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AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT

Vol 16 No 12

8 Pages

April 27, 1983

INTERAD Set For Monday, May 2nd

If any of you know students who are involved in INTERAD, then you have some idea of the background work required for the upcoming INTERAD presentations on MONDAY, MAY 2nd.

For those of you who do not know what the term "INTERAD" means, it stands for "International Advertising," which is a course offered by AGSIM's World Business Department. Professor Paul Schlesinger has been teaching that course for seven years now. The course is worth the usual three hours credit, but any INTERAD team member can attest to their efforts extending way beyond a translation into time and credit.

For the team members, INTERAD is an EXPERIENCE not only in writing a marketing plan and creating an advertising campaign. It is a confrontation with one's own intentions and limitations. It is working within the scope of a "group" project, and facing each other at all hours and in all stages of seeming confusion and eventual unity. It is a realization that "winning" does not always mean getting first prize.

For AGSIM students, INTERAD is an OPPORTUNITY to view the synthesis of a semester's work and to enjoy the imagination displayed in each advertising campaign's ads, t.v. commercial, storyboards, and moodset.

For those on the outside — the judges and guests who will be coming from top advertising agencies and consumer product companies from around the country — INTERAD is UNIQUE and

INCOMPARABLE CHANCE to screen future account executives and give advice to all involved.

This semester there are FIVE INTERAD TEAMS representing products in Brazil, Canada, England, Mexico and West Germany.

On SUNDAY, MAY 1st, a full dress rehearsal will be held in the THUNDERBIRD ACTIVITY CENTER (TAC). At this final dress rehearsal, all presentations will be video-taped, so you are asked not to enter or exit during the presentations. There will be NO ADMISSION CHARGE ON SUNDAY. The schedule for the Sunday Dress Rehearsal is as follows:

12 noon — SOUTHERN COMFORT IN BRAZIL
1:00 — KODAK'S VR FILM IN MEXICO
2:00 — CHEERIOS IN ENGLAND
3:00 — LEVI'S CORDUROY PANTS IN CANADA
4:00 — AMERICAN TOURISTER LUGGAGE IN WEST GERMANY

On MONDAY, MAY 2nd, the five teams will present their marketing/advertising plans before the panel of judges in the Thunderbird Activity Center. The winner will be announced in the early evening of that day. There will be a morning session and an afternoon session. Admission is \$1.00 for each session. ALL TICKETS must be PURCHASED IN ADVANCE. Tickets will go on sale in the POST OFFICE LOBBY on WEDNESDAY, APRIL 27th, beginning at 1:30.

ASU AND AGSIM AGREE TO DEVELOP PARTNERSHIP

Arizona State University and the American Graduate School of International Management have agreed to work toward the development of cooperative programs in international business management.

A letter of intent, signed by officials of both schools, proposes credit and non-credit programs and seminars on topics related to international business.

It also suggests joint degree programs in international management and business.

Such programs are subject to the approval of the Arizona Board of Regents which received copies of the letter of intent. ASU President J. Russell Nelson elaborated the agreement in a

personal report to the regents at their meeting in Tempe today (April 16).

Nelson told the regents, "This new partnership holds the potential for expanding international management education opportunities in the Phoenix area."

The letter of intent was signed by Nelson; L. William Seidman, dean of the ASU College of Business Administration, and William Voris, president of AGSIM.

Commenting on the agreement, Voris said, "Both of our schools agree on the importance of educating managers for the 21st century. This agreement underscores the necessity of understanding international business as a vital part of that education."

Is Altruism Dead?

By Debbie Stern

You probably think this article is about a unilateral aid program the U.S. is sponsoring to feed the hungry nations of the world. Actually, the real essence of this article is more personal... it is about you. You may ask what is the connection between yourselves and altruism. That is what I am going to tell you.

On Thursday April 28, from 10am-4pm and Friday April 29 from 9am-1pm, AGSIM will host Arizona Blood Services on our campus. This organization comes to campus twice a year to administer blood donations. In the past, the blood drive has been a one-day event. This semester the blood drive will be held for two days to accommodate all the many willing blood donors.

Many pleas asking for contributions from another person are loaded with statistics revealing the great number of lives you can save through your generosity, etc.... I thought that I would give your number-crazed minds a rest and

appeal to your hearts instead. Statistics don't mean anything until it is one of your family or friends who become one of those statistics.

All students should have received a flyer in their mailboxes with a form to fill out to make an appointment to donate blood. Please fill these out as soon as possible, if you haven't already done so, and mail them to the Health Center, Box 776, or call the Health Center for an appointment, 978-7230. If anyone has any questions about where your blood goes, or what benefits a blood donor receives, please call me at the Health Center.

The most uplifting thing a person can do is to give to someone else. Let's all show that altruism is not dead and make this blood drive something our school can be proud of.

For those of you who need a little incentive for their altruism, the Bizarre Bazaar has offered to give all donors a \$1.00 coupon for purchases made at the Bazaar. One-dollar is still worth a lot in this marketplace.

INTERAD DAY MONDAY — MAY 2, 1983

Thunderbird Activity Center

MORNING SESSION

9:00 — TEAM 1
Sponsor: Brown-Forman
Product: Southern Comfort
Country: Brazil

10:00 — TEAM 2
Sponsor: Eastman Kodak
Product: VR Film
Country: Mexico

11:00 — TEAM 3
Sponsor: General Mills
Product: Cheerios
Country: England

AFTERNOON SESSION

2:00 — TEAM 4
Sponsor: Levi Strauss
Product: Corduroy Pants
Country: Canada

3:00 — TEAM 5
Sponsor: American Tourister
Product: Luggage
Country: West Germany

No late admittance. All tickets purchased in advance. Tickets go on sale Wednesday, April 27th, at 1:30 p.m. in the Post Office Lobby.

Microcomputers Proliferate on College Campuses

Some educators believe they will increase scholars' freedom from centralized bureaucracy

By JACK MAGARRELL

WASHINGTON

Microcomputers—those personalized packages of increasingly sophisticated technology—are demonstrating to college and university officials that they certainly can multiply.

Among the predictions being discussed at a computer-oriented national conference on higher education here last week were these:

• That there will be more than 20 times as many microcomputers in use on American campuses in 1985 as there were in 1980.

• That within 20 years, computers will have replaced the book as "the major delivery device" in bringing education to students.

• That personal microcomputers will increase scholars' freedom from centralized bureaucracy, by allowing individual control of the technology and direct access to widely dispersed sources of information.

The entry of colleges and universities into an "information society" was the theme of this year's annual conference of the American Association for Higher Education.

One of the issues raised was that of equal access to the new technology.

Geraldine P. Woods of Los Angeles, chairman of Howard University's board of trustees, said that although about 30 per cent of the public schools use computers, black students have had less access to them than white students have.

The children being educated with computers are generally white, middle-class children, said John B. Slaughter, chancellor of the University of Maryland at College Park and former director

of the National Science Foundation.

For blacks, he said, unequal access to computers in elementary and secondary schools reinforces a short-age of blacks in science and engineering.

Although about 10 per cent of all college students are blacks, only 4 per cent of all students in the physical sciences are blacks, Mr. Slaughter said.

Although shortages of unqualified teachers in science and mathematics are widespread in elementary and secondary school, he said, black students suffer disproportionately from them.

If black people are to help fill the growing number of jobs in science, engineering, and computer fields, Mr. Slaughter said, they must have counselors who will encourage them to be interested in studying science and engineering.

Alfred Bork, professor of physics and computer science at the University of California at Irvine, who predicted that in 20 years computers would be "the major delivery device" for presenting information to students, suggested that the increased productivity possible with computer-based courses could help solve a shortage of high-school and college teachers of science and mathematics.

Only a third of the high schools in the United States offer more than one year of science and mathematics, he said. The Soviet Union has five times as many students enrolled in high-school calculus courses, he said.

"The real problem," Mr. Bork said, "is where is all the course material going to come from?"

American universities do not have a tradition of course materials are not developed simply by giving faculty members a few hours off from other duties.

Publisher Appeals for Help

Theodore Ricks, director of electronic publishing at Harper & Row, Publishers, Inc., appealed to universities to help publishers develop courses for computer-aided instruction and to offer faculty members time, recognition, and a share of royalties for such work.

Book publishers ventured into the production of course materials for use on computers only about a year ago, he said, and "do not yet know how we're going to make money at this."

The development of course-ware," Mr. Ricks said, is still an experiment for publishers." But the potential clientele already is large, he said, citing a survey by a marketing-research company estimating that the average number of microcomputers per college has increased from 6 in 1980 to 45 this year and is expected to grow to 141 in 1985.

The survey estimated that 4 per cent of all students and 10 percent of all faculty members now own or have access to a microcomputer hat home of at their college.

The development of course materials for use on computers has been slowed, Mr. Ricks said, by high costs and by concern over illegal copying of the electronic material.

Companies that sell computer programs have been unable so far, he said, to devise ways to prevent the making of unauthorized copies.

"It's a new industry that could be crippled by copying," he said.

About 300 hours of programming are needed to create one hour of computerized instruction, Mr. Ricks said, and the development of a course for use on computers costs \$50,000 to \$100,000 and takes three to five years.

Current prices for a single copy of a computerized course range from \$50 to \$500, he said, but, in the next three years, increased volume should bring the price range down to \$30 to \$50.

Robert M. Price, president of Control Data Corporation Data Corporation, told educators at the conference that "unprecedented cooperation" between higher education, government, and industry would be needed to put together adequate resources for optimal use of computers in the learning process.

A person who has a personal computer does not have to stand in line or walk across the campus to use it, noted John Strange, a professor in the College of Public and Community Services of the University of Massachusetts. That is one of the reasons, he said, that personal computers can be expected to have a greater impact on higher education than other new technology.

The speed with which microcomputer technology will spread through higher education probably will be "underestimated by most of us," Mr. Strange said.

The decentralizing of knowledge, through the use of microcomputers, will affect traditional hierarchies on campus, he said, so that deans may know things sooner than the vice-chancellor.

DAS TOR

AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT

"THE GATE"

at The American Graduate School of
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DAS TOR is the independent campus newspaper of AGSIM. Opinions expressed are not necessarily those of the DAS TOR staff. Copy deadline is noon, Wednesday. All copy handed in must be typed and double-spaced, with margins set at 20 and 70.

EDITOR'S WORD

Laurels

My hat is off to the Modern Languages Department for their emphasis on the oral approach to learning languages.

For most students, it is too late to learn a language thoroughly enough to write it like a native. The writing of important business reports will not be left to someone with three semesters of Chinese, for example. Thus, the emphasis on oral proficiency at AGSIM is a very realistic approach and should be applauded.

It is interesting to note that many employers will not hire a T-Bird for their language skills per se. They will instead hire a T-Bird for what they indirectly demonstrated by passing the stiff language requirements—tolerance, humility, intuition and the ability to assimilate new systems of thought—all of which are necessary for working abroad.

—Brian Kelly

Letters

ILLITERATE?

Dear Sirs,

This brief notation in response to Mr. Jerry M. Thornton's letter, which appeared in your April 19th issue. Since Mr. Thornton took it upon himself to attack an article which I submitted to your newspaper, I feel it is my prerogative to call him silly names.

"Dimwit, Halfwit, No Wit, Twit," where do I start? Obviously the man must be illiterate. After all, how dare he criticize my writing with an education from the Oklahoma Baptist University. His letter pointed to a phrase I used which was as proper as my education and that of Pope Paul too. I wrote, "0.34 is claimed—outstanding by anyone's standards," which he felt should have been written, "0.34 is claimed: outstanding by anyone's standards." Jerry, my use of a dash is recommended by all people with breeding—thus ruling out you and your fellow pencil-neck Hillbillies. Confine your creative writing activities to the labels on the sides of dog food cartons, if your education has sufficiently prepared you for that.

Sincerely yours,
Peter Rene Amrein
(Friend of Dr. Doom)

Iglesias Qualifies For MIM

Dear Editor:

Give him a break! Miguel Mitchell's article (4/19) about Julio Iglesias' concert at ASU failed to explain the purpose of his US Tour. I was surprised to hear other AGSIM students who attended the concert say they were displeased with Iglesias, who spoke English, neglected the "old standby pieces" and sang few songs in Spanish. Looks like all of you missed the point. You failed to recognize "first class talent" just because it was presented in a foreign language. Strange, eh? Not only could Iglesias pass five of the seven language placement exams given here at AGSIM, but he also knows how to market himself. And as for cross cultural communications, he could probably teach the course! When you went to the concert, you didn't expect him to sing in Spanish the whole time? He doesn't need to conquer that segment of the market, he already has. What do you think got you to go to the concert in the first place? The market that Iglesias is now seeking is the US. And what comprises this market? Aside from the common denominator—English speaking people—it also has all of the components of the "Melting Pot." What better way is there of reaching members of such a diverse group than singing to them in

their own languages. He has already performed in their native lands—France, Germany, England, Japan, Portugal, Brazil, and most of the Spanish speaking countries. At a recent concert in Los Angeles, Iglesias commented on his English monologue, "I know you're all expecting me to speak in Spanish, but it's common courtesy to speak in the language of the land."

Mr. Mitchell also contradicted himself by saying the Iglesias neglects his old standby pieces, yet three of them are quoted in the article. As for Iglesias' favoritism toward his newer songs, that too is part of his marketing strategy. One advertises a new product in order to sell it. How can you sell calculators if you continue advertising abacuses?

Last month, I saw Iglesias in concert in Los Angeles. I was very pleased to have seen a "first class" performer. For those of you who felt let down, I hope you will reconsider your judgment on his performance. Maybe you too will tip your hat to Julio Iglesias. I'm sure all 3 departments at AGSIM would agree: Iglesias' language skill, marketing acumen and cultural sensitivity qualify him for an Honorary MIM.

Respectfully yours,
Nelson G. Aguirre

CAMPUS NOTES

Elections

Friday April 29th from 8:00 a.m. - 3:00 p.m. in the Post Office Hanger. Vacant Positions include:
2 Reps. at Large
Ombudsman
Entertainment Chair
Asian Rep.
North American Rep.

Opening For Pub Manager

Applicants are now being accepted for the position of Pub Manager for the Summer and Fall sessions of 1983. Students interested in applying for the position should submit a short resume indicating their qualifications and possible ideas for improving the Pub to Mr. C. L. Strickland, Jr., Vice President for Business Affairs no later than Friday, April 29, 1983.

InterAd For Fall

Professor Schlesinger will interview students interested in enrolling in WB-557 "InterAd" for the Fall semester, 1983. Sign up for appointments will be posted on the door of WB Office #2. Pick up an application form in the World Business Department Office, fill it out and bring it with you to the interview.

LIAISON CLUB'S Not-For-Profit Resume Book

Notice! The Liaison Club's Not-for-Profit Resume Book and Employer Listings on reserve at the library.

This book was made possible by drawing upon club funds and talents (with assistance from Alumni Services).

Thank you, Liaison Club!

Student Storage

Students may use the storage facility for personal effects between semesters. AGSIM Assumes NO Responsibility for loss or damage to personal effects. Storage room hours are: Monday thru Friday 9:00 to 11:00 A.M. and 2:00 to 3:30 P.M. No Saturday, Sunday or Holiday operations.

Items not picked up within 30 days of estimated date will be turned over to the Rummage Sale or a Charity Institution. Only collapsed empty boxes can be stored if tied in a bundle. All items must show a decal or label (provided by the student) with their first and last name printed on it.

No Firearms, Ammunition, Explosives or Flammable materials will be allowed.

Student Storage will be open the following Saturday after graduation 20th May from 8:30 A.M. to 12:00 Noon, 1:00 P.M. to 3:30 P.M.

Phoenix Symphony

GLENDALE COMMUNITY COLLEGE ARTISTS' SERIES, sponsored by The Continuing Education Associated Students, presents The PHOENIX SYMPHONY ORCHESTRA, Saturday, April 30, 8:00 PM at the Moon Valley High School Auditorium 35th Avenue and Cactus.

The Concert theme is "AN EVENING IN PARIS", and will be under the direction of Philip Greenberg, with Ruth Welting, guest soprano.

Tickets are \$4.00-general public; \$2.00-Senior Citizens; \$1.00-Glendale Community College Students and personnel, and are available at Diamonds box office, the Campus Cashiers Office and at the door.

For information call 934-2211 extension 230.

Graduation May 20th

Attention Graduates:

Graduation is just around the corner.....

The ceremony is going to be held on May 20, 1983 just north of the pool. There will be a reception for all graduates, parents and faculty immediately following the ceremony. The reception will be on school grounds. Graduates please note that you must return your caps and gowns before leaving the reception.

The dance is at the Pointe Tapatio Resort, 1111 N. 7th St. The music will be provided by Street Pajamas. Dance tickets are \$5.00 and will go on sale April 20 and every Wed. thereafter in the Post Office from 11:00 - 1:30.

Because May 20 is still during the Pointe's peak season the resort can only reduce its rates for students to \$50.00 on the night of the dance. When making reservations for a post-dance room contact the reservation department, X7060 at the Pointe Tapatio, 866-7500 and say you are with the AGSIM graduation group.

The Pointe Tapatio is also offering a discount for parents. This rate is \$70.00 per night. To make these reservations for your parents ask for the same extension, X7060, and identify that you are with AGSIM and want the corporate rate for the entire length of your parents' stay. Please note that all reservations must be made by May 10.

Graduation announcements and invitations are available in the Housing office.

If you have any further questions put them in Carrie Louis' box, #2135.

Flea Market and Dance at AGSIM

If you have anything to sell (items must be over \$5), bring it to the Quad on May 6, from 1-5 pm. Free beer and tables will be provided by the ASLC. From 4-6 pm is the "Happy Time", Standard Deviations will play on the Quad, so come and enjoy yourselves!!

Cancelled Speaker

The Speakers Committee regrets to announce Phillip D. Brady, the Assistant Attorney General of the United States will not speak at AGSIM as planned.

Bizarre Bazaar

Join the Bizarre Bazaar Day fun this Friday all day at the Financial Aids Office. This semester's elves have been feverishly preparing for the Day of the Bizarre Bazaar. Sorting through Ma Elf's century old accumulation of discards and curiosities, the elves promise to provide interested shoppers a phenomenal selection of goods bound to please even the most discriminating of AGSIM students. Bizarre Bazaar sales begin at the crack of dawn, Friday, April 29th, at the Financial Aids Office. The Standard Deviations will provide live music. A raffle will be held for prizes, and free beer will flow all day till the bizarre event winds down at 4 p.m.

The Bizarre Bazaar Committee will be setting up at 5:00 pm at Financial Aids and is still looking for salesmen to help out on Bizarre Bazaar Day.

The Detroit Automobile Club reminds you that the Bizarre Bazaar is the place to buy your costume for the D.A.C. unemployment ball.

All proceeds from the Bizarre Bazaar Day sales go to the Emergency Loan Fund which last year provided students a remarkable total of \$28,000 in short term loans.

Spring Cleanup

Graduation and spring clean-up will be upon us real soon! If you are interested in temporary employment during the spring clean-up please see Kelly in the Buildings and Grounds office anytime between 8:00 a.m. and 3:00 p.m., Monday thru Friday.

Classified

Translations in Spanish. Typing-English and Spanish — 274-4420. Americana. Bilingual tour guides also available.

FOR THE

INTERNATIONAL MOM

What to get that special Mom of yours for Mother's Day on May 8? The perfect answer: AN INTERNATIONAL COOKBOOK compiled by the Thunderbird Spouse Club — recipes from Europe, Asia, the Middle East and Africa, Latin America, and North America. Who knows — she might even prepare you a culinary feast from your favorite country when you go home from AGSIM. Buy yours now for only \$4.00 each at the Financial Aids office and get it in the mail early in time to tell your favorite Mom how good a cook she is. HAPPY MOTHER'S DAY!

PROFESSIONAL alterations. Reasonable rates. Fittings on campus. Thursdays, 11-1 in the TV lounge. Or call for Appt. at 843-5386.

Clerk-Typist Position

Alumni Relations Office requires assistance of student-spouse typist. Full-time position. Pls contact C. Benoit - x7135

PROFESSIONAL TYPING

Fast, accurate & dependable service. Will pick up and deliver. 1-10 pages \$1.00 per page. Over 10 pages \$.75 per page. Call Debbie at 937-1362 after 5 p.m. or leave a message at 931-0966 or 978-7303.

INTERNATIONAL STUDENTS!

AMCIT International Inc., a growing Arizona company in the automotive industry with import-export subsidiaries needs representatives overseas to market American products. We also need new profitable foreign products for our customers. We need catalogs and product information from your country. We are T-birds like you and pay finder's fees for products we market. For additional information, send your cover letter and resume to:

AMCIT

AMCIT INTERNATIONAL INC.

P.O. Box 5178 • GLENDALE, AZ. 85306

THUNDERRUN THIS WEEK

Pub Specials
for Registered Runners

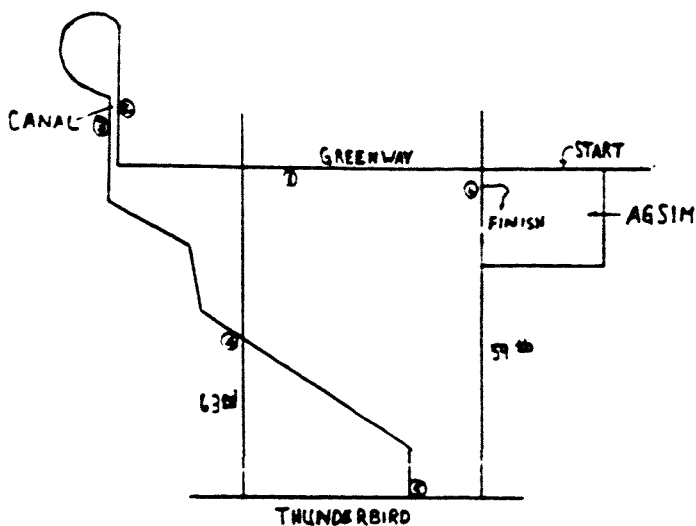
This Saturday, April 30th, is the IBW-sponsored 5K and 10K Thunderrun for Save the Children. The Pub has offered to donate 10% of Thursday's gross receipts to Save the Children. Friday night is a special night for all registered runners. The last 3-5 days before a run are the days that make all the training worthwhile. Runners shouldn't exert themselves very much, and the time is right for the most important phase of training: CARBOHYDRATE LOADING. Carbo-loading means that runners rest, and ingest as many carbohydrates as possible. Pizza, spaghetti and bread products represent ideal meals. In honor of the final phase of training for the Thunderrun, the Pub is offering CARBOHYDRATE LOADING NIGHT!!! Friday, April 29th. All registered runners will be able to buy pitchers of liquid carbohydrates for the low price of \$1.50. Coach Fartlek Phlash expects to see runners at the Pub on Thursday and Friday

for our final workouts. We've trained hard enough for at least 5 weeks, and it would be a shame to forfeit all this hard work by not getting enough carbohydrates into our systems on schedule.

We've included a map outlining the course this week. The starting line will be the AGSIM Greenway entrance, and the finish line will be on the rugby field. Each mile is indicated by a circled number.

All those wishing to help with race-day activities will be able to buy T-Shirts for \$5. If interested please contact Jane Siebels at 978-7537. Registration forms are available through Sandy Hinshaw (978-7442), Nancy Settergren (978-7445), or Coach Phlash (978-7631).

Best of luck,
Coach Fartlek Phlash



WANT TO STUDY IN PARIS, MADRID, MILAN?

As in its long-established programs in Paris and Madrid, American students, both undergraduates and graduates, may study all subjects in the new Milan program, but there will be a unique opportunity for qualified students to take courses in Business Administration, Economics, and Political Science at the illustrious Università L. Bocconi.

For further information write to:

ACADEMIC YEAR ABROAD
17 JANSEN ROAD
NEW PALTZ, NY 12561
or phone 914-255-8103.

Pub Night For



Save the Children.

LOOKING FOR AN EXCUSE TO GO TO THE PUB? A REASON TO CELEBRATE AFTER TUZZ'S FINANCE EXAM? THEN GO TO THE PUB NIGHT FOR SAVE THE CHILDREN!!

This Thursday, April 28th, ten percent of the gross take of the Pub will go to benefit the international development work of SAVE THE CHILDREN.

This PUB NIGHT FOR SAVE THE CHILDREN will coincide with the INTERNATIONAL SAVE THE CHILDREN WEEK which runs from April 25th to May 1st. The Governor of Arizona has declared this week as SAVE THE CHILDREN WEEK. (but he didn't make any mention of Pub Night!!!)

There will be live music recorded on celluloid for your entertainment, plus dancing, food and lots of fun. Don't miss out on a great way to help a great cause.

For more information call Bruce Harris at 978-7568, Box 2044.

Solution to Int'l Beer Puzzle

The Question

In a certain town lying on the border between Mexico and the United States, a peculiar currency situation exists. In Mexico, a U.S. dollar is worth on 90 centavos of Mexican money, while in the United States the value of a Mexican peso (100 centavos) is only 90 cents of U.S. money.

One day, a cowhand strolls into a Mexican cantina and orders a ten-centavo beer. He pays for it with a Mexican peso, receiving in exchange a U.S. dollar, worth 90 centavos in Mexico. After drinking his beer, he strolls over the border to a saloon in the United States, and orders a ten-cent beer. He pays for this with the just-received dollar, receiving a Mexic an peso (worth 90 U.S. cents in the United States) in exchange. He keeps on repeating the process, drinking beer happily all day. He ends up just as rich as he started with a peso.

The question: Who really paid for the beer?

(In addition to explaining who really paid for the beer, discuss the foreign exchange aspects of this situation. What are the effects of this situation on the domestic economies of the United States and Mexico?)

The Solution

The exchange rate relationships are easier to understand if the rates are expressed on the same basis:

$$\begin{aligned} \text{In U.S. } 1 \text{ peso} &= \text{U.S. } \$.90 \\ \text{In Mexico } 1 \text{ peso} &= \frac{1}{0.9} = \text{U.S. } \$ 1.11 \end{aligned}$$

As the peso value in the United States is determined by demand and supply, the market value of the peso can be taken as U.S. \$0.90. The rate in Mexico is being kept at the artificially high value of U.S. \$1.11 through intervention by the Central Bank of Mexico. At the rate of U.S. \$1.11, the demand for foreign exchange will be greater than the supply with the shortage being made up by the Central Bank through borrowing internationally or by permitting foreign exchange reserves to decline. Thus, the beer is being paid for by the Central Bank and ultimately by the Mexican people.

Obviously, this situation cannot continue indefinitely, as the Central Bank will eventually run out of reserves and/or borrowing capacity. The situation can however be prolonged through the use of foreign exchange controls to prevent transactions similar to this one illustrated. Nevertheless, the law of one price will ensure its eventual demise.

LIBERAL ARTS SUMMER PROGRAM IN CHINA

The Sino American Council, from its California offices, operates academic and professional exchanges with the People's Republic of China. Today, it announced four exciting new student programs for July and August to China. All participants will be invited guests of the PRC and will enjoy unique features of China rarely glimpsed by the average tourist. The four programs encompass the fields of Language, History and Culture, Performing Arts, Communications and Photography, and are priced as low as possible, with the student budget in mind.

THE LANGUAGE, HISTORY AND CULTURE program will run six weeks from June 30 and will feature a four week intensive language session in Beijing for students of Mandarin of all levels. Chinese history and culture classes will be taught by American university professors. During the four weeks, participants will be housed in air-conditioned facilities and will have ample opportunities to visit the important historical and cultural sights in Beijing, including the Great Wall, the National Museum and the major Palaces. The language sessions will be followed by a two-week tour of historically significant sites in Nanjing, Wuxi and Shanghai.

THE PERFORMING ARTS program begins in Beijing with a performance of the Beijing Acrobatic Group, and visits in that city to the Chinese Opera School, the People's Arts Theater Play and the Dance Troupe of China are anticipated. In Shanghai, our program director has tentatively scheduled a meeting with the People's Art Theater Company, a visit to the Drama college and the Kun Ju Troup Opera. This program also includes visits to Chengdu, Xian, Canton and Suzhou.

THE COMMUNICATIONS program for film, video and journalism students and professionals will begin in Beijing and plans to include a tour of Beijing University, the Bureau of Motion Pictures, the Film Academy and the Institute of Journalism are in motion. Then to Nanjing and Wuxi for sightseeing. The program will conclude with five days in Shanghai and tours of the Children's Palace, a people's commune, Shanghai University and Shanghai Television.

THE PHOTOGRAPHY program, called "Designer's Eye," will focus on a visual and esthetic theme. The program travels through some of the most beautiful and picturesque scenery in the world and students will be encouraged to record their trip on film. The program will begin in Beijing with an exhaustive visit of the National Museum, then to the Ministry of Publishing for a viewing of Contemporary Chinese poster art. The program will include visits to Nanjing, Wuxi and Shanghai.

With the exception of the Language, History and Culture section, all programs will depart July 30 and run for 15 days. To reserve space or to request more information, please contact Mike Lipson at (415) 283-6739 or write the Sino American Council, 980 Acalanes Rd., Lafayette, CA 94549.

Correction

Professor Zhang Yinyu comes from The People's Republic of China.

Women are more like men than anything else in the world.

—Dorothy Sayres
author of
Lord Peter Wimsey
mystery series

ECKANKAR

What is a spiritual path? What is its purpose? What are its benefits? If you're asking yourself questions, if you're curious about who and what you are, and your purpose for being, come hear an AGSIM student talk about ECKANKAR, Wednesday, April 27, 1:30 p.m., Room 21.

Find out about this ancient spiritual path and what it has to offer the individual.

Questions, discussion welcome.

Are All Latin Males "MACHO"?

That is a question that has been brought up on countless occasions and in order to include one more opinion in the "macho" perspective let us elaborate on the subject for a minute.

The basic argument has to be divided into two opposite views: The typical "macho" combines his bravado and glamour and makes himself known among females. This is the guy in the tourist resorts and towns and one who has a very transient lifestyle and who is generally of local upbringing. He's generally poorly educated (but with a great tan and body!) and he sees the swarm of blond and bikini'd girls as the utm ost dream of his fantasies. He lets himself be seen as the "I'll show you, baby, what the nices' whereabouts are ..." type. This dude is, in the majority of cases, totally broke and so the "pleasure of the catch" becomes the easiest way out for his financial problems.

He does not talk much (many don't even speak English or other foreign languages) but communicates well. The old phrase that "sex is a universal language" is commonly quoted. Generally, this "lanchero" or beach-bum, hangs around with two different female characters: the mature lady who is looking for a good time without too much hassle or the younger "chica" that is a first-timer in the sunny beach or resort towns and loves the change from the high school boyfriend back home. This situation is definitely real and happens every day in many places south of the border.

The other view or perspective is that of the "hombre" that is living or visiting the United States or Canada for a longer time. Here the Latin male finds himself in a totally different environment than that existing back home.

He can have the opportunity of being just the way he was brought up and yet maintain a "mystique" of his own which, in the majority of cases, is very appealing to the American/Canadian females.

His treatment of a casual date differs so much from that of his American/Canadian counterparts that at times it becomes embarrassing! The opening of a door, the flower bought at the counter, the trivial conversation, the frankness about his personality are not often found in his American 'competitors.' These latins are romantic and passionate but cautious as well; they can become the best of friends or the most indifferent of all. The latino wants all the attention when he shares and sometimes opens up completely.

Generally he is respectful and at the same time blunt and once given the chance to become acquainted and familiar, can be a very fun person to be with.

So, as with other regional stereotypes, there are exceptions to the rule. The "macho" myth is there but it can be found just about anywhere you look! There are American "machos", Swedish "machos", Japanese "machos", etc....

An Atypical Macho

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ASLC POSITION STATEMENTS

For President



Alan Longhurst

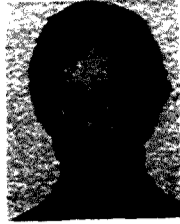
Hi, I'm Alan Longhurst. I'd like to integrate my skills into student government to make AGSIM a better place. To do this I'd like to get to know each of you and hear your ideas. As president I will support the computer club in their effort towards computer literacy of students. I have worked in the field of property management for several years. I'd like to use this knowledge to see the campus facilities run more efficiently.



Kathy Parker

Strong student government is essential at AGSIM. I care about our M.I.M. and its present and future value. High academic standards, increased computer education and use, and a continuous updating of the curriculum will keep us competing with the best. We, the students, can change things through a strong ASLC. Elect me, Kathy Parker, as your president and I will work hard to implement what is important to us, the students.

For Vice-President



Nate Favero

As I look forward to the last stretch of my academic career, I want to make it the most enjoyable and accomplished term I've had yet. I'm sure all of you feel the same way, and I ask your support for effective ASLC planning, with me as your Vice-President.



Gary Griffin

It's more than a matter of who can do the job as VP, it's a matter of who will. I have a proven track record — 8 years of experience, both in the States and Bangladesh, in the area of program management. I am committed to the quality of life on campus — quality we are paying for.



Tom Sebring

The main job of the ASLC Vice-President is being Chairperson of the Program Board. It recommends which club gets what money for ASLC sponsored events.

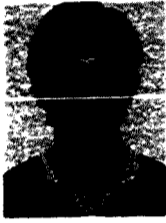
As the present Crossroads Coffeehouse Manager, plus my undergraduate activities, I know I have the necessary experience to do a fair and thorough job. Think carefully about this position, it's important.

For Treasurer



Nadeem Ilyas

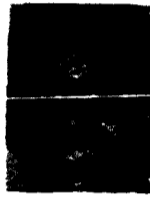
Hi, my name is NADEEM ILYAS. I am running for ASLC TREASURER. I have an MBA and worked for seven years as a Bank Credit Officer. Presently I am treasurer of the International Friendship Society at AGSIM. Trust me to allocate the ASLC funds prudently. VOTE FOR ME ON APRIL 29.



Roy Thong

I am Roy Thong from Singapore. With work experiences in accounting, book-keeping, and cash control, and student government experience in accounting, book-keeping, and cash control, and student government experiences as VP of Finance, serve as the Treasurer in the ASLC. Thank you.

Academic Affairs Chairperson



Robin Weinberg

Effectively voicing the concerns of the student body and improving the academic standards of AGSIM are the goals I will strive to accomplish.

Pursuant to these goals, I will institute a much-needed honor code and will work toward increasing the admissions standards.

The present academic committee distributed curriculum surveys. I will evaluate these surveys to determine what can be done to improve the quality of these programs.

Representatives



Luis Olarte

I am an Industrial Engineer with three years of business and personnel management experience. On Campus, I am an active member of the Portuguese and Tae Kwon Do clubs. As a Colombian, I would like to help Latin American Students. I am interested in improving everybody's knowledge of Latin American culture.



Ken Vandervoort

I will make no promises to make radical changes, as proper change will come through evolution and not overnight. Besides, the ASLC doesn't have that kind of power.

The only promise that I will make is to keep KMTM on the air every Friday noon if Ken Vandervoort is re-elected Representative-At-Large.

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* DC-10s

WHAT IF?

The following letter represents a hypothetical situation.

To: AGSIM's Housing Director
From: Kahlil Oman

Dear Sam,

I have been accepted for enrollment in AGSIM's Fall '83 semester. My three wives and I would like to live on campus for at least the first semester to get a feel for the internationality of the campus and its activities. Please advise me as to what the four of us can expect upon arrival.

Thank You,
Kahlil Oman
Prince of Yemen

The response we received:

TO: Kahlil Oman, Prince of Yemen
FROM: Sam Biggs, Housing Director

Thank you for your recent letter regarding your planned enrollment at AGSIM beginning Fall Semester, 1983.

With reference to your request for housing for yourself and three wives, we regret to say we do not have facilities to accommodate more than one wife. May I make the following suggestion: We will reserve a married student apartment for you and one wife. We will help you arrange for living accommodations in a nearby residence for the other two wives. In order that all three have an opportunity to experience campus living, perhaps you can work out a rotating schedule, for example, one month on campus for each wife. That would allow you to have the last two weeks of the semester alone for preparation for final examinations.

If we can be of further assistance at this time, please contact us. We look forward to have all of you with us at AGSIM.



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The U.S. Deficit of Compassion

Mar Jirasek

(Excerpts from a speech to the Kiwanis Club)

Before I begin to talk about WHY it's important to learn another language, I think it's a good idea to establish what the situation is in the United States regarding this issue. In a nutshell, things haven't changed for the better since 1915: approximately 36% of high school students were studying a modern foreign language then. Today, we GENEROUSLY estimate that 18% of high school students are studying a modern foreign language.

MY QUESTION IS: How can such a situation occur in a world that is bound together more tightly for trade and economic reasons, in a world that is continually more interdependent because of political and environmental reasons—How can a country such as the United States, have citizens who rarely have a smattering of knowledge of a foreign language, and even more rarely have the capacity for speaking it fluently?

Quite simply, aside from geographical, historical, and ideological influences, we have put ourselves in the position of RELYING on others to speak our language, English. But we are walking a fine tightrope, especially now in rough economic times, and we feel deceptively secure. Time and again, historically, we have been caught unawares and under great pressure have DISCOVERED that we NEED to speak languages other than English.

It does not give me pleasure to remind any of us that our record shows that almost exclusively in times of dubious national security, we have realized it is a disadvantage NOT to speak other languages. In WWII, with Japan and Germany; in the Vietnam War; and with the hostage crisis in Iran...at each of those times, we needed more citizens who spoke Japanese, German, Vietnamese, and Farsi. These are but a few examples, and they are grim examples because they have to do with speaking a foreign language for SURVIVAL and the national defense. And yet, these are the instances in our history when the consciousness of Americans was raised regarding the foreign language issue.

Before WW II, grammar and translation were the focal points in language teaching. After WW II, the Audio-Lingual method of teaching a foreign language became popular. That method stressed the importance of "SPEAKING" a language. The war made it more expedient to "speak" a language, and to understand the "spoken" word of others.

After the hostage episode in Iran, when we learned that only 2 out of 60 American hostages spoke any Farsi at all, President Carter organized a Commission on Foreign Language and International Studies in the U.S. That Commission made a thorough examination and recommendations in its report in 1979. Not much action has followed the Commission's work, and it is clear to me that only through an effort to inform the citizens of the United States, will any change come about.

And so, I am here to tell you that there is a crisis in our country of which few people are aware. Yet, for any crisis, there is a remedy... And so, this is not a call for alarm, at least not yet, rather, it is a call for ACTION.

There are MANY ways to communicate and language is one of those ways. In our culture especially, we rely on words. We rely on people "keeping their word" so that business appointments run smoothly, so that the "show goes on"—be it on T.V. or in our personal lives. This concept of people doing "what they say" changes in meaning from culture to culture. Nonetheless, it can be said that language holds great importance for all of us, worldwide.

Each native language has a special significance for its native speakers. That significance is tied in with those people who are im-

portant to us in our lives: our parents, our children, our friends. We make associations with words, and those associations go far beyond what the words "literally" mean by themselves. Those associations begin to blend in with our life patterns, and we develop value systems and identities which make up what we call "CULTURE."

Language and Culture are undeniably interrelated. Their simultaneous and complimentary development is natural and harmonious. And yet, within that development lies a potential hazard, a possible hindrance. When we do any one same thing, day after day, we establish a pattern. Patterns can be very good: proper diet and exercise; the good company of family and friends—these are patterns which we strive to incorporate into our lives. And, there are other kinds of patterns which we know to be possibly destructive: addictions to alcohol and drugs; gambling; elements of stress and anxiety in our daily lives. What I mean to say about these patterns is that they have their positive and negative aspects. An additional kind of pattern is that which is labelled neither "good" nor "bad," but which kind of creeps up on us and gets in our way of understanding certain things.

This is the point I'd like to make: When we speak the SAME language and live the SAME culture over and over, without ever TRYING to learn another language, we do three things to ourselves:

- 1) We make ourselves more distant from all the different cultures and peoples in the world;
- 2) We tend to view our way of doing things as being the "ONLY" way or the "BEST" way—and we isolate ourselves from possibly understanding "ANOTHER" way;
- 3) We cheat ourselves out of the richness of experience which the entire world offers us, and we cheat the rest of the world from being introduced to our own richness.

WHY IS IT IMPORTANT TO LEARN A SECOND LANGUAGE?

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WORDS

by Kathy Parker

This week's words were chosen at random to provide you with a little philosophy, nature, and science. By now you should have learned enough new words to not only paper your bathroom mirror completely but also to incorporate them into your papers which are undoubtedly due in less than three weeks! Good luck.

AUTOTROPH (o'te trof') n. organism able to utilize carbon dioxide as its only source of carbon.

Algae are **autotrophs**: photosynthesis allows them to turn carbon dioxide and water into complete nutrition.

DECIDUOUS (di sig' oo es) adj. 1. shedding the leaves annually. 2. not permanent.

Vermont has beautiful **deciduous** trees: autumn is its most appealing and attractive season with all its brown and gold colors.

POSITIVISM (poz' i te viz' em) n. a philosophical system, concerned with positive facts, and excluding speculation.

Positivism is the guiding logic for scientific inquiry.

HERMETIC (hur met' ik) adj. made airtight by fusion or sealing.

The dust storm caused havoc and sneezing in the Pub because the seals on the windows and doors were not **hermetic**.

HERBIVOROUS (hur biv' er es) adj. feeding on plants.

Dog food is so expensive: I wonder if I can train my dog to be **herbivorous** and eat grass.

OMNIVOROUS (om niv' er es) adj. 1. eating all kinds of foods. 2. taking in everything.

Kelly is an **omnivorous** reader, regularly scouring three daily newspapers and several weekly newsmagazines.

EPISTEMOLOGY (i pis' te mol' e je) n. philosophy that investigates the origin, nature, and limits of knowledge.

According to Kant's **epistemology**, all knowledge is shaped by preexisting categories in the human mind.

1) **LANGUAGE IS GROWTH.** We grow and discover our own attitudes and culture as contrasted with another. We begin to see our own culture through someone else's eyes. Once a person begins to learn a second language, they know what it is to GROPE for a word. They know what it feels like when the person on the other end grows impatient. They begin to have compassion for those people struggling to learn English or anything new, for that matter. They begin to admire those who venture into the unknown, those who are at least "trying." In the United States, we have a deficit of this compassion.

2) **LANGUAGE IS EXPRESSION.** In learning the words and phrases of another language, we can gain a deeper understanding and realize the non-verbal nuances which accompany any language. Such nuances are language and culture-specific. The sign for "okay" in English, or American culture, is considered obscene in many other cultures. In the Arabic world, one would be careful which hand she/he used when shaking hands—it could be very insulting.

3) **LANGUAGE IS A KEY TO CULTURE.** The U.S. is defined as a "high context" culture—this means we rely mainly on the SPOKEN word as our medium of communication and perception of others. Perhaps more so for our culture, it is crucial that we study other languages so as to understand other cultures—because we are LESS sensitive to other means available to us. Notwithstanding, language is an ever present key to unlock the door towards greater understanding of other cultures. It can only serve us well in all facets of our lives: business, education, government, self-development, and the peaceful coexistence of humanity.

4) **LANGUAGE ALLOWS US TO BE MEDIATORS.** Speaking a second language allows us to travel in that "midway" point and become something more. "Synergy" results from the combination of two things, but the new whole is always greater than the sum of its parts. "Synergy" is evolution in its most positive aspect. We need to speak other languages and understand and accept other cultures for our further evolution.

The End Is Near

There will be only two more editions of Dat Tor this semester. The deadline for the last issue is Wednesday, May 4th, 12:00 noon.

The left ones think I'm right — the right ones think I'm wrong.

— Leon Russell

April 27, 1983—DAS TOR—5

KAMNITZERS:

AN OASIS OF FINE FOOD

by Tom Ellinwood

An often heard complaint of the AGSIM community is the lack of anything with an international character in the Glendale area other than AGSIM. Well for all of you international epicureans I have some very good news. A new restaurant opened last September called Kamnitzer's and it is even fairly close to campus. Located just south of Greenway on Cave Creek road on the west side of the road at 15044 N. Cave Creek Rd.

I heard about Kamnitzer's from a friend in the valley who is in the catering business. Apparently everyone hears about Kamnitzer's by word of mouth as there is no advertising. Marketing majors take note that the place is packed on weekends and even weekdays indicating quality speaks for itself.

To truly appreciate Kamnitzer's, a little background on the owner is necessary. Erasmo Kamnitzer, owner and chef, is a seventh generation restaurateur. His father owns a restaurant called The Vegetarian Buffet in Caracas, Venezuela, where Erasmo grew up. The motto of the buffet is "live and let live." Erasmo speaks Spanish, German and French.

Erasmo has a philosophy of life that is reflected in the restaurant. When I asked him why he did not open in Scottsdale and double his prices, (which he could have easily done), he told me his goal was to survive and be happy, not to get rich. He says if you get rich you'll have to worry about taxes and shelters. Nevertheless, people drive all the way from Scottsdale to Northwest Phoenix to get excellent food at reasonable prices: now that's a change.

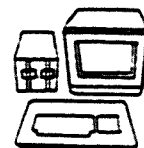
Now for the food. Kamnitzer's has a balanced selection of appetizers including Escargots, Ceviche, and crevettes aux cresson: fresh shrimp in a creamy watercress sauce. We tried the escargot and shrimp, both of which were excellent. Appetizer prices range from \$1.50 for onion soup, to \$4 or \$5 dollars for fancier items. For entrees we had shellfish stew (a very tasty plate full of clams, mussels, shrimp, and scallops) and Empandas de Ternera y Pollo (veal and chicken in a pastry shell combined with sauce allemande.) All entrees are well under ten dollars. I have eaten in chic Scottsdale restaurants where the food was half as good and twice as expensive.

One thing I hardly ever do when I eat out is eat the vegetables. They usually look and taste like the cook went to the Three Mile Island School of Cooking. Not only did I eat my vegetables, but I enjoyed them.

The desserts are out of this world and priced very reasonably at \$1.50. A famous resort in town offered to buy Erasmo's pastries but he refused even after being offered several times the price.

There is only one possible complaint one could have about Kamnitzer's, the decor is very plain. Erasmo answers that if people want to pay for chandeliers they can always go to Scottsdale. I could not agree more. At Kamnitzer's you pay for excellent food at a very reasonable price and that is what makes it special. I am sure Kamnitzer's will become a premium restaurant favorite of the AGSIM crowd in much the same way Siam is a favorite of the budget minded eater. Cosmo, the head waiter, will be happy to take your reservation which is strongly recommended on the weekend. BON APETIT.

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CROSS-CULTURAL RELATIONSHIPS

by
Caroline Hubbel

"It's the individual relationship that really counts. To say problems or issues are caused by cultures is ... a cop-out."

While most people I interviewed stressed the importance of the individual as opposed to his cultural origins, few would rule out the effects that different cultures had on their relationships. The first mentioned and most common aspect of an intercultural friendship or marriage was stereotyping.

American women, for example, stated that Middle Eastern, European, and Latin American men view American women as loose or easy. The first step these women took, then, was to disprove this notion as well as the oft-held belief that American women are stupid.

But the stereotyping works both ways. Latin American men are viewed as macho, bullheaded, and wrapped up in themselves. European men are seen as very polite but with conservative if not backward views on the role of women in society. American men are also stereotyped by women who saw common traits of egotism, materialism, and achievement orientation (vs family orientation).

Beyond stereotyping, however, those with close friendships or marriages mentioned points of conflict which they saw originating from their different cultures. Language, of course, was a problem to some, but not to all. There was one couple in which the wife stated she would not have married her husband unless she could argue with him in her native tongue. Beyond some misunderstandings about the intent of the speaker, though, language differences were not considered important. Rather, the biggest source of conflict seems to be role expectations.

A woman with a Latin boyfriend discovered that he felt he should be in control and make all the decisions. Two Chinese women both saw their roles regarding their in-laws far differently from their American spouses. European men expect their wives to stay at home and take care of the kids. (No dual-career wife for them!)

There are also certain behaviors that may be viewed as unacceptable or unattractive by one's mate from another culture. In Japan, for example, modesty is desired while public displays of affection are not. For the man or woman who like to hug or hold hands in public and boast of accomplishments to friends and family, criticism may await him or her at home from the Japanese mate. If an American is married to a Chinese, he or she may find the individualistic orientations of Americans to be considered rude to the mate whose culture stresses harmony of the group.

Not all the role or behavioral differences were viewed as unattractive. One woman said she found the American husband far more helpful and supportive than the men in her culture (Oriental). And even if most Middle Eastern men expect their women to be kept out of the public eye, one American woman stated she preferred dating Middle Eastern men because they made her feel special and were far more polite than the American men she had met.

As with any relationship, good communication is key in reducing conflict and generating understanding. Similar interests, education and class background also help erase any differences. One cultural force that is difficult to mitigate, however, is environment. The person who meets and marries her/his mate in one culture and then moves to the other's country may see changes in attitude and behavior that education, communication or common interests cannot reverse.

Relationships with people from other nations can be very exciting and fun as we learn about ourselves as well as about other cultures. It is obvious, however, that marriage involves a much deeper understanding of the other's values and expectations, whatever the origin. A problem that is common to "intra-cultural marriages will be made sharper by inter-cultural differences. Perhaps that IS 488 course will help ...

Das Tor

Apply Now

The Das Tor is now accepting applications for the positions of Editor, Assistant Editor and Business Manager for the Summer semester. Applications must be made in writing by April 29 and should include past experience and qualifications. Address all applications to the Das Tor.

All positions are for the Summer semester only, however the Business Manager's position may be filled by the same person through the Fall semester.

The Summer editor will be announced in a subsequent issue of the Das Tor.

Intimacy & social customs will be the theme of the next DAS TOR. The deadline is Wednesday at noon.

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RIDDLE AND MORAN ON CROSS CULTURAL AWARENESS

The following interviews have particular pertinence to a campus such as AGSIM which is represented by many different cultures. Drs. Riddle and Moran were kind enough to share their ideas with us regarding these questions. Dr. Riddle responds first.

Dr. Dorothy Riddle

Q. Where do you draw the line between being sensitive to another culture and staying true to oneself?

A. Well, I'd like to make the distinction between the concepts of assimilation and acculturation. I think the concept of assimilation is that whenever you come into contact with a new culture, you throw out the old and plunge into the new which implies a sort of shame with the old. I think that acculturation is taking in the new and integrating it with whatever you have. So anyone that is an international manager is constantly in the process of reshaping himself, reculturating by absorbing these new experiences... This would mean that you'd have a core identity which is separate from a national one. And that core identity, yes, it needs to remain the same. At the same time you need to be open to new experiences, not in the sense of giving yourself over to them, but continually questioning and being open to the fact that values may be relative. I think that each of us have a few key values that are important to our own self definition, and those are important to maintain.

Q. What is the best way a person can prepare for life in foreign countries?

A. I think the process needs to begin before you arrive in that country. Reading is advised. Learn about the country, there are always a variety of materials available. You could meet people from that culture, read its newspapers. I think the most helpful thing is to have some sense of the kinds of dimensions along which cultures differ, so that you're looking for these possible differences, and that you're aware of them.

Q. Americans seem to be upset, at least some of them, by the different approaches employed on this campus regarding the ethic of cheating. What should these American students do?

A. Well, I think this is a question that needs to be answered several different ways. First of all, we need to recognize that AGSIM has a policy on cheating that defines cheating very clearly. But in general, I think what's helpful, both for students and faculty, to be aware of is that cultures do differ as to how much importance is placed on individual achievement. In some cultures like the United States, individual achievement is highly valued, the culture is very competitive and one of the reasons why we're so down on cheating is that we want everyone to have a fair chance. We also value what is called "Fair Play." These are values that are not held by all cultures. In some cultures the idea is that the group achieve, and so you have a cooperative effort in the group. If you come from that kind of culture there would be no inherent problem with sitting next to someone, if you're part of that group, and sharing information with one another. Then in other cultures when you're dealing with an outsider like the professor might be, you get away with whatever you can; and so then the issue is how carefully the teacher polices the exam. The student respects the teacher to the extent that the teacher is able to police the test well, it is sort of like a game. These are only three examples. I think that it is

important for students to be aware of the differences so that they don't misinterpret the behavior, in American terms, and see this person as trying to be tricky, trying to gain an unfair advantage, when in fact they are operating from totally different stimuli. I think it's equally important that faculty be aware of what appropriate in structuring tests and testing situations when proctering the tests. Because you have such a mixture of cultures, you have to be careful that the policies of the school, which happens to be American, are implemented.

Q. Why are some cultures, in your opinion, more xenophobic than others?

A. I think that it has partly to do with the cultural history, and the degree of isolation from outsiders. The United States for example, though it is a mixture of cultures, in becoming a mixture, has forced other ethnic groups to assimilate. We are relatively isolated in America, and tend to be more ethnocentric than people from other cultures. There is less emphasis on learning other languages, so we're not pushed to have to adapt to other cultures. English is spoken around the world, we haven't been forced to fight wars on our own land since the Civil War. Because we win wars we have this idea that we are the ones who come into a war and save our friends. I think the recent economic environment has challenged this view, Americans are going to have to become more interdependent to be successful. But it is that kind of isolation that encourages one to be ethnocentric.

Q. In the context of that same question, where would you place Mainland China?

A. Certainly they have maintained over the centuries the ideology of the Middle Kingdom as being the center of the world. I would say as an observer that on the one hand the Chinese are very secure in their own identity and can be quite superior about their relation to others, but I would guess that the Chinese are better able to adapt than many Americans.

Q. Is language the essence of culture?

A. Language certainly is a vehicle that reflects cultural values. Understanding a language gives you a great deal of insight into the culture. Particularly not just the words themselves, but paralinguistic: how a language is spoken, non-verbal gestures and the social context that goes along with it.

Q. In reference to the following quote: "We shall not cease from exploration, and the end of all our exploring, will be to arrive where we started, and know the place for the first time." How would an American know the place for the first time after a long stay abroad?

A. I think it is very difficult to have perspective on where you are until you've gone some place else. That is the essence of that quote. The process of exploring and trying out new ideas is really to give us some perspective on ourselves: to become an other to ourselves. That, I think, is the great value to international travel.

Dr. Robert Moran

Q. Where do you draw the line between being sensitive to another culture and staying true to one's self?

A. When I went to Japan in 1964, I saw a wide range of nationalities there as missionaries, and a few businessmen who clearly didn't want to be in Japan. They said so: their attitude reflected it. I had a goal, initially, of trying to learn Japanese, and to be like the Japanese: I gave that up because it was a bad idea. The best you can do is learn how the system works, and to function in Japan as an effective Canadian. It didn't mean that I went "native", because I couldn't. I couldn't function in Japan as other than I am. We do bring our culture with us, it's imbued in our bones. And it's relative, just like the culture that we're experiencing is relative. It seems to me that we want to be aware of what our cultural baggage is and then just say, "O.K. now here is another set of norms. In some cases there's an overlap with mine and in some cases there isn't." And then walk that line.

Q. Is there a method you suggest for educating one's self on a foreign culture?

A. I think what it requires is a lot of preparation reading. I always find what I call a cultural interpreter in the new area I'm going into. Perhaps an experienced American who's been there for quite some time, or a native that is familiar with my culture. I ask questions like "what does it mean?"

Q. Cheating on tests seems to be an issue currently receiving a certain degree of attention. It appears that some cultures do not look with as much disdain on cheating as Americans do. Do you see two sides to the problem, or do you see it as not a problem at all for those who consider it natural, or a problem for those who don't?

A. Well, my understanding of the role of cheating in the United States or Colombia or Iran, wherever is like any other aspect in that culture. For us the concept is wrong. It is wrong for us to cheat. Our culture is referred to in literature as a guilt culture. Whether I'm caught cheating is not the critical variable, it is, am I taking undue advantage? Whereas others are brought up in a system that regards it as a game to collaborate with your fellow

students and cheat the teacher. That is a very alien concept in our society. Some of these other cultures are shame oriented. What is important there is not what I do, but do I get caught doing it. In an American international school this is bound to create difficulties with the American students.

Q. Is language the essence of culture?

A. I think language is part of culture: it is one of the primary methods of the expression of culture. There is a hypothesis called the Sapir-Whorf hypothesis which indicates that language is a guide to reality. People can't conceptualize an idea unless there is a word to express it. I think that, certainly, language is an integral part of culture. I had a teacher once who said, "If you learn a language but don't learn the culture, what you can do is make a fluent fool of yourself. If you learn the culture but don't know the language then you can sometimes get by quite well."

Q. I'd like to read you a quote. "We shall not cease from exploration, and the end of all our exploring, will be to arrive where we started, and know the place for the first time." How would an American know America for the first time after travel abroad?

A. The quotation indicates to me that a person looks out into the world, sees the world, sees other cultures, and then realizes one's place and begins to reflect on what they bring to the dialogue. This would require on the part of the person a fair amount of introspection.

Q. You seem to be avoiding the term objectivity here.

A. I don't think there's any such thing as objective. I think there is your perception of something, and then there is mine.

Q. Do you not think that people have the ability, once they've traveled some, once they've realized they have a sensitivity to different cultures, to denude themselves of certain preconceptions?

A. Oh sure, but I think mainly that you're simply aware of their influence on you. I think you become aware of the influences in your perception. You realize that there is no objectivity, there is only a different way of thinking.

You are a foul ball in the
line drive of life.
Lucy, to Charlie Brown

There is one thing more
exasperating than a
wife who can cook and
won't and that's the wife
who can't cook and will.

- Robert Frost

MANAGEMENT: ENTREPRENEURIAL STYLE

by
Joe Estephan

Have you considered the possibility of starting your own business or operating a small venture for a group of investors or even working for a large organization in search of managers with general business skills? If you answered yes to any of these questions you're destined to adopt an innovative, bold and individualistic approach to management: The entrepreneurial approach.

To understand this distinctive approach one must understand the characteristics, business values and judgment of the person that initiated this management style, the entrepreneur. What are the traits of character of the entrepreneurial manager and why is he different from, say, his corporate cousin? What sets this select breed of business people apart from their counterparts in corporate America? Dr. Dick Buskirk, the head blossom into concrete plans and actions whereas ty of Southern California cites 13 separate factors that make an entrepreneur stand alone in the American business circles.

1. The entrepreneurial manager is action-oriented. He is bent on making things quickly blossom into concret plans and actions whereas the corporate bureaucrat is bent on placing obstacles and hurdles in the path of promising ideas and personal initiative. Call it feasibility studies if you like or project evaluation, no matter what shape these hurdles take, they're designed to keep things from happening. You can measure the entrepreneurial thrust of a manager by watching how much action the individual initiates.

2. In the entrepreneurial kingdom the bottom-line philosophy reigns supreme. The profit motif is the fuel on which the entrepreneur runs. Although the corporate executive is also interested in profits, he's apt to be equally interested in processes, organizational growth, the corporate image and prestige ... The entrepreneur measures everything in terms of impact on the bottom line whereas the bureaucrat is satisfied with any gains, so long as there is a steady growth in profits, the industry averages are matched and the stockholders are happy.

3. The entrepreneur is in constant search for opportunities. He is always on the look for trends and developments in the social and business environments. He sees thousands of opportunities begging to be realized while his counterpart in the corporate bureaucracy fears change and new developments. The bureaucrat thrives on denying opportunities their birthrights by studying and searching them into oblivion.

4. Being so conscious of the bottom line, the entrepreneurial manager focuses his attention on line operations and the forces of production. The bureaucrat, on the other hand, is head-over-heels in love with the staff and office people. Ask a bureaucrat when he last visited the manufacturing facility and you will not get a straight answer. Pose the same question to the entrepreneurial manager and he will show you a pair of dirty hands.

5. The entrepreneurial manager examines pricing very carefully and is not afraid to negotiate and deal at different price levels. The entrepreneur recognizes that the price of anything is determined by the market forces and will charge whatever the market bears. The bureaucrat, on the other hand, is cost oriented and uses internal and predetermined formulas for pricing the company's line of products.

6. The entrepreneur harbors deep feelings of disdain for organizational constraints and rigid rules for his everyday activities. It is these con-

straints that render the bureaucrat's life comfortable because they prescribe precisely what he is supposed to do everyday. The entrepreneur hates these constraints and rigid regulations which stifle personal initiative.

7. The entrepreneur is hell bent on winning. He is not afraid to sacrifice his personal comfort to pursue a venture or a business proposal. The bureaucrat cannot bear any talk of winning or losing, the theme is threatening to his static and structured life.

8. The bureaucrat is more occupied with appearances than reality. The entrepreneur lives in the real world and sees things as they really are, not as he likes them to be. Appearances are essential to the bureaucrat: A fancy office, a colorful annual report, a place in the right part of town, friendship with all the right people, membership in the right clubs ...

9. The entrepreneurial manager strongly believes in personal leadership and direct management approach. He is not afraid to take charge and set definite goals and objectives. The entrepreneur likes to deal one-on-one with his employees. He seeks a cohesive group that will work together to accomplish the job. The bureaucrat shuns personal leadership and relies instead on the inter-office memo, the symbol of the corporate bureaucracy.

10. The entrepreneur is not career conscious but opportunity conscious. He is not afraid to lose his job, jobs are easy to come by. He thinks in terms of opportunities, not jobs. On the other hand, all a bureaucrat thinks about is the impact of anything on his career. The bureaucrat lives in constant fear of losing a job or a career "that's going nowhere."

11. The entrepreneurial manager is very much aware of his company's limited resources and therefore expenditures are made with extreme care and vigilance. Bureaucrats often place little value on money, as long as they can ask the corporate treasurer for a hefty budget. The entrepreneur knows that money is hard to come by and it is obtained by diligent work.

12. The entrepreneurial manager is perfectly willing to accept responsibility for the outcomes of his acts and business endeavors. The entrepreneur is confident of his skills and cleverness and hence stands ready to shoulder any responsibility. In contrast, the bureaucrat will do anything in his power to avoid accepting responsibility. The bureaucrat's motto on this count is "Cover your behind." The name of the game is to have the fingers point somewhere else.

13. On an international level, an entrepreneurial manager considers the entire world to be his domain. If there is money to be made in the Sub-Saharan desert or Papua New Guinea the entrepreneur will find a way to it. The bureaucrat on the other hand, unwilling to sacrifice his standard of living, will write off any opportunities that exist outside the easy access of a plane hop.

To summarize, the entrepreneurial approach to management is characterized by the drive and ingenuity of one individual (or group of individuals who form the entrepreneurial core of the firm) whose activities have direct and almost immediate impact on the future of the firm. It is the roughest and least refined type of business management; hence, it is not recommended to the weak-hearted, risk-averse and security-seeking person. However, if you have discovered similar traits in your business values and judgment as the traits listed above, maybe there is life for you outside the corporate world.

When two men in business
always agree, one of them is
unnecessary.

—William Wrigley, Jr.

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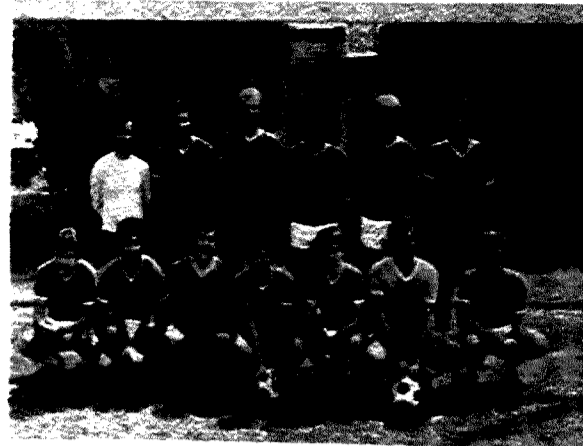
OFF THE WALL

NEW YORK STATE POLICE ARRESTED John Kronau, twenty-five, of Avriil Park, New York, for disorderly conduct after he frightened a bank teller at the Troy Savings Bank in East Greenbush. Kronau allegedly handed the teller an envelope and a note that read: "Don't be alarmed. This is a bank deposit. Please take the money out of the envelope and put it in the bank." AP

THE FOLLOWING ANNOUNCEMENT was printed in a newspaper for Peace Corps volunteers in Sierra Leone, West Africa: "In keeping with the tradition established in previous years, the American Community in Sierra Leone will celebrate July 4th on February 21st."

POLICE ARRESTED GIORGIO Spiller, an art teacher, for carrying out acts "contrary to public decency" in the Piazza San Marco during a carnival in Venice, Italy. Wearing a six-foot-high, red plastic costume at the time of his arrest, Spiller claimed to be dressed as a penis, but he objected to the arrest, pointing out that there had been no problem during the previous year's carnival, which he had attended dressed as a vagina. *The Guardian*

The Thunderbird Soccer Team



Front row:

Desmond Johnson
John Lombardo
Steve Leverone
Steve Reilly
Art Hansell
Alex Gutierrez
Fabien Pictet

Back row:

Fernando Castillo
Jeff Legore
Gerald Hees
Clovis Chaves
Stale Sjothun
Richard Chamberlain

"State of the Team"

It hasn't been the best of seasons for the Thunderbird Soccer Team. After having won the "B" division of the Phoenix Soccer League a year ago the Thunderbirds were moved up to the "A" division, where the calibre of play is much more advanced. Gone are the days of easy games where the Thunderbirds could build up an early lead and coast during the second half. Now they must play 100% every minute and the lack of conditioning has been evident in almost every game. Since the Thunderbirds are students first and players second, this is understandable. Nevertheless, it is widely agreed that the team has fun on the field and thoroughly enjoys the sport. The season is now over and we have managed to compile a 3-12 record against teams of Yugoslavians, Arabs, Latins and Europeans. There are 7 nationalities represented on the Thunderbird team. It is a credit to the maturity of the players that such a diverse group could be organized into a team in less than 2 weeks.

While there are no more scheduled home games for the team, several exhibition games are planned at our field, so there should be some soccer left for the rest of the semester.

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SANDY GALL

Sandy Gall, speaking to a near packed auditorium on April 19 proved to be informative and pleasantly English. It is easy to understand why he is the anchor on the nightly news in England. The man is impressive with a sort of noble broken nose and a large patch of scar on the crest of his cheek. A series of slides taken from his documentary filmed in Afghanistan was narrated in a fun, patrician accent, slightly flavored with provincial pronunciations.

The photos taken from the film were well shot. One showed a Russian helicopter swooping out of the horizon. It was no more than a small dark dot in the pale sky really, but it appeared to be swooping. We spoke with Gall prior to his presentation.

Q. How did the mission come about, and what was the intent of it?

A. I got the idea early last year. I felt that the Afghanistan story was very important, and that it wasn't being reported in the media, either in Britain or in the United States for that matter. The Russians have been there for over three years now, with over 100,000 troops. They were, as far as we knew, giving the resistance a very hard time, bombing the villages and so on, and I thought that it was quite remarkable that a story of this magnitude was going virtually unnoticed. It is the only war the Russians have been directly involved in since the second world war...For all these reasons I thought that we should do it.

After much deliberation and research we narrowed down our hunt for the proper representative group on which to focus, and we chose a man named Massoud, who is arguably the most influential of the guerrilla leaders. The Russians obviously think that he is important enough because they have tried to knock him out seven times.

Massoud is 28 years old and was an engineering student when the Russians invaded Afghanistan. He began his particular resistance movement with a handful of men who now number around 2,000. He is in control of his forces, intelligent—with a commanding personality.

I took a very small crew, one camera, one sound, and a friend who came as producer, and that was very valuable.

We came in with the guerrillas clandestinely if you like, through Pakistan. But the Pakistanis have a sort of ambivalent attitude about the whole thing, they are in favor of the resistance, but they get rather nervous when foreigners go into the tribal area which is between Pakistan and Afghanistan. So, we were smuggled in by the guerrillas and then we crossed the border at night, in the back of a jeep, wearing the local costumes—disguised as Afghan guerrillas, but it wouldn't have fooled anybody. It all depends on who is on the roadblock that day. But the Afghan border is not protected, there were no Russians or Afghans. They don't control the countryside. We walked 12 days in and about day 4 we saw our first helicopter. Fire was exchanged but no one was killed, or seriously wounded. A few days later they did bomb a village we had been through and we were told that 4 people were killed.

Q. They have no form of modern transportation at all?

A. They did have one jeep that we used twice, but by and large things were packed on horse back. They of course control the sky so any form of convoy on the roads is a sitting duck.

Q. I understand that Kabul was an important black market trading center for arms, internationally, before the occupation by the Russians. Is this where a large portion of the arms would normally come from?

A. Massoud told us that they capture 80% of their weapons from the Russian Army. The other 20%, he said they bought from the Russians, in trade for either hashish or money. There is indeed a Black Market, and the Russians are involved in it themselves.

Q. How effective have the Afghan forces themselves been in repressing guerrilla activity?

A. Very little. I think the Afghan army is a real disaster. It has been reduced from 50,000 to 30,000 today. Their moral was very good. We saw a lot of deserters, but the problem in the first place is that Afghan soldiers are press-ganged into service, many of them overage and without weapons.

Massoud says that they are used in the front lines of any battle with the Russians right behind them, and if the Russians aren't there, the Afghan army would be happy to run away. I think that all the conscripts are members of the depressed classes.

Q. Do you have advice or counsel for the Western world in that area...is there something that we could or should be doing? Was Afghanistan ever in fact a strong partner of the West's. Is it worth the trouble to free them from what many have called the Russian oppressor?

A. Well, there are a lot of questions there. I suppose the standard of living could be raised, but that's irrelevant. The way the Afghans see it is that they do not want the Russians there. Secondly, if the Communist government in Kabul didn't have the Russians' support they would fall. Thirdly, no, Afghanistan has never been a partner of the West. Its history after world war one was such that it became a neutral, independent and united country. It had been torn by a number of political factions. Since about 1930 to right around the seventies, it has been a neutral, non-aligned country. It was minding its own business though it was given quite a lot of aid, after WW II especially by both America and Russia, who is a neighbor. I think what the Russians mainly wanted was a friendly ally on their southern border. All this changed when we saw an escalation in the Islamic Revolution, begun of course by the Iranians overthrow of the Shah. That scared the Russians because they imagined that it could spill over their own borders, having serious implications for them as a result of the huge Moslem population in Russia (45,000,000), very near this same area. As for the West helping Afghanistan—I mean we either stand for freedom and democracy or we don't. I think we all probably believe that freedom is indivisible and if it's lost in Afghanistan then we're all the poorer. The Afghans are certainly not asking for British or American troops to go there and fight for them, what they do want is help, help especially in the form of arms, and no doubt food. This last winter was particularly hard on them and there are a lot of very, very hungry people in that country right now. The other factor is of course, if the Russians win in Afghanistan, then that leaves their armies and their bases very close to the Persian Gulf, about three hundred miles from the west's greatest supply of oil...These are all factors that should be considered...

We were given a letter. It was written by some 20 year old Russian conscript and it was addressed to a friend of his back in Russia. It said things like: "We are up to our neck in muck and bullets here. Our political commissar and four of the lads were blown up by a mine and C Company has been virtually wiped out: they are all in the hospital or tin boxes." That letter, which I am convinced is absolutely genuine, and that I had translated once I returned to London—that letter to me painted a very gloomy sort of scene that I think is rather typical—and much like what your G.I.'s experienced in Vietnam. So I think the Russians must be concerned about the situation because it's got to be causing some serious morale problems. It is interesting now that the Russian media is writing more about the war there, whereas before they ignored it completely. They are now deliberately printing the news, with the notion "Look, we're there, and everyone knows we're there, we've got to make this seem credible and honorable." So they now report things like, "The gallant young lieutenant took on these guerrilla bandits singlehanded, unfortunately he was killed...But he died fighting heroically." You know that kind of stuff.

Q. Does Massoud see a successful end to their efforts?

A. They are surprisingly optimistic. Massoud is a politician and a soldier. I think he has a very clear idea of what kind of society he would like to see in Afghanistan.

Q. Which is...

A. Basically Fundamentalist Islamic on paper, but I don't think it would be along the same lines as Iran. Massoud himself is very pro-west, and was educated at a French lycee in Kabul.

Q. With the exception of my last question, are the Russians going to win?

A. One can't answer the question. Right now you've got a pretty powerful Russian war machine, about 100,000 troops, some of their air support operating out of bases in Russia. They've got all that and the Afghans have what I've already described. So far it is a very one sided war. However, the spirit of the Afghans is so good that the Russians are finding it more difficult than they anticipated. My assessment of the situation is that the Russians might crush them.

HOW CENTRAL IS THE PALESTINIAN PROBLEM?

We are frequently told that the "Palestinian problem" lies at the heart of the present unrest in the Mideast. Solve this problem and you will have peace in the area. And the U.S., which is often the target of Arab hostility and criticism, will enjoy a stable and enduring alliance with the Arab world.

However plausible this idea may appear, it does not correspond to Middle Eastern realities.

In the last 30 years, virtually every Arab state has been at war or on the verge of war with at least one of its Arab neighbors. Not one part of the Arab world has escaped this grim regularity.

In North Africa, Libya has clashed with Egypt and Tunisia, threatened Sudan and financed efforts to topple other Arab regimes. Egypt under Nasser invaded Yemen and now trades threats with Qadhafi. Algeria has waged surrogate warfare against Morocco using the Polisario forces in the Sahara.

In the Arabian peninsula, the two Yemens have been warring intermittently for years. Saudi Arabia, while trying to buy off all potential enemies in the Arab World, in turn seeks to dominate the smaller states of the Gulf and has pressed territorial claims against all of them. Kuwait frets over Saudi encroachment on its territory, but worries even more about Iraq, which claims Kuwait in its entirety.

And in the heart of the Middle East, Syria has attacked Jordan, jostles with Iraq and has made a shambles of Lebanon in seven years of ruthless occupation.

The fact that nearly all of these states are frequently bound by treaties of unity and endless protestations of brotherhood and friendship counts for nothing.

No lasting peace is possible among the Arab states as long as the tendency for violence remains central in Arab political life, and every Arab regime will continue to depend on force even for its internal survival. Virtually every Arab leader has been the target of attempted or successful assassination.

None of these conflicts has anything to do with Israel. None of this violence has Israel as its target. Yet most of the discussions about achieving "peace" in the Middle East focus exclusively on the Arab-Israeli conflict and ignore the pervasive violence that characterizes the Arab world.

To assume that this turbulence and endemic instability will disappear, or even subside, with the theoretical resolution of the Arab-Israeli conflict is to expect the impossible. Even the disappearance of Israel would not make the slightest difference.

Making peace among themselves is hard enough for the Arab states. Making peace with non-Arabs is even harder.

While the specific enmity to Israel is deeply rooted in this general tolerance, Israel's sin is particularly odious in Arab eyes. For the Jews of Israel are the only non-Arab people to have successfully defied Arab domination and achieved independence.

Thus, the very existence of Israel challenges the concept of a unified and uninterrupted Arab domain.

The theme of "homelessness" has been especially promoted since 1967 and inflated far beyond its real proportion. For most Palestinian Arabs have homes. Many of them, in fact, live as full citizens in eastern Palestine, or Jordan, which constitutes nearly 80% of mandatory Palestine. Similarly, most of the Arabs of Judea-Samaria are not homeless refugees; they hold Jordanian citizenship and live in the same homes they occupied before the establishment of Israel. Several hundred thousands work in the Gulf oil states, but are no more "homeless" than are, for example, the many thousands of Americans who work in Saudi Arabia. That a few hundred thousand remain

unintegrated is because the Arab states have kept them incarcerated in refugee camps for political reasons. As long ago as 1957, Elfar Rees, the adviser on refugees to the World Council of Churches, noted: "I hold that, political reasons aside, the Arab refugee problem is the easiest of the postwar refugee problems to solve. By faith, by language, by race and by social organization, they are indistinguishable from their fellows of the host country."

Whatever remains of the refugee problem can and should be resolved by the Arab world that has created and sustained it. Should they dedicate to it a tiny fraction of their enormous resources of land and money, they could make the problem disappear overnight.

The Palestine refugee problem is not the cause but the result of the two major assaults on Israel's life by the Arabs in 1948 and 1967. Before these attempts Israel didn't possess Judea-Samaria, which some now urge her to surrender, supposedly because retention of them is the barrier to "peace." Relinquishing Judea-Samaria, which strategically dominates the approaches to Israel from the east, would merely strip Israel of her minimum security zone and the basis of deterrence against the belligerent Arab armies surrounding her. It would bring back the situation of May 1967, in which Israel lived as if with a noose around its neck.

Telling Israel that the best security is peace—a peace that would depend on treaties and guarantees alone and would require Israel to surrender a crucial element of its deterrence—is to flout reality. It would be as if the U.S., in exchange for Soviet promises for "peace," were required to dismantle its front defenses that provide it with the crucial warning time necessary to protect North America from a Soviet attack.

And what about the threat that if another Palestinian state isn't created "moderate" Arab regimes will turn to the Soviet Union? This is a hollow threat. There is no question here of Arab "disenchantment" with the West because there was never an enchantment to begin with. The democratic way of life is repugnant to all Arab regimes. That is why there has never been a shred of democracy in any Arab country, save for tiny Lebanon, where it struggles to survive against the forces of intolerance and terrorism that plague the Arab world. If there are Arab states that look to the West, it isn't because of organic links but because of self-interest that cannot be satisfied anywhere else.

The ongoing unrest in the Middle East isn't generated by the Palestinian problem, but by the propensity for violence in the Arab world and the general intolerance toward non-Arab peoples. Neither these tendencies, nor the need of some Arab states for the West, will be affected in any way by whether or not Israel yields up the sliver of territory that is, however, indispensable for its defense.

Condensed by Freddy Beracha from an article by Benjamin Netanyahu, *The Wall Street Journal*, April 5, 1982.

We have just enough religion to make us hate, but not enough to make us love one another.
Jonathan Swift



Rock 'n roll really stirs with the exciting taste of Seagram's 7 & 7UP. And so does country and western, and jazz, and disco—in fact, everything sounds better with 7 & 7. Enjoy our quality in moderation.

Rock 'n roll stirs with Seven & Seven

