

persons with dementia at varied stages of the disease process, I found Chapter 14 particularly enlightening.

Supporting the Caregiver in Dementia will directly benefit both researchers and practitioners committed to dementia care and support. The chapters are useful as stand-alone references and the full text would provide the primary resource for a semester-long seminar in a multi-disciplinary academic setting.

University of Massachusetts Boston,
Boston, Massachusetts, USA

NINA M. SILVERSTEIN

doi:10.1017/S0144686X07006162

Dena Shenk and Lisa Groger (eds), *Ageing Education in a Global Context*,
Haworth, Binghamton, New York, 2005, 171 pp., hbk US\$39.95, ISBN
978 0 7890 3080 1, pbk US\$19.95, ISBN 978 0 7890 3081 8.

It has been said time and again that the populations of the world's countries are ageing. As nations attempt to tackle this issue largely on their own, educators in the field of gerontology and geriatrics travel the world disseminating information, conducting research and offering advice to anyone who will listen. This practice crosses cultural boundaries with ease, because demographic ageing is a common denominator while the varied cultural and anthropological perspectives are actively celebrated. This book is a collection of articles on education at and for older ages in a global context. It is based on the proceedings of the annual conference of the Association for Gerontology in Higher Education. The editors focused on issues related to gerontology and geriatric education around the world and issues related to teaching about global and cross-cultural ageing. Not really appealing to those outside the field, this handy book makes no apologies for being a tool for educators who strive to enrich their courses with insights emanating from beyond one's shores.

Christine Fry's chapter on globalisation and the experience of ageing suggests that globalisation has been detrimental to older people. Amongst other things, it argues that family life has altered, as fewer relatives now must balance work and family obligations. Monica Nandan presents a chapter on death and dying. She proposes an approach that she uses to integrate various religious beliefs and practices into undergraduate courses, acknowledging that the meaning of death is similar in some respects and varies in others across cultures. Barbara Waxman's chapter considers ways of discussing teaching cross-cultural ageing in undergraduate literature courses, using Chilean texts paired with American texts. In this way, students learn how old age is socially constructed and how writers can either reinforce or challenge negative stereotypes of older people. I particularly admired the way that Robert Yahnke extracted models of successful ageing from movies that depicted older adults as valued in their communities. He quotes films like *Cinema Paradiso* and *Central Station* to illustrate the mutual benefits of inter-generational relationships.

Academic exchanges between universities around the world are increasing. Bei Wu presents a Chinese perspective on this trend. She shows how demographic

changes and recent economic developments have had a profound impact on the traditional family culture, and recounts the challenges she met and how they were overcome when teaching gerontology to health-care professionals in China. This slim book has both breadth and depth, ranging from health-care practice and service delivery to international partnerships and institutional curriculum development. It provides a rare insight into how globalisation has changed the way people of all generations interact and express themselves – with an ever increasing emphasis on individualism. Two chapters on gerontology education in Japan and Kenya confirm the global scope that the title rightly claims. This book would be a valuable addition to anyone's library that contains texts in gerontology essential to the teacher.

Institute of Health Care,
University of Malta

STEPHEN LUNGARO-MIFSUD

doi:10.1017/S0144686X07006174

Pam Schweitzer, *Reminiscence Theatre: Making Theatre from Memories*, Jessica Kingsley, London, 2006, 320 pp., pbk £19.99 or US\$34.95, ISBN 978 1 8431 0430 8.

Pam Schweitzer was artistic director of the *Age Exchange Theatre Trust* from 1983 until 2005. Her book has three sections, covering 'fully scripted pieces of reminiscence theatre', 'participatory and inter-generational reminiscences', and 'the direct, creative involvement of older people'. The priority given to 'the value of creative engagement between the actors and the older people during the whole dramatising process' (p. 38) is identified from the beginning. Schweitzer describes a woman who, on watching an early play-back of scenes based on her contributions, 'added many details she had not recollected for over 50 years. As she recalled, she repeatedly brushed her hand in front of her face, almost as if she were brushing aside the cobwebs which had obscured the sharp detail' (pp. 31–2).

Working with strong collaborators, Schweitzer demonstrates an uncanny ability to adapt and invent genres and techniques. Chapters 4 to 6 cover the vanishing world of London's dockers, minority communities' experience of racism and migration, the Age Exchange Reminiscence Centre's cleaner's account of her life (which poignantly came to an end shortly after the production opened), and the reminiscences of an entire neighbourhood. The second and third sections of the book enter different fields. The Reminiscence Centre at Blackheath, in southeast London, with its interactive historical environments, begins to play a generative role, and the work starts to develop in an international context.

A project for schools that examined the experience of wartime evacuation impresses in its complexity. A group of Chinese women confound the author's expectations, with one going on to produce an astonishingly rich 'memory-box' for a European touring project. An ethnically-diverse group of women produce