

without any explanation of their understanding of the theory. For example, a number of authors make reference to communities of practice to describe professional groups of practitioners. However, many authors neglect to discuss the elements of these practitioner groups that make them, uniquely, communities of practice. For the sake of readers who are unfamiliar with the term, it may have been beneficial if the book included a more complete definition in the glossary and/or if authors who have their own interpretation were accountable for explaining this in the context of their respective work.

The health and education issues discussed in this book are diverse and transcend the limits of specific cultures and professional disciplines. This volume will be a good resource for adult educators, in any capacity, who may be developing a repertoire of theory and practical examples to guide their own practice. Adult educators will likely find the case studies and teaching tips in most of the essays to be reliable and adaptable to their respective teaching and learning contexts. Some of these sources are brought together by adult educators and scholars such as Stephen Brookfield, Daniel Pratt, and Elizabeth Kinsella, all of whom have done a considerable amount of research on teaching in adult education. Furthermore, English, Coady, and Cameron (and many others) round out the quality of this volume with expertise in areas such as participatory community-based research and development/training in adult learning contexts. Collectively, these authors make a salient and insightful point: to fully understand health we must first acknowledge local knowledge and the social and cultural determinants that impact health.

Adult Education and Health is logically organized, well written, and, thus, easy to read. The authors’ explicit references to other essays in the book were particularly helpful in tracking how English’s adult health learning theory, as discussed in the introduction, was woven throughout the entire volume. This book makes a significant contribution to widening the knowledge base in the realm of health and learning because it challenges traditional modes of thinking about health education and suggests a critical paradigm shift in our view on *how* and with *whom* education is happening. Finally, this book makes a strong case for the benefits of incorporating interdisciplinary work between professions and community-generated knowledge into our solutions for promoting and educating for health.

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UNEARTHING CANADA’S HIDDEN PAST: A SHORT HISTORY OF ADULT EDUCATION

Michael Welton. Thompson Educational Publishing, Toronto, 2013, 232 pages.

This expansive book offers an important overview and a critical analysis of the history of adult learning and education. Providing more than a historical perspective, this book demonstrates how adult learning and the history of Canadian society are intertwined. It

accomplishes this by uncovering the past and the learning spaces, learning conversations, listening spaces, and public spaces of everyday life, as well as discussing learning struggles, learning needs, civic engagement, and social movements. At the intersection of Canadian history and adult education, this book asks: (1) What can we learn from the past?; (2) What can we learn from the history of adult education?; and (3) How can this learning inform adult educators as we look to the future? Furthermore, this book seeks to fill a large gap by addressing many class, gender, and race issues and bringing out neglected, silenced, and/or forgotten voices from history as each group has had a history of its own. While discussing the marginalized voices and unsung heroes of adult education and adult learning, Welton states, “Many excluded voices are clamouring to be included in the stories being told about inhabiting this place called Canada” (p. 4).

The book is packed with examples of informal and non-formal learning. Adult educators engage individuals in activities of learning and enlightenment every day, and this perspective is evident in the book. Welton provides excellent and vivid descriptions of “lifeworlds”—the experience of living within place, space, and time—and the “uncommon schools” that are the domains of adult education—the individual experiences, family lives, communities, groups, associations, organizations, institutions, societies, governments, and peer and friend interactions—where Canadians have learned, engaged, and expressed themselves. These lifeworlds educate, inform, and shape adult learners. Welton captures the excitement of social change, social movements, and community development and the impact of the champions of adult education.

Welton accomplishes much by uncovering the adult education of marginalized groups, empowering their voices, and highlighting their learning and previously neglected adult education programs. He describes the lifelong and lifewide learning that occurs in lifeworlds across Canada during an expansive time frame, specifically from 1492 to 2012. In some cases, he offers a detailed analysis. In others, he offers only a glimpse of the rich learning and education programs that history witnessed. Well-known and esteemed educators have developed broadly impactful and celebrated adult education programs. Recognition must be given to the many unsung adult educators and adult education programs, and this book helps by exposing the role they played in adult education. Many marginalized groups are present within Canadian history. While the book only touches on some of the rich history and experiences that no doubt took place, it is a great resource.

Welton has woven a lifeworld of learning and knowledge to reveal voices before the “learning society” and “knowledge age” lenses were imagined and articulated. He widely discusses adult learning and education, from First Nations experiences and the early explorers to Violet McNaughton and Nellie McClung, and from the emergence of the concept of civil society to the role and influence of documentary film.

The book highlights adult educators and their role in history as change agents involved in civic engagement and social change. It demonstrates that adult education has a long and esteemed history that is the history of Canada itself. The book casts a critical eye on our information age; however, considering the current reach of technology in our lives and the history of the Internet and the World Wide Web (since the 1960s and the 1990s, respectively), one weakness is that the book could have paid additional attention

to examining technology and adult education, including, for example, its use for teaching and learning in formal education and informally in the hands of ordinary individuals who create and share knowledge and learning. Additionally, there is no mention of recent calls for literacy education to be expanded to consider computer programming as a new necessity for learning in contemporary society. A second oversight is that seniors need to be recognized if learning is to truly be lifelong; Welton neglected the formal and informal learning for adults aged 65 and over by not examining lifelong learning programs in a wide range of subjects such as Third Age Learning, citizen learning and civic engagement.

Welton mentions the difficulty in realizing learning as lifelong, lifewide, and just. He spends time in the final pages assessing the struggles within adult education and the present state of adult learning and adult education. He articulates some current challenges while offering future directions for adult educators to move the field forward. By examining the past, acknowledging the present, and looking toward the future, the book has the potential to shape our view of ourselves as adult educators.

The black and white photographs chosen for the book are excellent and assist with reader engagement and connection to long-ago history and historical events. From a practical usability perspective, an index and a glossary are missing.

Finally, the book has an inspiring message: By re-examining Canada’s past and highlighting the incredible work that has been accomplished during pivotal moments in history, Welton seeks to inspire adult educators during this current time of immense social, economic, and political change. As he indicates, this historical analysis might lead to further research and theory in the field. By better understanding the past, scholars and adult educators may be inspired to follow in Welton’s footsteps to further illuminate the important roles that unsung champions have played. As adult educators, revisiting and learning about the past can remind us of the avenues available to us as agents of change and open us to the possibilities for continuing efforts to engage and educate. What was accomplished before can be repeated with the right circumstances and the right agents of change.

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LIFELONG LEARNING IN PAID AND UNPAID WORK: SURVEY AND CASE STUDY FINDINGS

D.W. Livingstone (Ed.). Routledge, New York, 2010, 247 pages.

The purpose of *Lifelong Learning in Paid and Unpaid Work: Survey and Case Study Findings* is to provide a deeper understanding of the relationship between work and learning. The book is an edited collection reporting empirical findings from the Changing Nature of Work and Lifelong Learning (WALL) research network. The network conducted a national