

BOOK REVIEWS

Charles C. Bullock and Michael J. Mahon. *Introduction to Recreation Services for People with Disabilities: A Person-centered Approach*. Champaign, IL: Sagamore Publishing, 1997. 493 pp., \$44.95 hardcover (ISBN 1-57167-069-6).

Reviewed by **Frederick P. Green**

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Introduction to Recreation Services for People with Disabilities: A Person-centered Approach is a new addition to the growing number of textbooks on community recreation programming for people with disabilities targeted toward entry-level undergraduate students in recreation. Like its predecessors, this text promotes inclusive recreation programming as a preferred *modus operandi*. The "person-centered approach" places an emphasis on understanding the individual and his or her needs and centering services around these needs. Although this is not necessarily a unique approach to therapeutic recreation programming, it is an interesting approach to understanding community recreation services. This author found the book to be well organized and written for its target population, up-to-date and informative on the key issues and strategies related to community recreation services for people with disabilities, and interesting in its potential contribution to the general recreation curriculum.

The authors introduce the text as one that is written for all students in recreation or leisure-studies curricula. Yet it appears as if the text is targeted not so much for the therapeutic recreation student as it is for undergraduates in recreation administration who have little if any experience with recreation programs for people with disabilities. For example, one entire chapter (chapter 14) acquaints readers with the basic tenets of therapeutic recreation; another (chapter 6) presents the differences among therapeutic recreation, special recreation, and recreation. Although targeting the book towards recreation administration students, the authors continuously emphasize their position that the provision of recreation services for people with disabilities in community settings is not therapeutic recreation and thus is the responsibility of community park and recreation professionals.

The book is organized in a logical manner to provide the target audience with the growing foundation of knowledge necessary to begin including people with disabilities into community recreation programs. The book is divided into three sections plus appendices. Section I introduces the conceptual foundations of community recreation services for people with disabilities with information on basic terms and concepts, legislation, barriers to inclusion, and a history of treatment of people with disabilities that students always seem to find interesting in a macabre sort of way.

Section II includes information about various disabling conditions, beginning with a catch-all chapter on cross-disability topics. The remaining five chapters provide valuable information on specific disabling conditions, including mental retardation, physical disabilities, visual impairments, hearing loss, and mental illness. The person-centered approach is discussed in recognition of the inherent danger in providing generalized information on disabilities to novice programmers, who often have the tendency to make decisions based on generic limitations rather than on individual needs, preferences, and personal limitations. The information provided in these chapters is important to the development of an understanding of people with disabilities. Too often we neglect to recognize that many undergraduate students in the general recreation curriculum may have very little working

knowledge of disabling conditions. Yet this may be the number one unanswered question of students as they enter the class. By facilitating the development of a comfortable working knowledge of the various disabling conditions, we may be opening students' minds to a better understanding of the key topics and issues.

The "introduction" to recreation services for people with disabilities ends with the beginning of section III. For the practitioner or advanced student, section III provides the useful and practical information that can make inclusion work. The section is premised on the assumption that readers already know how to program, as the authors begin to reintroduce the concepts of inclusion and relate these concepts to the mandates of the Americans with Disabilities Act and the delivery of service. The chapters provide strategies for organizational restructuring, step-by-step strategies for facilitating inclusion, information on sports and sports organizations for people with disabilities, and a wonderful sampling of three leisure-education models that allow the authors to demonstrate their recognized area of expertise. The advanced student and practitioner, however, may be left wishing for additional programming strategies related to the arts, outdoor activities, and other recreational pursuits.

For entry-level students, the strength of this text lies in its simplicity and the logical order in which the material is presented. The text is informative and easy reading and should make novice and future recreation professionals feel comfortable with the prospect of learning unfamiliar material. The reader progresses through introductory concepts and basic information that are later repeated and applied to professional issues and programmatic strategies. All of the foundational concepts and information are presented before the reader is introduced to programming strategies. Some of these concepts are exceptionally well presented, such as the discussion on normalization in chapter 3. Additionally, the chapters on disabling conditions each are organized into four sections that facilitate learning and future retrieval of information. For the novice student, the addition of a glossary would be helpful, as terms and concepts introduced early in the text often are revisited in later discussions of the issues.

From an instructor's viewpoint, the organization of the text facilitates a logical course outline, especially with the thorough summary of each chapter included in the introduction. The discussion questions provided at the end of each chapter are very good and ask readers to use critical-thinking skills as they apply the information and concepts to hypothetical situations. Practitioners and advanced students might find the first two sections of the book to be too basic, and the final section to be useful but incomplete. However, one again must consider the target audience. This one weakness of the text is indicative of a growing body of knowledge related to inclusive recreation programs, and indicative of the need to provide students both introductory and advanced courses and texts in inclusive recreation services for people with disabilities.

Textbooks on community recreation services for people with disabilities fall into predictable patterns. Nearly all begin with basic concepts and history, progress to barriers to inclusion and participation, and finally move to programmatic strategies, issues, and exemplary examples. This text is no exception. Nearly all of the recent texts promote the concept of inclusion, some as the preferred programmatic option and others as the only programmatic option. This text falls somewhere in between, as the authors focus on inclusion but noninclusive environments (e.g., Special Olympics) are recognized and critiqued.

Finally, nearly all of the newer texts make the distinction between therapeutic recreation and recreation services for people with disabilities. This remains a current topic of discussion within therapeutic recreation academic and professional circles. As the Americans with Disabilities Act is interpreted by many professionals and educators in therapeutic recreation, the provision of recreation services for people with disabilities is the responsibility of the community park and recreation profession, and not therapeutic recreation. The authors of

this text take this stance but apply a person-centered approach that suggests collaborative efforts as therapeutic recreation techniques are applied in an atypical therapeutic recreation environment.

As the authors have targeted nontherapeutic recreation students as readers of this text, information on the therapeutic recreation profession becomes necessary to ensure quality of service through collaborative efforts. The authors provide this information in an in-depth discussion on the therapeutic recreation profession in chapter 14. This somewhat unique addition to an introductory text on recreation services for people with disabilities reflects the inadequacy of many current introductory recreation textbooks in presenting the therapeutic recreation profession beyond special recreation services, and it presents a glimpse of the current model of progressive recreation-service delivery for people with disabilities. In this model, recreation services for people with disabilities, like all community recreation services, are provided by community park and recreation professionals with collaborative assistance from professionals in therapeutic recreation. The programmatic and resource skills of community recreation professionals would be enhanced through person-centered collaboration with therapeutic recreation professionals to ensure that all members of the community are included in services. The success of this collaboration is dependent upon maintaining mutual respect and understanding within a professional alliance that is beginning to show signs of division.

In summary, the text *Introduction to Recreation Services for People with Disabilities: A Person-centered Approach* succeeds as an introductory textbook for undergraduate students in recreation and leisure studies.

David Backes. *A Wilderness Within: The Life of Sigurd F. Olson*. Minneapolis: University of Minnesota Press, 1997. 376 pp., \$24.95 cloth (ISBN 0-8166-2842-4).

Reviewed by **Steven R. Martin**

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Sigurd Olson's name is well-known to most people who study or manage wilderness, and to many of those who recreate in it. But few probably understand the full extent of Olson's contributions to wilderness preservation, or the depth of his personal struggles on his way to becoming an icon of the wilderness movement. David Backes's *A Wilderness Within: The Life of Sigurd Olson* excels at detailing both, as well as explaining the origins and development of Olson's wilderness philosophy.

Born in 1899, Sigurd was the son of a strict and formal Swedish Baptist minister. At 19 years of age, he was the local chapter president of the student Protestant missionary organization and planned to become a missionary himself. But he suddenly was assailed with doubts about his religious upbringing and, after much despair and soul searching, rejected the ministry, recalling later that he seemed "doomed to a commonplace existence . . . [having] not yet developed the philosophy that would have made it possible to overcome that despair" (p. 35).

For much of the rest of his life, Olson would both battle despair and work to develop a philosophy that helped explain man's relationship to nature. We know Olson partly from the philosophy of wilderness that he developed, but what many people do not know is that for much of his adult life Olson was haunted by doubts about what he would become in life and what lasting contributions he might make.

At 21 years old, Olson began a career of teaching, first high school and later junior college. He was a respected classroom teacher but was truly memorable in the field, where he best conveyed the sense of wonder he felt in experiencing nature. He found summer work as a guide in the canoe country of northern Minnesota. It was here that he not only polished his skills and reputation as a guide but began to develop his philosophy of wilderness. Yet during these years Olson felt as if he had no mission or purpose in life, and he became increasingly disillusioned. Having lost faith in the dogma of his father's religion, Olson searched for a new source of faith, and the wilderness provided it.

Watching the sunset from a peak above Robinson Lake in Quetico Provincial Park, Olson wrote that he "was conscious of being alone, a bit of life on the edge of creation . . . I realize[d] my closeness with the rest of the universe, that perfect communion with the beginning of all things, a oneness with creation" (p. 60). Olson began seeking out these "flashes of insight" as he called them, and putting them together with his personal observations of how the wilderness often transformed his clients, he became convinced that "nature in general, and wilderness in particular, could play a crucial spiritual role for modern civilization" (p. 61).

Throughout his 20s Olson struggled to reconcile his desire to spend time in nature and share his experiences and insights through writing with his teaching obligations and need to support a family. He turned to the writings of Thoreau, Burroughs, and Hudson for inspiration, and in *Far Away and Long Ago* found W. H. Hudson describing the same epiphanies and flashes of insight emanating from nature that Olson had experienced. This seemed to cement in Olson the idea that he was destined to be a messenger, and the message was to become the cornerstone of his wilderness philosophy—that there was hope and truth of a spiritual nature to be found in the wilderness.

Returning to his junior-college teaching post (later to become college dean) in Ely after completing a graduate program in ecology in 1932, Olson continued his activism on behalf of the canoe country wilderness. His testimony in 1933 before an international joint commission (studying a proposal to construct nine hydropower dams in the canoe country) was a turning point in Olson's career as both a writer and activist. His eloquent and compelling testimony got the attention of state and national wilderness-preservation leaders, and it helped convince him that he indeed had the ability to convey his enthusiasm to others.

In the coming years Olson's writing would mature, and in 1938 *American Forests* published *Why Wilderness?*, an important early article that helped shape the debate about the meaning of wilderness, and an article Bob Marshall described as "as good an article on the wilderness as I have ever read." In "Why Wilderness?" Olson describes his belief that humans have a primitive attachment to nature, and that this attachment has a biological or genetic origin, an idea strikingly similar to the popular "biophilia hypothesis" of today.

For the remainder of his life, Sigurd Olson was a leading advocate of wilderness. Between 1956 and 1982 Olson published nine books on wilderness, mostly set in the canoe country. His first—*The Singing Wilderness*—is sometimes compared to *A Sand County Almanac*, and Backes does an admirable and useful job of comparing and contrasting the two books, concluding that a "sense of communion is the distinguishing characteristic of *The Singing Wilderness* and marks the fulfillment of the land aesthetic" (p. 252).

Olson's writings, most particularly *The Singing Wilderness*, *Listening Point*, and *Reflections from the North Country*, lay out his wilderness philosophy, and Backes here too does an insightful job of untangling the many strands and origins of Olson's thinking, summarizing Olson's philosophy thusly: "In wilderness people can find the silence and the solitude and the noncivilized surroundings that can connect them once again to their evolutionary heritage and, through an experience of the eternal mystery, can give them a sense of the sacredness of all creation" (p. 290).

Sigurd Olson went on to serve as president of both the National Parks Association and The Wilderness Society; helped draft the Wilderness Act; and was awarded the highest honor in nature writing, the John Burroughs Medal. He also was hung in effigy in his hometown of Ely during debates over wilderness designation of the Boundary Waters. And he left us with a rich collection of evocative and lyrical essays on the personal meaning and spiritual importance of wilderness that we should treasure.

David Backes's book does an excellent job not just of chronicling the milestones of Olson's career, but more importantly of explaining the foundations of Olson's beliefs, the inner forces that drove him, and the significance of his message. *A Wilderness Within* will be enjoyed by wilderness scholars and advocates for its look inside the life and mind of one of the leading wilderness figures of the century, and also will make excellent supplemental reading for students of wilderness to examine the personal and intellectual development of a wilderness philosophy.

Neil J. Dougherty IV, editor. *Outdoor Recreation Safety*. Champaign, IL: Human Kinetics, 1998. 311 pp. (ISBN 0-8732-944-4).

Simon Priest and Michael A. Gass. *Effective Leadership in Adventure Programming*. Champaign, IL: Human Kinetics, 1997. 336 pp., \$38 cloth (ISBN 0-87322-637-2).

Reviewed by **Rick Craig**

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The preface of *Outdoor Recreation Safety* identifies its goals as providing a resource for recreation programmers and serving as a training manual for future recreation managers. As a manual for current practitioners, the book provides useful information in an accessible and well-organized form. Three short introductory chapters cover general principles of outdoor recreation safety, legal principles, and managing medical emergencies in the outdoor environment. Each of the remaining 16 chapters is devoted to a particular activity in outdoor recreation, from mountaineering to jet-skiing, written by an expert or pair of experts in that field.

The chapters on specific activities are full of useful information, including an overview of the safety principles particular to the activity, checklists for first-aid kits and necessary equipment, and discussions of specific safety considerations. Recreation programmers will find this assemblage convenient, especially if researching or setting up programs in areas with which they are unfamiliar. I read the chapter on mountain biking and bicycle touring a few weeks after setting up a small-scale mountain-bike program for a summer day camp and wished I had come across the book earlier. The checklists for equipment and staff qualifications and a safety-inspection form for course participants to have filled out by a bicycle mechanic would have saved much of the time I spent reinventing the (bicycle) wheel and would have improved the program.

However, there are drawbacks inherent in an omnibus survey of a topic as broad as safety in outdoor recreation, most prominently the tendency to give only brief coverage to important topics. For example, the chapter on hiking and camping covers stream crossings, an activity that has led to several deaths and serious accidents in outdoor education programs, in about 100 words. Although all of the information provided is accurate and important, it is adequate for little more than a reminder to experienced trip leaders. For recreation leaders just learning to lead hiking groups or experienced programmers whose expertise lies in other activities, the topic cannot be adequately covered without diagrams of water dynamics and various

stream-crossing techniques, discussions of group strength and how to deal with smaller or weaker members, proper foot- and legwear for stream crossings, the prophylactic steps to take against hypothermia and potential swims, and a myriad of other details that, if overlooked, can lead to disastrous consequences. In short, these brief chapters should not be taken as a substitute for the extensive study and field experience necessary to provide adequate safety in these potentially risky activities.

To some extent this weakness is unavoidable in a text with a broad structure, but there are several steps that could have been taken to fill the book's gaps. The introductory section, which would be the most logical place to discuss the broader issues, theoretical underpinnings, and programmatic concerns involved in outdoor recreation safety, is brief and perfunctory. Risk management and professionalism are discussed only as subtopics of legal issues. Although litigation is often viewed as the engine driving safety in outdoor recreation programs, this is a misconception that should not be perpetuated by texts on the subject. Sound risk management is essential to outdoor recreation programs because quality programs always must be concerned primarily with the well-being of their participants. The Hippocratic admonition, "First, do no harm," initially was intended as moral, not legal, guidance. Although the courts serve an important role in defining and clarifying this responsibility, programs that view risk management primarily as legal protection will be consigned to forever reacting to the latest high-profile lawsuit; those that view risk management as a way to improve their programs are more likely to develop and incorporate new and innovative safety practices that keep them ahead of industry trends. A discussion of risk management that addressed issues of program quality would have greatly strengthened the book.

Also missing is any broad discussion of program development and staff training. Some (although not all) of the contributors address the qualifications and certifications that are appropriate to outdoor leaders in the activities they discuss, but the essential questions of how one becomes a safe leader or develops a safe outdoor recreation program go largely unanswered, and even unasked. A chapter examining staff qualifications, the role of professional certifications, ongoing staff training, independent safety reviews, and strategies for learning from incidents (such as debriefing specific incidents and monitoring and recording rates of accidents, injuries, and near misses) would have made the book far more useful to both students and professionals in outdoor recreation. By providing recipes for safe practices in specific activities without broad theoretical background or guidelines for achieving staff and program proficiency, *Outdoor Recreation Safety* takes an approach that is more "cookbook" than "textbook." Recreation professionals will find it a useful resource, but it does not fill the need for a thorough training manual in safety practices for outdoor recreation.

Much of what is missing in *Outdoor Recreation Safety* can be found in Simon Priest and Michael A. Gass's broad-ranging *Effective Leadership in Adventure Programming*. This manual for students and practitioners of adventure education distills much of the field's accumulated wisdom into one well-organized volume. With long experience as both practitioners and academics in the field of adventure programming, Priest and Gass have put together a cohesive resource that covers the practical aspects of leadership in the field and puts this information into theoretical context.

Experiential educators will probably always be trained through the same processes by which their students learn, which is say through the experience of leading and teaching clients in diverse environments. No book can be the primary source of the subtle skills involved in leading groups of people through the process of discovery that occurs in the most successful adventure programs. But as a text for courses that also involve field-based components, or for a segment of broader courses in recreation management, *Effective*

Leadership in Adventure Programming should serve well. The book's greatest strength is a well-designed model of the components that make up an effective leader of adventure programs. The model is a pyramidal structure of "hard" (or technical) skills supporting "soft" (or "interpersonal") skills, which in turn support the "metaskills" that pull the varied facets of effective leadership together into a unified whole. As developed in the text, this simple model makes a useful interpretation of the complexities involved in leading programs. The practical information provided is concise and well organized, effectively covering topics such as how to prepare a lesson or facilitate a discussion, and also capturing the nuances that tie the three levels of skills together. Chapter summaries titled "Effective Outdoor Leaders Should" further clarify objectives and provide a useful teaching and study guide.

At times the book overreaches itself in its quest for academic credibility, as when it claims that the "entire arrangement of outdoor adventure leadership preparation is built on a rock-solid theoretical foundation of philosophy, history and individual and group behaviors." In truth the edifice of adventure education was built much more like the "castles in the air" Thoreau describes in *Walden*. ("If you have built castles in the air your work need not be lost; that is where they should be. Now, put the foundations under them.") Although much foundation has been built under the creative work done by visionaries like Kurt Hahn, Paul Petzoldt, Willi Unsoeld, and Karl Rohnke, the theory of adventure education is still developing. The portions of the book that deal with theoretical "foundations" are a hodge-podge of educational theory, sociology, behavioral psychology, and philosophy, with occasionally muddled and jargon-filled explanations. The book's claim to a rock-solid theoretical foundation would be helped by a thorough editing for clarity and intellectual rigor. When the authors state that the mental "processes of input, induction and storage of experiences are guided by the theories of Piaget," it sounds as if Jean Piaget were in our heads directing the thought process. Theories may help us understand what goes on in the minds of program leaders and participants, but they do not, as the text implies on several occasions, guide thoughts. More exacting attention to language and peripheral details (the pseudomythic introduction to the first chapter states that the medieval science of alchemy has been practiced "since the beginning of recorded history"—which places it in ancient Greece) would not only strengthen the text's academic claims but would make it more accessible and engaging for students.

However, these failings are only tangential to the book's main purpose of educating outdoor leaders. On that subject, *Effective Leadership in Adventure Programming* is cohesive, well organized, and thoughtful. It will make a good text for university courses.

Simone Abram, Jacqueline Waldren, and Donald V.L. Macleod, editors. *Tourists and Tourism: Identifying with People and Places*. New York: Berg. 1997. 245 pp., cloth (ISBN 1-85973-900-8).

Reviewed by **Norma P. Nickerson**

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What is authenticity? Tourists introduce new views and lifestyles to cultures they visit. Is the authenticity of the culture eroded by tourism, or is that part of the culture? In representing cultures, can we ignore change? Eleven authors explore these and other thought provoking questions about the relationship between residents and visitors, old and new cultures.

Tourists and Tourism is an anthropological approach to the tourism industry. Each chapter is a case study in a specific area somewhere in the world. Some authors investigate the cultural experience from the visitor's view; some explore the expressions and changes happening from the inside. Other authors look at the effects of tourism through museums, music, festivals, and crafts. One author even approaches the question of who is the tourist. How long does one have to live in an area to be considered a resident by the "old-timers?" Within this book, the reader is provided time to explore the heart of the tourist experience including the construction of identity, the relation of the traveler to resident populations, the participants' views of themselves and others, and the tourist's search for authenticity.

Each author provides an in-depth look at a component of tourism many times left untold. Music is a big part of any culture; therefore how it is portrayed and used by other cultures creates an opportunity for the local culture to "show" who they are. Museums are either snapshots in time or living monuments of people. In this book, museums are explored, and questioned. Do they represent the real people or what the visitor wants to see? Are festivals depicting cultures for those of that culture or for the visitor? What has changed in the culture because of the festival, and is that good or bad? Finally, who should benefit from the exploitation of a culture? In the case of Alaska, the indigenous people are "taking back" the tours and doing them their way. Is this the answer for authenticity?

This book allows one to question whether the changes in culture are attributed to tourism or modern business practices and the computerized world. In the past, cultures were exposed to new people and ideas only if they appeared in their village; thus, tourism was the "culprit" of change. With the globalization of cultures, what is responsible for change? Is it tourism, or would those changes have happened anyway? If there is nothing more constant than change, how can we have an authentic culture? These readings provide the background for good soul searching. Where does tourism fit into the overall globalization of the economy, lifestyles, resource protection, and the like?

The authors provide a good cross-section of social concerns dealing with tourism around the world. Although our society is engrossed in the economic plusses of tourism, this book rarely touches on that subject. The reader is shown a side of tourism that is discussed briefly in the parks and recreation programs but not fully analyzed. As you can see by this review, the most exciting aspect of this book is the abundance of questions that emerge! It is a great tool for discussion. This book should be a required text for the graduate or upper-level undergraduate student with tourism interest. I suggest that students read the entire book before any discussion takes place. Although each chapter provides unique insight, it is not until completing the book that the reader can sit back, reflect, and then discuss in full the people and places of tourism.