

history. Although many of us, in our place and time, are brought up to think of the Germans as historical "bad guys", surely it goes without saying that they are a people who are no more predisposed to evil than we are ourselves.

Anke Uebel

Ignored

Dear Editor:

I am writing concerning the lack of support and knowledge of the Dalhousie Transition Year Program. Even though it has been around since 1969, I find myself repeatedly telling people about it. The program was designed to give people in the black and native communities, who perhaps do not have strong academic backgrounds, a chance at a secondary education. The program tries to slowly ease the two groups into university life, mixing them with the other students, and preparing them for the next year.

Dalhousie has not yet realized the importance of this program. Otherwise, it would not have been talking budget cuts. Instead, it would be thinking about how to expand, following the example of other universities. The University of Toronto, which has created a transition year program, the University of Saskatchewan's Nursing and Legal programs, the University of Western Ontario Graduate School of Journalism's communications program for native students, and the University of Manitoba's access programs are just a few examples. All of these universities have realized that minority groups cannot be denied an opportunity at a secondary education, which is the cornerstone of equal rights, and also an obligation under the Canadian Charter of Human Rights.

TYP students were chosen according to their potential success. There are 24 spots available; last year there were 100 applicants. The final students were picked according to their personal interview, aptitude test, academic background, work history, and references. Black students chosen for the TYP usually receive full funding for the first year, depending on their individual needs. The black and native students who are successful in obtaining a B average or better get their tuition paid for in the following year at Dalhousie, or a letter of acceptance at almost any other university.

The program is a chance for those without the opportunity or means to achieve a secondary education. Such is a major ingredient necessary for obtaining a successful job today. Programs such as these have a far-reaching effect on the welfare system, and the communities around. This program and programs like it should be recognized and commended, not

ignored and threatened with dismemberment.

Derril Robinson

Distorter

Dear Editor:

It was a great pleasure to realize that my article about Hardial Bains, the National Leader of the Marxist-Leninist Party, was read by at least two people, Charles Spurr and G. Brown (Letters to the Editor, Oct. 5 and 26).

I found both letters very stimulating. G. Brown took "careful notes" during Bains' speech and found my article to be "nothing but malicious distortion". It is exciting because I took "careful notes" too and my article was based on these notes. This fascinating phenomenon may be the first vital proof for the theory of parallel universes! It seems that in my universe the Leader said something else than he did in the universe of G. Brown.

If, however, we could not split the universe, maybe at least we could split the Leader. It seems that Brown listened to Dr. Jekyll, while I spotted there Mr. Hyde.

I agree with Brown that Western countries have some responsibility for Poland's situation today. I also agree that problems of my country are due to lack of "any principle of sovereignty and self-reliance". And I like his highly original metaphor for Poland as having been "placed on the dinner platter for carving". But please let me remind everyone that the restaurant was called Yalta and the dish, though served by American and British waiters, was consumed by someone else. It wasn't Western capital that killed thousands of Polish after the war, who monopolized all authority and brought an economic reform capable of ruining even the richest country within a few years.

Concerning more recent events, the responsibility of the Western capital is not that they gave credits, but that they supported them with a sick economic and political structure. The Western capital was like a hockey manager who gave money to a coach knowing that the coach would buy steroids for the players instead of buying them skates. When, in the end, the players revolted and fired the coach, all the manager has to say is that is no more money for skates, that the players will have to train better and earn some money.

I would like to congratulate Mr. Spurr on the really profound knowledge of the Polish situation which helped him put Solidarity and the Community party in the same box and blame both of them equally for the crisis. This is a very bright idea. Now, if a prison van were to cause an accident, the court should find both the driver and the carried prisoners guilty. Isn't this logical? All of them

were in the van during the accident . . .

There are a lot of other outstanding concepts, but if I tried to analyze them all the Gazette would have to have a special issue. However, I suspect that the printing of this letter is sufficient shame for the Gazette. I don't want to destroy their reputation totally, so I'll end here.

I remain yours, sincerely, a malicious distorter,

Piotr Trela

Left out

Dear Editor:

As a first-year, left-handed student at Dalhousie University, it is my observation that left-handed students are being discriminated against, with respect to the number of left-handed desks in the classroom.

Out of the four of my five classes which have one-armed desks, only 16 out of the 414 desks occupying these classrooms are left-handed. This is an incredible 3.86 per cent of all the desks available to students. Through personal observation, I have also found that approximately 15 per cent of the students in my classes are left-handed. These numbers clearly prove that the availability of left-handed desks to left-handed students is highly disproportionate and discriminatory.

If a student happens to be left-handed, then it should be possible for him or her to be given a left-handed desk. As a left-hander myself, I find right-handed desks rather uncomfortable and inconvenient. Having to reach across my body to write down information for notes or tests makes me feel somewhat awkward in the whole writing process.

Unfortunately, it is only through luck that I ever get one of these rare desks and this is because I have to take a few extra moments to actually spot one. Rather than having this situation occur, it would be much easier if more of these desks would be made available.

One possible resolution could be to add a small box on the information section of registration forms requiring you to indicate whether you are right- or left-handed. This could easily go beside the box in which you indicate your gender. From here, the numbers of left-handed students could be known and the number of left-handed desks could be allotted to each classroom accordingly. Simple enough!

I'm sure I'm not alone in the idea of increasing the availability of left-handed desks. There are bound to be many more upset lefties out there. I feel that raising this issue could be one way of making this problem known to all — and a possible starting point for the resolution.

John Killeen

Shhhhh ... don't tell anyone, but *the gazette* is now accepting submissions for the

Portable Gay/Lesbian Reader!

the gazette has traditionally celebrated Valentine's Day by publishing a special edition featuring news and views of a woefully under-represented segment of our population.

Don't submit to homophobia!
Do submit to the supplement!

- news stories
- features
- graphics
- photos
- poetry
- fiction
- true confessions
- comics
- information
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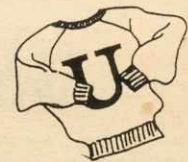
Submissions due Friday, February 9 at 3 pm.

Drop them by *the gazette* office, 3rd floor SUB or the GLAD mailbox at the SUB enquiry desk.

For more information the Gay/Lesbian Reader, phone *the gazette* at 424-2507 and ask for Padraic or Erin.

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