

pressures brought on by rising financial costs and the increasing impact of technology in higher education will force institutions to take a closer look at themselves and the academic community sooner or later. The lesson to the academy seems to be: take proactive steps now toward building a relational, intellectual community or face the possibility of a significant decline in the traditional collegial community in the future. Bennett presses for institutions of higher education to provide a relational model that addresses the need in individuals to feel connected to one another with a higher purpose. Otherwise, students may choose the convenience of internet and distance education courses as their primary source of content delivery, rather than the university campus and classroom.

Collegial Professionalism is recommended reading for faculty and administrators in higher education, particularly deans and department chairpersons. All university leaders would benefit by considering the thoughts and warnings presented by Bennett. Bennett succeeds, I believe, in painting a perceptive portrait of the relational crisis in higher education and in pointing the way toward a more positive, productive model.



Donald Bligh. (1998). *What's the Use of Lectures?*, 5th ed. Exeter, England: Intellect. Pages: 289. Price: \$24.95 US (paperback).

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What's the Use of Lectures? is a valuable updating of a popular book first published in the 1970s. The book contains an interesting combination of academic research and practical "how to" tips. Some of the more academic sections (e.g., Factors Influencing Memory) are likely to be of more interest to education and psychology faculty than to those who are looking for less analysis. However, *What's the Use of Lectures?* also has many valuable suggestions and tips, backed in many instances by research results, for anyone who lectures as part of their teaching. As a result, *What's the Use of Lectures?* may not be a book everyone reads cover to cover, but it should appeal to a wide spectrum of readers.

Individuals may decide to read certain sections according to their immediate needs. For example, they may read one section when they are attempting to revitalize or improve their lectures, and others when they are wanting a brief literature review on student attention, looking for methods to motivate students, lecturing for the first time, or attempting to effectively combine lectures with other teaching methods. Faculty and graduate students may also find *What's the Use of Lectures?* valuable for its analysis and short literature reviews.

Bligh's presentation is well organized and academic, but not dogmatic. He starts out by saying that "except for obvious points, such as the need to face the class and to be audible, there are few rules in lecturing... Therefore it is not the purpose of this book to lay down rules" (p. 1). Bligh follows through with his promise by presenting multiple alternatives and perspectives for most topics.

What's the Use of Lectures? is organized into five parts: What Objectives can Lectures Achieve?; What Factors Affect the Acquisition of Information?; What Lecture Techniques Apply These Factors Most Effectively?; Alternatives when Lecturing is Inadequate; and Preparation for the Use of Lectures. This edition contains a great deal of material from earlier editions, but there are numerous valuable changes and additions. The chapters on: Making a Point; Note-taking in Lectures; and The Purpose, Preparation and Use of Handouts are the most expanded. The chapters on Reasons and Explaining, and Styles of Lecturing are completely new.

Bligh takes pains to point out that there is little controlled empirical research on many aspects of lecturing, but there are many opinions and experiences. He cautions readers to base their lecturing practices on the results of valid investigation, but he points out that many generalizations concerning lectures have enough support to provide guidance for lecturers. Examples of these generalizations being: (a) The lecture is as effective as other methods to transmit information; (b) most lectures are not as effective as discussion to promote thought; (c) changing students' attitudes should not normally be the major objective of a lecture; and (d) lectures are relatively ineffective to teach behavioral skills (p. 10). After a discussion of generalizations, Bligh concludes the first section by

saying, "...lectures are not indispensable. Other methods can teach information just as well" (p. 30).

With the stage set, Bligh moves into an analysis of the factors that affect students' acquisition of information. This may be the most interesting part of the book for many readers, because factors affecting student attention spans and motivation are discussed. Both of these topics have warranted hours of faculty discussion and teaching efforts, and Bligh provides interesting insights.

Bligh references a great deal of research from the psychology and education literature and provides numerous informative graphs as he discusses factors that affect students' attention (e.g., variations in stimulation, auditory and visual stimulation, effects of a short break, and students' daily work/rest regimes). He states "that lectures should not be longer than 20-30 minutes — at least (not) without techniques to vary stimulation" (p. 61).

In the chapter on student motivation, Bligh presents research results on instructor enthusiasm, and the lightly researched subject of tapping into student motives. Some of his conclusions are that "the way to interest a class is to display interest oneself" (p. 63), and "the development of student motivation require(s) a conscious decision at the time when teaching is prepared, and some spontaneity in abandoning a prepared procedure when motivation appears to flag during a lecture" (p. 68). In other words, *carpe diem*.

Part 3, *Lecturing Techniques*, will be of most interest to readers who are looking for information on "how to" lecture effectively. Bligh's presentation is very thorough, possibly too thorough, for instructors who are just looking for a series of fast tips on how to prepare, improve, or deliver their lectures. However, for instructors who are looking for more analysis, the eleven chapters on lecturing techniques should be very interesting. For example, the new chapter on *Reasons and Explaining* presents a detailed academic discussion of eight separate kinds of explanations. The new short chapter on *Styles of Lecturing*, presents an interesting summary of the research in this area, including a discussion on how lecturing style varies by discipline. It led this reader to reflect again on the common practice of teaching as we were taught.

Part 4, Alternatives when Lecturing is Inadequate, will be of interest to the many instructors who want to combine lecturing with other teaching methods. Bligh provides numerous reasons why the lecture alone is rarely an adequate teaching method when the instructor has multiple goals. Bligh discusses, in very practical and applied terms, some of the teaching methods that can be effectively used with lectures. His practical presentation even suggests room and seating arrangements to enhance various combinations of lecturing and other teaching methods. Bligh's diagrams in this section will be useful to instructors who want to incorporate techniques such as buzz groups and horseshoe groups with their lectures. Further discussions of the lecture-discussion method, case studies, short talks by students, audio tapes, controlled discussion, readings, and computer facilities in the classroom should spark many teaching ideas for instructors.

Part 5, is a very practical discussion of preparing to give lectures. It is likely to be very useful to instructors who have not had a great deal of experience lecturing or to those who want to make major changes and improvements to their lectures. Bligh starts with a decision sequence that asks questions about objectives, suitable teaching methods for the objectives, organization of the subject matter, organization of teaching time, student preparation and follow-up, and teaching techniques to meet the objectives. Other chapters discuss the instructor's preparation of notes for the lecture, handouts, equipment requirements, concluding the lecture, and lecturing for the first time.

Bligh's reference and bibliography section will be useful for educational researchers, and it is clear that he has gone to great efforts to review the psychology and education literature when writing *What's the Use of Lectures?* The index, while adequate, could be more extensive and therefore more helpful to readers who are looking for information on particular topics.

What's the Use of Lectures? is an interesting and valuable book. It is in part academic analysis and literature review and in part a "how to" book with numerous practical ideas and suggestions for the new and experienced lecturer. Potential readership will range from graduate students looking for short literature reviews and support for hypotheses, to academics conducting their own research, to seasoned lecturers looking for research results to

hone their own lecturing techniques, to new faculty looking for support before giving their first few lectures. While it is difficult to adequately serve such a wide audience, *What's the Use of Lectures?* does a good job of blending multiple objectives in a way that is of use to each of these groups. The fifth edition of *What's the Use of Lectures?* is a valuable and useful addition to the higher education literature.



Michele Marinovich, Jack Prostko, & Frederic Stout (Eds). (1998). *The Professional Development of Graduate Teaching Assistants*. Bolton, MA: Anker Publishing Company. Pages: 328. Price: \$35.95 US (hardcover).

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The *Professional Development of Graduate Teaching Assistants* is a compilation of the skills, experiences, wisdom, and visions of concerned researchers and practitioners representing various centres of Teaching Assistant (TA) development. It promotes the scholarship of teaching through the development of TAs by meeting their present and future pedagogical needs. The text begins with a historical overview of TA development, followed by the role of centralized and departmentally run programs, the commonalities of TA training, appropriate methodologies, assessment and evaluation, and concludes with the future development programs issues.

The early beginnings, current themes, and future issues of TA development are discussed in chapter one. Historical concerns are illustrated as a progression of communication: "Nothing to Say," "Private Conversations," "Can We Talk?," and "Extending the Conversation" (p. 1). Current program themes include: teaching in nontraditional settings, using technological advances, access for all graduate students, encouraging reflection, a progression of development throughout the graduates' program, and the combined efforts of peers, mentors, advisors, and faculty developers. The skills and knowledge base awaiting future faculty include: interdisciplinary connections, interactive pedagogy, student