

assist NextGen librarians in keeping their skills current and marketable.

The remaining chapters in this book offer advice to NextGen librarians on what to expect in the workplace, but also how to handle different scenarios that may arise. Each chapter provides possible ideas and strategies a NextGen librarian may use in situations in which older colleagues and administrators have differing viewpoints. Appendix B lists useful Web sites and a list of recommended readings that address the constant changes in librarianship. Gordon has done an excellent job outlining what it takes for NextGen librarians to survive in the workplace and in articulating the profession's expectations that they will be able to move libraries into the future. —*Katie Nash, Elon University*

Newman, Michael. *Teaching Defiance: Stories and Strategies for Activist Educators. A Book Written in Wartime.* Foreword by Stephen Brookfield, San Francisco: Jossey-Bass, 2006. 320p. \$35 (ISBN 0787985562). LC 2006-4175.

It takes only a few pages of reading this book to be moved from curious (about its title) to motivated (How can I become an activist educator?) to inspired.

Michael Newman believes that critical thinking, a frequent aim of higher education, has been tamed. Rather than helping people recognize ideology, it has become another workplace skill and has lost its connection to social justice. Adult education itself has become "... simply too nice, too self-centered, or too concerned with maintaining the status quo." Instead of following the prevailing learner-centered focus, adult education should help people uncover their anger, examine it, and thus look outward to define the enemy, "... who is trying to lay our futures for us, who is telling us what we should and should not do, ... who is preventing us from acting effectively in our own and in others' interest." The mission of *activist* adult educators, according to Newman, is "to help people become truly conscious

... to teach choice. ... to help ourselves and others break free from our pasts, plan for the futures we want and resist the futures we do not want. Our job is to teach defiance."

Newman, now retired after twelve years as a senior lecturer in adult education at the University of Technology in Sydney, Australia (UTS), has an extensive background of working, teaching, and writing in adult education and training. Prior to joining UTS, he did community education work in London and was a national trainer for the Australian Trade Union Training Authority. Although *Teaching Defiance* is his first book to be released by an American publisher, two of his books have won the American Association for Adult and Continuing Education's Cyril Houle Award for Outstanding Literature in Adult Education.

After articulating his mission, Newman provides ample material—through a combination of concepts, philosophy, critical theory, stories, and practical teaching models—to guide those who wish to become activist adult educators. One example, appearing early in the book, is his model for teaching problem solving. He illustrates this model with an exercise he developed as a trade union trainer. He divides his class into groups of three and gives each group a sheet of paper containing a succinctly worded work problem: A union representative finds that the factory manager has moved the time clocks from outside the gate to inside the factory. At the top of the sheet is the question, "What would you do?" The groups must remain completely silent while reading the problem. Then, they talk for ten minutes. In debriefing the exercise, Newman finds that groups invariably leap to solutions. He shows them the benefits of adhering to a simple, three-step discussion process: (1) What's wrong? (2) What *can* we do? (3) What *will* we do? He follows up by helping the class refine each step into discrete stages.

Besides problem solving, Newman explores why and how to teach rebel-

liousness, collective decision making, dialogue, negotiation, insight, action, and the relationship of morality to defiance. The teaching methods he presents are quite varied. Along with group work and discussion, they include role play, forum theater, discussions of literary works, having participants construct and analyze a metaphor that portrays them in their professional practice, and exercises using Paulo Freire's concept of naming and renaming.

Newman grounds his concepts and methods in philosophy and critical theory, employing Camus, Sartre, Paulo Freire, Jürgen Habermas, Alfred Jules Ayer, the South African philosopher Rick Turner, and many others. For readers not intimately familiar with philosophy and critical theory, Newman's explications of key concepts perform a welcome service. An example is his discussion, in Chapter 11, "Disruptive Negotiation," of how this type of negotiation can transform the issues and the conflict, as well as the people, involved in the negotiation. His model is an incident in Queensland, Australia, in 1996. Negotiations were held among cattle grazers, aboriginals, and environmentalists about land use on the Cape York peninsula. To show that the manner in which these negotiations were conducted changed the perceptions the stakeholders had of each other, he employs both Sartre's phenomenological writing about the Other, the gaze, and shame and Zygmunt Bauman's concept of the stranger.

Stories are woven throughout the book, and they are effective on several levels. Newman uses stories to illustrate philosophical or theoretical concepts, to motivate, and to provide practical examples of how he teaches the various elements of defiance. They provide a context that enables the reader (and, ultimately, the student) to remember the material and transfer it to new contexts. The effectiveness of these stories is amplified as readers quickly find themselves writing their own stories—thinking of their own

contexts, past or future, in which these would be useful techniques.

Librarians will find numerous ways to employ this book's insights and techniques. In the classroom, some of the techniques are best suited to credit courses; but others can be used as presented, or adapted, for one-shot instruction sessions. Instruction librarians can illustrate information literacy skills using topics (for instance, global warming) that embody the need for activism and change. They can ensure that the session also shows students that gathering thorough information from a variety of viewpoints equips citizens to make informed choices. Other techniques can be used in library workplace settings, whether to structure a discussion in a meeting or to help nudge a bureaucracy toward change. Librarians can also use this book in their campus or community service work.

For those of us dismayed (as Newman is) by the Iraq War and a host of other conditions that cloud our future, this book provides a language for thinking about and discussing our feelings and our choices. It also gives us the tools to move on to productive action.—*Glenn Ellen Starr Stilling, Appalachian State University*

Pálsdóttir, Ágústa. *Health and Lifestyle: Icelanders' Everyday Life Information Behaviour.* 237 + 45p. Åbo, Finland: Åbo Akademi University Press, 2005. (ISBN 9517652720 print; 9517652739 digital)

We're ordinarily labeled as 'information professionals,' but that's not an entirely sufficient term for who we are and what we, as librarians, do. That is, what we do is certainly centered on information, and we produce and creatively use much metadata about information. And we do all this with the goal of providing the information we preserve to those users who will turn it into knowledge. But, in important ways, our whole profession is built upon anecdotal presumptions about the relationships among needs,