

Commentary

Class of '87 facing real world

Kathleen Gardipee
Columnist

I am a member of the graduating class of 1987.

Let me say that again, more convincingly: I AM A MEMBER OF THE GRADUATING CLASS OF 1987.

The wave of terror that sentence brings to my body is one only about 300 other people on this campus can relate to at this time.

This is the same group who has watched three classes graduate and the Johnson Family Mall being built. We populated Pikes on weekend nights after parties at "the little white house."

We watched the remodeling of the bookstore and the building of the front part of the Engineering Building, the Ceramics Building, the Martin Centre, and the beginning of the new Business School Building.

We were the first class with the revised drinking policy and the last class who really knows how

to jiberjib.

We are the hundredth graduating class of Gonzaga University. So, besides having my cap and gown ordered and reservations for my family for graduation weekend confirmed, am I really ready to call myself a college graduate?

Am I ready to delve into that entry, known so terrifyingly to all of us as the REAL WORLD? What is this real world? It has to be something similar to the internship I held, except it last longer and you don't get to come back to a small, safe college at the end.

The way I've been feeling lately, I believe my last hope for being prepared rests on the moment Fr. Coughlin hands me my diploma. Hopefully, at that time I will receive instant knowledge, similar to the Scarecrow in the Wizard of Oz.

I always thought by the time I graduated from college I would be having discussions concerning the affect of Chaucer's Prologue

and Knight's Tale upon the contemporary society of Lithuania.

I don't believe I have fully realized that the Gonzaga experience is about to end:

The most asked question, as any other senior will attest, is: "What will you be doing next year?" By now they should know that the only people who ever know, at this point, what they are doing are accounting majors!

I keep answering people, "Save the whales." I guess that is what they want to hear, because I have no idea.

At the same time, I look at my classmates who seem tired and reading themselves for the grand exodus, as the newness is ages gone and they have acquired many skills that will aid them in a rougher climate. They are in need of a new challenge.

What will become of us? Will we change in the next four years much as we did in the last four?

At the same time, looking at

these friends rushes back volumes of memories. The amount of dirt we have on each other is incredible, considering how much we still respect each other.

We have lived together, straggled together, and parted together.

Does Gonzaga have a class in saying, "So long, for now" to your dearest friends?

To make a long, overly-sentimental editorial short, with a little over half a semester to go in my college career, I have more questions than when I started at Gonzaga. I realize how much I really do not know about many subjects.

Most importantly, though, I have realized it is not the answers that are so important as the questions we ask.

The day we stop asking questions is the day we really will be educated. I think Gonzaga has educated us, as I know about three hundred people with a lot of questions.

Cost, organization doom preregistration plans

Greg Lucas
Columnist

Are the hopes of preregistration at Gonzaga a near reality, or are they long sought for myth? The progress of preregistration is slowly plugging along for a couple of reasons.

The overwhelming factor restricting the adoption of a preregistration system is the cost. A system to meet the costs of implementing such a program at Gonzaga was estimated by some, probably not very conservatively, to be around \$100,000. The two main causes of the costs are an increase in staff in the registrar's office and additions and modifications to technological equipment required for a system of preregistration.

Another area that hampers the development of preregistration is the apparent lack of organization by certain individuals. It seems as if there is some opinion that such a program can be implemented overnight. The individuals do not see a need, nor recognize one, to begin any phasing in of such a complicated system. Every day someone new is added to the preregistration committee who

create a more solid base on which to build, both organizationally and financially.

On the organizational level, a fresh start may include a restructuring of the preregistration committee. Perhaps interested and required parties could be chosen BEFORE any concrete decisions are made. Also, it could be made an obligation for all those involved in preregistration to attend to problems with some sort of continuity and interest, as I understand a few current parties have not.

Financially? Well, we could hope for a lottery. Or maybe we could ask alumni for help. Seriously, I really feel a more in depth, cost-benefit analysis should be undertaken. Maybe

Sometimes new risks turn out well

look at overturning the requirement for no new personnel, if not for other needed departments, at least the registrar's office.

It might also be possible to look into minor steps of phasing in easily-adaptable characteristics of preregistration. Don't worry—sometimes new risks turn out well. Just try.

Finally, it might be a good idea to set some sort of timetable to have access to all the needed funds by the time action is ready, and needs to be done.

Realize the pressure of adopting preregistration at Gonzaga. However, I do feel that a lot of unnecessary stress has been created, and maybe, by reexamining what is happening with preregistration, Gonzaga's myth of preregistration can become a reality.

Students must decide on S. African divestment

Tim Earnest
Columnist

It has often been said that good things come to those who wait. Well, this writer hit pay dirt. Putting up with the stress of not getting this in on time may have paid off.

First of all, I would like to thank Richard Shinder, Bonnie Jeutner, and Robert Bowers for lighting the torch in last week's Bulletin. This campus does suffer from a good deal of apathy, and the administration does play on that.

Secondly, I would like to thank the person or persons who did some painting Thursday night on the Wall. For those or who didn't see it, the paint had run rather badly. Its message, however, was "DIVEST..." and it was followed by red handprints and a map of Africa with an "X" through South Africa.

Now many of you are probably absolutely sick and tired of hearing about South Africa and apartheid. Maybe you wonder why the hell people get so upset about this whole issue. If so, you're either uninformed or don't care. If you're the former, listen in; if you're the latter, this article is going to seem like I'm shoving something down your throat.

To begin understanding any issue, one must have unbiased, factual definitions of the terms used. The most important definition is "apartheid," which according to Webster's Ninth Collegiate Dictionary is "racial segregation, specifically a policy of segregation and political and economic discrimination against non-European groups in the

Republic of South Africa." As for "divestment," the definition is "the depriving or dispossessing especially of property, authority, or title."

Well that is all fine and dandy, but how does it apply in real terms? Consider Coca Cola and how it has dealt with its involvement in South Africa. On September 17 of last year Coca Cola merely sold its holdings back to South African businessmen, thus in reality not divesting from South Africa because it will still make money providing materials such as bottles and syrup for the companies there. To divest (or disinvest or impose sanctions) all economic operations and connections—including license, trademarks, factories, suppliers, and distributors—must cease.

One of the greatest concerns, however, is that divestment will hurt those one is trying to help the most. The truth is that those in South Africa who do not desire want to hurt the Blacks and others opposing apartheid) have called for divestment themselves. In addition, those countries around South Africa are willing to contend with the effects of the divestment because they feel it is a small price to pay compared to the \$10 billion they appropriate in defense and damage costs, not to mention the cost of human lives.

Still, there are those who don't think these people know what they are talking about. Then examine history. During the first year of sanctions against Rhodesia's economy in 1965-66, the value of Rhodesian exports fell by 38 percent. Even after

numerous trade embargo violations, the government yielded under the pressure of the sanctions and its war in 1980. It then came under majority rule and became Zimbabwe.

South Africa's situation resembles that of Rhodesia's 22 years ago. Says E.G. Cross, former Rhodesian government economist, "South Africa is even more vulnerable to sanctions, because its economy is so much more dependent on access to technology and exports of sophisticated products."

Students at Gonzaga Universi-

ty therefore need to realize that divestment would be a constructive action against apartheid. The Gonzaga University administration, on the other hand, has thus far refused to take a stance on the apartheid and has played on the apathy of the majority of the students to do so. The students must now make a decision on where they stand, for if the message on the Wall is any indication of things to come, policy-makers at Gonzaga will soon have to be answering some tough questions.

Silencing restricts students public discussion

Dan Layden
Columnist

Most Americans would agree that the United States is a democratic society. In any such society, the freedom to exchange ideas is vital to its continued existence and growth.

In America, this freedom is part of our tradition. Without a free exchange of ideas, we become an uninformed society, subject to the consequences of ignorance.

Therefore, it is imperative that we, as a society, do not restrict public discourse.

In general, limitations on the expression of opinions are uncommon. However, we are frequently denied the opportunity to be exposed to dissenting opinions of foreign nationals.

The McCarron-Walters Act of 1952 enables any administration to prevent any foreign national from publicly opposing that administration.

The McCarron-Walters act was passed during the McCarthy era of the 1950's, a time in our history when many freedoms were denied to American citizens

because of the fear of communism and its influence in the United States.

The McCarron act allows the U.S. to refuse a visa to anyone who is a "Communist, terrorist, or prejudicial to the interests of the United States."

The U.S. is one of the few countries which requires a visa to enter the country. If a person is refused a visa, they cannot enter the U.S. to speak or travel.

Obviously, a country has the right to limit travel within its borders, and as a result, to limit the free speech of those individuals. However, the question arises: Who are denied visas?

According to the State Depart-

ment official who was interviewed for the PBS program "The Visa War Against Ideas," the people usually refused entry by the McCarron Act are terrorists who may do violence in the U.S.

It sounds like this law is designed to keep really violent and evil people out of the U.S..

However, the list of people denied visas because of this law includes the last three Nobel Prize winners for Literature from Latin America, the widow of the former president of Chile, Salvador Allende, and the former Canadian Prime Minister, Pierre Trudeau, when he was a member of the Canadian Parliament.

THIS law has been used by every administration to keep out people who might have something bad to say about the U.S. or its policies.

Not surprisingly, the law has been used extensively by the Reagan Administration to stop people who were going to speak against American policy, or contend that the Reagan administration's perception of reality is wrong.

In 1982, a group of Buddhist monks from Hiroshima, Japan, wanted to continue their pilgrim-

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The Gonzaga Bulletin

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