

and Ageism, are sharp observations on the way women respond to their own aging. Hale's chapter stresses the need to listen to older women's feelings about age and their own aging, not society's view. Women, like the aged, are not a homogeneous group and yet are subjected to stereotyping. Siegal's chapter speaks to the stereotypes held by men and women as they were articulated by two separate groups of older women. The authors force the reader to confront her own stereotypes that she holds about her Self, and about other women's Selves.

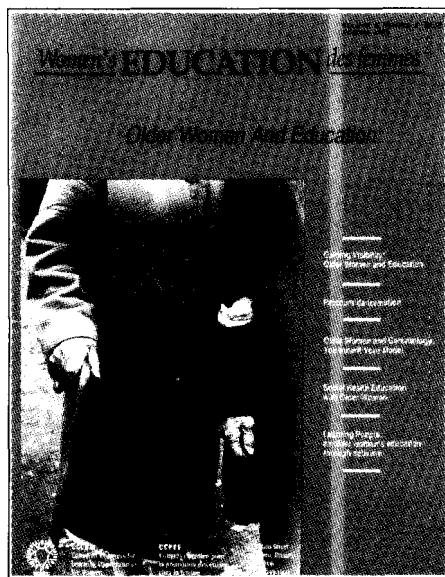
This is true of both texts as they engage both our intellectual and emotional cognizance of aging. Appreciation of age does not necessarily come with strengthening our individual metaphysical/metaphorical spaces, but with our awareness, as these authors make clear, that our womanspaces overlap throughout our entire lives.

### WOMEN'S EDUCATION DES FEMMES: Older Women and Education

(Vol. 8 No. 2) Toronto: Canadian Congress for Learning Opportunities for Women.

By Stacey Sulewski

Contrary to popular belief, as people get older their intellectual capacity and learning abilities do *not* decline. Older people can and do learn through formal and informal educational experiences. The *Women's Education* issue on older women



and education clearly communicates the message that education is a lifelong process. Given this, education theory, practice and policies must change to reflect the needs of older learners.

This issue of *Women's Education* focuses specifically on older women. It offers critical views on the usual educational opportunities that are available to older women, and outlines several directions for education alternatives.

The articles in this issue of *Women's Education* have a common theme—that learning opportunities for older women must recognize, and work to eradicate, the social realities of sexism and ageism that older women face. It emphasizes that education with older women must do more than simply help women to adjust to old age. Rather, there is a need for education that will assist women in radically changing the way they experience old age. Education must be “instrumental in significantly altering the well-being of aging women or changing either personal or societal concepts about old age and old women” (Harold, p. 8).

This issue of *Women's Education* goes beyond critique. The articles demonstrate that opportunities for lifelong learning do exist and that more are beginning to address the needs of older women. Grace Hodgins' article on the education program called SHOP (Social Health Outreach Program) presents a useful model upon which to adapt other educational programs that aim to counteract ageism and sexism. Vi Thompson's article talks about the new phase of education that she began as an older woman involved in political action. Her article emphasizes the value of education for, and through, action. I truly enjoyed the four personal stories of women from across Canada. For me, they underscore the value of knowledge gained through everyday experience, and they point out important cultural and regional differences in the ways that women experience aging and education. These and other articles in *Women's Education* left me with a wonderful sense of optimism. They present worthwhile material with which to build more educational opportunities for older women.

As Sharon Harold explains, growing old “isolates [people] from the social and economic relations of the ‘public’ world.” This is especially true for older adults in institutions. Most of the educational op-

portunities that exist for older people in institutions further reinforce their isolation. This issue of *Women's Education* overlooks the particular challenge involved in reaching older women in institutions and developing education initiatives that serve their unique needs.

Overall, however, the issue is a marvelous step toward addressing the inequalities in appropriate educational opportunities for older women. It is an extremely valuable resource for educators, researchers, students and organizers alike.

### RESOURCE LIST

*Ageing International: news about the elderly you need to know.* Published by The International Federation on Ageing: 1909 K Street NW, Washington, DC 20049 U.S.A.

*Aging: Issues Affecting Older Women in Ontario. A discussion paper* (Spring 1991), published by the Ontario Advisory Council on Women's Issues, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N3.

Anderson, Sharon. *Mitral Valve Prolapse: Benign Syndrome?* Wellington House Press, 1990.

Brady, Judy (ed.), *1 in 3: Women with Cancer Confront an Epidemic.* San Francisco, CA: Cleiss Press, 1991.

Chaney, Elsa M. (ed), *Empowering Older Women: Cross Cultural Views. A Guide for Discussion and Training.* Published by the American Association of Retired Persons (1990): 1909 K Street NW, Washington, DC 20049 U.S.A.

Cruikshank, Julia, in collaboration with Angela Sidney, Kitty Smith, and Annie Ned, *Life Lived Like a Story: Life Stories of Three Yukon Elders.* Vancouver: U of British Columbia P, 1990.

*A Friend Indeed/Une véritable amie:* Box 515, Place du Parc Station, Montréal, Québec H2W 2P1.

*Journal of Women & Aging* (quarterly edited by J. Dianne Garner). The Haworth Press, 10 Alice Street, Binghamton, NY 13904 U.S.A.

Kehoe, Monika, *Lesbians Over 60 Speak*