

this collection itself may find a place on such a reading list. Advanced-level tutors could respond to the volume as a whole, while undergraduate tutors might work with selected pieces. For example, tutors could become sensitive to the complexities of difference in tutoring relationships by reading Harris and Lassner and considering how the former's emphasis on the usefulness of applying contrastive rhetoric in some ways contradicts the latter's emphasis on the need for tutor's to accept difference in place of peerness. Alternately Harris could be paired with Gillam, since each offers views of collaboration helpful in dissuading tutors from expecting one ideal form.

In terms of omissions, two areas stand out. The relationship between computers and writing which preoccupies many centre practitioners is not represented here, likely because this field is rich enough to require its own volume. Perhaps a more puzzling omission is discussion of group-based tutorials. One essay describes this practise in relation to creative writing, yet no one mentions that a number of centres have developed this component for academic writing, responding to the need to deal with more students and to the theory of social construction. An essay assessing the implications of such a shift could have been informative, particularly because many of the theoretical problems discussed throughout this volume arise because centres continue defining individualized learning a cornerstone.

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JUNE LARKIN. *Sexual Harassment. Toronto: Second Story Press. 1994. 168 pp. \$14.95. ISBN 0-029005-65-1.*

In her book entitled *Sexual Harassment: High school girls speak out*, June Larkin states that "[t]he overall goal of this book is to help educators, parents, and students understand and deal with the sexual harassment that goes on in schools. . . . This book is written as a resource to make schools healthier places for girls" (p. 18). June Larkin has not only successfully met this goal but has written a book that provides important insight into a major barrier to equal education for girls.

*Sexual Harassment: High school girls speak out* is a well written and insightful book. Dr. Larkin begins by defining sexual harassment: Sexual harassment is contextualized as an expression of patriarchy, complicated and exacerbated by race and class, which "reinforces and reflects

the unequal power that exists between men and women" (p. 21). It is a constant reminder for women that they are moving out of traditionally female spheres into "male territory" and serves to limit their mobility and feelings of safety. Larkin notes that sexual harassment is just one point on a continuum of violence against women. It is one more place in women's lives where they have to be specifically attuned to issues of safety and negotiate the fine line between threatening and non-threatening acts. As she carefully points out, sexual assault almost always begins with some harassing act. Sexual harassment is thus justifiably viewed by women as a warning sign of more to come.

Schools are not a safe haven from this reality; they are a sad introduction to it. "[T]he sexual harassment young women suffer at school sets a precedent for the type of behaviour they expect to face elsewhere" (p. 30). It begins in elementary school and continues throughout their school experiences. Dr. Larkin vividly describes incidents where fifth and sixth grade girls are cornered by boys, touched, grabbed, and molested and the only response their school officials make is to suggest that this is typical and acceptable male behaviour. It is a horrifying picture and Larkin amply demonstrates that this is not the exception; girls are harassed everyday at school and school officials and teachers typically ignore and sometimes participate in their harassment. By addressing the normalization of males' misogynist behaviour and vividly describing what that behaviour is, sets up a dissonance that cannot be ignored. It raises the question of why must girls pay the price for what is defined as "normal male antics."

Larkin notes that school programs ostensibly intended to advance the interests of women, frequently fail them. Specifically, she critiques the conception and development of equal opportunity programs in which, as a solution to oppression, adolescent girls are encouraged to take nontraditional classes and pursue nontraditional careers. These programs assume that once these young women are in those classes and careers that they will be treated fairly and equally. In reality, high school girls in nontraditional areas are subjected to a sexually hostile environment. Larkin again provides riveting examples of adolescent girls pursuing nontraditional areas of study who are slapped, pinched, propositioned and who endure numerous sexual remarks about their physical appearance. Not surprisingly, these high school girls report frequently skipping class or dropping out. However, the response of program administrators to adolescent girls dropping out of nontraditional areas is not to reassess the program, but to try to find ways to 'fix' the

girls. Larkin argues that, just as women have historically been portrayed as innately deficient, here too these girls are being conceptualized as lacking in some regard. In reality, the problem is not the adolescent girls at all – it is an education system fraught with gender bias that promotes and supports the sexual harassment of high school girls. She again supports her position with ample examples of the mistreatment of female students in these types of programs.

One problem which Larkin identifies is that of “Naming the Problem” (Ch. 3). She asserts that “sexual harassment is so commonplace that it is often seen as ‘normal’” (p. 61) and makes the point that because sexual harassment is so insidious and seen as a “normal” expression of masculinity that women and girls sometimes have trouble naming harassing behaviour when they experience it. This fact serves to “protect men’s interests because women are unable to label much of their abuse and consequently men are not held responsible for their abusive behaviour” (p. 61). Larkin’s interviews with students reveal that one of the reasons students had difficulty labeling harassment was because of the frequency in which the behaviour occurred, the way the behaviour was interpreted and because sexual harassment was rarely discussed at schools.

Larkin presents a generous sampling of high school girls’ stories. The stories are presented with little editing so that the reader can get a glimpse of the hard reality of these adolescent girls’ lives in school. Some of the stories are shocking, yet Larkin does not leave the reader believing that these high school students are completely helpless; she gives many examples of the kinds of strategies they use to avoid being harassed. The stories are not limited to verbal harassment but include physical, visual, and racial harassment as well.

Sexual harassment exacts a high toll. Over and over the point is made that the high school girls pay an enormous price. They are forced to exert constant vigilance to ward off sexual harassment yet despite their best efforts they are forced to suffer harassment day after day. The cost to female students is not just in terms of personal health and well-being, as if that were not enough, but also, Larkin demonstrates, in terms of their education.

Sexual harassment is not an irremediable problem. Larkin discusses effective as well as the ineffective ways in which administrators and teachers respond to incidents of sexual harassment, and she provides some clear ideas about how the school environment can be changed in

order to make it a safer and healthier place for all students. She also discusses the design and implementation of sexual harassment policies and education programs as well as some clear environmental adjustments that can be made.

In conclusion, this is an excellent book and should be required reading for all students, teachers, administrators, counsellors, and parents. For high school girls this book can serve to validate the reality of their experience; for high school boys it can provide important information about how they may be participating in harassing behaviours and the effects; and for parents, teachers, administrators, and counsellors it can provide information how they may be contributing to harassment and ways they can intervene. This book provides clear information and insight into a pervasive and serious problem that adolescent girls are faced with every day and provides a starting point by which the problem can be addressed.

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