

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.

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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.

It is not coincidental that the two monographs under review both have essentially the same title. They are both written by Professor Campbell, but his authorship is formally recognised in one of them, and ignored (or, at least, not referred to) in the other – that is, in the document from the Alberta Department of Advanced Education and Manpower. No great feat of detective work is involved, incidentally, in order to arrive at this discovery of common authorship, because the main body of the AEM document consists of four chapters which are, in effect, identical with the first four chapters of the (formally recognised) Campbell monograph. However, the latter publication contains two additional chapters which are not found in the former. Clearly then, this review can focus solely upon the contents of the monograph which is formally attributed to Professor Campbell's authorship, since it is the longer and more detailed of the two documents.

Repressing a desire to know the reasons for the AEM's secrecy on the matter of authorship, I will now briefly explore the main themes of Professor Campbell's monograph. In brief, it is permeated throughout by two major, and interlinked, themes – first of all, that there are a variety of major problems in adult education development in many advanced industrial countries, but that Canada has some particular problems of its own; secondly, that the vital key to the solution of these problems in Canada – and more specifically, in Alberta – is the provision of far better programmes and facilities for the training of adult educators than are currently available. Around the framework of these two themes, and in support of his arguments in favour of better training programs and facilities, Professor Campbell weaves a series of commentaries on various aspects of adult education, which include the following: a survey of the general approaches to training for adult educators followed in Canada, and a number of other countries; a more general analysis – based upon a review of a wide body of adult education literature – of the pedagogical processes involved in training for adult education, and also suggestions for the curricula of adult education training programmes; a review of the findings of a series of surveys carried out in Alberta, the main purpose of which was to ascertain practising adult educators' perceptions of the needs which exist for formal training in adult education in Alberta and these practitioners' preferences as to the organization and contents of training programmes; and, finally a chapter of conclusions and recommendations, the latter having particular reference to Alberta, but as we shall see, also having considerable relevance to the adult education scene in the other Canadian provinces. All of this sounds to be a very great deal of material to fit within the covers of one relatively short book, especially since Professor Campbell is explicitly concerned to move beyond the local Alberta stage to a wider constituency. However, he succeeds remarkably well in his aims, notably through the frequent utilisation of succinct analytical summaries of "common elements" which are present in much of the literature on training for adult education.

As noted above, it is one of Professor Campbell's main themes that there are substantial problems in the development and expansion of adult education. Indeed, the list of such problems is quite formidable, since it includes the persistent difficulty of defining the boundaries of what may, or may not, be classified as "adult education"; the impact of a traditional ethos which views the task of the adult educator as being largely a voluntary and part-time one for which little or no formal training is required (an ethos which is itself largely a consequence of the ill-defined nature of the 'adult education' field); and a tendency

for adult education programmes to be organizationally fragmented and uncoordinated — indeed, considered to be in the domain of a plethora of organizations and agencies. More specifically in the Canadian context, the author points also to a lack of interest by the Canadian universities in adult education as a field of study — a lack of interest evidenced, in his words, by “the regrettable fact that Canada is the only major modern country in the world which does not have a single journal of national distribution which records the nation’s adult education research”. Again, “Canadian educators have invested little effort in the development of a basic philosophy to ungird approaches to training for adult education. Rather, they have utilised concepts and followed patterns developed in the U.S.A. — and at a slower pace”. Yet, in the midst of all these problems and uncertainties, the demand for adult education in Canada is, in Professor Campbell’s opinion, certainly large and capable of major expansion. For example, some of the survey work carried out in Alberta to which the author refers, suggests that there are possibly 700 organizations and 10,000 adult educators of various types and descriptions currently catering to the adult education requirements of 400,000 Albertans. These figures do not seem too much out of line with the findings of the Waniewicz study in Ontario\* which indicates that about one half of the adult population of the province are either engaged in, or interested in the possibility of participating in, some form of adult learning.

The astute reader will note that we have not yet ventured to outline the main features of “adult education” as defined by Professor Campbell. For him, it is characterised as being an essentially voluntary activity (adult learners, he notes, can always “vote with their feet”); as being an activity to which adults bring their experience of life and their practical knowledge; as tending — although this point is more contentious — to be linked to the current social, economic and political issues of the day. Its central feature, however, (although the point may appear tautological) is plainly and simply that it focuses upon *adults*, and this feature — irrespective of adult education’s variety of forms and organizational contexts — is crucial to the training process, because the nature of the teaching of adults, and learning by adults, requires the acquisition of particular methodologies, skills and capacities on the part of adult educators which are not the same as those which need to be acquired by the teachers of the young. In turn, whilst Professor Campbell would not deny a continued place in adult education to “the enlightened amateurs” who are currently the mainstay of Canadian adult education (and by “enlightened amateurs”, Professor Campbell means people who are required to define and develop necessary skills through their work as they go along, rather than through prior training), the need for a solid core of adult educators who have, through professional, and preferably university-based, training received a thorough grounding both in the theory and methodology of their art as well as in its practice, is an acute one. Indeed, a substantial proportion of the author’s work may be seen as constituting a well-argued attempt to validate adult education as a field for advanced professional training. Furthermore, if some of his other proposals were to be put into practice the professional adult educators would, in return for their expertise, be offered the prospects of building careers in their chosen field within the framework of a much more highly integrated organizational context for adult learning than currently exists in any Canadian province.

\*I. Waniewicz, *Demand for Part-Time Learning in Ontario*, Ontario Educational Communications Authority and the Ontario Institute for Studies in Education, 1976.

Alberta has long been in the forefront of policy and practice of adult education in Canada, and Professor Campbell's monograph is a worthy addition to the province's laurels in this field. As already noted, many of the specific recommendations in his book are directed to the Government of Alberta, but the foremost amongst them — the establishment of a Provincial Standing Committee on Adult Education Development as a coordinating and planning agent — might equally well be a recommendation to the governments of each of the other nine provinces. However, in the midst of the current financial squeeze with its accompanying tendency for conservatism in matters of educational policy, the recommendation is perhaps less likely to be ignored in Alberta than in many other parts of the country.

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Burton J. Bledstein, *The Culture of Professionalism: The Middle Class and the Development of Higher Education in America*. New York, W.W. Norton & Co., 1976. 354 pp.

In this book, B.J. Bledstein discusses and relates the three themes which comprise the title: the middle class, the culture of professionalism and the development of higher education. The book is a social and cultural history of the evolution of these themes in the United States during the nineteenth century. It indicates how the culture of professionalism and the transformation of higher education developed *pari passu* from about 1830 on, both as expressions of the new, ascendant middle class. Bledstein goes so far as to say that "the culture of professionalism is the neglected theme in American history".

This is a fascinating and engaging work of considerable scholarship, and it is important as background and context for any discussion of professional education today. For the Canadian reader, it provides further verification of the hypothesis proposed by R.S. Harris in his pioneering work, *A History of Higher Education in Canada* (1976), that the Canadian university is unique, at least in reference to the American. The contribution of Bledstein's ideas to an understanding of the evolution of higher education and the culture of professionalism in Canada is examined further at the conclusion of the review.

It is Bledstein's contention that life today is organized chiefly by the attitude or habit of mind called the culture of professionalism, a phenomenon that came into prominence in the nineteenth century. What brought about this cultural development was the emergence of the new middle class, which showed "an unprecedented enthusiasm for its own forms of self-expression," and a strong desire for rational order, self-discipline and social control that would enable it to achieve an identity not dependent on old class barriers. Ambitious individuals who comprised the middle class gradually became influential in structuring society according to their own particular vision: upward mobility through a career. Professionalism provided just what was needed to satisfy the aspirations of members of the new middle class: it would enable them to shape their own educational needs, to demonstrate their powers of intelligence and to offer their services to society, while at the