faced and internalized stereotypes, battle with integrating the multiple aspects of their personality, and have developed from the mentorship in the National Undergraduate Fellows Program.

The authors conclude each chapter in the second section with implications for practice to guide practitioners. Salient points are offered to enhance the reader's knowledge and areas of consideration are offered for how theory and practice play out. Considerations for practice are extremely important when factoring in the confounding variables of race, ethnicity, or minority status present in students on college campuses. Rich narratives coupled with practical application points shape this text and would make it enjoyable for any reader. The commentary within the text indicates the value of mentorship in helping students make meaning of their life and educational experiences.

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The First Year Out: Understanding American Teens After High School

Tim Clydesdale

Chicago: University of Chicago Press, 2007, 265 pages, $20.00 (softcover)

Reviewed by Adam T. Brigham,
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In *The First Year Out: Understanding American Teens After High School*, author Tim Clydesdale describes his research project on the student experience of transitioning from high school to college. The author began his data collection while the participants were in their senior year of high school and he attempted to follow those students through to the completion of their first year after high school. For many of his participants this included some form of post secondary education, though it is worth noting that the "first year out" does not equate to college enrollment. In the introductory chapter, the author quickly dismisses his a priori hypothesis that "the majority of teens who headed off to college had broadening, if not liberating, experiences akin to my own during their first year out, while the majority of teens who stayed home did not" (p. 2). Instead, Clydesdale finds that in the first year after high school students are less interested in intellectually and socially broadening pursuits than they are in "daily life management" (p. 2).

In chapter 1 Clydesdale presents the stories of four high school students. These four individuals are not the subject of the book, but rather the author presents their stories to provide context for broader analysis and to thematically illustrate some of the findings. The majority of the data were collected through 125 interviews in 6 different states (Pennsylvania, Connecticut, Massachusetts, New Hampshire, New Jersey, and Oregon). Prior to these interviews, Clydesdale conducted fieldwork in a New Jersey high school with the goal of better understanding "the culture of American high school seniors and to diversify the project's interviewees" (p. 9). At his field site the author conducted 90 minute interviews with 21 students. The author uses chapter 2 to situate these interviews within larger bodies of sociological research on moral culture and adolescent transitions, specifically through the prisms of faith, family, and community. Clydesdale also acknowledges that his work connects to other bodies of literature within the educational sphere, such as studies on college impact and student cultures.

Using the context created by the individual stories presented in the first chapter, the author creates a metaphor for the post high school experience. Clydesdale describes departing high school seniors as all seated at a wobbly table, with the table representing the first year out. One leg of this table represents "new economic realities" in the United States, and

that leg has a tendency to "raise and lower its end of the table on a schedule of its own choosing" (p. 39). The other leg of the table represents the "popular moral culture of mainstream America" and the author argues that this leg is "starting to crack" (p.39). On this table are two items: an intricate, intense, and interactive board game called "Daily Life Management," and an "Identity Lockbox." While absorbed in the game, the students place their numerous identities (gender, racial, political, religious, etc.) in the lockbox for safekeeping as the game is complex and the table is wobbly.

Clydesdale devotes the next three chapters to describing how students engage in the "daily life management" process. In "Navigating Relationships, Managing Gratifications" (chapter 3) the author shares his findings on how students negotiate changing relationships with peers, parents, and romantic partners both in the transition to college and throughout the first year after high school. He also uses this chapter to detail the familiar challenges that many students have in negotiating the increased personal freedoms that often come after high school. The themes that Clydesdale illustrates in the chapter are all well known to student affairs professionals: importance of social and peer norms, negotiating sexual relationships, safety in sexual behavior, alcohol and other drug use, and the management (or mismanagement) of that substance use. Chapter 4 ("Working for Money, Spending for Fun") outlines the financial practices of students during the high school to college transition. Especially interesting is the relationship between "consumptive leisure" (e.g., movies, going out to eat, bar and club scenes, concerts, etc.) in student culture and the pressures created by supporting that lifestyle through increased employment hours, loans, or credit. Clydesdales argues in chapter 5 ("Cognitively Sharper, Intellectually Immune") that students come to college with a very practical orientation to their education, which may prevent the attainment of more idealized outcomes of a liberal education.

Many qualitative studies and ethnographies include a section that details some of the methodological contexts, choices, and limitations. In this text, the author chose to include this information in the form of an appendix attached after the last chapter. I would strongly recommend reading this section after the introduction, but prior to the main findings presented in Chapters 1 through 5. It is in this appendix that Clydesdale explains his choice to limit the study to "teens from the American cultural mainstream" (p. 216), his definition and construction of "cultural mainstream," and how he went about collecting a representative sample based on that definition. The author also provides the historical context of the study (data were collected between 1995 and 2003) and details when specific interviews occurred. These pieces of information are necessary to understand the relationship between the findings and the sample and to contextualize some of the analyses about the impact of tragic historical events (e.g., the Columbine High School killings and the September 11 hijackings) on student culture and behaviors.

Overall, this book deserves credit for attempting to tackle the complex subjects of student culture and the high school to college transition. In many respects, an effort like this is really three studies in one: a study of high school culture, a study of college culture, and a study of the transition. Given the complexity of this research project, I believe that the author would have benefitted from a more thorough review of the existent literature on college student transitions. In my review of the selected bibliography, I found that the list contained only one article from a journal dedicated to the study of the college experience (*Journal of American*

College Health) and few books by student affairs scholars. Acknowledging that not every resource utilized by the author is included in a selected bibliography, I believe that a study on the transition from high school to college (or other post high school activity) would be well informed by the scholarship presented in outlets such as the *Journal of the First Year Experience and Students in Transition, Journal of College Student Development*, *Review of Higher Education*, or *Research in Higher Education*.

The findings presented in *The First Year Out: Understanding American Teens After High School* will be familiar to most student affairs professionals. The author's emphases on daily management and identity development allude to the more substantive findings of student affairs scholars such as Chickering and Reisser (1993) or Baxter Magolda (2008). As Clydesdale acknowledges, developmental processes may (and usually do) occur in a non-linear, non-incremental manner that does not lend itself to convenient theorizing. These developmental patterns also may or may not neatly coincide with life events such as graduation, matriculation, or an 18th birthday. This challenge is apparent in the author's perceptions of the study participants and in the discursive language that he uses to describe them: teens, young adults, adolescents, students, college teens, and high school seniors. While Clydesdale's use of the word "teen" to describe the participants is sometimes diminutive, student affairs professionals appreciate that students coming directly to college from high school are caught in a proto-adulthood. They are often legal adults (though not always), but are financially and instrumentally dependent on family (though not always). They can vote, but they cannot buy alcohol. Clydesdale's attempt to describe this ambivalent existence is helpful in that it confirms some informal theories that have developed in the collective consciousness of student affairs professionals.

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Inside Greek U.: Fraternities, Sororities, and the Pursuit of Pleasure, Power, and Prestige

Alan D. DeSantis

University Press of Kentucky, 2007, 234 pages, $40.00 (hardcover)

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The Greek system at many colleges and universities often is regarded as taboo to some administrators. Although the Greek population of students may be a minority numerically, it is arguable to say that on different campuses while the Greeks may be low in numbers they are highly visible in student organizations and leadership positions. Due to the impact that fraternities and sororities can have on individuals, campuses, and society, the author of this text examines ways in which Greek life may challenge or reinforce traditional conceptions of gender. Over the course of seven chapters the author gives a brief introduction to the understanding of gender, examines five aspects of life in which traditional gender roles are reinforced through the Greek system, and concludes with practical implications of how various stakeholders can help fraternities and sororities challenge gender roles thus moving them in a more developmental manner towards the goals of higher education.

The introduction of the book informs the reader as to why the author chose to study fraternities and sororities and their impact on gender roles. Furthermore, the introduction gives further insight as to the methodology of the author's study. The data used for the book