

Eileen Tway, ed. *Reading Ladders for Human Relations*, 6th ed. (Urbana, Illinois: National Council of Teachers of English, 1981) viii, 398 pp., \$9.95 paper.

Reading Ladders for Human Relations is essentially an annotated bibliographical listing of books appropriate for young people. The books have been grouped under five headings: (1) Growing into Self, (2) Relating to Wide Individual Differences, (3) Interacting with Groups, (4) Appreciating Different Cultures, and (5) Coping in a Changing World. The publication data of the majority of the works listed fall within the decade of the seventies. An alphabetical listing of publishers and authors and titles completes the book. In terms of cultural stories it includes listings of books which focus on western and non-western religions, societies, and lifestyles. The material spans five age groups (1-5, 5-8, 8-11, 11-14, 14-and-up) and is intended for use from the elementary school level to English and Social Studies at the secondary level.

Reading Ladders would be a better resource for young people if it had been more inclusive. In other words, the primary criticism of this book is not what authors have included but what authors have been left out. For example, works on Appalachia are included here and there but Jesse Stuart, who has written a number of children's books on Appalachia, is totally missing. In the area of works about black Americans there are no citations of Jesse Jackson (author) who in 1945 wrote *Call Me Charley*—the first book *BY* a black author *FOR* black children.

Also missing is any mention of Pura Belpre, one of the most noted Puerto Rican children's authors. In fact, the Hispanic section in general appears weak. Asian authors such as Taro Yashima, Mine Okubo, and Laurence Yep are missing and should be included. More material on Japanese-Americans and their World War II internment experience would also prove helpful. As for Native American writers, Robert Hofsinde is missing from the bibliographical listing. With omissions like these, one is left with the impression that the human relations emphasis of the editor is more white than culturally comprehensive and diverse.

—W. Thomas Jamison
Appalachian State University