

Mestenhauser, Josef A., G. Marty and I. Steglitz, *Culture, Learning, and the Disciplines: Theory and Practice in Cross Cultural Orientation*. The National Association for Foreign Student Affairs (NAFSA), Washington, D.C. 1988, pp. 184, Price: \$12.95 U.S. Reviewed by Marvin J. Westwood, Faculty of Education, University of British Columbia

This 184 page book is the first in a series of publications resulting from a 1984 conference sponsored by the Council on International Educational Exchange, the International Society for Educational, Cultural and Scientific Interchanges and, Region IV of the National Association for Foreign Students (NAFSA).

Part I of the book is primarily concerned with the presentation of a number of varied quality papers related to the general topic of cross cultural orientation programs for foreign students. The topics range from "summaries of specific orientation programs for incoming international students at specific U.S. institutions" to a chapter devoted to "the training of international students as teaching assistants." Much of Part I is of limited value to Canadian educators. The relevance of the orientation program for the "Navy Overseas Duty Support Program" as one example, would appear to have little relevance for people working in Higher Education. On the other hand if the reader is interested in comparing various curricula for orienting international students, there are several papers in Part I which do provide useful information. There is a mix of parochial commentaries on programs operating on American campuses, along with a few papers which have a wider application and relevance to anyone interested in developing quality cross-cultural orientation programs. For example, the writers present practical suggestions for solving logistical, financial, pedagogical and motivation problems associated with conducting such programs.

The authors who edited the book acknowledge that the programs described in Part I are missing the theoretical underpinnings, but they go on to assure the reader that the theories and concepts can be inferred, even if they are not made explicit. The authors sound somewhat apologetic for the omission of theory basis; yet at the same time call for the necessity of having a theoretical framework to drive the practice of orientation. This reservation about the "state of the art" in professional orientations is summarized by J. Mestenhauser; "To be an educator, one must be able to conceptualize the entire cross-cultural experience. (1988, p. xv).

It is in Part II where J. Mestenhauser provides the reader with a stimulating discussion on the necessity of understanding the theoretical components of cross-cultural orientation prior to the development of the programs. One of the significant contributions in this book is found in Ch. 17, (Concepts and Theories of Cultural Learning). It is here the writer attempts to identify theories implicit in the programs described in Part I. The author cautions that most orientation programs tend to be restricted and view culture from primarily a "difference in values" perspective. To be effective programs must expand the concept of culture to include perceptions, attitudes, ideas of power, influence, and ideas of conformity. The organization of knowledge is influenced by culture and the understanding of

this is critical in assisting students toward adequate preparation and succeeding in the new environment. Mestenhauser goes on to explain how this expanded goal for orientation can be accomplished in the section on "Learning and training." International education professionals must comprehend key learning concepts such as motivation in the development of their programs. What type of learning, experiential, informational, competency based learning, etc., is best for what type of student? Mestenhauser outlines each of the learning approaches along with explanations for possible inclusion in orientation program development.

The last chapter in the book (18, Adding the Disciplines: From Theory to Relevant Practice) builds on Chapter 17 and calls for the direct involvement of the disciplinary faculty in the orientation programs; once again reminding us that cultural information is not enough. Respecting the students field of study and how to manage it is extremely important if the student is to achieve well academically. The integration of the cultural adjustment component along with the goals and processes of the academic discipline is the preferred approach for successful orientation according to Mestenhauser. A proposed model for the integration of these two is provided. The chapter concludes with some very worthwhile guidelines and recommendations for selecting appropriate goals, content, structure, sequencing and methods for orientation of international students.

Overall, this book is not to be taken as a scholarly volume on orientation programs for professionals. Rather, it is a collection of articles of varied quality and of interest to a restricted group of readers in Canadian Higher Education. However, for those who are interested in the theoretical basis of cross-cultural orientation for adjustment and the development of academic competency among international students, they will find Part II of the book stimulating and worth exploring.

Sir Christopher Ball and Heather Eggins (eds.). *Higher Education into the 1990's: New Dimensions*. Milton Keynes, England: The Society for Research into Higher Education and Open University Press, 1989. Pp. xi, 138. Reviewed by Michael L. Skolnik, Higher Education Group, OISE, Toronto, Ontario.

Observers of higher education, like those who chronicle events in politics, sports, and entertainment, seem to love to produce books at the end of a decade. The turn of the third digit in the calendar provides an often irresistible urge to carve history into ordered chunks, to reflect upon events of the past ten years and speculate on changes which are likely to occur in the next ten.

Such an undertaking in the United Kingdom in 1990 is particularly appropriate, for the 1980's was certainly a period of momentous developments in higher education there, and major challenges exist for the 1990's. Among the developments of the past decade, the long-term significance of which the contributors to this book try to digest were the following: an unprecedented intrusion of government into the universities' planning and decision making, for