

The last section of the main part is devoted to the game of palin played at present in urban settings and practiced in a few, recently invented forms (on horses, played by native girls, and by a non-Indian “winka” people). However, I must once again regret that the modern transformations of palin are only given brief notice in the book. As mentioned earlier, palin is today played in the urban environment. This traditional element of Mapuche culture was transferred to Santiago and other cities of the North along with the new wave of indigenous migrants, who left Araucania in search of better life opportunities. Urban palin functions today not only as a kind of traditional sport, but it is regarded, especially by the Mapuche youth, as an important expression of their own ethnicity, and as a part of ancient heritage well adopted to urban life.

In fact, many such questions would be worth tackling in the book. I hope that the next edition, perhaps in English, would be supplemented by materials necessary to obtain a much broader view of the social and ethnic function of contemporary palin.

In spite of some shortcomings and omissions, Carlos Lopez von Vriessen's book should be considered a precious contribution to the ethnology of sport, specially to the study of indigenous games of Latin America. Von Vriessen has made a great contribution to the state of knowledge of Mapuche culture, and I am truly convinced that for many years his book will be treated as the most comprehensive study on this traditional sport of the Mapuche.

Reviewed by Aleksander Posern-Zieliński

Bob Hughes, *Evolutionary Play. Reflective analytic practice. Second edition*. Routledge – Taylor&Francis Group, London and New York, 2012, 408.

Play was “utilized” by mankind in the early civilized world in an individual and specific sense by accommodating two functions: education and joy. It was only in the 20th century, however, that play began to attract academic interest. Today, play as an important issue not only for children, has been researched from different angles. As a multi-functional and timeless ‘product’, play has become the subject of diverse scientific disciplines such as archaeology, history, psychology, pedagogy and even ethnology.

I do not think there is anyone in the world of social sciences, especially sport sciences, who would not appreciate the importance of play in the overall human development. *Evolutionary play. Reflective analytic practice*, a new book by Bob Hughes, is a ‘must read’ for every young professional in the field of human playful movement. The reason I mentioned young professionals is rather a simple one: those more experienced might already have read the first edition of the book from 2001. We all know play is crucial for children's development. But who really knows how important play might be for adults? Daily hassles of adult life diminish our sensitiveness that was once part of our childish attitude. Bob Hughes brings back all these feelings so that one may only regret that time passes by so quickly or get on with it and keep playing.

For the prospective readers of the book, I would recommend, first of all, getting acquainted with the Preface. Few realize how simply and effectively, even in the times of recession, the British governments created a solid policy on financing play from the National Lottery and other sources.

Hughes's book is divided into fourteen chapters devoted to the history, values and types of play. In the first chapters Hughes guides his readers through the imaginative world of play discussing the well-known, the less obvious and the unexplored. He tackles the eternal doubt of every parent: How long (if at all) should our child be supervised and to what extent should this supervision be open or discreet and remote? This question has been posed by parents for ages, but with the development of evolutionary play theories and studies some systematic observations and conclusions can

be now made. The theories Hughes refers to concern, on the one hand, psychology (touching on neuroscience), and on the other hand, early education and childcare. Much of what children learn, they acquire through contemporary experience, but there are theories, such as recapitulation theory, that indicate a genetic determinant. The combination of both enables a child to turn into a self-governed, physically able and creative young teenager and later adult. Hughes outlines a short history of evolutionary playwork which, probably due to the text length limits, is the author's choice of the most valuable works in the field. This is an interesting selection but unfortunately narrowed to English academics. This is actually the problem of the entire book – it seems as if it has been written for the English and with the English in the center of the scientific world of play.

An interesting and certainly valuable concept in the book is Hughes's typology of play. This categorization of play developed in his earlier works and updated in his previous one, brings order to the study of play and gives the reader (parent, teacher) an idea of what can be used in the educational context and how. It also provides useful instruments of observation of children at play. Although Hughes's typology is quite broad, I am under the impression that not enough attention has been paid to the cultural and moral aspects of play such as self-responsibility, moral development, learning and teaching qualities, aesthetics and movement expression.

In the later parts of the book Hughes's analyses the link between play and the senses: sight, sound, smell, taste and touch, in order to enable a teacher to extend the use of play by providing new opportunities that could be created on the sensual basis. He also provides some interesting examples of such practical uses of play. Provision of numerous examples is actually a very positive component of this book, which helps the reader imagine what the author had in mind when he was writing the book.

In Chapter 11 Hughes deals with play safety and supervision, and carries on with similar topics in Chapter 12. All those who think that organizing children's play is easy,

should start reading the book from this part on. In Chapter 13 Hughes acquaints the reader with the theory of play provision developed at the Leeds Metropolitan University in 2010 (Is the LMU the most outstanding one in this field?), and with the bio-evolutionary benefits of play, which he presents on page 339 and which seems to be the essence of the book.

Play is a social and cultural phenomenon associated not only with children but also with adults. This assertion is largely overlooked in various writings on play by some of the classic sociological thinkers of the 21st century. Hughes' book is certainly a valuable reading and it constitutes a solid work in the field of evolutionary theories concerning play. It can also be a useful resource for students of sport sciences, although more in the United Kingdom than elsewhere, due to the narrowing of the contents mainly to the British Isles. Hughes' presents his

highly valuable viewpoints; however, setting it against the works and experiences of non-British would undoubtedly make its appeal more international and would put his views in a wider perspective. This is one of the most frequently committed 'sins' by the Western-oriented writers. We have learnt English (some of us better, some worse) to be able to appreciate your works. How about your appreciation of works in languages other than English? Nevertheless, I firmly believe this book is of great significance to physical education researchers and teachers. I have found Bob Hughes's work immensely informative and I do not hesitate to recommend it to anyone interested in the field of social sciences of sport and physical education.

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