

Laughren compares possessive constructions in Kuku Thaypan, and two Northern Territory languages, Warlpiri and Waanyi. Francesca Merlan explores the uses of demonstratives in Jawoyn, suggesting that spatial functions derive from non-spatial functions.

The third section, on contacts and contrasts, explores early contact between Indigenous peoples and European invaders. Marcia Langton employs perspectives provided by botanists working on the Queensland frontier to investigate the interaction between pre-existing Indigenous plant food economies and expanding European agriculture. Jonathan Richards explores police archival records to investigate the methods and consequences of forced Aboriginal removals from Coen and the Batavia goldfields in the early twentieth century. Chris Anderson compares various attitudes towards human interaction with the Daintree Rainforest. Finally, David Trigger explores concepts of indigeneity in the Gulf Country as expressed by Aboriginal and non-Aboriginal occupants of the region.

The section on ‘transformations’ considers the effects that European invaders have had on Indigenous societies and languages. Nicholas Evans describes the land tenure system and changes to the traditional naming practices of the Kaiadilt people of the South Wellesley Islands. Ray Wood explores the issue of ‘tribal names’ in historical sources exemplified by the Kuku Yalanji region. David Thompson describes the transformation of the Lockhart River community and diaspora as a result of increased mobility and modern technologies. Ilana Mushin, Denise Angelo and Jennifer Munro use language contact histories to explain the variable forms of contact in three Indigenous communities of Queensland: Yarrabah, Cherbourg and Woorabinda. Finally, Helen Harper provides a description of language history and ecology at Injino, providing context for Goodie Massey’s telling of a multilingual story (Atambaya, Creole, English), revealing language attitudes accompanying processes of language shift.

The final section of the volume on ‘repatriations’ features two chapters on the return of archival material to their owners. Lindy Allen details a mutually beneficial relationship between the Lamalama Nation and museums in which records of its cultural heritage are housed, highlighting the importance of exchange between curators, anthropologists and the owners of the collections. John B. Haviland’s chapter documents the process resulting in restriction of repatriated Guugu Yimidjirr materials due to dynamic and nuanced concepts of intent and ownership.

This well-written and thoughtful volume brings together a wellspring of explorations of the themes central to Rigsby’s rich and diverse research history in North Queensland. The collection’s breadth ensures that this book not only provides rich insights into particular fields of specialisation, but also encourages a holistic and cross-disciplinary approach, of which Rigsby was a great proponent.

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Nicholas L. Holt, ed., *Positive Youth Development Through Sport*, 2nd ed., New York: Routledge, 2016, ISBN 9 7811 3889 1814, 244 pp., £29.99 p/b, £100 h/b.

The Positive Youth Development (PYD) paradigm espouses that all youths have strengths that can foster positive change and development. Unlike some programs that focus on mitigating behavioural deficits at the individual level, PYD argues for a strengths-based approach facilitated through the wider social context. The second edition of Nicholas Holt's collection *Positive Youth Development Through Sport* extends the scope of PYD to the sporting arena. Shifting from the quixotic and unilateral rhetoric that sporting and positive development go hand in hand, this edited collection provides an unbiased and generally comprehensive look at PYD through sport. More than 40 chapters are divided into four parts: conceptual and theoretical perspectives; measurement and assessment; PYD across youth sport contexts; and PYD, sport and mental health. The majority of collaborators write from the Canadian or US context, but readers will find these studies generalisable to other Western countries such as Australia.

Holt's introduction does a good job of framing PYD and its roots in positive psychology for the reader. The burgeoning literature in the field is his primary justification for this new edition. The first section of the book, 'Conceptual and Theoretical Perspectives', is undoubtedly its *tour de force*. Catching the reader off guard, the first two chapters are, in fact, critical of the current state of PYD, but they arm the reader with critical insights with which to evaluate the remaining collection. Maureen R. Weiss's opening chapter argues that, despite nearly a century of relevant literature, most researchers ignore the depth and breadth of scholarship and treat PYD through sport as a new field. Jay Coakley argues that neo-liberal ideas of using sport as a tool for PYD are undermined by the fact that many sports programs do not implement the original concept of PYD as a tool of empowerment, but rather use it for social control. The following three chapters discuss various theoretical frameworks, including relational developmental systems theory, life development intervention, and the process–person–context–time model, and provide an excellent starting point for those interested in the contentions and theories surrounding PYD through sport.

The second section, 'Measurement and Assessment', comprises three chapters devoted to addressing the methodological limitations facing PYD research. Each is built around the argument that PYD researchers need to adopt consistent research practices while recognising that the effects of PYD through sport will differ between individuals. Weiss and Coakley's critiques on PYD research immediately sprung to my mind as I read this work; researchers continue to ignore the lessons of past but to be fair, methodological inconsistencies continue to dog the field.

Section 3, 'PYD Across Youth Sport Contexts', aims to demonstrate the utility of PYD through sport programs across different contexts, including talent development, coaching, leadership development, marginalised youth and responsibility training. The six chapters presented here draw on studies originating in North America or Canada, although their findings are also mirrored in local research. The section provides a sound introduction to the various sporting contexts in which PYD might be implemented, although there are limits to the conclusions we might draw if we take Weiss's earlier concerns into account.

Section 4, 'PYD, Sport, and Mental Health', is the collection's weakest section. While its three chapters discuss novel areas of analysis, including post-traumatic positive growth, the effect of coaching on mental health, and the effect of sport on life stories and growth, the section as a whole overlooks critical intersections

between mental health and sport, such as bullying, affective disorders and the efficacy of sport therapy in a PYD setting. These shortcomings limit the book's use for practitioners, who are often concerned with such problems rather than the exceptional contexts where sport, mental health and PYD coalesce.

In his excellent concluding chapter, Holt attempts to address the limitations of PYD, and presents a preliminary conceptualisation and model of how it might work through sport, accompanied by five testable hypotheses. I commend the editor's structure of the book. The chapters are organised logically and lay the theoretical and methodical groundwork for the unfolding analysis. This book is a step in the right direction for an emerging field, but is probably more useful for researchers than for practitioners or policy-makers.

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Peter Kelly and Annelies Kamp (eds), *A Critical Youth Studies for the 21st Century*, Boston, MA: Brill, 2015, ISBN 9 7890 0424 3750, 629 pp., €159.

This edited collection, *Critical Youth Studies for the 21st Century*, addresses questions regarding youth transition, the influence of government and globalisation on youth activity and identity, and the 'othering' of youths in contemporary youth studies. It encourages readers to consider the lens through which young people are viewed. Each section (which Peter Kelly and Annelies Kamp term a 'gathering') highlights global contributions to the construction of youth problems. Chapters focus on a local or methodological issue with universal implications, going beyond usual considerations of media and social norms as causal factors of youth-related orthodoxies.

The first 'gathering' begins with the social construction of youth, highlighting the consequences of economic and social shifts on schooling, employment and independence, and encouraging reflection on the disconnect between expectations for youths and the opportunities available to them. Chapters by Kamp, and by Geraldine Scanlon, Michael Shelvin and Conor McGukin, for instance, highlight the challenges faced by teenage mothers and youths with a disability, revealing reduced choices and expectations for education. This gathering gently nudges the reader to consider the impacts of the language and frames of reference we use to describe the developmental process.

The second 'gathering' shifts the focus to the formal social consequences of youth transitions from childhood to adulthood. It considers the impact of laws and regulations, social inequalities and broader discourses regarding the activities considered to be the domain of youth. This 'gathering' is arguably the least balanced of the book, and its focus on the preconceived falsities of juvenile justice might have taken more of a critical lens to individuality and discretion.

The third 'gathering' is more nuanced in its approach to social and individual contributions to the construction of youth identity and culture. Pam Nilan's chapter