

Reviews

direction of greater centralization of curriculum, reversing a trend that has prevailed for almost two decades. Financial constraints, a shrinking curriculum, and a concern for declining standards will be factors in this turnabout. At the same time the recent growth in private school enrolment shows no sign of subsiding, as increasing numbers of parents demonstrate a lack of confidence in the ability of the public school to provide a quality education. And as private educational facilities expand, so do demands by those involved for a greater share of the public purse.

Finally, what would Canadian education be without the perennial struggle between federal and provincial authorities? As long as one can remember, the two levels of government have argued over their respective educational roles. In all likelihood the federal government will continue to be heavily involved in education, though the control and administration of schools will remain firmly in the hands of the provinces. The search for an articulated national policy in education will continue.

These and other trends are effectively spelled out in this book of readings, which might well serve as a companion text in an issues course on Canadian education.

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Jerelyn B. Schultz, Ed.
with Penny Ralston, Barbara Rougvie, Margaret Torrie and Jillian Boyd.
SEXUALITY AND THE ADOLESCENT: A Teaching Guide.
Ames, Iowa: The Iowa State University Press, 1981.
260 pp. \$15.95.

Texts on sexuality have over the past ten years been published with the same sort of frequency and in the same kind of numbers as rabbits produce offspring. **Sexuality and the Adolescent** is Module 2 in a series on Contemporary Parenting Choices.

The aim of the module is that adolescents acquire, in sequence, three major competencies: Competency A, where the student can describe how a teenager's concept of self is affected by growth and development in adolescence; Competency B, where the student can explain the influence of interpersonal relationships within and outside the family on sexual attitudes and behaviour during adolescence; and Competency C, where the student can describe the stages of pregnancy and the decisions to be addressed in each. Subsumed under each major competency are

sub-competencies, accompanied by learning activities for students, and suggested resources for teacher use. All the resource material, except for films, but including checklists, worksheets, and illustrations, are provided in Appendices.

This module has succeeded well in providing a format whereby sexuality is introduced to adolescents as an integration of emotional, intellectual, and social factors, as well as physical factors. An attempt has been made to illustrate that sexuality is not limited to sexual behaviour, but that a clarification of values and self-understanding is crucial in making personally satisfying and responsible decisions about sexuality.

Teaching about sexuality comes across in this guide as being a very serious business. If the structured, systematic approach of a module appeals to you, this guide will be very useful. Those who prefer flexibility and spontaneity may feel, as I do, that perhaps rabbits have a lot more fun learning.

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Eileen Tway, Ed.
READING LADDERS FOR HUMAN RELATIONS.
(6th Edition).
Urbana, Illinois: National Council of Teachers of English, 1981.
398 pp.

This is a specialized book list for all in the service of the young who desire to improve human relations. Roughly 1500 titles offer a wide range of cultural and literary experience. The book is a clearly printed paperback which is easy enough to handle yet sufficiently substantial for frequent reference.

The present edition is the sixth since this project of the National Council of Teachers of English started in 1947. The contents have been regularly expanded and updated. The list has been assembled from the suggestions of many contributors at all levels of education. The editor's harmonising purpose was to choose books "that would promote sensitivity in human relations and that would exemplify good literary quality."

The Ladders of the title are the sections into which the book is divided. They deal with "Growing into Self"; "Relating to Wide Individual Differences"; "Interacting in Groups"; "Appreciating Different Cultures"; and "Coping in a Changing World." Each is usefully subdivided: "Interacting in Groups" handles Family Relationships; Friendships; Peer Relationships; and