene Sever, Grad. Stud., Oren Street 24, Romena, Haifa 34732, Israel
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Play & health; child development
Dr. Sylvia Shaw, Faculty of PE., Univ. of Calgary, 2500 University Dr., NW, Calgary, Alberta, Canada T2N 1N4  Dance as play; Anthropology of dance
Dr. Diana Shmukler, School of Psych., Univ. of Witwatersrand, Johannesburg, South Africa 2001
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Imagery and fantasy processes in children and adults
Mr. B. A. Smith, Lecturer, NBCAE, Box 117, Kedron, Queensland, Australia 4053
Dr. James F. Smith, Dept. English & Amer. Studies, 2816 Carnation Ave., Willow Grove, PA 19090  Gambling as recreation
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Dr. Phillips Stevens, Jr., Dept. Anthro., S.U.N.Y.-Buffalo, Elicott Complex, Buffalo, NY 14261  Cultural anthropology
Dr. Charles T. Stewart, MD, Adult-Child Psychotherapist, 2805 Parker St., Berkeley, CA 94704
Play & development
Dr. Louis Stewart, Prof. Psychology, 2805 Parker St., Berkeley, CA 94704
Dreams, fantasy & imagination
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Dr. Kim Susan Storey, Children's Media Consultant, 375A Harvard St., Apt. 22A, Cambridge, MA 02138  Children's play, TV, printed media, cross-cultural studies
Amy A. Strage, Grad. Stud., Psych. Dept., Univ. Cal, Berkeley, CA 94720
Negotiation of activity; language in play
Dr. Brian Sutton-Smith, Grad. School of Ed., Univ. of Penn., 3700 Walnut St., Philadelphia, PA 19104  Play theory, children's folklore, developmental aesthetics
Dr. Pearl E. Tait, Prof. Visual Disabilities, Florida State Univ., 1704 Normandy Blvd., Tallahassee, FL 32303  Un-supervised play of young children
Mrs. Tammy Tasker-Williams, Grad. Stud., RR 1, Box 49, Currey Rd., Dixon, CA 95620
Children's story telling, rhyming rituals, skill of narrative
Keith Taylor, Grad. Stud., Yam Island via Thursday Island 4875, Queensland, Australia
Early childhood play; male-female power relations
Dr. David Thompson, Dept. of Theater Arts, 208 Middlebrook Hall, Minneapolis; MN 55455
Dr. Rex Thomson, Univ. of Otago, Box 56, Dunedin, New Zealand
Philip Townshend, Grad. Stud., Jesus College, Cambridge, England, CB5 8BL, United Kingdom
Mankala; games & ethnicity

BOOK REVIEW

The Dean of children's folklore has done it again!
For two years in the mid-70's, 1973-75, Sutton-Smith led a team of graduate students at two locations in New York City in studying "the enculturation of the imaginative processes between the ages of five and seven years and their effects upon classroom activity" (ix.) To his credit, Sutton-Smith lists the primary student researchers as collaborators in the present effort; these individuals are David M. Abrams, Gilbert J. Botvin, M'Lou Caring, Daniel P. Gildesgame, Daniel H. Mahony, and Thomas R. Stevens. Of these Abrams, Botvin, Caring, and Stevens presented some of their results at the 1976 Atlanta TAAEP meeting, thus whetting our appetites for the full course. This book both satisfies that appetite and yet leaves a reader with the knowledge that much more could have been presented for consumption.

While the study was designed to incorporate stories from 5 to 7, the corpus presented includes stories from age 2 through 10. The children were not a random sample but rather were children whose IQ scores ranged from 115-130, superior. Therefore, the conclusions, as Sutton-Smith points out, are not to be taken as representative of the population as a whole.

The arrangement of the book moves from analysis (through page 38) to the stories arranged by chronological age and by storyteller within each age group. Thus comparisons among children of similar age are facilitated. Stories of younger children are arranged by line while those of older children are paragraphed; there is no reason given for these styles nor are criteria for lining or paragraphing discussed. Further, context is at an absolute minimum.

The lack of contextualing is particularly unfortunate, especially since it impinges on some of the stories (e.g., p. 11 where the importance of items in a room is discussed). The subject matter of stories of younger children seems to be influenced by the immediate context in many cases; not knowing that context, nor the verbal context of the storyteller and the storyteller, leaves the reader at a disadvantage.

Sutton-Smith's section on analysis discusses styles of storytelling as well as aspects of prosody and poetry exhibited in the stories. He discusses narrative structure on the basis of parts of speech, theme and variation, chronicity, characteristics of individual style, and developmental sequence of plot and character. He skillfully interweaves other relevant studies and analyses while raising the issues still to be addressed in children's narratives. Yet I got the uneasy feeling that despite being presented with a representative corpus of the entire range of stories collected, the collectors skewed their data. Consider: "Some children were unwilling to begin telling stories until they had first regaled us with parodies of commercials or obscene rhymes" (19). I would argue, as has Beverly Stoeltje in an unpublished MS on children's verbal play, that such parodies and rhymes are in themselves stories. The structures and subject matter of the parodies and rhymes might well be instructive aspects of what Sutton-Smith calls "folkstories of children."

My carpings at detail should not be read as dissatisfaction with the book. It is a pioneering effort in presenting data. Particular emphases based upon these data can be seen in the fourteen publications listed to date from the project; there are also several dissertations based upon the subject. These latter publications provide analysis; Sutton-Smith provides us with a sampling of the data on which such analyses are based and, by so doing, allows us the opportunity to order and interpret on our own.

Claire R. Farrer, Dept. of Anthropology,
University of Illinois, Urbana

OVERVIEW FOR THE TOY BOOK
(To be published by Ballantine Books/Joelle Delbourgo, Editor)

The toy book will be a comprehensive review of toys from the first baby toy to toys used by older children, aged 12. With many thousands of toys to choose from, it is no wonder that parents are confused as to what is useful at different stages of a child's development. The toy book will respond to and describe toys at each developmental period that are appropriate, ways to use the toys effectively, and how parents can make wise selections.

The book will be extensively illustrated by photographs created by Grace Warnercek, a noted national and international photographer who is currently residing in New York City.

(continued on page 18)
NOTICES OF MEETINGS

(1) INTERNATIONAL PLAYGROUND ASSOCIATION


(3) WINGATE, ISRAEL, Seminar on Posture and Physical Activity, March 29-April 7, 1982. Information from Wingate Institute for Physical Education and Sport, Israel 42902.

(4) FIFTH WORLD SPORTS PSYCHOLOGY CONGRESS Ottawa, Canada, August 16-31, 1981. Information P.O. Box 8-1981, Station Terminal Ottawa, Canada K1C 4A8 or Contact Prof. Terry Orlick 613-231-3287.

(5) 1981 SYMPOSIUM ON LEISURE RESEARCH

NOTICES

QUEST INVITES CONTRIBUTORS
In its 18th year of publication, Quest is the biannual journal of the National Association for Physical Education in Higher Education. In the past Quest invited authors to submit manuscripts related to a particular theme selected for each issue. The Quest Editorial Board has dropped the theme format in favor of an open, refereed format. Individuals are encouraged to submit at any time articles which pertain to the scholarly developments and issues in the many subdisciplines of human movement and the sport sciences and the physical education profession. Quest does not report original research findings, but welcomes integrative reviews and analytical commentary. Articles should be prepared according to the Style Manual of the American Psychological Association (1974 edition) and be submitted in duplicate to Prof. E. Dean Ryan, Quest Editor, Dept. of Physical Education, University of California at Davis, Davis, CA 95616.

OVERVIEW Continued
The author/editor is well-known for other books for parents, and particularly The Whole Child: A Sourcebook published in the Spring of 1981 by G.P. Putnam's Son, a comprehensive effort that has resulted in the most complete review of books and resources for parents ever assembled. The toy book grew out of the overflow of information and resources developed during The Whole Child production.

All manufacturers, large and small, will be contacted to request catalogs and sample products. The products will be reviewed and assembled systematically so that they represent an excellent cross-section of toys and manufacturers. An effort will be made to represent as many different manufacturers as possible.

The goal of the book is to assist the reader in selecting the most useful toys, providing basic suggestions on storage, utilization, and other ideas, for example, parent-made toys. Toys are one part of play. They are an effective way for children to learn about their environment and they are fun and stimulating. We would be looking at well-made, educational and long-lasting toys in particular. We are interested in toys that are fun and that bring children enjoyment as well as education. Also included will be toys that are especially useful for handicapped children or other special needs. We see toys as an integral part of the child's development and the wise selection being very much a part of the process. We want to produce a book that is useful over a long period of time, reaching as many parents as possible. Special articles will be prepared by specialists from psychologists to manufacturers, designers to toy store owners.

We welcome recommendations and ideas, catalogs and resources from manufacturers at any time. The author/editor intends to expand the Institute for Childhood Resources to include toys and educational materials and hopes to assemble a permanent showcase for the toy industry in the Bay Area. The resource center now contains a library of over a 1000 books for parents, from books on pregnancy through the preparation for birth, through age 12. If there are any further questions, please contact Dr. Stevanne Auerbach. Institute for Childhood Resources, 1169 Howard Street, San Francisco, CA 94103. (415) 864-1169.
YOU AND THE FUTURE OF TAASP

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

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

THANK YOU!!!