

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?

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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

organizations: and a series of management and leadership techniques to implement the strategic planning process. Of the twelve chapters, four are written by the editor, Robert Simerly, Dean of Continuing Studies at the University of Nebraska, Lincoln, while the remaining eight are written by university professors and administrators. Although the chapters are uneven, they contribute a set of relevant essays to the strategic planning literature.

In the preface Simerly states that continuing education leaders must use systems analysis and environmental scanning to gather reliable data on how their organizations are perceived by constituent groups. With this information the leader can develop a strategic plan which has three purposes: to integrate continuing education into the mission of the parent organization; to encourage self renewal to maintain vitality, growth and change; and to encourage staff to participate in setting and achieving goals.

In the first two chapters he explains the seven steps of strategic planning. It starts with an audit of the current situation to determine the issues and problems, then proceeds to clarify the important issues, to create a broad mission statement, to establish specific goals and objectives, to create an action plan, to conduct a reality test, and finally to design a feedback system allowing for modification of the plan during implementation. All the processes required to design and implement the plan draw on systems theory analysis, from defining the issues by using environmental scanning to feedback systems in the evaluation.

In the following chapters, the authors draw on systems theory for their theoretical framework. John Schmidt suggests that leaders use the SWOT (Strengths, Weaknesses, Opportunities, Threats) Matrix to make strategic decisions. Gordon Mueller in his chapter -- "Linking Continuing to Community and Economic Development" -- uses a systems metaphor for describing the learning society. Mary Walshok and Margaret Holt use systems theory in their chapters on marketing and evaluation. James Vortuba uses systems and strategic planning analysis to suggest a strategy to bring continuing education from the margin to the mainstream of the parent institution's mission.

Simerly gives a brief history of systems theory:

It began to be used after the Second World War with the building of the Polaris submarine. Later used by Ford

Motor Company in the building of the highly successful Mustang automobile in 1964...During the 1980's systems analysis has become a concept commonly used by behavioral scientists in tackling complex problems that are characterized by high levels of ambiguity and uncertainty.

pp. 203-204

Gordon Mueller develops systems theory with his concept of the "learning system". This system consists of more than just schools and universities but all our institutions: family, community, church, workplace and media. The development of this system is important for the transformation from an industrial to a post-industrial economy.

One area affected by this transformation is that of institutional values and culture. Terence Deal in the clearest and most accessible chapter, provides concepts for analyzing institutional culture. He shows that to survive, continuing education units must possess a quick mechanism to be able to respond quickly to opportunities. This creates a culture quite different from the traditional university where program approval is very slow and dominated by the values of inward looking academic disciplines. Deal predicts what happens when these cultures clash:

Neither group will understand the language or behaviour of the other. Mutual conversations will be dialogues of the deaf. Different ritualistic rules and tempos will keep everyone off balance. Each group will try to undermine the effort of the other. In the meantime, educational programs outside the university will make inroads into the market share much as the private adult education entrepreneur has done in large cities such as New York.

pp. 98

To avoid this clash of cultures he suggests that both groups must reconcile their differences in the overall values of the institution.

This analysis underscores the importance of values and how leaders must shape and interpret them to provide a vision for their institution. In the chapter on Values Clarification, Michael Offerman proposes a reconciliation of the two cultures, traditional and innovative, through a compromise where continuing education is congruent with the parent institution's overall mission and goals but is also committed to values of equity and the improvement of society. However, these values are not thoroughly discussed in this volume. The vision that is presented

is that of the abstract values of a learning system. Gordon Mueller proposes that our vision should be that of a learning ethic that would turn learning into a commodity by taking learning to the marketplace. It is not clear how the commoditization of learning will promote the values of equity and the improvement of society, the core values of adult education.

Although this volume does not provide a thorough discussion of values and visions for adult education it does provide a series of management techniques for managing institutional growth and development. Francis Trusty has an excellent chapter on managing conflict. Walshok and Holt give many pointers on marketing and evaluation. James Vortuba provides a strategy for increasing internal support for continuing education. Simerly provides a comprehensive summary of the technique. However, the underlying assumption of the volume is that the purpose of continuing education is to meet the human resource needs of industry and business. Talk of human resource development as opposed to adult education shows how continuing educators have developed their concepts to meet corporate needs rather than the needs of the people.

The vision for adult and continuing education reflects a struggle over values that is very deeply rooted in our society. Kathleen Rockhill in her study, "The Liberal Perspective and the Symbolic Legitimation of University Adult Education in the United States"¹ shows that since the 1930's an elite pragmatism has achieved ascendancy over the egalitarian values within liberalism. In continuing education this can be clearly seen in a marketing mentality where the purpose of continuing education is to serve the market of those who can pay and control their services. Rockhill states

The general picture is that extension must be accountable to the university faculty for the quality of what it offers, and to the university administrator for the balanced budget, or in the case of some private institutions, bringing in a surplus. pp. 159

If the original values of liberal adult education were democracy, equality, excellence, and service, then service to an elite who can pay has won out over commitment to the people.

The question of values and vision was never stronger in Canadian University Extension than with the Antigonish Movement. Moses Coady² provided a vision based on fundamental values:

We have no desire to create a nation of mere shopkeepers, whose thoughts run to groceries and to dividends. We want people to look into the sun and into the sea. We want them to explore the hearts of flowers and the hearts of their fellows. We want them to live, to love, to play and pray with all their being. We want them ... to explore all the avenues of life and to attain perfection in all their faculties.

pp. 163

The desire to inspire common people, as opposed to serve the human resource needs of industry, is missing from this account of strategic planning and leadership. It is a vital element of leadership, but in order for adult education to lead it must possess an inspirational vision. If adult education becomes focused on technical skills of needs assessment program planning, marketing and evaluation, it will lose its inspirational vision.

In order to develop a strategy to transform our educational institutions more penetrating forms of analysis than systems theory are required. Such a strategy must draw upon the critical learning theory, so that it questions both the internal context and the external environment, rather than just scanning the environment for markets. It must draw on studies of disciplinary institutions to understand the origin and purpose of our institutional imperatives, rather than assuming that adult education should exist to further institutional aims and objectives. And it must understand that there exists a dynamic struggle over values, ideologies, and visions; adult and continuing education plays a vital role in this ideological struggle.

Such a critical strategy would go beyond the analysis present in the Simerly volume. It would be true to the emancipatory impulse of the adult education movement.

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Reference Notes

1. Taylor, R., Rockhill, K. and Fieldhouse, R. 1985 *University Adult Education in England and the USA: A Reappraisal of the Liberal Tradition*. Beckenham, Kent: Croom Helm, pp. 123-174.
2. Coady, M. 1939. *Masters of Their Own Destiny*. New York: Harper and Brothers.