

**LETTERS  
CONT'D**

the lines and even spelled some words correctly. Of course, this may not be the case, with the final result being due to an extremely hard-working Gazette staff.

Sincerely  
B. Heyman

**Nothing New**

To the Gazette,

I am writing in reply to Clair Duff's letter in the March 6, 1975 edition of the Dalhousie Gazette who seems to think of the Average White Band as geniuses and innovators. How can the AWB be declared geniuses and innovators when what they are doing is not new at all. Innovation is when something new is introduced, so how can their music be called innovative when the funky rhythm and blues they are playing has been played for years by such artists as Kool and the Gang and James Brown. As a matter of fact one of the songs on their album **Work to Do** is a remake of a song done by the Isley Brothers. So, I'm sorry, The AWB might be novel, but they are not geniuses or innovative. I do though, agree that Scotland is not an unlikely place for this to occur considering the great response rhythm and blues entertainers have received on the British Isles.

Respectfully,  
Arthur Ruck II  
Arts 2

P.S. For the definition of innovations, check out Funk and Wagnall's Standard College Dictionary -- "1 something newly introduced; a new method, device, etc.; 2 act of introducing a change or something new."

**Nurses Respond**

To the Gazette:

With regard to the letter which appeared in your March 13th issue of the Gazette, we would like to respond to Passion Flower, Trixie, and Eartha Quake who stated: "if you can't get a girl, get a nurse."

What is the big shit about getting a nurse if you can't get a girl??? We are girls — nothing lower! We are tired of being called down and only called up when you think you can get an easy lay!!!! Give us a bit of respect — WHY NOT?

Signed,  
The Society for the Protection of Nurses

**Student Handbook**

To the Gazette:

I have read your section on contraception in the handbook and cannot help but suggest that scientifically speaking it is badly quantified and thus misleading.

The writer states that condoms and diaphragms have a "failure rate of 1/300."

But 1/300 of what?

This must be stated or

such a figure is meaningless. The quantity used by International Planned Parenthood Association is that of "100 women-years", perhaps an unfortunate one but very descriptive term, and the failure rate using this term for these methods I believe is 6-8 per 100 w/ys or to put it another way of 100 girls using these methods regularly (whatever that is) 6-8 per year will get pregnant. re a failure rate of c. 1 in 20 per year. (For I.U.D.'s it is c. 1 in 50 per year) a much more sobering figure than the 1/300 given in the handbook, and one which might make those concerned much more careful.

Yours truly,  
Dr. J. V. O'Brien M.B.,  
D.P.M.

**Haven for Elitists**

To the Gazette:

After spending almost a full year at this university I must confess that I can take no more of it. I have come to the sad conclusion that Dal is a breeding ground and a haven for those who wish to join the ruling elite of this nation. There is a callous unconcern and even active antipathy in this university towards the well-being of fellow citizens who have never, due to their own particular unfortunate circumstances, had no opportunity to further their education. All the professors with whom I have had the misfortune to come into unwary contact have been self-satisfied boors who sit in their offices totally indifferent to the real world outside the Disneyland ivory towers of Dal and fantasize about their scholarly (practically useless) talents (if any). These so-called professors often display their arrogance even in class, frequently sneering at the ordinary worker. I do wish these professors would remember that not all me were given a scholarship (or had the money) to spend the rest of their lives at ease in a classroom. I wonder how many of these professors have to get up at five or six in the morning to get to work on time (or else be docked in pay or fired) and labour through a full winter's cold freezing day doing heavy back-breaking work for a pittance? It's by the sweat of these ordinary labourers and average workers, who, in their numbers, carry the burden of Hick's Hothouse Haven on their backs.

As for my fellow students the vast majority of them already have that sparkle of materialistic greed which is so necessary for the worship of Mammon, the real god we worship and not what-his name in the churches. If there is one thing I have learned at this place then it is to measure a man's worth by his bank account. Another important lesson would appear to be the scholarly pursuit of sycophancy in which so many professors specialize and in which so many students major.

As for the student government, or whatever one calls a collection of mannequins posing as politicians, I still resent having to pay out my student union fees (the latter word worth more than all the world's philosophies) to such a useless, ineffective, pretentious pack of jackals and cowards. The tuition at this university is the highest in the entire country and a vast amount of money is wasted by the inept governors (and who elects them?) on completely useless projects. Dal has never given a damn about poverty in this province for Dal does not know the real horror of the word despite all its knowledge, despite all its divine professors, despite all its tin-pot little Caesars, nor yet does Dal want to know so long as the high and mighty of the land are there to have their boots licked. Dal's ideal model of success and manhood is the honourable and most worthy Doctor Hicks: a frozen toothy smile; lots of money; plenty of wealthy friends; a collector's set of flunkys; and at least two highpaying jobs which require only stopping off at the office to pick up the pay cheque. And like its master, Dal too presents a friendly face to the community at large though as it is run now it respects only the rich and the powerful I am getting out, both me and my good friend my cat (called 'Prof') who is the only 'professor' I know of who won't jump through Hick's golden hoop.

Yours truly,  
Henry Sienkiewicz

**No Conning**

To the Gazette:

As a member of the French Department at Dalhousie University I feel compelled to respond to Donalee Moulton's article titled "French Department conning students", which appeared in the Gazette on March 13, 1975. In my opinion, this article is a blatant example of irresponsible journalism: Ms. Moulton's account of the French 102 program shows that she is either uninformed or misinformed. Had she taken more time getting the facts straight rather than trying to convince students that they are being conned, her article would have taken an entirely different turn.

I shall attempt to rectify Ms. Moulton's errors so that prospective students of French 102 will know that the program changes for 1975-1976 represent an increase - not a limitation - in options left open to them. I will present the facts of the program change in the same order in which Ms. Moulton misconstrued them in her article. First, she ostensibly postulates a dichotomy between an oral course and a written course. It is true that we have developed a two 'stream' system, but this does not imply division; it suggests, I believe, a tendency toward diversity in our program. It is not

true, however, that one stream will deal "almost exclusively with the written word." Rather, it is a question of emphasis: the second stream represents a balanced approach to the four skills of language learning (speaking, listening, reading, writing) and is designed as a review course.

Secondly, Ms. Moulton contends that "It will be possible for a student to take each section..." This is a pure falsehood, as the two streams are mutually exclusive. The remainder of the points made by Ms. Moulton are characterized by ignorance of the situation, lack of judgement, or distortion. Once again, had she made the effort to validate her statements she would surely have learned that the French Department has a new chairman whose duties began in January. Due to the circumstances the Department was granted permission to develop new courses subsequent to the normal deadline for Calendar entries. In short, the Calendar for 1975-1976 does not describe the revised program, and students will be informed that there are two streams (the departmental curriculum committee is now writing a description of new courses). Furthermore, non-beginners wishing to concentrate in oral French will be allowed to choose this stream, though admittedly not everyone can be accommodated because there will be a maximum of eight oral sections. This does not

mean, as Ms. Moulton declares, that "oral proficiency will be achieved only if you happen to be placed in that section and vice versa." Indeed, nothing guarantees that oral proficiency will be guaranteed in either case. But, as mentioned above, one stream is weighted toward oral skills whereas the other emphasizes the four-skills approach.

Finally, it is little more than conjecture on Ms. Moulton's part to deduce that "The French Department has withheld information of a split in the courses..." and that "it's highly probable that if a choice was made available, most students would take the oral section." I have made it sufficiently clear that no information has been withheld -- a description of new courses will be forthcoming before the end of the term. On the other hand, it is absurd to suppose that there would be a problem in choosing between a course for beginners (and other interested students) oriented primarily toward spoken French and a review course designed to present the four skills equally. Surely, the student is mature enough to make his own decision based on his current interests and former background in French. Let us now hope that he can do so without feeling that he has been conned.

James W. Brown  
Assistant Professor of French  
Dalhousie University

**NUS SUPPORTS AFS**

The National Union of Students (NUS/UNE) Central Committee has offered its support and co-operation to the newly formed Atlantic Federation of Students (AFS/FEA).

During a three day NUS/UNE meeting held at Dalhousie University, Halifax, from March 14 to 16 the Central Committee agreed that "the National Union of Students reaffirm its support and encouragement of the Atlantic Federation of Students and its effort to develop a viable regional student movement."

The relationship between the national and Atlantic student organizations was a major topic at the NUS/UNE meeting. Representatives from Atlantic student unions were invited, and several observed all of the NUS/UNE meeting.

At the AFS/NUS discussion John Stuart, chairman of the Nova Scotia student unions, agreed that student governments should work with both the regional group and the national group. In his opinion this was preferable to viewing the regional organization as a stepping stone to the national, because so many of the basic government policies are determined in Ottawa.

A consensus of the Atlantic and national representatives was that Atlantic region student councils should send a represent-

ative from each campus to the next meeting of the national union, if it is possible for the individual councils to do so.

That NUS/UNE annual meeting is scheduled to be held at Glendon College in Toronto, from April 30 to May 4. It will review the current position of the national student aid campaign, and begin serious work on similar campaigns about housing and unemployment.

Recently NUS/UNE general meetings have been the only opportunity for student representatives from across the country to meeting and exchange information about any item of interest to the local student governments. It is two and a half years since a large Atlantic delegation attended a national student-run conference. Now it appears that the time has come for Atlantic students to consider rejoining their colleagues in the rest of the country.

It was felt that an immediate benefit of attending the NUS/UNE meeting will be seen at the mid-May Atlantic Federation conference in St. John's, Newfoundland. There would be a considerable number of people fresh from gaining intensive exposure to the major student issues and a wider perspective within which better Atlantic decisions can be made.