

at risk of falling into poverty since they do not have a husband's income to support them. 'The idea of women being "liberated" by returning to the job market', she writes, 'does not square with the realities of low pay, poor working conditions, and routine jobs that are the only ones available to many women over age 40 as well as to many younger women.'

For those who do have better employment prospects, leisure itself may be a complex matter. In what is one of the best speculative ventures in this collection, John R. Kelly offers a 'role-identity model of leisure', wherein leisure is conceptualised as 'pluralistic' in the sense of being not wholly determined by any institution or set of institutions. According to this analysis the *style* of leisure participation is more important than the actual activities themselves; in other words the significant issue is 'not so much what people do as how they do it and what it means to them'.

Needless to say, the general conclusion to which the reader is repeatedly invited is that more research is needed into retirement, especially in the context of the changing meanings of work and leisure and the particular experiences of poorer members of society. In the words of Russell A. Ward, research on leisure and retirement 'contains many more questions than answers'. This collection is therefore long on speculation and short on substantive conclusions. Nevertheless, the editor and publishers have provided a useful reference book which will serve as a timely reminder that research into retirement must always take into account its structural, historical, and subjective ramifications.

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Eric Midwinter, *Age is Opportunity: Education and Older People*, Policy Studies in Ageing, No. 2, Centre for Policy on Ageing, London, 1982, 84 pp., ISBN 0 904 139 301.

This is the second in a new series of monographs promoted by the Centre for Policy on Ageing. These monographs are designed to stimulate discussion about policy issues which affect the older members of our society. The subjects to be covered in this series will include not only the traditional concerns of policy makers with health, housing and social services, but also such wider aspects of policy as retirement, income maintenance, education and the use of leisure.

Three categories of readership are identified: those in central and local government, the health authorities and voluntary bodies who are responsible for the formulation of policies for education of the elderly or its implementation in practice; those students of social policy or administration and continuing education in universities, polytechnics, and colleges; and finally, the general reader who takes an intelligent interest in improving the scope and quality of education for the older person.

Although Dr Midwinter is the named author of the monograph, he

generously acknowledges the contributions made by Dianne Norton, Co-ordinator of the Forum for the Right of the Elderly to Education, who provides a detailed account of current educational opportunities for, and take-up by, older people, and Hilary Todd, Senior Information Officer at the Centre for Policy on Ageing, who presents an analysis on the learning patterns of older students. These two substantive topics form the main part of the monograph. Dr Midwinter's contribution is to preface these sections with an introductory essay on the social importance of education within the 'ageing' debate, and to base upon their findings some propositions about further actions in this field. Dr Midwinter constructs three categories of recommendations which he addresses to central government, local statutory and conventional providers of adult education, and the voluntary movement respectively. In his view, government should make a large sum of money readily available for the development of new schemes for the education of elderly people; that statutory providers should appoint tutors with the task of facilitating the growth and promotion of educational groups among elderly people; and finally, that local voluntary and other agencies should offer facilities and support for educational activities among elderly people.

Stated at this level of generality, this sounds rather like another plea to central and local government and other providers for more financial and human resources to be made available during a period of competing and conflicting claims on restricted public expenditure on education. Such an interpretation would not do justice to the strongly argued case of Dr Midwinter and his associates, based on critical research findings and exemplars of good practice, for the recognition of the importance of education for the elderly. A reconstruction of our attitudes and beliefs would lead one to share the conviction of the authors that a strategy for providing the opportunity for meeting the educational needs of the older person in our community rests on the careful management of a small financial increase in the present provision, and an imaginative use of self-help learning co-operatives.

The monograph provides a good introduction to gaining some understanding of the questions and issues dealing with an increasingly important field in education. Policy-makers in particular have much to gain from this publication.

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Journal of the American College of Nutrition, volume 1, number 1, Alan R. Liss, New York, 1982, 136 pp., no price.

Nutrition has been called 'a cornerstone of preventive medicine'. In the knowledge of an expanding elderly population, we are compelled to take seriously the involvement of nutrition with ageing, and its contribution to health in old age. Appropriately, therefore, this first issue of the *Journal of the American College of Nutrition* is devoted almost exclusively to the subject. It