individuals and communities are very much involved in making choices about health care expenditures and provisions on their behalf. Resource commitments and much innovation is occurring about meaningful ways to educate the public, as individuals and communities, concerning what we know (and with what certainty we know it) about health and health care. All of this might be seen as a redistribution of power from a professional elite, a political elite, and an economic elite. Alternately, it could be perceived as simply the next logical step in the evolution of our knowledge base about the prerequisites and effects of health on and within a population. The conclusions which would result from this observation and description relevant to health education would be very similar to those reached by Laura and Heaney. I would submit that these conclusions for health education could be derived from observing the evolution of education in general. Over the last 20 years the philosophy of education has moved from a "power of the mind" passive exercise in indoctrination toward a model of actively involved participants creating their own educative circumstances. Why should health education be decontextualized from changes already apparent in the world of health/health care and the world of education?

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Ball, C. & Eggins, H. (Eds.). (1989). *Higher education into the 1990s: New dimensions.* Milton Keynes: Open University Press, 138 pp., $23.00 (softcover).

Higher Education Into the 1990s was written to commemorate the jubilee of the Society for Research into Higher Education. The subject matter of this publication about higher education in the United Kingdom is particularly relevant since it comes at a time when the so-called traditional system which has directed higher education for centuries is undergoing significant changes as it reacts and responds to new and innovative approaches to accessibility, methods of teaching, and funding. It is these new and innovative approaches — the new dimensions of the 1990s — which the contributors to this book explore, while recognizing the tensions and difficulties which are always present as institutional changes occur. The editors have carefully selected male and female authors to reflect a broad background of experiences and points of view. They include teachers, students, researchers, and business leaders who collectively present a futuristic view of higher education as the system changes to meet the needs, demands, and challenges of the 1990s.

Several authors address the old but still perplexing question of what constitutes higher education. Peter Scott, the author of the first chapter, "The Power of Ideas," defends the proposition that knowledge is at the heart of higher education. He states that knowledge is the major product of higher education. In the fourth chapter, however, Kenneth Wilson emphasizes that students not only need knowledge and skills but should develop moral qualities as well. In contrast, Anthony O'Hear, in chapter 2, uses Newman's vision of a university as a place where the teaching of undergraduates is central to its purpose and the emphasis is on the humanities; he discusses the university as a civilizing force. He contends that legitimacy of specialist knowledge must be demonstrated and that it is only through the humanities that the university can bring this specialist knowledge into proper perspective.

In chapter 3 Leslie Wagner presents evidence to support the rise of standards even with increased access. The changing definition of standards is discussed as well as the varied routes of access which are becoming available in the United Kingdom.

In chapter 5 Christopher Price discusses the effects of industry, mature students, and the government on academic freedom. In summarizing, he makes the interesting statement that "it is government rather than industry that will prove to be the real enemy of academic freedom" (p. 61). In contrast, in chapter 6 Peter Shee emphasizes the multifunctional activity of higher education and argues that academics must work in partnership with both the government and students. The organization of knowledge should be heuristic and problem-based and active rather than passive. Geoffrey Harding and Brian Kington, in chapter 7, continue these ideas by illustrating, through a case study, a strategy for partnership between industry and higher education.

Victoria Phillips reminds us of the importance of considering the student. She reports in chapter 8 the prediction that there will be two million students in higher education by the year 2000. She discusses the kinds of students they will be and the impact that these students will have in such areas of higher education as teaching and funding.

In chapter 9 Naomi Sargent discusses the changes "which lie . . . behind the structures of the media which may help or hinder the pursuit of higher education" (p. 89). The importance of ownership and control of knowledge is one interesting issue that is discussed in this chapter.

A book on higher education in the 1990s, written in the United Kingdom, would not be complete without considering the effect of a single European market. In chapter 10 Diane Green discusses the structural, cultural, and technical problems facing the European Community in achieving a unified market. She discusses actions taken to improve student and staff mobility and identifies additional actions that need to be taken.

In the final chapter Gareth Williams identifies three main influences for financing higher education. He discusses the Educational Reform Act and the White Paper on top-up loans for students as well as the important effect demography will have on financing higher education.

In summary, this book presents diverse views of where higher education in the United Kingdom is and where it might be going. The discussions are interesting and thought provoking and would be useful to planners of higher education, regardless of country.

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