

The overall picture presented is a complex one, with variations in the degree of success, or failure, across the different policy-making areas and over the past decade. As is acknowledged in some detail at the outset in the introduction to the book, New Labour inherited a society more unequal than at any time since the Second World War. Economic growth in the late 1990s and early 2000s made the goal of a more equal society more viable than it had been for some time. This was a period favourable to an egalitarian agenda. This was something that many of those who celebrated New Labour's election victory in May 1997 firmly believed would lead to a wide-ranging assault on social inequality and social injustice across UK society. Since then, child poverty and pensioner poverty have been key areas in which poverty has declined, reflecting large additional resources put into tax credits and into tackling low-income pensions. This also is an indicator that successive policy measures and political determination did have some effect. Yet this in turn also points to other areas where such determination was sorely lacking.

A key area where the government has failed is in relation to income inequality between the top 1 per cent and the rest of society. The top 1 per cent saw their incomes grow much more significantly and rapidly than the average, while the incomes of the poorest tenth of the population grew more slowly. Wealth inequality continued to grow, as did a wide range of measures of inequalities in health, including overall inequalities in age at death, infant mortality, heart disease and mental health indicators.

The failures of New Labour in this respect must surely come as no surprise. As is clearly demonstrated here, there was no "all-out war on poverty, inequality and social exclusion" (p. 16) and no explicit focus on the incomes of the rich. New Labour's reluctance to tackle wealth inequality is no better encapsulated than in Peter Mandelson's memorable comment that 'New Labour is relaxed about people getting filthy rich'. However, not only has New Labour failed to address inequality during its first 10 years in power, it presided over a significant increase in such inequalities.

The decidedly uneven and mixed results from this study lead to an overall view that the past

10 years have been "as good as it gets for some time to come" (p. 341). As we head into a new era or age of 'austerity', deep recession, rising unemployment and the threat of cuts in social provisions, services, benefits and pensions, we can look back on the decade under New Labour as a lost opportunity. The prospects for an egalitarian agenda today look very bleak indeed—with little anticipation that there will be any commitment to redistribution of any significant kind. A key message that emerges from this important book is that the trickle-down policies of the 1980s and 1990s failed and without a sustained political commitment and large resource allocations, policy interventions will also fail in the face of deep-seated inequalities in UK society. While one success of New Labour was to get poverty back onto the policy-making agenda after almost two decades of neglect under the Conservatives, public attitudes to poverty and to people experiencing poverty have hardened over the past 10 years. The government is largely culpable here, with leading New Labour ministers only too willing to talk 'tough' about benefit recipients. This is likely to be the shape of things to come in the period that lies immediately ahead.

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Education in a Global City: Essays from London

Tim Brighouse and Leisha Fullick (Eds), 2007
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This thematic collection of essays presents a picture of education in London at the start

of the 21st century. While the emphasis is on London as a diverse and rapidly growing global city, the essays also aim to offer insights relevant to urban education generally. The 17 authors all have a link with the Institute of Education; some are primarily academic researchers, while many have taught in London schools.

Global cities, as characterised by urban studies since the 1990s, are, typically, the hub of major world markets, important centres of finance and commerce and home to successive waves of immigration. Their manufacturing base has virtually disappeared, while service and professional jobs have expanded rapidly. This is, however, an oversimplification, both in the light of the recent problems in the global financial system (which may yet require London to reinvent itself again) and in the light of current developments within urban studies which seek to look beyond the small group of mostly Western cities and to use a more cosmopolitan, post-colonial framework (Robinson, 2002).

Without entering into these wider debates on the nature of global cities and the future for global cities or discussing the political implications of the dominance of the financial sector (see Massey, 2007), the editors strive to stress the uniqueness of London while simultaneously asserting its relevance both to other world cities and to other parts of England. They are conscious also of the need to balance the emphasis on the challenges for education in London with the need to recognise the challenges for education in other contexts.

The first essay (by Ruth Lupton and Alice Sullivan) sets the scene with a fascinating range of data. It illustrates the rapid growth which has taken place since 1981, the expansion of professional (or middle-class) jobs and the increasing diversity of the population so that, by 2006, only 39 per cent of London's primary school pupils and 45 per cent of the secondary school pupils were White British. The economic base supports an unequal city with gross median full-time weekly earnings substantially higher than Britain's other major cities, while low-skilled workers have to compete for a relatively small number of low-skill jobs, leading to higher worklessness rates than elsewhere. Affordability

of housing is a problem at many levels, leading to considerable overcrowding among poor families. The authors also outline the London school system and show how the variety and distribution of schools combined with the residential pattern offer, in principle, a great deal of choice for those able to negotiate the system and, in practice, a great deal of disappointment. The geographical distribution of poverty and ethnicity and the relationship between these factors are also key issues. Attainment varies across the city according to gender, ethnic background, borough, school and poverty levels. Interestingly, the attainment gap between free-school-meal pupils and non-free-school-meal pupils is much bigger within some ethnic groups than others and reaches high levels in some outer London Boroughs.

The education system is particularly important to the urban system as a whole—both in the ways in which it creates (or fails to create) the required range of skills and the ways in which it supports (or fails to support) a cohesive society. A start is made towards assessing the extent to which London can learn from other global cities, with an essay from Anne Sofer comparing the way in which education has changed in recent decades in London, New York, Chicago, Toronto and Sydney. Perhaps inevitably at this stage of the work, the focus is on the English-speaking world and liberal market economies. The uniqueness of London among these cities is brought out—in particular, the weakness of its governance arrangements. This is not the only essay to stress the need for a regional body, with electoral legitimacy, to plan and co-ordinate the general pattern of services. Here, while London is unique compared with the other cities studied, it is not unique in England, where many urban education authorities have similar issues, with schooling for the whole conurbation involving several authorities.

The thematic approach means that the topics covered focus on the urban context and on current policy developments. There is no intention to provide a systematic coverage of different sectors; certain areas, such as pre-school and higher education, are left for future volumes. Informal and supplementary education is also left for the future, not least because

little is currently known. While statistical detail is presented as a whole in the first essay and occasionally included again where crucial to an argument, discussions of policy and policy change are not brought together in the same way but occur throughout the contributions.

A number of the essays discuss important educational themes which are directly relevant elsewhere in the UK. Now that the government has rolled out the London Challenge concept to cover the Black Country and Greater Manchester, it is pertinent to read the personal views of Tim Brighouse on his work as London Schools Commissioner and his emphasis on inspiring and supporting staff. Issues covered in other essays are comprehensive schooling and social equality, together with the rhetoric and reality of school choice, the implication of the more holistic approach to children's needs implied by the 'Every Child Matters' agenda, the school workforce, school leadership, programmes for 14–19-year-olds and adult learning.

London boroughs make up all but one of the top local authorities in the Office of National Statistics league table of ethnic diversity, but nevertheless the interplay of immigration and urban education policy is relevant elsewhere. Jan McKenley shows how the intergenerational sense of injustice felt particularly by the Black Caribbean community stems from early experiences of education and exclusion in London secondary schools. It was not until the 1980s that serious attention was given to issues of achievement and race. While exclusion rates continue to remain a national scandal, more is being done to promote the taken-for-granted skills of London teachers in coping with changing identities, diversity and mobility. Dina Mehmedbegovic writes on engaging with multilingualism, not least because England's monolingual culture impacts unfavourably on the economy. While the focus of additional language training has traditionally been one of remedying deficiency, the author sets out a model for moving forward based on the European concept of plurilingualism, which removes the ideal of the native speaker as the

ultimate achievement and replaces it with the ideal of the effective pluralistic communicator who draws on a varied repertoire of linguistic and cultural knowledge.

The authors hope that the essays will stimulate thinking among urban educators in the UK and internationally. As they say, our cities are the focus for the movement of finance, industrial infrastructure, people and ideas which accompany increasing internationalism. It is the cities which have the task of resolving the social challenges which accompany such rapid change. They hope to stimulate research and debate. This collection of essays on educational issues in London should certainly achieve this, as well as being of interest to those who live and teach in London and those who grapple with similar issues elsewhere.

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Sport & Tourism: A Reader

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Sport & Tourism: A Reader presents an important and necessary collation of hitherto diffuse research within the sports and tourism research fields and this edited book of 30 chapters covers the broad-ranging sub-areas of sport and tourism from various research and professional perspectives. Weed's new reader gained impetus from a special issue of the *European Sport Management Quarterly* (ESMQ) journal