

Marxist theory, in particular, those contributions made by feminists. The author's exploration of those self-education projects he found worthwhile was limited and did not parallel his detailed attention to the etiology of mainstream community education.

The main strength of Class, Ideology and Community Education lies in its clear theoretical framework. The discussion regarding educational reforms I found particularly revealing as well as the attention to the use of language as a mystifying tool. A further strength of Cowburn's analysis lies in his attempt to provide a balance between criticism and vision, which many others presenting a critical perspective of education often fail to consider. With these limitations in mind, this text is recommended to those concerned with community education and to those interested in the growing body of research which makes the everyday world of adult education problematic.

Shauna Butterwick
University of British Columbia

LEARNING FOR LIFE: POLITICS AND PROGRESS IN RECURRENT EDUCATION

F. Molyneux, G. Low, and G. Fowler, eds. 1988. London: Croom Helm.

This new volume in the Radical Forum on Adult Education Series is apparently a collection of papers presented at Britain's Associate for Recurrent Education (ARE) 1984 annual conference in Sheffield. The book's purpose, according to Molyneux, the ARE president, is to shift away from the "outmoded apprenticeship view of education" by presenting "many important viewpoints against a background of current party-political belief". Molyneux intends to push the case for "a national articulation in political terms of an alternative recurrent education based model" in the face of an increased post-school publicly financed learning opportunities for adults.

This work is organised into three main sections: "Ten Years of Change", "The Politicians and Recurrent Education", which includes policy statements of the major political parties in the U.K., and "Recurrent Education in Practice". Bibliographic notes on the authors of the twenty-nine chapters, a list of abbreviations, and an index are also included.

A few chapters stand out. In his well-written and clearly

reasoned piece, Field analyzes the inequitable distribution of recurrent education opportunity which has emerged in most industrialized countries. Those who are male, in skilled work or management, in permanent jobs in areas of high employment, and who already possess relatively high levels of qualifications are the recipients of recurrent education opportunities. Those in part-time or temporary, unemployed, unskilled, or with few formal qualifications, and women are not offered the same opportunities. Field is the only contributor who, however briefly, outlines issues relating to recurrent education for women beyond the token reference to training in non-traditional trades. West writes about the Workers' Education Association's Second Chance programs which encourage the development of social and political awareness and the ability to analyze structural constraints in society. Education for older adults as a catalyst to self-awareness and social action is the theme of Wood's chapter. Jackson's fine chapter addresses the need for a multicultural education policy in the U.K. Griffin's now familiar position that lifelong education must be seen in social policy rather than education policy terms is re-stated with reference to recurrent education. Although not coherently argued, Griffin's work contributes to the building of a cultural liberation model of education in society. Unique insights are added in two chapters describing and analyzing developments in recurrent education outside the U.K. Nilssen focuses on the relationship between work and the role of the universities in Sweden. More collectively oriented than most of the contributors, Nilssen argues that recurrent education is needed to help counter-balance the current situation in which "knowledge possessed by the majority is held in contempt by the powerful minority" (p. 301). Duke outlines recent attempts in Australia to revive and disseminate the OECD use of the term "recurrent education" in the current social, political, and economic climate. Duke is one of the few authors to argue for the extension of resources to the workplace, the community, and the family. He recognizes their crucial role alongside that of the formal educational institutions in the implementation of a recurrent education system.

There are, however, a number of disappointing features. The theoretical perspective of the majority of contributors is founded on a consensus model of society rather than on conflict and contestation. This seems particularly inappropriate given the difficulties with which Britain has had to contend over the last number of years! Education is seen as a means of adapting to change, with government and industry as the sole actors responding to the consequences of rapid social and technological change. There is very little critical analysis of the current social,

political, and economic conditions impeding the implementation of recurrent education. For example, the effects of the international division of labour, the concentration of capital in trans-national monopolies, or the implications of new technologies for work and education, are either neglected or treated superficially. Alarming, in my view, the notion of public participation in the debate around the role of adult education in the context of these changes in the structure and distribution of work is not discussed. Indeed, workplace democracy, one of the pivotal issues in the policies and programs linking education and work, is not dealt with at all except in two very brief references by Field and Cunningham. Also missing is the problemization of the production, organization, and distribution of knowledge - a topic of vital concern for adult educators. The effects of women in the labour force of the changes in the structures of work and patterns of employment, of the potential of recurrent education policies to redress the historical bias against women in education and training, or of the current status of recurrent education opportunities and paid educational leave for women are not treated. Similarly, there is only very oblique and cursory attention to the issue of class. These omissions indicate the pluralist liberal orientation of the majority of contributors. Their overriding orientation is towards equality of opportunity for individuals in disadvantaged groups, rather than equality of outcome, and the maintenance of social order through the expansion of education for adults. An overview of the main issues would have been a welcome aid.

A further oversight on the part of the editors (aside from the sloppy editorial work) is the failure to clarify definitions of recurrent education. Terms such as recurrent education, lifelong learning, lifelong education, continuing education, and further education are used interchangeably without awareness that the terms convey different meanings. To add to the confusion, identical terms are employed with obviously different meanings from one instance to another. Does general liberal education, plus pre-vocational and vocational training for older youth, plus retraining for technical workers, plus management training and continuing professional education, plus labour education, plus parent education, plus adult basic education for manual workers, plus leisure and hobby classes equal recurrent education? Some of the contributors seem to think of recurrent education as equivalent to "the assembly of existing educational provision for adults", as Schutze and Istance phrase it. Others appear to operate from a different definition which refers to a centralized system of inter-related formal accredited vocational-related

courses. No one definition can claim to be exclusive; each contains a vital dimension, but they *are* different one from the other. Definitional clarity is just as much a requirement now as it was earlier. The neglect of this issue reduces the possibility of developing a rational policy.

Those interested in gaining understanding of the various ways recurrent education is viewed in the U.K. may find this book helpful. Those looking for an in-depth analysis of the current conditions influencing the progress of the implementation of a profound reform proposal will be disappointed. Perhaps this work may stimulate, in the wake of the 1976 OECD review of Canadian national policies for education, thinking about the progress made in the implementation of recurrent education reforms in Canada. How are our unique political, social, and economic conditions influencing that progress? What is the current position on recurrent education of each of the major political parties? What are Canadian adult educators doing to promote these concepts in their provinces and in federal policy-making?

Andrea Kastner

University of British Columbia

STRATEGIC PLANNING AND LEADERSHIP IN CONTINUING EDUCATION

Robert G. Simerly and Associates. 1987. San Francisco: Jossey-Bass.

With fiscal restraint, bulging enrolments, and public criticism and labour disputes, universities and continuing education institutions often feel like they are under seige. One consequence of this seige mentality is to draw upon military metaphors to find solutions to these problems. Currently, strategic planning is seen as a means of solving problems not just for the university but government and business as well. This volume presents a theory and practice of strategic planning for continuing education leaders. It provides the means for implementing such a system but lacks the vision that has characterised the adult education movement's insistence on social reform. Strategic planning's reliance on systems theory results in a method to solve problems but not the vision necessary for the future of adult education.

The twelve essays focus on three areas: an explanation of the theory and practice of strategic planning for continuing education; a discussion of culture and values within educational