

sions concerning equity practices in a way that not only engages the reader but also contributes greatly to the book's usefulness for teacher education.

Rodgers and Evans close this fine addition to the play and education literature with several recommendations based on the results of their study. They suggest that ECE teachers provide extended, uninterrupted periods for role playing, that they listen to children's views about play choices and arrangements, and that they allow for more outdoor role playing. Rogers and Evans advance what they call "learner inclusive pedagogy," a fresh approach to play pedagogy for ECE that avoids overly prescriptive imaginative-play themes and includes more time and space, especially more teacher-children co-construction of the curriculum and schedule. Overall, they integrate the lessons of their research well and offer sound advice, but the questions they've raised over the pages of this wonderful book linger in the reader's mind.

—James E. Johnson, *The Pennsylvania State University, State College, PA*

Playing and Learning Outdoors: Making Provision for High-Quality Experiences in the Outdoor Environment

Jan White

New York: Routledge, 2008. Resources, photographs, 137 pp. \$24.95 paper. ISBN: 9780415412117

Drawing on more than twenty years of experience as an early childhood educator and consultant, Jan White has written a practical guide for providing creative

outdoor experiences for young children. Although the book can be read quickly, it provides an excellent reference on good practice that its readers will turn to again and again.

The introductory chapter begins with the assertion that outdoor play provides different experiences for children than indoor play and that all children need daily outdoor play. White's list of the benefits of outdoor play include: the freedom for children to be "their exuberant, physical, and noisy selves," opportunities for discovery, freedom to be messy, contact with living things, information for all the senses, and opportunities for children to challenge themselves. There is no discussion of playground equipment, but the author focuses on the provision of opportunities for play and exploration through the use of natural materials and the extension of the classroom into the outdoor environment. The recommendations in the book are based on ten core values for high-quality outdoor experiences. The first of these values is that children should be outdoors as often as they are indoors and that indoors and outdoors should be available simultaneously. The second core value holds that the most important outdoor activity is play. Other core values include (1) child initiative in meaningful experiences; (2) adult support; (3) inclusion of the outdoors in the curriculum; (4) flexibility, enabling children to choose, create, and change the play environment; (5) richness of experience; (6) time to develop ideas over a period of time; (7) challenge and risk within a framework of safety; and (8) children's inclusion and involvement in decisions affecting their play. Within these core values, the author identifies six major ingredients for a rich outdoor program. They address the provi-

sion of natural materials, experiences of the living world, the use of water, physical play and movement, encouragement of imagination and creativity, and opportunity for construction play and the creation of dens. The remaining chapters of the book are organized around these six ingredients.

Each chapter begins with a thought-provoking quotation from such environmentalists, scientists, and child psychologists as Rachael Carson, Albert Einstein, and Susan Isaacs. These quotes serve as reminders that joy, imagination, and wonder are important values for young children. The body of each chapter is a practical discussion of materials and experiences to include in programs for young children. Each chapter presents photographs and examples of how best to maximize the experience using the materials presented. For example, the chapter on natural materials discusses the provision of sand, soil, gravel, tree trunks and branches, flowers, and seeds with details on where the materials can be found, how they can be provided safely, and what equipment or tools (e.g., sieves, crates, brooms, buckets, and wheelbarrows) enhance play with the natural materials. The chapter on water suggests ways in which water can be provided, regardless of whether or not a faucet exists in the play area, and suggests appropriate ways for children to play in the rain. The chapter on imagination and creativity includes ideas for providing art, music and dance, weaving, woodworking, imaginative play, and dramatizing stories. Each chapter ends with a list of appropriate books for children and teachers, online resources, and rhymes and songs.

The play areas of many American child-development centers are dominated by playground equipment. This book sug-

gests other ways to use the outdoors for the development of curiosity, joy, imagination, and appreciation for the outdoors. In America, offering outdoor play for half the day and providing the easy movement between indoors and outdoors would challenge many child-development centers. Nor do they allow for movement in and out of classrooms. Most doors are kept closed because air-conditioning, heating, and supervision requirements are deemed more important than the free movement of children from indoors to the outside. Carrying play items back and forth to the play area and providing water for play are more difficult when the classroom and outdoor play areas are disconnected. There are many ways, however, especially cultivating plants and employing natural materials, such as sand, dirt, water, and wood, to link the indoor and outdoor curriculum.

In the outdoor programs White describes, she often refers to the young children as three- to five-year-olds. Many of the outdoor experiences she describes, however, would also benefit school-aged children who could experiment with natural materials and turn dramatic play into performances for their classmates. Elementary schools designing outdoor play areas could use many of the ideas in this book.

For those unconvinced of the importance to children of spending considerable time outdoors, I wish the author had included vignettes illustrating what children learn socially, emotionally, and cognitively through their outdoor experiences. The author seems to assume all the book's readers believe in the value of outdoor play. Unfortunately, some educators may not value outdoor play, especially with natural materials. This book left me feeling wistful. There are many preschool

and school-aged children who have little or no experience with playing in the rain, digging in the sand, making mud pies, balancing on logs, dancing under the trees, and making their own hideouts. Implementing suggestions in this book could enhance both the joy of childhood and the emotional, social, physical, and cognitive development of children.

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Cheating: Gaining Advantage in Videogames

Mia Consalvo

Cambridge, MA: The MIT Press, 2007.

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As many scholars have noted, play activities commonly exhibit both order and disorder. On the one hand, people at play routinely establish and abide by rules that detail how they must behave if they want to sustain the event. On the other hand, players are commonly encouraged to be rebellious, impertinent, and otherwise disorderly in their behavior. Ready to take either of the two different directions, people play with the implements and game pieces that are objects of their endeavor. Frequently, they play with one another. And sometimes they play with the rules.

Playing “with” rather than “by” the rules is the theme of Mia Consalvo’s book on cheating in video games. A professor of telecommunications, Consalvo explores what constitutes unfair or improper play in electronic entertainment. Who defines these matters: the producers of the games

or the players themselves? Do players have different understandings of cheating and different rationales for these understandings? How is cheating policed? Focusing on such questions, the author aspires to show how moral order in games is always a precarious affair and how participants must work to establish and maintain procedures that foster fair play.

The first section of the book offers a cultural history that traces the rise of video gaming from about 1980 to the present. Consalvo focuses her discussion on the development of what she and others call *paratext*, the range of ancillary information that explains to potential players not only how to set up and play the game but also what it means to be a good player, why skill in this format is valuable, and how those skills might be most quickly developed. Especially important in this regard have been industry magazines like *Nintendo Power* that articulate preferred visions of games and game players, including descriptions of the general logics of games, helpful maps, suggestions for strategy, ways to rate games as good or bad, information about forthcoming products, and so forth. The rise of independent strategy guides has dramatically expanded this process of consumer education. It is now a major industry producing nearly 250 new books a year and a wide range of magazines. Less clearly controlled by commercial interests but tremendously important as well has been the growth of online resources of many different types and of game devices manufactured by independent producers. With an eye on this growth, the author discusses various technological enhancers—genies, sharks, chips, and codes. A battle has emerged in gaming culture between the manu-