

### Big Mountain, Arizona

The U.S. Federal Public Law 93-531 has ordered the relocation of 14,000 Navajo (Dine) and 1400 Hopi Indians from the Big Mountain Area. The Navajo and Hopi have co-existed in this region for over 500 years.

There is approximately 21 billion tons of coal deposits in and around the sacred Big Mountain. The Reagan administration has the military to evict the thousands of Navajo who refuse to "relocate."

Massive resource development has caused the precious desert water table to drop 200 feet. The ecology of the reservation has been devastated by the four giant coal-fired power plants, four coal strip mines, 38 uranium mines and the oil and gas wells they contain. Despite this mineral wealth the per capita Navajo income is \$900 a year.

(Big Mountain Legal Defense/Offense Committee, 2501 North 4th St. Suite 18, Flagstaff, Arizona 86001)

### The Haida Nation, Queen Charlotte Island

On the Queen Charlotte Islands (Haida Gwaii) in British Columbia, the Haida nation once faced complete annihilation by the smallpox and tuberculosis brought

to them by the white man. Today, they are struggling for the survival on their traditional lands.

Haida are fighting for the preservation of the last remaining uncut cedar rain forest on these islands, known as the Galapagos of the North. In November 1985, 89 Haida, including several elders, were arrested while attempting a peaceful blockade of a logging road. In January 1986, it was revealed that both the B.C. Minister of Forests and the Minister of Energy, Mines and Resources owned substantial shares in Western Pulp, the company logging the islands. Ignoring the conflict of interest, clear cutting was resumed this past summer.

(The Council of the Haida Nation, Skidegate, Haada Gwaii via B.C., Canada V0T 1S0)

### Clayoquot Sound, West Vancouver Island

On April 21, 1984 the Clayoquot Indian Band of Meares Island declared their island a protected Tribal Park, open to the public. They managed to secure a court injunction barring MacMillan Bloedel from logging the 1,000 year old trees of the island. Meanwhile, the logging company has increased operations in the remaining valleys and mountain sides in the Clayoquot Sound claim area.

(Friends of Clayoquot Sound, Box 489, Tofino B.C. V0R 2Z0)

### Stein River Valley

The Lytton and Lilloet bands are trying to save the last remaining unlogged wilderness watershed of southern B.C.

The two tribes have shared their sacred valley for 700 years. As an election promise, the B.C. social-credit government is prepared to subsidise heavily the opening of a road and the lumbering of the marginal forests of the valley in an effort to keep open a local mill. Ironically, the Stein controversy likely played a key role in the U.S. Congress decision to impose a tariff on Canadian lumber.

(Lytton and Mt. Currie Indian Bands, P.O. Box 1420, Lillooet, B.C., V0K 1V0)

### Stikine River System, Northern B.C.

The Tahtlan and Tlingit peoples have lived off this 630 kilometre free-flowing wilderness river since the last ice age. The people want to put a halt to the five proposed hydro dams, to Gulf Canada's 1.5 million ton per year coal mine, and to continued clearcutting of the river's watershed.

The Tahtlan and Tlingit want the entire watershed declared a National Heritage park, like the lower Stikine is in Alaska.

They wish to preserve one of the few areas left in the world where a large variety of wildlife still exists in natural balance.

(Friends of the Stikine, 1405 Doran road, North Vancouver, B.C. V7K 1N1)

### Wollaston Lake, Northern Saskatchewan

In June 1984, the Dene people of Wollaston Lake organised a four-day blockade of the gate leading to the Crown-owned Eldorado uranium mine, on their reservation. Northern Saskatchewan contains the largest and richest deposits of uranium in the world. The people of Wollaston are worried about the devastating effects radioactive "tailings" pose to their health and surrounding wildlife.

(Lac Iahache Band, Wollaston Lake, Sask. S0J 3C0)

### The Grand Canal Scheme

This mega-project would involve damming the mouth of the James Bay where it enters Hudson Bay, to create a freshwater lake. The fresh water would then be pumped uphill, using nuclear power, via a series of canals to the United States and the west.

The plan is being opposed by the Cree people of northern Quebec, whose communities have already been heavily damaged by the James Bay hydro project.

## Dalhousie's Native Program:

# Coping with the slow transition

BY DE-ANNE FITZPATRICK

**T**he door to post-secondary education is slowly creaking open for blacks and natives, who have traditionally been cut off from universities.

A number of programs across the country have been established to counter the strong social pressures which have prevented many natives and blacks from attending university.

Although all status natives in Canada are eligible for a grant to cover tuition and living expenses, natives, as well as blacks, are frequently discouraged by their high school counsellors from taking courses to prepare them for university entrance.

Programs that are established to assist minority groups must deal with the problems of segregating these students from them mainstream university program — using discrimination to counter discrimination.

One of these programs is Dalhousie's Transition Year Program.

In 1968 and 1969 a number of groups at Dalhousie and minority group leaders were instrumental in persuading the university to set up a program to assist black and native students in getting university degrees.

In 1970-71, Transition Year Program was set up as a pilot project to provide black and native youth with financial assistance and an academic background to help prepare them for the task of attaining a degree. Since 1982 TYP has been a regular program within the faculty of arts and sciences.

The program encourages both those who have and those who have not completed high school to apply. A high percentage of applicants are interviewed by the admissions committee, which considers the applicants' maturity, seriousness of purpose, and ability to study at the university level.

Students who are accepted must take English, Math, Black and Native studies, Student Skills and an elective. Students must demonstrate mastery of the four required areas before they are recommended for a first-year university program. Students are generally expected to maintain a B average.

However, Peter Rans, TYP's assistant director, says if a student has demonstrated an ability to learn, an average below B could still mean a university recommendation.

Full status Indians are funded by the provincial Department of Indian Affairs' University and College Entrance Program. The tuition, board and lodging, books, and living allowance of non-status Indians, Metis, and blacks are paid by Dalhousie for the transition year, and TYP alumni/alumnae are eligible for various bursaries throughout their university careers.

## TYP attempts to open the whole idea of university life to native and black students in the Atlantic Provinces.

Dal will continue to cover the cost of tuition fees of TYP alumni/alumnae as long as the student successfully progress toward a first degree. Other funding has come in the form of a \$25,000 grant from the Secretary of State for Multiculturalism and funding from Petro-Canada for TYP's assistant director.

Rans says the program is doing well. "TYP is unique. It's a multidisciplinary program involving two distinct minority groups. The only other program it could possibly be compared to is one available at the University of Toronto.

"Many universities have programs geared toward certain areas but TYP attempts to open the whole idea of university life to native and black students in the Atlantic Provinces."

Between 1970 and 1980, 35 per cent of the 130 to 140 students who enrolled in TYP got their first degree. Considering the social and economic factors these two groups have to contend with, Rans says, this is an "impressive" figure.

Goldy Coleman, a native TYP student, says although she always wanted to go to university, "I probably would not have gone without the program because I took general math all through high school and wasn't ready for university."

Coleman says at the end of high school she found out that she could not be accepted into university having taken the

courses recommended to her throughout high school. Having been pushed toward a vocational education, she saw TYP as her chance to enter university.

Lorna MacDonald is a black TYP student who also says she was pushed toward general courses in high school. Lorna was getting marks up to 99% in her grade 10 general courses.

Still, upon entering grade 11, "my guidance counsellor made me take academic courses in some areas but continued to push me towards the vocational business courses such as typing and word processing instead of the biology and hard sciences I wanted to take."

MacDonald says she feels her advisors were not telling her what she needed to know in order to get a university education. She says she was pushed through the system, with her advisors "just recommending subjects so you can graduate."

Last April the Micmac Professional Careers Program was set up at Dalhousie. This program is an attempt to direct natives who have attained first degrees into professional areas such as medicine, management and law.

Cathy Martin, the program's director, says native student "need more emphasis placed on the sciences at the elementary and high school levels."

There has been a very gradual trend toward natives going into the sciences. Martin says a greater effort on the part of educators is needed to direct and guide native students into academic courses and away from general grade-12 diplomas.

Programs such as TYP have been criticized as discriminating against non-blacks and non-natives who have difficulty making it to university because of their socio-economic background.

Jean Elliot, a sociology professor at Dalhousie who teaches a course called "Minority Groups," says the TYP program has created "strange bedfellows" by putting blacks and natives together in a single program.

She says though blacks and natives are both minorities, "they are entirely different groups, each having its own relation to the constitution of Canada."

Former TYP students say the program didn't integrate them into the university as much as it could have.

Frances Marr, a Micmac Indian who was

in TYP in 1982/83, says the program "alienated native and black students from the rest of the university population." She says this prevented the TYP students from seeing how the university was actually run.

She also criticizes the program for being run by whites for non-whites. "Non-natives or non-blacks cannot relate to the needs of native and black students," says Marr.

Another TYP graduate says the program neglected to provide her with financial guidance to enroll in an undergraduate degree program. She says they didn't inform her of all the scholarships she could apply for, and that after the program, she had no idea how much money she would need to survive in university.

Students are sometimes restricted in the number of courses they can take in undergraduate degree programs if they are to continue receiving TYP funding.

One TYP graduate who had low marks in the TYP program was told she could take only one course instead of the three she had registered for or else lose her TYP funding. She decided to forego the funding and later passed all three courses she had registered for. She says this policy of limiting courses of TYP graduates on funding can slow their progress towards their first degree.

## ... the program "alienated native and black students from the rest of the university population."

Education funding is increasingly seen as an important tool in overcoming discrimination for minority groups. Percy Paris, the Black Studies instructor for TYP, says it is important for blacks to become educated at university so they can provide role models for other blacks. He says if they are to gain greater influence in the business and political community, blacks will have to become more educated.

Programs at Dalhousie such as the TYP, the Micmac School Work Program and the Native Education Counselling, despite their shortcomings, can only contribute to such goals.