

In the final chapter, Fals-Borda highlights many of the central concepts in PAR as he explores "remaking knowledge". The challenge is how to combine expert and official knowledge for the benefit of those victimized by power. Dialogical research is introduced as a method that combines conventional learning and implicit knowledge. Fals-Borda warns against thinking that this kind of research can be imitated and replicated. Imitation and replication can be a means of controlling people. The dilemma in this research lies in employing effective logic which involves sentiments and emotions versus dialectical logic with cold-headed analysis. This, he notes, makes the whole approach suspect in some quarters. He asks many of the challenging questions surrounding knowledge: knowledge for what? knowledge for whom? While reflecting on the meaning of participation, he suggests that in participatory action both researcher and researched recognize that despite their otherness they seek the mutual goal of advancing knowledge in search of greater justice. PAR's important role is to rediscover the vitality of community values and roots. He then explores the value of the critical recovery of history by the people themselves. To him, the rediscovery of history and cultural roots is an essential element in any effort to improve depressed communities. His final section on convergences sketches the international work past and present that is related to PAR.

All the authors in this book see PAR as a strategy to help people search back into their experiences and roots to re-acquire the confidence to respect their own knowledge. This is a liberating experience. In a sense, this book and PAR itself encourage us to rediscover our liberatory tradition in adult education rather than having to create a new one to meet the demands of the twenty-first century.

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AN INTERNATIONAL DICTIONARY OF ADULT AND CONTINUING EDUCATION

Peter Jarvis. 1990. London and New York: Routledge

How do you evaluate a dictionary, especially one as wide ranging as this? Peter Jarvis includes many items not specific to adult education (PhD, alma mater, halo effect) or even education (Karl Marx, ritual, Sigmund Freud); he argues that adult education is but part of the field

of study of education and is rooted in the social sciences. The result is a somewhat quixotic yet informative dictionary for adult educators.

The first term I looked up was “workers’ education” and found that no definition was offered. There is an entry for **Workers’ Education**—the WEA journal—but it does not tell us it is now defunct. The entry for the WEA lists different countries where the WEA operates and gives us some but not all (why not?) current addresses. There are another dozen “worker” or “working” entries all with useful titbits of information yet **working class** is defined as the difference between manual and non-manual workers, which is not a very helpful definition.

If workers’ education doesn’t feature, how about **industrial studies**? Yes, it’s in, as is the **Industrial Tutor** and the **Society of Industrial Tutors**. The entry under **Industrial Education** has four lines and then “see **Worker Education**.” But there is no such entry, it must have slipped off his computer screen.

It is difficult to assess how international the dictionary really is. Names pop up such as **Joyce Robinson** from the West Indies, **Norman Macdonald Richmond** from New Zealand or the first person to deliver an extension lecture in Yugoslavia, a significant Spanish adult educator and on the next page a US citizen. *The Canadian Journal for the Study of Adult Education* is listed as emanating from the Department of Adult Education, OISE, plus address, but it is not referred to as the journal of CASAE/AEÉCA; CASAE is listed and we are told it publishes a journal but no cross reference is offered. **Athabasca University** has an entry but much of the information is wrong—the majority of students are home study, not in learning centres—and the address given is in fact that of the Southern Regional Office in Calgary, not the main site in Athabasca. **Roby Kidd** has a good entry as does the **J. Roby Kidd Award and Trust Fund**; **Highlander** is in as is the **Antigonish Movement**. US and Canadian adult education appear to be well represented in the volume.

Who to include and who to leave out must always be a problem with this kind of work. Amongst UK figures there is no reference to Raymond Williams, Richard Hoggard (not even as chair of ACACE) or E.P. Thompson (or to cultural studies). George Thompson, the inter-war Yorkshire WEA District Secretary, does not get a mention nor does S.G. Raybould, Leeds University’s first extra-mural director, but **John Robinson** of the BBC does. As the author informs us, the dictionary

“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.