

FULL-TIME PHYSIOTHERAPIST

Full-time physiotherapist required for busy practice. An interest in sports injuries and orthopaedic rehabilitation is necessary.

Apply Mr. Ivan Levinrad, telephone 640-2923 (home), 786-4243 (work).

PHYSIOTHERAPY APPLIANCES FOR SALE

All 1 year old:

1 Stimsonic Machine

1 Nemetrodyne 7 Machine

1 Wooden Plinth

Enquiries: (0171) (Welkom code) 86939 after hours.

CORRESPONDENCE

To the Editor:

It was with great alarm, disappointment and even sadness that I read the editorial in the February issue of your journal. Can it be that there are still people who think that good students just "happen"? Can it be that most of the universities and Technikons in this country are wrong in their view about students (because most have student counselling centres with the main objective of paying attention to the intellectual and academic development of students)?

Please allow me a few specific remarks. First, experiential learning demands much more of the student in terms of involvement in and commitment to training and becoming a true professional than does lecturing. This is so because now the student cannot come to class unprepared or not pay proper attention to the work. The structure of experiential learning is also such that the responsibility for the student's learning no longer rests with the lecturer. The student gets as much out of it as he puts into it. This approach forces the student to think for himself and enables the lecturer to see the real weak points in the student's knowledge, attitudes, thinking and skills.

Secondly, the experiential model and the developmental model assist the lecturer in discerning what the "logical form" is in which knowledge could be presented to the students.

Thirdly, it is a grave mistake to think of the young people at our universities merely in terms of their being students and to forget the fact that they are, first of all, adolescents finding themselves in a developmental crisis. How can one see these young people as being stable while they're entering at least four years of intensive turmoil and change?

Lastly, the adolescent entering university does not yet have a proper internal frame of reference — a philosophy of life, if you like. How on earth could a

person who does not even know who he/she is and how he/she should evaluate the world at large, be able to *internalize* knowledge *on his/her own*? They can learn it — and many cannot even do *that* properly on their own — but they must be guided in developing their intellectual *potential* into an intellectual *ability*.

Dr J. Meyer (D.Phil., Counselling Psychology)
Senior Counselling Psychologist: Student Counselling Service, UOFS

We were pleased to have stimulated some response to the editorial. In reply to the points made:

1. *To the editor's knowledge all Physiotherapy teaching departments use a variety of methods to present the material. The subject matter is such that practical classes, demonstrations, clinical discussions and presentations, seminars, etc. as well as lectures are essential. This is nothing new.*
2. *The size of the classes is increasing. If each individual student has to be catered for, lecturers will have no time to perform a most important aspect of their duties viz. research.*
3. *A person "who does not even know who he/she is and how he/she should evaluate the world at large" should not have the right to vote, thus having a say in the government of the country. Yet the majority of the students do have this right. Are you not underestimating the students?*
4. *We do agree that some students need guidance, but with adequate selection the majority should manage independently.*

We acknowledge the receipt of a letter from H. C. Graham B.Sc. Fisiso UOVS. This made similar comments. Owing to lack of space, both letters could not be printed.