

pected these books to be different what was interesting was the dynamic way they illustrated the points that the other was making. The concerns about the queering of lesbian studies include the fear that the history, images, and experiences of lesbians will be lost. To some degree this information is lost in Herdt's discussion using queer theory. However, Herdt's use of queer theory served as a useful paradigm for understanding and discussing same sex relationships in cultures that do not have Western concepts associated with homosexuality. Herdt's discussion was particularly useful in understanding issues raised by authors such as Ng in her discussion of lesbians in Chinese history.

While there is no direct discussion of leisure in either of these books, they each raise interesting questions and ideas for the future of leisure research. These books challenge the assumptions of heterosexuality that dominates much of leisure research and offers introductions to and examples of theoretical paradigms rarely used by leisure researchers. Herdt's discussion of third gender or gender transformation provides new direction to those conducting research on gender and leisure. Herdt's approach to understanding experiences in cultures who use different symbolisms, rituals, language, and tradition provides direction about cross-cultural research in our own field. While *Same Sex, Different Cultures* left me thinking about applications of theory, the essays in *The New Lesbian Studies* left me with a series of questions. Where is the lesbian in leisure scholarship? Where is the lesbian in women's studies texts? What roles have lesbians played in the history of our profession? What steps are we as scholars and as an academic community taking to enable lesbian or queer studies to exist in our field?

Should these books be read by everyone? Yes and no. Caution! The material contained in these books may expand your views of life and the world.

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Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine. ISBN 0-345-39282-5. \$12.50 (paperback). 304 pp.

The President's Council on Physical Fitness and Sport. (1997). *Physical activity and sport in the lives of girls: Physical and mental health dimensions from an interdisciplinary approach*. University of Minnesota: The Center for Research on Girls and Women in Sport. Available from: 203 Cooke Hall, 1900 University Avenue S.E., University of Minnesota, Minneapolis, MN 55455; or can be downloaded from: <http://www.kls.coled.umn.edu/crgws/>

Recently, I sat waiting with a group of mothers as our daughters finished their practice at the gym. As mothers do, we were exchanging "war stories"

about raising adolescent girls. One mother stated, "We never acted like that, did we?" We all fell into our own thoughts about our experiences as adolescent girls. Presently, one mother broke the silence, "You couldn't give me a million dollars to be an adolescent again!" We all laughed and nodded our heads in agreement. Not one of us wanted to live through again what our daughters were living through right now. Yet all the mothers waiting there would have done anything to make it easier for their daughters than it was for them. So, just what is so difficult about being an adolescent and being female? And what can we, parents, professionals, and citizens, do to make it better for adolescent girls?

In *Reviving Ophelia: Saving the Selves of Adolescent Girls*, Dr. Mary Pipher gives voices to adolescent girls, who tell us their stories of being female and a teenager in America today. Pipher also gives us advice on what we, as a society, can do to make our culture more nurturing and less "girl-poisoning" than it is. In a recently released report, *Physical Activity and Sport in the Lives of Girls: Physical and Mental Health Dimensions from an Interdisciplinary Approach*, sponsored by the President's Council on Physical Fitness and Sport (PCPFS), a well-respected group of researchers provide another glimpse of what it means to be young and female and what role physical activity and sport can play in helping girls reach their full potential. While Pipher uses a collection of qualitative case studies of individual girls and addresses a breadth of issues affecting them, the PCPFS report uses a breadth of studies from many fields to focus on the singular issue of the role of sport and physical activity in girls' lives. Taken together, these two readings provide an immense amount of knowledge that professionals in leisure services can use to improve practice and programs for adolescent girls. The readings also provide us with knowledge we can each use personally to change the way culture treats adolescent girls. In the words of Pipher, "Girls need and can benefit from consciousness-raising" (p. 44) and so can we. Once adolescent girls, and the adults around them, understand the effects of culture on their lives, they and we can fight back.

Pipher calls *Reviving Ophelia* a "hurricane warning, a National Weather Service Bulletin from the storm center." As a clinical psychologist who has treated girls for over 20 years, she brings to us the voices of adolescent girls with their own stories. Pipher has two main purposes in the book. One is to connect each individual girl's story with larger cultural issues that affect adolescent girls. The second is to answer the question, "Under what conditions do most girls flower and grow?" The first part of the book looks at the issues faced by adolescent girls. The latter half of the book examines what strategies can be used to change the way our culture presently treats its young women so that they are able to flourish and develop fully.

The first three chapters of *Reviving Ophelia*, "Saplings in the Storm," "Theoretical Issues—For Your Own Good," and "Developmental Issues—I'm not Waving, I'm Drowning," focus on understanding developmental issues for adolescent girls, and how our culture impacts them. Pipher asserts that girls begin the path of development whole and authentic, as androgynous

beings. When they reach adolescence, our culture gives them strong messages that they are to become more "feminine." They receive rigorous training to fit the female role, to give up the masculine parts of themselves and "shrink their souls down to petite size" (p. 39). There are rules for this femininity training: be attractive, be a lady, be unselfish, make relationships work, and be competent without complaint. These changes and expectations occur at a time when adolescent girls are also expected to become independent of their parents and family, the people who could most help them through this trying time. Instead, adolescent girls are left to find guidance and support from peers and what Pipher calls "junk culture," the media driven values that push consumerism, hedonism, immediate gratification, and the "feel good" mentality, a culture in which women are portrayed as objects to achieve these values. There is blatant cultural ambivalence about women, and girls are confused by this. According to Pipher, there are four general ways that girls react to cultural pressures to abandon their authentic selves: conform, withdraw, be depressed and get angry. Most girls react with a combination of the four general ways, for to totally conform leads to what Pipher's adolescent girl clients call the "Muffys" or "Barbie Dolls," with hair and smiles in place and a "terrible deadness underneath" (p.44).

Pipher guides us through the developmental issues that adolescent girls face. Adolescent girls are developing physical selves, with much focus on bodily changes and thinness. They are developing their emotional selves, which are extreme and highly changeable. They are developing their thinking selves, where they learn to be more abstract and flexible, and less emotional. They are developing their academic selves, where our culture tells them that "smart girls are nerds." They are developing their social selves with their family, negotiating the need to be autonomous with the need to be safe. They also develop their social selves with peers, where there is much scapegoating of each other as they try to meet impossible cultural norms. Finally, they are developing their spiritual selves as they search for answers to the "big questions." Speaking with the voices of the girls with whom she works, Pipher clarifies the issues surrounding these developmental areas. She describes adolescence as a "border," much like a border between ecosystems that is rich and diverse, where many developmental issues are occurring at varying rates. Unfortunately, in this border, girls encounter lookism, sexism, discrimination, junk values, drugs, alcohol, violence, and harassment. In sum, Pipher gives us insight into the intense time of change that occurs during adolescence, and the difficulty girls in our culture face as they try to negotiate their developmental milestones.

The next four chapters of the book, "Families—Root Systems," "Mothers," "Fathers," and "Divorce," focus on the family system and its effect on adolescent girls. Pipher states that families in the 90's are under siege: overworked, over committed, tired, poor, and with less outside support. Families, who want the best for their daughters, are constantly battling the mass media, which wants to make money from teenagers. For families, the struggle is in finding the balance between security and freedom, between conformity to

family values and autonomy. In order for adolescent girls to have “good roots,” there must be affection with the right amount of structure and flexibility. Mothers and fathers both play a significant, but different, role in helping their adolescent daughters develop. Mothers need to find the right amount of closeness. Fathers need to be emotionally available to their daughters and to overcome the cultural lessons they have learned about devaluing females. Pipher advocates that divorce is particularly hard on adolescent girls: “One of the things that helps saplings survive the hurricane is the root system. With divorce, the root system is split apart” (p. 145).

The next four chapters of *Reviving Ophelia* look at cultural issues that have major impacts on adolescent girls. These chapters, “Within the Hurricane—Depression,” “Worshipping the Gods of Thinness,” “Drugs and Alcohol—If Ophelia Were Alive Today,” and “Sex and Violence,” highlight how much America has changed for adolescent girls just in the last decade. More girls with depression are self-mutilating, more girls are experiencing a variety of eating disorders, more girls have access to and use chemicals, and more girls are sexually assaulted or experience other sexual trauma. These four chapters are alarming as we meet adolescent girls who are struggling with issues we never dreamed of when we were adolescents: Tammy, the popular and easy-going daughter, who cuts her breasts to deal with her internal anguish; tall Samantha, who weighs 99 pounds and feels control of her eating is all she can control in her life; Rita, who watched her father abuse her mother while she grew up and now dates an older man who abuses her when they both drink; and Angela, who is four months pregnant by a boy she dated once. These issues are much larger than the adolescent girls who are dealing with them. Pipher calls on us to find “a political solution ... to change our culture” (p. 230).

In Chapter 12, “Then and Now,” Pipher helps us understand how much our culture has changed since “us adults” were adolescents. She does not mislead us into thinking that it was idyllic for teenage girls a decade or more ago. According to Pipher, men had the public power, women were undervalued, language was non inclusive, low key misogyny existed, and femininity training was strong. However, people had richer and more complicated relationships, society was not media saturated, there was less sexually explicit and less violent material in the media, children were outside the money economy, and there was consensus about proper behavior. According to Pipher, “life was slower, safer and less sexualized” (p. 238). She contrasts then with life in the 90’s, where there are few rich and complicated relationships, and little contact with extended family, where people know characters on television better than they know their next door neighbors. There is more openness, but also more aggressiveness. There is more political awareness, but less political involvement, more access to books, but much less reading, more choices to how to spend free time, but more boredom. Today, girls face dilemmas that are more complex and difficult. They have access to more information than ever about sex, but none that helps them answer the “big questions.” They try to reconcile values learned in the home with those

pushed by the junk culture. They are told to love and value themselves in a society that has a huge pornography industry that "reduces women to body parts." They are desensitized to violence, yet lead fearful lives.

The last three chapters of the book, "What I've Learned from Listening," "Let a Thousand Flowers Bloom," and "A Fence at the Top of the Hill," are the richest for helping us understand what we can do to help change our culture to make it more nurturing for girls. First, Pipher advocates for strengthening our families. A healthy family has the qualities of appreciation, affection, commitment, positive communication, time together, spiritual well-being, and the ability to cope with stress and crises. Next, Pipher asks us to raise our consciousness of how we treat adolescent girls and what messages we indirectly give them. She often gives the girls she works with the exercise of observing our culture with the eyes of an anthropologist, asking themselves, "What customs and rituals do they observe? What kinds of men and women are respected in this culture? What body shapes are considered ideal? How are sex roles assigned? What are the sanctions for breaking the rules?" (p. 256). As leisure professionals, these would be good questions for us to ask as we critically look at the services we provide! Pipher helps adolescent girls develop skills to flourish: centering, separating thinking from feeling, taking responsibility for their own lives, making and holding boundaries, aligning relationships with values, managing pain, having activities that help manage stress, using self-validation, and helping others. We, too, can help girls develop these skills as leisure professionals. Many things can help girls "bloom," help them hold onto their true, authentic selves as they travel through adolescence. Girls need a strong sense of place, a strong sense of belonging. They need to feel genuinely useful, to feel loved by their parents, to maintain family loyalty, and to have certain lines they won't cross to be pretty or popular. They need opportunities to use talents and skills that allow continuity between childhood and adolescence. They also need healthy habits to relieve stress, like sports and recreation. They need a protected space where they can develop their uniqueness—leisure and sport activities can help provide this protected space. In these activities, girls can learn to see their bodies as functional, not decorative. They learn discipline and the pursuit of excellence. They learn to win, lose, cooperate and handle stress. They develop relationships with a peer group that defines itself in a positive way. They have positive adult mentors that help balance their family situation and counteract the junk values perpetuated by the mass media. Adolescent girls need environments built for them (teen centers, recreation centers) that send the message they are valued and adults care about them. They need teen role models and opportunities for teen leadership. They need varied activities. They need supervised activities organized around talents, interests and needs. They need places to go where they are welcomed, where it is no or low cost, and where they can talk, dance and play. They need wholesome rituals for coming of age that are not involved with sex, drugs, alcohol or rebellion. They need celebrations that tell adolescent girls we are proud of them. In sum, adolescent girls can be helped

by many of the things leisure services can offer. Pipher tells us the story of a town that argued over whether they should pay for ambulance service for victims who fell off a dangerous hill in their town, or whether they should put a fence at the top of the hill to prevent the accidents from happening. Pipher, as a clinical therapist, calls herself an ambulance driver. She pleads with our society to build more fences. Leisure service providers have huge potential to be "fence builders" for adolescent girls.

The report, *Physical Activity and Sport in the Lives of Girls*, is all about "fence-building" and helping girls develop a stronger root system to weather the storm of adolescence. This report was completed on behalf of the President's Council for Physical Fitness and Sport (PCPFS) by the Center for Research on Girls and Women in Sport at the University of Minnesota under the direction of Dr. Mary Jo Kane and Deborah Slaner Larkin. The purposes of the report are to highlight the ways in which physical activity and sport have become a part of girls' lives, to examine the benefits of and barriers to physical activity for girls, to learn about the kinds of environments in which girls do their best and develop to their full potential, and to further research and policy development. The report focuses on girls because, historically, they have been neglected in research on sport and physical activity. Also, since Title IX, there has been an explosion of girls' involvement in physical activity and sports. Lastly, there is a realization among scholars and practitioners that girls' involvement in sport and physical activity is different than boys', that the genders bring different and complex values, norms and social institutions to the world of physical activity and sport.

The report begins with an executive summary and then is divided into four main sections: Physiological dimensions, psychological dimensions, sociological dimensions, and mental health dimensions. Each section ends with recommended future research direction. In addition, the report has an extensive reference list that is an invaluable resource for researchers and practitioners. Section One: Physiological Dimensions, written by Dr. Patty Freedson and Dr. Linda Bunker, begins by stating that little physiological research has been conducted specifically on girls. However, Freedson and Bunker review the current state of research as it is and draw important conclusions on how physical activity and sport affect girls' strength, power (capacity to do work per unit time), weight management, immune system, and menarche/reproductive functioning. They also discuss the research on the potential deleterious effects of physical activity for girls. These include such things as injuries, amenorrhea, and disordered eating. Finally, they present the research on the potential long-term benefits of physical activity, particularly as it relates to diseases such as heart diseases, cancer, diabetes, and osteoporosis. Overall, Freedson and Bunker conclude that physical activity and sport positively influence girls' physical status and overall health, and decrease the chances of developing adult onset diseases. They recommend that more opportunities for enhanced physical activity be developed for girls, through schools, recreation programs, youth centers, and sports programs.

Section Two: Psychological Dimensions, written by Dr. Diane Wiese-Bjornstal, presents the current research on the psychological dimensions of

girls' participation in physical activity. Wiese-Bjornstal again prefaces this section with the comment that limited research has been conducted with adolescent girls. Some of the benefits of physical activity that have been documented in the research include enhanced motivation, increased self-esteem, and improved mood states. Motivation for sport and physical activity is different and more varied for girls than for boys, and competition is less a factor. Physical activity also can serve as a buffer during stressful times and a way to relieve anxiety or other negative emotional states. In relation to body image, the results of the research are more mixed. Females in general have more negative perceptions about their body image than males. Involvement in physical activity does not necessarily change these perceptions and coaches, leaders, and teachers may unknowingly contribute to negative images. Wiese-Bjornstal concludes by giving us practical recommendations on helping girls derive more positive psychological benefits from physical activity. These include being aware of the multiple motives girls have for participation beyond competition, by using cooperative structures in physical activity programming, by helping girls set personal goals rather than outcome or comparative goals, by recognizing and making referrals for eating disordered behavior, by focusing on process versus outcome in activities, and by nurturing a more relaxed, less competitive environment where girls can gain a sense of competence and control.

Section Three: Sociological Dimensions, written by Dr. Margaret Carlisle Duncan, reinforces many of the issues Pipher discusses in *Reviving Ophelia*, but focuses on physical activity and sport. In this section, Duncan discusses how gender roles are socially constructed and how this has impacted girls' participation in physical activity and sport. Because sport and physical activity are seen as less feminine, many girls discontinue or greatly limit their participation once they reach adolescence. This lack of involvement leads to several problems for girls, such as being physically unskilled and thus excluded from many activities and groups, difficulty taking up physical activity later in life because of a lack of a "movement vocabulary," being less flexible in meeting physical demands as one ages, and fear of being embarrassed of trying new activities. Duncan reiterates the benefits girls accrue from participation in physical activity, including the development of social skills, friendship development, improved academic performance, and leadership development. She concludes with practical recommendations on how to broaden and enhance participation opportunities for girls. Many of the recommendations focus on being aware of and changing gender stereotypes that limit or exclude girls' involvement.

Section Four: Mental Health Dimensions, written by Dr. Doreen Greenberg and Dr. Carol Oglesby, surveys the research on the contribution of physical activity and sport to the mental health of adolescent girls. Greenberg and Oglesby conclude that the evidence supports physical activity as a way to combat anxiety and depression. In addition, physical activity has been an effective treatment intervention with adolescent girls, particularly with depressive, anxiety and substance abuse disorders. They conclude that physical activity should be used more readily as a preventative and treatment inter-

vention to help girls deal with mental health issues during adolescence. According to Greenberg and Oglesby, "Young girls can learn to be strong, resilient and powerful, particularly as a result of physical activity and sport experiences."

Reviving Ophelia opens our eyes to the intense issues of being adolescent and female. Pipher, using the voices of the girls on the front lines, gives us a glimpse of their lives. Her insight, empathy and strong sense of caring help us understand and relate to what life must be like "in the hurricane." According to Pipher, we cannot help adolescent girls until we understand them. Pipher helps us do that and then moves us along the path of helping and change. The President's Council on Physical Fitness and Sport Report moves us even further along that path. It provides us with an overall picture of what is known about the benefits of physical activity for girls and it makes concrete policy and research recommendations to make change. Pipher writes clearly and eloquently to help us see the cliff on the hill and to teach us how we can start building a fence at the top; the PCPFS report gives us many practical tools to strengthen that fence.

Us mothers, waiting to pick up our daughters at the gym, watch proudly as they finish up their practice, easily peeling off pull-ups and sit-ups. We know we are standing on the edge of the hurricane, trying to look in as our daughters begin their stormy journey. We are doing all we can to help them survive the storm, to help them avoid the cliff at the top of the hill. We are pleading with you, as professionals, parents and citizens, to do all you can. Build the storm shelters! Build the fence at the top of the hill!

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Jackson J. Benson. (1996). *Wallace Stegner: His life and work*. New York: Viking. ISBN #0-670-86222-3, cloth, 472 pp.

In *From these beginnings: A biographical approach to American history*, Roderick Nash tells the story of the United States through the lives of sixteen prominent individuals. It is engaging reading. From Christopher Columbus to Thomas Jefferson to Mark Twain to Jane Adams to Gifford Pinchot to Martin Luther King, Jr., among others, Nash recounts the lives of a few in a way that illuminates the lives of the many.

Jackson J. Benson's *Wallace Stegner: His life and work* had a similar effect on me. Benson, a professor of American literature at San Diego State University, set out to write an objective biography that would focus principally on Stegner's professional life, a biography that would culminate in an assessment of Stegner's place in American literature. While Benson succeeded on both counts, it was Stegner's life as synecdoche for the larger 20th Cen-