

“reflects one person’s understanding of the field and consequently it contains its own limitations”.

After checking workers’ education and industrial studies I next turned to **liberal adult education** and the **Great Tradition**, both being terms I have had difficulty with in Canada because they are not frequently referred to. The definitions offered by Jarvis are not very expansive; for example, the Great Tradition could have noted its use with reference to its pre World War I origins and WEA/Extension work in the inter-war period, its special concern for the working class and its social purpose focus. However, the liberal adult education led me to **Everett Dean Martin (1880-1941)**, the American adult educator and author of *The Meaning of Liberal Adult Education*, which Jarvis notes was “published in 1926 but perhaps not well known today.” I have to agree. I didn’t know that, nor presumably do many North American adult educators—Martin’s book could be long overdue for a re-issue.

Jarvis does not tell us how many entries there are but it must be close to 5000. His dictionary will find its way on to library shelves and subsequent editions will expand and improve in this first edition.

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### **UNEMPLOYMENT, EDUCATION AND TRAINING: CASE STUDIES FROM NORTH AMERICA AND EUROPE**

Keith Forrester and Kevin Ward (Eds.) 1991. Sacramento: Gaddo Gap Press

The papers in this book were first presented at a conference held at Ruskin College, Oxford in 1988. The book attempts to describe and analyse significant education and training responses to unemployment and general market restructuring from a variety of institutional and organisational settings in North America and Europe. North America in this case means the US and the European case studies are from the UK. However, there is a useful overview of Swedish post-secondary education and training arrangements—in a sense a ‘case study’ of a government response, and a review of responses to youth unemployment in five European countries.

The first two chapters provide a contextual overview for what follows. John Hughes in chapter one provides a solid analysis of unemployment trends in OECD countries. He recognises the growth of unemployment was a response to the restructuring of commercial capital particularly in the 1980s. High rates of unemployment have become accepted as normal in many Western countries with long-term unemployment entrenched within some regions. The second overview is provided by the editors who look at a range of education and training initiatives within and across countries. They question how these can be compared, whether objectives are being met and what experience is transferable.

The first three case studies are from the US and are examples of responses to the 1980s crisis of unemployment particularly created by large-scale plant shut-down. The first, by Jeanne Prial Gordus and Karen Yamakawa, describes the Downriver Project (Michigan) and its applicability to other studies. Interestingly, the study revealed that skills training was not the key for job search success but broader education was. They also call for more continuing education for those in work arguing that crisis programmes at redundancy is leaving it too late. The next case study, reported by Lee Shore and Jerry Atkin, grew out of concerns for the psychological health of displaced workers and resistance to retraining and continuing education. Although it includes an interesting account of the role of peer counsellors, it concludes with an uncritical call for breaking down the barriers between work and learning. Feinstein, in the third US chapter, gives an account of a communication and information system for the unemployed which enhances networking and support services. This will appeal to readers interested in educational technology.

The UK case studies (chapters six to nine) will be familiar to those who have followed this literature. Paul Fordham considers REPLAN after its first five years, and argues that it is connecting with educationally disadvantaged groups. David Browning gives an account of the Open College networks in the UK, which focus on access and accreditation and, the author claims, has benefitted many unwaged individuals. In chapter eight the editors report on their work with TUC centres against unemployment and hint at some of the struggles involved in *maintaining* a high profile for this work.

The brief report, by George Burt, on Community Business Development in Scotland (more than 150 community enterprises/co-ops in Scotland) provides an example of alternative reaction to global market pressures

and points to a new direction for community activists and educators. The emphasis of community business is on job creation, local control and provision of services in the community. The linkages between self-managed enterprises points to a "third" sector of the economy neither private or state provided. His frustration with finding support services—including education—is understandable given the emphasis on corporate economics in Western society. However, he should be wary of denouncing "academic" and "theoretical" adult education courses for people in "poor communities" (p. 267). Practical educational support is needed for these initiatives alongside critical evaluation and adult education should surely play both roles.

Abrahamsson's account of Swedish adult education and training serves as a useful reminder of what is possible within the bargained corporatism of welfare capitalism. It will be interesting to see how much of this structure can withstand entry into the EEC and the continuing globalisation of markets, supported as it is by the dismal economic tribunes of free enterprise/lowest common denominator strategies for world economic development. One product of mainstream Western European economy in the 1980s provides the focus for Krista Michiels' chapter, youth unemployment. This comparative study raises questions about the appropriate education, training and employment of young people and leads on to questions about the effectiveness of programmes and the needs of the long-term unemployed.

In the concluding chapter the editors argue the selection of papers reflects the pattern of education and training responses which have been made in the 1980s to unemployment. Different settings, perspectives and responses are presented. They struggle with the question of how to evaluate these different responses; they note the networking and coalition building which is taking place. It is difficult to say how successful some of this is. And there is even disagreement on what is success: is it coping skills or finding a new job, is it retraining to fit in to new employment or gaining control over community services? For Ward and Forester "localism"—local control, bottom-up provision is an emergent theme. But they also note how many of these local schemes are underfunded. Education also scores over simple retraining; adult education catering not only for vocational but also personal and social goals is seen as a winner.

This book is a useful guide to the variety of provision of education and training for the unemployed. It also succeeds in introducing some of the

theoretical questions associated with this work. Readers will have to decide for themselves which strategies, or combinations, are the most appropriate response to restructuring and unemployment. However, lifelong learning and diverse adult educational provision going beyond training are critical.

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