

Campbell Creates Awareness of the Physically Challenged

by Sam O'kello

A couple of weeks ago, history was made when a UPEI student proposed a program to meet needs of disabled students.

Jessie Campbell, a fourth year business student met with a group of students to discuss issues and concerns of the disabled.

According to Campbell, the importance of the program was to break down attitudinal barriers that some of the disabled students faced while attending attending post-secondary institutions. "Some students have problems with taking notes because they can't hear what is mentioned

in class," she said. Campbell suggested that there should be a volunteer to take notes for such students to enable them the same opportunity to succeed.

Another difficulty identified was when a disabled student wanted to take modern language courses such as French. "It's hard for a hearing impaired student to work with tapes as the narrator speaks too fast," she said.

Campbell not only expressed confidence, but showed interest in setting up an advocacy program. "We have to form a group to get students from both university and hopefully Holland College,"

she said.

She also hoped that professors and students would have to work together. In this way, they would open the lines of communication to have a complete understanding of what is needed and try to find different ways to deal with the majority of problems faced by the students and professors.

Campbell pointed out that the success of this program would be an important step towards creating greater disabled student advocacy, and a positive environment to assist a struggle for equal accessibility of, and benefit from education.

Graduate Education and Research

(Science, Sept. '88 vol. 241)

Education can be seen as a continuum, a progression from the development of career-related skills in a preset curriculum to the achievement of autonomous professional capabilities. However, it is at the graduate level that the student begins to function as an independent scientist—indeed, that is the purpose of graduate education. Ideally, graduate education should proceed from an explicit set of tasks—acquiring advanced skills through courses, preparing for and passing a set of qualifying exams to demonstrate mastery of one's field, and carrying out technical work under the close supervision of a

faculty adviser—to the development of independence in the student. During this process the faculty gradually begins to remove the props supporting the student and to place more responsibility on the student for problem formulation, evaluation, execution, and defense. Ideally, as the process occurs, the student has access to a variety of structured professional experiences designed to enhance self-confidence and build independence. These experiences include opportunities to present and defend research results in regular and productive group meetings, to evaluate and criticize the work of peers, to formulate and carry out the research

tasks of increasing importance to

participate in dialogues and debates about scientific and technical issues, and to discuss future career plans as they relate to current interests and activities.

Faculty members often do not make these latter parts of the educational process explicit to the student. Much of the stress of graduate education results from lack of student understanding of this hidden agenda. Students who duck such professional experiences because of a lack of self-confidence or because they find them painful are deprived of an important component of the graduate experience.



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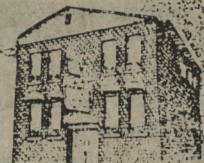
Hiring and Selection Board

Fall 1988

The Student Union is accepting job applications for the following positions:

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| 1. CIMN Assistant Manager | \$40.00 per week |
| 2. CIMN Ad Sales Manager | Commission |
| 3. Panther Lounge Bartender | \$4.25 per hour |
| 4. Yearbook Production Editor | To be announced |
| 5. Chief Returning Officer | |
| 6. Student Judicial Committee | |
| Chairperson, 1st year representative, 2nd year representative, 3rd year representative, student at large. | |
| 7. Social Committee Chairperson and Social Committee members. | |
| 8. Orientation 1989 Chairpersons | |

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