

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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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

Reviews

Other Social Groups. Within these lesser divisions titles are grouped by ages, 1-5, 5-8, 8-11, 11-14, and 14 and up.

Sensible editing has prevented any attempt to fill out all the sections to an arbitrary minimum or maximum number of titles. Identifying With One's Heritage (Ladder 1) contains no titles for the youngest age group, while for 14 and up under the heading Meeting Personal and Political Crises (Ladder 5) there are 25 titles. Of these only one book was written before 1974. Most of the selections were published much more recently. As in any attempted classification of human relationships the labels are not over-precise, so many titles appear under two or more headings. An index indicates the major entry where one may find a three or four sentence summary of matter and theme.

The Ladders draw on an admirably wide field. We find Foxfire and Anne Frank together with the Guinea of Camara Laye and the Yorkshire of James Herriot. There is no restriction as to modes of writing, though naturally more novels are included than poems or plays. Established literary classics are not neglected in the search for modernity and relevance; the experiences of Anna Karenina and Quasimodo are offered as valid enrichments of the consciousness of young persons maturing today. William Kurelek's A Prairie Boy's Summer is only one of a number of books where the illustrations are at least as important as the text.

The avowed purpose of Reading Ladders is admirably fulfilled by the information which it contains. Furthermore, the book will be useful to many more people than those whose eye is naturally attracted by the Human Relations of the title. Anyone who has to make changes or additions to a current English syllabus, or who has to make suggestions to students for further reading, will have reason to be grateful to the compilers of Ladders. Any teacher, guidance counsellor, parent or librarian will welcome the recent writings in the guide because of their closeness to the world of today's young people. This book is substantially more than a mere culling from publishers' catalogues; it is potentially a powerful force for animating young readers to recognize themselves and others, and to reach out with new sensitivity to build a better world around them.

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