BOOK REVIEW

The Contrarian Instructor: Leading College Students to Ask and Answer Their Own Questions

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Classrooms are shaped by power relations in large part. In universities, the content and method of presentation are selected by the professor. Professors give; students receive. Consequently, it is quite natural for the needs and objectives of the professor to prevail.

But John Folkins' book, *The Contrarian Instructor: Leading College Students to Ask and Answer Their Own Questions*, encourages professors to seek a more ethical framework for their classrooms, one that elevates the interests and needs of the learner to a position of transcendence. Drawing on his vast experience and a large body of scholarship, Folkins introduces readers to the "contrarian professor" whose reflections about the needs of learners opens him to a different kind of classroom. In the contrarian professor's classroom the same curiosity that activated that professor's scholarly practice is harnessed to encourage critical thinking among students in his or her classroom. Questions abound; arguments are tested; the role of context is respected; Difference is appreciated and heard. The classroom is reconceptualized as a laboratory for student growth.

Professor Folkins has challenged the professorate to focus on the rationale for classrooms and to choose pedagogical methods that enhance that focus. The contrarian professor seizes the exciting opportunity to invite students to share the discovery and analysis of understanding.

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