BRIDGE: A
MINDSPORT
FOR ALL

BAMSA SPRING WEBINAR

11 MARCH 2021

Bridge: A MindSport For All
Connects People, Challenges Minds

UNIVERSITY *of* STIRLING

BRIDGE: A MINDSPORT FOR ALL

Bridge: A MindSport for All (BAMSA) was formed to enable academics to carry out sociological research and to work collaboratively with bridge organisations. BAMSA has three key goals:

- to transform the image of bridge,
- to encourage more people of all ages to play,
- to ensure the card game continues to thrive.

In order to achieve these goals, BAMSA is establishing a new academic discipline, the sociology of bridge. BAMSA's remit extends beyond the world of academia. The BAMSA network is an inclusive forum of research associates, practitioners (players, teachers, organisers) and policymakers from all over the world. Many of those involved are specialists in their own fields who contribute to the network their insights, experience and expertise. BAMSA is an outward-looking project that values collaboration, communication and impact.

INTRODUCTION

We welcome you to the BAMSA Spring Webinar with distinguished scholar Professor David Scott and panel speakers. The webinar took place on Thursday 11March 2021 and was attended by 36 academics, administrators and bridge players from 11 countries (from Europe, Australia and the USA).

The event was recorded and can be accessed here. Two weeks after the webinar, 65 people had watched the webinar recording. For twitter content about the event see @bridgemindsport and #BAMSAwebinar #mindsport.

Professor David Scott has a long-standing interest in leisure social worlds with a focus on serious leisure, recreation specialisation, leisure constraints and non-participation. He conducted his PhD on the social world of bridge in the early 1990s. In this webinar he reflects on the ways that research in bridge has shaped three decades of his work within the field of leisure studies. Professor Scott's presentation is followed by a panel discussion of four early papers that draw on his PhD research from the early 1990s. Each paper is introduced by a member of the BAMSA team. After the panel discussion the event opens up to comments and questions from participants.

This report is divided into eight sections:

· Keynote speaker address
· Panel speakers' presentations
· Response to questions
· Questions from audience
· Bridge and academic implications
· References
· Appendices

KEYNOTE & PANEL SPEAKERS

David Scott is a distinguished Professor in Recreation Park and Tourism Services at Texas A&M University. Professor Scott conducted his doctorate in bridge clubs in the USA at the end of the 1980s. Since his PhD, David has had a longstanding interest in leisure social worlds, with a focus on serious leisure recreation, specialisation, leisure constraints and non-participation.

Samantha Punch is an esteemed Professor of Sociology in the Faculty of Social Sciences at the University of Stirling. Since 2013 she has been developing the sociology of mindsport as an academic discipline with a focus on the social interactions and dynamics of the card game bridge.

Dr Miriam Snellgrove is a BAMSA Research Fellow in the Faculty of Social Sciences at the University of Stirling. She completed her PhD at the University of Edinburgh in 2013 and then worked in teaching and research at Bristol University and the University of Stirling.

Zoe Russell is an interdisciplinary PhD researcher in sociology and heritage studies in the Faculties of Social Sciences and Arts and Humanities at the University of Stirling

Jordan Maclean is a PhD researcher in the Faculty of Social Sciences at the University of Stirling.

The webinar facilitator was Christina Ballinger, BAMSA Mind Sport Officer. The webinar was held on the Microsoft Team platform and participants shared questions and comments in Chat.

KEYNOTE SPEAKER

Professor David Scott starts with how he feels much love for being invited to discuss his work. This was followed with a disclaimer that he did not intend to study bridge but did so because it was accessible at the time. David was an enthusiastic basketball player, playing three times a week whilst studying at Penn State University. His engagement in basketball led him to bridge and leisure subcultures. But he asks, "*why study bridge*?" He felt that he was "too close" to the subcultures of basketball. Indeed, he made reference to Charles Goren on *Sports Illustrated* and the King of Hearts on *Time* magazine, for how bridge was part of American culture at the time, played by older siblings in colleges. David developed his doctoral proposal to bridge as it was accessible, with lots of games that he could study whilst in college. Comparisons were made to other subcultures such as bicycling and climbing.

Professor Scott situated his work within sociology and social psychology. An amusing reference was made to the musical *A Chorus Line* about how everything was beautiful at the ballet, with the theoretical point of order amidst chaos. Johan Huizinga's ([1938] 2016) work *Homo Ludens* was also mentioned for how play is a function of leisure. Play groups are considered social worlds which can be more informally or formally organised with different levels of specialisation depending on one's involvement. And an article by Smith (1985) was influential in discussing the idea of social groups and leisure of working-class people in pubs in the UK. Other scholars that inspired his writing on bridge includes Herbert Blumer (1969), Robert A. Stebbins (1979), Hobson Bryan (1979) and Gary Alan Fine (1987).

David's guiding research questions for his doctorate project were then outlined, with one specific to the segments of bridge groups. He drew upon the theoretical lens 'social worlds', group dynamics, foundations and segments. The second question was more specific to individuals, recreation and specialisation. The methodology was ethnographic, consisting of observations over a six-month period of bridge games in four different sites. David's role was a kibitzer (a bridge term for observer), and he also conducted 40 interviews with the bridge community, read magazines, 'net news' and bulletin boards.

In the first paper (Scott and Godbey 1992), David distinguishes between social and serious bridge, native terms used by bridge players, and this is reinforced from a typology that differentiates players from various patterns and activities, such as recruitment processes, types of conversation and their overall function.

In the second (Scott and Godbey 1994), he distinguishes between four different types of players, based on a continuum of involvement. An interesting finding was that players didn't progress to higher levels of involvement; rather, they played at lower levels throughout their entire career.

In the third (Scott 1991a), he noted how the bridge players were much older than he was, especially when a player said to him, "boy, you're young to be a bridge player!" He observed that the bridge clubs did not meet as much as they said they would. David also indicates that the popularity of bridge has started to markedly wane in recent times, as it is considered a game for the older generation. Indeed, he suggests that if he were to ask his college students about bridge now, their response would be that they didn't even know it was a game.

In the fourth (Scott 1991b), he focused on the constraints related to bridge groups. And the last study (Scott and Harmon 2016) was focused on what native bridge players call 'post-mortems', which is a technical bridge term used for dissecting gameplay in order to become better players.

In summary, David said that there has been so much focus on the 'individual', an indictment that is still prevalent with North American scholars, and not on the 'connectedness of humans' (Meyersohn 1969) in groups. Some possible areas to follow up on from his research is how leisure social worlds are highly gendered and racialised. He then finished with how it was a pleasure for the articles to be 'resurrected'.

Professor Samantha Punch then opened for questions. Christina asked a question related to Huizinga's book and his scathing discussion on the 'earnestness', as opposed to the playfulness, of bridge. David's response was that Huizinga gives little time to the social and seriousness of bridge groups. Samantha then followed up with a comment from the chat that social and serious bridge cannot do both at the same time.

BOX 1. Chat on Microsoft Teams from attendees during keynote speaker session

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CF: A lot of social bridge players play "serious" bridge, and a lot of serious bridge players play ""social" bridge. Two different games. For one I know he plays social with friends and his wife and serious with his "bridge partner"!

CB: In my experience the social and serious are overlapping categories of players

SP: We're missing the post-game bar post-mortems at the moment!

GBJ: I would consider myself a serious bridge player, but almost every other week I go with my mother and play with her social in the bridgeclub

CTB: postmortems are as much fun as actually playing

TR: I think players view a specific game as either serious or social. They can play both, but not at the same time

CB: Club organisers can't afford to deter social players by focusing too much on competition, nor let weak players that only want to chat deter the more serious players... It's a balancing act!

PANEL SPEAKERS

The panel speakers spoke about the main findings and posed questions from each of David's 1990s bridge papers.

Miriam spoke about David's (1991a) ethnographic study in the fictitious town of Glen Valley (pseudonym) that focused on the constraints of leisure uptake. Constraints were grouped into three categories: 1. Ageing of players, 2. Process as interpersonal constraints, and 3. Irreconcilable differences among players. The ageing of players is a problem associated with the lack of uptake from younger players due to increased leisure opportunities. The limited uptake was highlighted in the Global North and to address this the BAMSA team have a project dedicated to teaching bridge in schools. The majority of players are over 70 years old which is consistent with the age of players today. The second point on group processes relates to interpersonal constraints and this is a focus in a recent published BAMSA paper (Punch and Snellgrove 2020) with elite bridge players. Thirdly, irreconcilable differences with individuals were noted between clubs and social players. Some players did not take the game seriously enough. Finally, Miriam signposted to prospective work on COVID-19 and its impact on online bridge.

Jordan presented Scott and Godbey's (1992) paper on bridge as existing in two worlds: serious and social bridge. The key differences between the serious and social bridge were outlined from several interactionist characteristics: recruitment, function, game play, setting, management, rules, sequencing of activity, topics of conversation, stakes, partnership formation, club members, interpersonal relationships and substitutes. In the world of social bridge, players are invited by special invitation with friends in a relaxed atmosphere involving food, drinks and chatter, usually in a player's home. Rubber or party bridge is played with partners who are randomly assigned or member substitutes, and game play loosely follows the rules. Social bridge is horizontally structured and tends to be legitimated by women. In the world of serious bridge, membership is based on skill. Partnerships or partner substitutes are assigned in advance. Those good enough can test out their bridge skills in regulated competitions held in bridge clubs, with other similarly levelled players. This makes for an intense atmosphere where the stakes are high for players who desire to become Life Masters as opposed to 'hopeless'

players. Strict rule following always occurs, followed by 'post-mortems' for analysing performances. Serious bridge is vertically structured and tends to be legitimated by men.

Zoe discussed Scott and Godbey's (1994) paper on recreation and specialisation in contract bridge. The diversity among participants and different styles were placed on a continuum of high to low specialisation. Situated within serious and social bridge worlds, a fourfold typology of players was identified: tournament players, regular duplicate players, regular social players and occasional players. Although an incremental progression is common in the study of recreation, this was not the case for bridge, as differences were observed over time in the intensity of players' involvement, meaning that they attributed to their participation, and skill development. David's work has been taken forward in BAMSA's project with a new category of elite bridge players within the tournament category.

Samantha presented on David's (1991) narrative analysis of his clients' social world. A discussion on the growth of bridge in the 1930s-50s is situated in relation to increased public interest in the media, cheap and fun with a simple system. But this was met with the proviso that you do need some knowledge to play and follow the game. There were even celebrity bridge players in the game. The decline of bridge was noticed in the 1960s onwards due to greater leisure choices and lifestyle changes. There is also an intergenerational issue with tables being restricted to groups of players. Samantha then signposted to the BAMSA project which builds on David's work by addressing how we can take on the stigma that bridge is a dull game only for older people. Theories of social change were then discussed in relation to time as a scarce commodity, accelerated competition and the desirability of leisure. Living in capitalist societies contrasts fast paced leisure activities – 'are cards not enough?' There is a need to 'slow down' the pace of life, away from tablets and screens.

BOX 2. Chat from attendees during panel speaker sessions

LB: Find it interesting that some of the notions are still social constructs of the bridge world - eg. "the blue-haired ladies" - and "bridge is not a social game". This sentence is commonly spoken among the national team officials…My experience from a long bridge

carrier is that accepting that bridge is teamwork and social connectedness will actually 1) improve bridge performance 2) attract more players into the bridge world…

CTB: aging issue is also that many of those controlling schedules have made schedules for retired age and many times not as easy for those working or youth still in school. I recently became president of D21 in ACBL and brought three working adults onto my executive committee. Also, when I started in my 30's the ACBL downplayed and actually penalized me for playing online when I first started. They wouldnt count online points for rank advancements BUT would use online points to keep me out of lower-level games.

CTB: the positive is the pandemic has shown that online bridge should be encouraged and a hybrid model on online/live should be our future. I am disappointed we didnt do more 12 months ago to encourage new players into bridge we missed a huge opportunity to bring new players in a year ago

LB: Online bridge may be a unique chance to attract more young players into the game

CB: Online bridge has a different set of barriers to face to face bridge - but for young people online access is no barrier at all

CF: what is particularly exciting is how fast the technology has moved in the last 6 months. One wonders what you'll be able to do by Christmas 2021 in teaching. kitchen, animation, hybrid play etc….

CB: In my club, there are players in their late 80s who have learned how to play online bridge thanks to lockdown. These players are now playing in the club's weekly online tournaments. This is an incredible learning curve for the (very) elderly!

MM: Online world is great in many areas: recruiting, teaching, and keeping players. The online world is not handled well yet by the bridge community and the pandemic situation can improve using new tools and ways of playing/teaching bridge.

EG: My experience does not conform to the dichotomy being presented. From University (where we had 3 international players, but also a major focus on beer and socialising) through the UK junior squad (where the social aspect was a key driver) to today (where personal compatibility drives my choice of world-champion partner/teachers), the social and competitive aspects have always been in tandem.

EG: When playing with friends at (very much!) non-expert level: competition still exists for sure, and there's still the internal competition of finding a best line or bidding sequence.

RG: I agree Milan, in the Play Group paper Clubs are "Gatekeepers" and restrict nos; with 'online' bridge much wider participation is possible.

LB: I think a greater focus and management on expert bridge team social culture and the way players, and the organisational environment influence each other would actually improve performance and perhaps attract more new "serious"" players into the bridge world.

MM: bridge broadcasting can be the key to attract another group of players or provide the competitive players a way of enjoying watching matches and streamers for the leasure and the leasure players can learn the best and easy way to watch the best players play.

*EG: The point on complexity/barriers to entry is a good one. Even when kibitizing online with expert commentators, it can be hard to follow bidding agreements; to gain entry into the top-level stratum, there is a **lot** of time and effort required.*

CTB: need more photos like this representing bridge players. I've believed we need levels of commentators. One room for beginners one for intermediate and another for expert

MM: I trying to combine the groups, but it is almost impossible, one group can bored while the other one can stop watching since they dont understand what is happening.

LB: Another problem is lack of card playing as such during childhood - when I was a child, we played all kinds of card play - and taking that to a higher level in bridge was perhaps more straight forward than it is to the young today who may not know the difference between hearts and spades

CTB: so often we have expert players speaking way over the majority of players and they can't follow along. I did a charity game this fall and had speakers go over hands and afterwards many average club players emailed me and said they were lost in the commentary afterwards. The went into complex squeezes and bridge terminology that an average club player doesnt use

MM: But, I believe, bridge can be highly entertaining for non-bridge players if we have good presentation and professional commentators and analysis - like poker has.

HJG: Prof Punch's ideas also invoke Juliett Schor and the Overworked American…again all written in the early 1990s and as relevant today.

RESPONSE TO QUESTIONS

In response to Miriam's question on digital bridge in comparison to face-to-face bridge, David indicated that this was not on the radar 30 years ago. He stresses how there is no formal training to teach younger people or socialisation through college, for example. He suggested there is a need to "resuscitate bridge" through the internet as younger people today are on these 24/7. Similar challenges are found in relation to COVID-19 on the educational front with digitised formats for attracting young people. There is a need for expansion in digital formats which contrasts the time of his own work when one of his participants had said, "the internet is going to be the death of us".

In response to Jordan's question on social and serious bridge, David indicates that he did not see any other depictions of bridge. Social and serious bridge are sponsored by the American Contract Bridge League. He then went on to discuss a related issue, namely whether 'bridge is a sport'. He intimates not to "even go there" on the physical element of bridge. He prefers to locate bridge within serious leisure (taken inspiration from Stebbins). Tournament bridge takes time and effort to hone your craft and serious leisure is very much bridge. Without naval gazing, David views bridge on par with basketball, soccer and other activities.

In response to Zoe's question on partnerships and elite bridge, the group nature of bridge cannot be separated from the game. Some people in tournament bridge were turned away because they were considered "undesirable partners" and so the game was very much partner dependent. Serious bridge is for those players who train and play in tournaments, where there is a progression in skill development. Social bridge prioritises partners based on friendships rather than on skill. Unlike activities such as birdwatching and bicycling, you don't have to be as dependent on partners.

In response to Samantha's question on serious leisure, David makes a reference to Stebbins and Brian, for what they would have to say about serious leisure, recreation and specialisation. There is a certain "proprietary" about doing research and this is also the case with bridge players on their systems of bidding, for example. He indicates that we are studying the same phenomenon but using very different terms.

Another issue mentioned was the ageing population of bridge players which has got worse, and this is compounded as we are not holding on to existing groups. Indeed, he jestingly said that they are "dead!" and we can't bring new players into the fold. He recalls from his keynote that if he were to ask his college students who knew what bridge was, he reckons about 5% of people would know, whereas back during his studies about 95% would have known. David then suggests that we (BAMSA) will need to be very deliberate for how we will "resuscitate" it. He intimates that at this time there seems to be a vested interest in serious bridge, but others might want to play social bridge.

Gender, sexualities and racial segregation are other prominent areas in bridge research. The history of the game is another avenue for future research for understanding the socioeconomic status of players. The dichotomy between social and serious bridge is prevalent. The online-offline dichotomy is perhaps too simplistic as when we unpack this it is much messier. It is not to assume that the digital is not material in the sense that you are still using a thing, you are just not using cards. We have an interesting challenge ahead of us to find ways to bring across the messiness and the nuance without reproducing dichotomies that seem to then become very quick to be picked up.

BOX 3. Chat from attendees during response to questions session

> *AFG: New channels such as Twitch provide fresh opportunities to attract new and younger audience. it has to be recognised that to make that forum attractive you need interesting presenters rather than technical presenters. So, a US TV name such as James Holzhauer as commentator is more likely to work better than a elite player*
>
> *TR: David compares home bridge and club bridge. Club bridge is often viewed as social - it could be that you need to get to tournament/elite level, before it gets considered serious*
>
> *BK: I think prof. Shaw missed analyzing group dynamics between players who compete in serious tournaments, and those at clubs, and how behavior changed by those who do both.*
>
> *KP: As for casual vs competitive, I find many competitive players are very willing to play with close friends, even if the level isn't that great. However, they might not attend a*

daytime social club, though. Same seems to go for computer games as well: a CS: GO pro mostly likes to play with other pros, but may choose to play with friends just for fun at times

BK: In addition, prof Shaw's work preceded the zero-tolerance policy implemented by the ACBL in2000, and its effect.

BK: My experience is significantly different than those in Australia. As prez of a unit in central NJ, we have focused our youth bridge program for those in elementary and middle schools. We have great success in the lower middle class black area of Orange and East Orange, but we have yet convince them ACBL that this the focus needed to save the game in the US

SP: RealBridge is an interesting option - it combines online play and zoom - so you can't smell the others, but you can see them (smile)

CB: In my experience, online play has consolidated and even strengthened links between members of my club who previously only played face to face

CB: Online play has added an extra dimension to interactions between club members

LB: In Denmark, we have a lot of experience with "school bridge" where it has become a voluntary topic for kids to learn. The challenge may be that although kids may find it interesting, they often do, how do they then continue-there may be a barrier as to entering the bridge clubs- especially if we are not a set of young people entering together. We need to have an alternative which can meet the social needs of the young bridge players - more online clubs supplemented by live encounters for juniors may be a solution….

EG: In the US: there's a bipartite structure: ACBL is historically white, whereas the ABA is historically Black. Remains true today, alas.

QUESTIONS FROM AUDIENCE

PS: Were there any differences in the subgroups that you observed, especially with relation to transitions (ie social to serious) in career trajectories?

David's response indicated that it was down to being in the right place at the right time for studying bridge and that it very much depended on how players were introduced to the different types of bridge. People played in some clubs for 40-50 years and there are notable differences in the style of games. David considered himself as an "occasional player", as he became a father shortly after his dissertation, and he put back leisure and a whole lot of other pastimes.

CP: Is there a correlation between bridge and social class?

David's response is that he is an occasional player or what he described as a "non-participant". But by the time he finished his fieldwork he was considered a "gung-ho'" in showing an eagerness to play. In order for bridge to thrive in any society, he suggests that we need to find role models or "people who look like us" who can promote the game to wider audiences (ie, example of renowned basketballer Charles Barkley).

JC: Can bridge lead to a more inclusive, fairer and inclusive society?

David's response is that social bridge clubs are not particularly inclusive because they are built on friendships, whereas the serious clubs consist of a diversity of gender and race.

HG: Can we integrate social capital into social worlds?

David responds by signposting to Robert Putnam's book *Bowling Alone* in which David's article was mentioned in the first footnote. He said that the bridge groups cannot integrate social capital in principle as it is a by-product of bridge itself.

RW and C: How does online bridge disrupt the idea of clubs as gatekeepers? and does technology reduce the barrier for youth bridge?

David's response is technology is a barrier and an enabler. As an enabler because "you don't have to look at players or smell them". These differences disappear in the online world. US political elections is an example in the way that people receive their information online. Before players who want to take the game seriously, some find it "unwelcoming" as online forms can potentially move beyond gatekeeping.

Samantha: 50-60% of bridge players are playing online and so, there is a big, marginalised proportion of players who are constrained by the online environment.
David: Are they finding it enjoyable?
Samantha: It's like marmite, you either love it or hate it. Some like to play it in their pj's with the new form of RealBridge which combines zoom and playing online.

M: How typical were the clubs you observed and how big was the city?

David's response was that the clubs in Penn state were typical even though he did not study players in New York or Dallas. Some groups were supported by the ACBL. He attended one large tournament, whereas he was staying very local. He is confident that the findings are applicable beyond his study. People used the terms serious and social in his study.

Samantha indicated that any unanswered questions will be put forward into the BAMSA conference in June. For Miriam, the gendered and racialised aspects of the game seem worthy of further investigation. For Zoe, the universal qualities of bridge that are specific to the diversity of players within different worlds of bridge. For Jordan, it is to consider the different ideal types of bridge players across different international contexts. For Christina, it is how role models in bridge can help to represent neglected types of players and overcome disparities in income and issues with race.

David responded by saying how important it is to position bridge as important for people and other benefits of social capital and bringing down gaps. He concludes with a question of "what bridge does for us collectively?"

IMPLICATIONS

The webinar has both academic and bridge implications. Academic implications have the potential to shift perspectives and advance the theorisation of how bridge is conceptualised as an academic discipline. Indeed, this is one of BAMSA's key aims of Bridging Sociology. Professor Scott's presentation offers a unique opportunity to look back at how bridge has been conceptualised through a social interactionist lens and has important lessons for the BAMSA team moving forward. Several avenues for future research are identified for developing the policy and practice of bridge. These include:

- gendered, sexual and racial segregation of the game
- the history of bridge from archival research
- the impact of playing in online digital worlds
- post-mortems or the post-game analysis
- the materialities of the game

There are also bridge implications which have the potential to contribute towards individuals and organisations in society. This is inclusive of the existing community of bridge players, clubs and international federations and considers how we can collectively inspire the next generation of players. The division between social-serious players has both player and organisational implications. Some unanswered questions include, do players do both or stick with one? Do they move from one to the other? Also, where is the dividing line? There could be four categories: home/club/tournament/elite. The dividing line between the categories could well depend on which category the person doing the categorisation is in. And should online bridge be treated as a separate category? If not, how does it map onto the four existing categories? What effect has online play had on each? Could online bridge make it easier to teach youth players?

Implication 1: Capacity building of coaches and mentors within bridge organisations, specifically for training and educating bridge within clubs and (online) communities.

Widening popularity of bridge to different ethnic and socio-economic groups is another implication. Indeed, Professor Scott mentioned the need for role

models ("people who look like us"). This contrasts with the reality of bridge tending to be played by an ageing population. Some tensions were also highlighted between social and serious bridge, and this might have consequences on how accessible bridge is to the wider population.

Implication 2: Altering behaviour to promote a more inclusive game.

The historical division still persists in organisations and a need for clubs to be more inclusive is called for.

Implication 3: Service provision of clubs and organisations for promoting bridge to a wider audience of more diverse players and communities.

Finally, bridge organisers who provide commentary on bridge events need to be pitched at the right level for the intended audience. That might mean having two or three commentary streams to make the viewing experience fully accessible.

Implication 4: Promoting bridge as an attractive game for different audiences.

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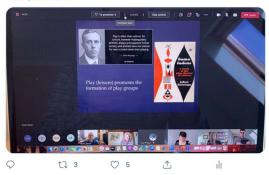Stebbins, R.A. (1979) *Amateur: On the Margin Between Work and Leisure*. Beverly Hills: Sage.

APPENDIX 2: QUESTIONS

Is there any wisdom to offer on if/when/how people transition between the different sub-groups?

Do you view bridge as a sport, activity or pastime? You compared basketball and bridge at the start

Does technology help reduce the barrier to Youth Bridge? How old is a robot?

Is the club you analysed very typical in US? How big is this city?

How many games or sports are there in the world in which experts and beginners can compete in the same session? And everyone can have fun?

Does the panel think that online bridge fits better with the serious or social category of player?

David great presentation. It was good to hear the stories behind your study. Panelists thanks for your thoughts. The focus on the decline in social bridge is also reminiscent with Putnam's Bowling Alone and his focus on social capital…all published at about the same time. Can we also integrate social capital in our analysis of social worlds? Since you did your initial work, we have certainly recognized the importance of social interaction as part of these social worlds. Our latest conceptualizations of enduring involvement also recognize the importance of the social.

I'd be interested to hear David and the panels thoughts on bridge and class. My experience in Sydney is that it's often played in more affluent areas with higher socio-economic status. Is this similar around the world – and if so, why is this the case and how can this be changed?

How and in what way do you think digital bridge can be conceptualised as different to traditional face-to-face bridge? (Miriam)

Since 1990s, do you see any other 'types' of bridge players? If so, in what ways are they differentiated? (Jordan)

How does the partnership aspect of bridge affect the dynamics in comparison to other kinds of leisure and the idea of recreation specialisation? (Zoe)

How can we shift negative images of bridge & can research play a role in that process?

What, if anything, is unique when researching the social world of bridge?

What do you see as the key similarities and differences between recreation specialisation and the serious leisure perspective?

I am just starting a PhD in Global Studies with a focus in Mind Sports and Bridge in particular. Do you think bridge could be used as a way to promote a more inclusive, fair, and cohesive society, and at the same time increase longevity and social wellbeing?

Is there any wisdom to offer on if/when/how people transition between the different sub-groups?

A good topic for the future would be to analyse why bridge has declined much more rapidly in the US as opposed to other countries.

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Bridge: A MindSport For All
Connects People, Challenges Minds

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