

Hey, let us in!

by Heather Hueston

Recruitment and support of disadvantaged groups — black, native, and low-income — got some praise from workshop participants, but the consensus was that more was needed.

Karanja Njoroge, director of the International Students' Centre, questioned Dalhousie's commitment to these students.

"The International Student Centre, the Transition Year Program (TYP), the Native Education Centre — none of these would exist if not for external funding. So how can Dal claim to offer these services?"

TYP director Peter Rans said Dalhousie should be honest about its motives if it isn't going to come up with enough money to maintain and expand on access programs for blacks and natives. He said the necessity of having TYP has been debated ever since the program started in 1970.

All panelists spoke of the barriers students face. Financial and cultural problems combine into the major third problem, psycho-

logical. Rans outlined six areas that need changes: financial aid, tutorial support, role models, counsellors, curriculum changes to reflect black pride, and more community involvement with TYP.

Jean Knockwood, a native counsellor at Henson College, said native students learn English as a second language because the English of their parents is considered slang or inappropriate. Students also experience shock adjusting to city ways since two-thirds of them are from small, communal native centres in Cape Breton.

The issue of High Culture versus Low Culture came up. One faculty member wondered how the traditionalists would react to demands for accessibility outreach. Rans said universities have a tendency to think of all Western philosophy back to the Greeks as "high culture", while native and black philosophy is "low" and doesn't belong in universities. "That notion frightens me," says Rans.

Cindy Thomas, a first-year law

student, said she felt "alienated" as a black undergraduate student. Apart from the TYP clique, there were few Nova Scotian blacks and no cultural activities. TYP was stigmatized by the student body and the professors, and Thomas, a graduate of Dartmouth High, said one of her pro-

fessors' attitude toward her changed "noticeably" after he discovered she was not a TYP student.

Pharmacy professor Isaac Abraham said despite Dal's role in training health professionals for the Maritimes, there is cur-

rently no mechanism in the recruitment committee for reaching the disadvantaged. Of 58 native students currently enrolled in Dal, 3 are in the health professions, but out of 53 black students at Dalhousie, none are in these faculties.

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We're big and wide at Dal

by Ariella Pahlke

Undergraduates at Dalhousie are forced to specialize.

Although many radical views against specialization were expressed at the recent President's Symposium on Undergraduate Education, there are no concrete plans to change this focus.

Departmental boundaries raise impediments, but nobody has come up with any good alternative," said university president Howard Clark. Clark thinks students need more historical, political, and social context for what they learn. But he believes this can occur within individual classes, within the present structure of the departments.

"While breadth is important, so is depth," he says.

"I don't care what you study, it's the way you study," said another participant. Instead of emphasizing the content of the courses, students should learn how to inquire.

At the end of the session, questions were raised about the nature of learning, the role of teaching in the learning process,

Can you write?

You'd better learn!

by Martin Doucette

The purpose of this workshop was to gather ideas and discuss goals and strategies for a new curriculum called "Writing Across the Curriculum". It was set up as an initiative for improving undergraduate writing skills.

"We are considering new ways to make more writing-intensive classes available, as well as new classes in the upper-level courses, where writing assignments would take the place of other modes of examinations. We also want to provide more

and whether or not learning could be treated as play.

"Teaching and learning are not synonymous," said President Clark in his closing remarks.

The question is, "Can learning take place within the university?" We must constantly remind ourselves of that.

services to help strengthen skills along with the Writing Workshop already set up," said Anne Higgins of the English Department.

Several points were raised and everyone had a chance to voice their opinion. One speaker said, "Sometimes the thought is more important than the grammar. If the thought is fragmented, the written sentence will be fragmented."

Another speaker pointed out the attitude problems which conflict with the issue. "The problem some students have is a conceptual one. They think of English as writing, and the only writing to be done is in English class. Students do not expect to be asked to write clearly in math. They get away with appalling writing."

If there was a consensus at the workshop, it was that effective communication is necessary in all the disciplines.

As Tony Thompson of the mathematics department said, "Writing clearly goes along with thinking clearly."

COMING SOON

The Event of the Year!

Thursday, March 24th, at 2:30 p.m. in the Grawood, 10½ hours of fun, prizes, and free pizza.

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Applications and information packages are available at your Canada Employment Centre on Campus. Deadline for applications is March 17, 1988.

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