

**College Teaching.** By J. G. Umstadd. Washington, D.C.: The University Press of Washington, D.C., 1964. v, 355p. \$6. (64-24000).

For more than fifteen years Professor Umstadd of the University of Texas has taught a course on problems of college teaching. He has drawn upon his experience in this course, upon his own varied background as a professor, and upon selected findings of research in writing a comprehensive volume on college teaching.

The book has "three major divisions. The first considers the five basic problems of purpose, offering, the student, the freedom of teacher and student, and motivation. Part II defines and analyzes twenty-four general procedures and offers suggestions for their classroom use. The final division treats the problems of the evaluation of teaching and learning, the college teacher's part in counseling, and the practical considerations of qualification, compensation, and advancement" (p. iv).

It will be noted that this volume does not limit itself to what happens in the teaching-learning process. Also considered, for example, are the purposes and background of higher education and the role, qualifications, and promotion of the college teacher. Nevertheless, the major contribution of the book is made in that part which deals directly with teaching.

Particularly valuable are the identification and discussion of twenty-four teaching procedures which are classified under three headings:

*Procedures largely controlled by students*—committee conference, debate, dramatization, forum, independent study, panel, oral student reports, and written reports.

*Procedures involving relatively more co-operation*—case method, coaching, field trips, tutorial, unit system.

*Procedures mainly controlled by the teacher*—anecdote, auditory aids, demonstration, discussion, examinations, laboratory, formal lecture, informal lecture, parable, television, visual aids.

The author admits and defends his "strong bias in favor of democratic processes in the classroom" (p. iv) on the basis of both psychological and philosophical evidence. He emphasizes "motivation as the basic essential for learning" (p. 112) and

points out that the findings of psychologists reveal that effective motivation is encouraged in the democratically operated classroom. Philosophically, he asserts that "in a culture the core of which is the democratic concept of the rights and dignity of the individual, higher education in all its aspects must reflect that concept not only in theory but also and particularly in practice" (p. v).

In reporting a survey of teaching methods used by more than eleven hundred faculty members in twenty-nine colleges and universities, the author points out that procedures "largely controlled by students" are used—at least occasionally—by many instructors.

"The facts . . . give a negative reply to the critics of the college teacher who insist that the lecture is the only procedure in use and that the student has no opportunity for expression. . . . This finding should lend security to the young instructor who is interested in sharing the responsibility for the teaching-learning process with his students" (p. 123).

With the emphasis which this book gives to student responsibility for and control of learning, it would be anticipated that the role of the library in teaching would be highlighted. It is, therefore, disappointing to find consideration of "increased use of the library" (p. 210) restricted to a discussion of less than one page.

All of the materials in this volume have, prior to publication, been used in the author's course on college teaching. Accordingly the content and organization of the book—including selected references for further study at the close of chapters—are well adapted for use in teaching. This publication will also, however, have high value for college teachers and administrators, for students of higher education—and for librarians.—*B. Lamar Johnson, University of California, Los Angeles.*

**Encyclopedia Americana.** International Edition. New York: Americana Corporation, copyright 1965. 30 vols. (65-11857).

Giving a fair opinion about a major general encyclopedia is one of the most difficult tasks that can beset a reviewer. The overwhelming amount of material, and monstrous complexity of the editorial policy which lies behind the work, together with