

industrial labs for sessions with practicing scientists. University professors should be invited to the local high-schools to “tell it like it is”. And enriched programmes should be available for our especially interested and talented students.

Once we educate our teachers in this way, we may have some hope of innovations to our curriculum actually arriving in our class-rooms. As Mr. Holt says, this will involve elaborate consultation with teachers as to how to get ideas across, and continuing assessment of the curriculum to see if it really does work in the class-room. It will also involve a considerable investment in lab equipment, computers, and other educational technology. If it is too expensive to set up certain facilities in every school, we may have to arrange centralized facilities which each class visits.

In short, I agree with Mr. Holt that we must see how teachers cope. But the answer to not coping is not to alter the style of the innovations, it is to alter the style of the teacher. As teachers, we serve science and knowledge. No majority vote, and no fiat of the education minister will alter the content of science. We must convey science as it is and as it evolves. It’s a hard job. We do it because we think its important – and also because it’s fun.

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Jean Wright. *Learning to Learn in Higher Education*. Croom Helm London & Canberra, England, 1982. 199 pp.

Although Jean Wright quotes Thomas Kuhn’s *Nature of Scientific Revolution* in hopes of a similar paradigmatic educational revolution, her book *Learning to Learn in Higher Education* will not effect such a revolution. Obviously dedicated and sincere in her commitment to learner-centred education, Jean Wright does not, in my opinion, do service to the dynamics of “learning to learn” if, indeed, it is the basis of a new educational paradigm. She does, however, present a comprehensive, if meandering, review on the renewal of interest in the problems individuals face in learning. As Wright points out:

“Educationalists, as a whole, are disenchanted with psychologists and feel that most so-called research on learning is unrelated to teachers’ or students’ problems. . . Laurillard (1979) believes that learning should be understood in its educational context and focuses on what students actually do when they learn” (p. 54). The book concentrates heavily on a humanist approach to such problems. As a counsellor, Ms. Wright’s experience has taught her both the complexity and individuality of study problems. A graph on p. 135 hints at the variety of approaches which might be suggested to a student having problems with essay writing.

**Case A.** A married, mature student aged 45 – a first-year Arts student. She lives in a student hall of residence during the week and returns

to her husband at the weekend. There is no child from the 20-year marriage. The husband is working as a clerk. The wife overreacts, is emotional and has been a housewife, financially dependent on her husband. The present problem is a poor marital relationship. The husband is reported to be very resentful and angry and has become chronically ill. The student complains of not being able to write essays.

Table 8.1: The Student's Eclectic Treatment Plan for Identity Crisis

<u>The Behavioural Approach to Writing Essays</u>	<u>The Psychotherapeutic Approach to a Crisis of Identity</u>	<u>Subsequent Sexual Problem</u>	<u>LRC</u>
Concurrent in the same consultations		Couple counselling	
Research	Explore idea about value	Role confusion - husband at home ill, wife out studying	
Recording notes	Sexual identity problems		
Planning the essay	Work identity	Sexual problem - wife's sexual dysfunction	Pattern note-taking
Writing an outline	Short- or long-term goals	Husband sabotages treatment	
Writing	The role of men and women in society		
	All treatment took place during summer term, first year		

However, in her attempt to be eclectic in describing the various methodologies of study skills and student counselling, she fails to provide a strong organizing framework for the new paradigm “learning to learn”, which, if the criteria are correct, should be able to accommodate all approaches that work for the individual. Although she consistently hints at the elements of such a framework, she does not demonstrate a thorough intellectual development of the concept. For instance, in reference to Gibbs’ work at the Open University, she shows little knowledge of Gordon Pask’s important theoretical analysis of problem solving as a key tenet of learning to learn. Her references to Tony Buzan’s work are kinder than most in the field, but again do not show any great familiarity with his thinking.

However, to be fair, her intent is not to be “academic” but pragmatic and to call attention to the very real explosion of interest in the field of learning methods. Her very humane focus on learners and their holistic development in the environment is important if we are to understand the new paradigm. No longer can we afford the wastage of “survival of the fittest or quickest to adapt” mentality of higher education. Professors must concern themselves with more than knowledge.

They must, as Naitor has shown, concern themselves with the skills attendant with that knowledge. Universities must be aware of the differences in culture, background and learning style of those they serve. Schools must become aware that adequate university preparation is not just the ability to pass examinations. We need people who can help students "learn to learn", but this is a far more complex role than "study skills teacher".

Jean Wright's book is a useful if not revolutionary contribution to learner-centred education. Its biggest problem seems to be that just as study skills courses appeal to those who do not need them, this book will no doubt appeal to the already converted educator!

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Marc Audet. *Relance 1980 à l'Université, 1er et 2e cycles: les disciplines*. Québec, Gouvernement du Québec: Ministère de l'Éducation, 1982, 90 pp.

"On leur a cassé les reins à un moment crucial de leur vie" écrivait le sociologue Jacques Grand'Maison dans son volume intitulé "La nouvelle classe et l'avenir du Québec" en référant d'une façon particulière au chômage des jeunes.

Dans la foulée de ce constat, une récente étude publiée par le ministère de l'Éducation, concernant l'intégration au marché du travail des diplômés universitaires de l'année 1978, vient témoigner de la détérioration sensible des conditions d'emploi chez les finissants à l'université.

L'étude couvre les diplômés de 1978, deux ans après leur graduation environ. Elle constitue une illustration singulière de la montée du chômage et des problèmes d'intégration au marché du travail vécus par les finissants de premier et de second cycles à l'université.

Cette étude du ministère dégage le processus d'intégration des diplômés des deux premiers cycles universitaires. Environ 5,500 finissants ont été couverts par l'enquête et toutes les universités du Québec y sont représentées.

L'enquête conclut à "une montée significative du chômage chez les diplômés universitaires". De fait, le taux de chômage chez ces derniers aurait presque doublé en deux ans; de 4.4 pour 100 qu'il était à l'été 1978, il est passé à 8.4 pour 100 à l'été 1980. Deux fois plus de chômeurs universitaires en deux ans.

Mais ce taux de chômage global masque les écarts significatifs qui existent entre les différentes concentrations universitaires. Ainsi, par exemple, les disciplines médicales et para-médicales connaissent un taux de chômage variant entre 0 pour 100 pour les hommes et 9 pour 100 chez les femmes, comparativement à 16 pour 100 pour les hommes et 26 pour 100 chez les femmes pour les disciplines regroupées dans le secteur des arts.