

l'université n'est pas toujours soulignée comme il se doit. Mais le tableau que l'auteur dresse "d'une situation de l'éducation" est clair et complet en sorte qu'on en dégage assez bien le "signe" et le "sens".

La phrase est souple, même si elle s'embarasse parfois d'inversions; le tout est vif et l'allure rapide comme dans un plaidoyer.

Par son approche des problèmes pédagogiques et par son analyse du système éducatif "libéral", cet ouvrage s'adresse à l'ensemble des éducateurs d'adultes du Canada, le livre de M. Chevrolet présente un double intérêt. D'une part, il fournit une bonne vue d'ensemble du développement de la formation continue dans les universités françaises et des problèmes inhérents à ce développement dans le contexte d'un marché. D'autre part, par voie de comparaison, ce livre nous aide à mieux saisir le rôle que joue dans notre système actuel, la formation continue au niveau universitaire, et l'orientation qu'elle est susceptible de prendre dans le contexte de marché ouvert et concurrentiel qui commence à prendre forme avec l'arrivée d'organismes privés de formation à caractère d'entreprises.

Mario Ferland
 Directeur général adjoint des
 programmes de cours du 1er cycle
 Université Laval

Light, Donald, Jr., and John Spiegel, *The Dynamics of University Protest*, Chicago, Nelson-Hall Publishers, 1977. 198 pp.

Light and Spiegel have collected seven carefully written, thoughtful papers focusing upon the campus disruptions of the 'sixties and early 'seventies. With one exception, the papers are cast in a sociological mode of analysis and centre upon the outburst of protest among students in the United States.

That American campuses are, for the most part, the objects of attention should not, however, limit the appeal of the book, for both officers and faculty members of institutions of higher learning elsewhere will find much useful information and food for thought, especially, in three papers describing and analyzing how protest develops on a campus, what tactics and strategies are used by students and administrators, and how faculty respond. The four remaining papers contain, in turn, an attempt to account, at the societal level of analysis, for the emergence of protest in the United States, a review of the themes and directions of the rather large body of student protest literature, a survey analysis of the organizational characteristics of American colleges and universities associated with protest, and, finally, an account by a social psychiatrist of the group psychology of campus disorders from a transactional perspective.

While all of the papers deserve close scrutiny, three are of special interest because, taken together, they constitute to date the most complete analysis of the range and variety of campus events and behaviours encompassing student protest and responses to it. The first paper, Light's "Directed Resistance: The Structure of Tactics in Student Protest", contains an outline of the elementary decision points and possible outcomes of

campus conflicts. According to Light, six outcomes are frequent: 1) immediate and successful negotiation of a grievance when it arises; 2) successful negotiation after the presentation of a student ultimatum; 3) a threat of force which ends a protest after the authorities refuse to negotiate under coercion; 4) use of force ending the protest; 5) failure of the use of force resulting in escalation and spread of the protest; 6) a standoff with the university maintaining its opposition to student coercion without using coercion itself. Light discusses the conditions and processes leading to the various outcomes.

In a second paper, Light develops a model of faculty response to student protest. Beginning with issues and the tactics used by students, Light describes various styles of faculty response (“institutional conservatives”, “hedgers”, “humanistic loyalists”, “radicals”) which are viewed as a function of the personal characteristics of faculty (social class, parents’ religion, general political orientation) and the relation of a faculty member to his institution in terms of loyalty, satisfaction, and attachment to students. The faculty-institution relation is, in turn, assumed to be a function of two sets of variables: 1) the structural location of a faculty member (rank, length of service, department, colleague milieu, and the amounts of time devoted to teaching and research); 2) the structure of a faculty member’s university (size, quality, type of control – public, private, religious – and the extent to which authority is decentralized.) Light evaluates his model by extensively reviewing the relevant research literature.

Finally, Cornelius J. Lammers presents a typology of strategies and tactics used by university authorities to counter student revolt: repression/fight off, concession/buy off, prevention/stand off, experimental/join in. The conditions leading to the adoption of a given pattern of strategy and tactics are discussed together with the consequences of following each of the various patterns.

While *The Dynamics of University Protest* provides considerable insight into the “nitty-gritty” of campus unrest and, as such, should prove very useful to administrators and faculty members everywhere, the book does not deal comparatively with the question of how issues which became the focus of protest were generated in various states of the Western world. Both students in the United States and in Canada protested in the ‘sixties and early ‘seventies, those in Canada without the stimulus of a civil rights movement or a foreign war, those in the United States without a clear and sustained cry for parity in the university. Thus, Light and Spiegel’s book complements the efforts of others seeking to understand how quite different issues arose in various countries which, at virtually the same time, became occasions for protest.

John H. Simpson
Erindale College
University of Toronto

Duncan D. Campbell, *Adult Education as a Field of Study and Practice: Strategies for Development*, Vancouver, Centre for Continuing Education, U.B.C., and The International Council for Adult Education, 1977. pp. 230.

Province of Alberta, *Adult Education as a Field of Study and Practice*, Department of Advanced Education and Manpower, undated. pp. 172.