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UNIFICATION

Continued from Page 1

ca. people are more optimistic."

East and West Germans must adapt to different systems, such as the educational systems and legal systems. Some Germans believe this could cause more problems.

"I think a lot of East German students will go to West German universities, and the universities are already crowded there," Schneyink said.

"If they build more universities and get more professors, it won't be a problem and it won't be that bad," said Hans Kiener, also an exchange graduate student from Tuebingen.

Schneyink and Kiener wonder what will happen to East German universities and professors if East German students all leave.

"East Germany produced a lot of good science, and there are some important points of views and past research that is good," Schneyink said. "The West should discuss very slowly what is worthy and keep it."

Schneyink and Kiener said they do not want any good research dropped just because it is from the East.

East Germans also will have to adjust to the stricter West German abortion laws.

Fischer explained that abor-

tion was legal in the East, and women there now give up that right after reunification.

Also, in the East, free day care was provided for working women. Integration with the West means they have to give up this resource and must pay for it themselves.

"East Germany is gaining a lot," Fischer said, "but also giving up a lot."

"Integration is fine," said GTF Barbara Kratzer from Munich, "but I wouldn't have celebrated if I was there now. There are so many problems we have to solve.

"It's really arrogant German behavior. They have a condescending attitude," said Kratzer, who is working for her Ph.D in German. She said everyone was supportive at first of the idea that East Germans should be allowed to come to the West, but "once the East Germans came over, West Germans didn't want to make any sacrifices."

"I used to be optimistic throughout last year until I talked to people affected personally," said GTF Joachim Noob from Heidelberg.

He said West Germans now wait in shopping lines while East Germans splurge on what they've been deprived of for so long. In some employment fields, jobs are getting tougher to get due to increased compe-

tion.

"The negative thing about it is everything happened so quickly and it's difficult to adjust to a different system," said Noob, who is also studying for his Ph.D in German.

Heide Witthoef, a GTF originally from Hamburg, agrees with Kratzer that the West Germans are arrogant when facing the change. "I think West Germans feel superior because their system worked for so long."

"The West is not too patient," Noob added. "It's costing taxpayers too much for the change. They didn't think it would change for them."

"Even though I'm pessimistic," Schneyink said, "I like the dynamics in Eastern Europe. I like that there is movement and change."

Students and GTFs are not homesick or wish they could be in Germany during this major transition.

"I'm happy I'm not in Germany right now," said Kratzer. "I'd rather wait until everything calms down."

"For me (East Germany) is another country," Fischer said. "I'll have to get used to this 'other country' being a part of the West. I think this will be a problem until my generation is gone. I'll continue to consider Germany as East and West for a long time."

BRAND

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should have a genuine opportunity to excel with no artificial barriers placed in the way," Brand said. "We must do more than comply with existing statutes.

"We must pro-actively and aggressively seek to create a diverse and harmonious community. Our goal is excellence without elitism."

Brand said he believes the University has already made progress toward this goal.

One aspect of creating a non-elitist community involves making sure the University remains affordable for students. If

the University becomes too expensive, it risks restricting admission to select economic classes, Brand said.

"We cannot and should not build the University on the backs of our students. No one should be deprived of a university education for economic reasons."

The fourth and fifth areas of Brand's vision for the University center around the role it will play both internationally and at home.

"Internationalization means engaging our students in transnational perspectives, exposing them to languages and cultures different from their own.

"With our long tradition of international research and

teaching and with all we have in international fields, we are well-positioned to build strength and to capture a leading role among American universities," Brand said.

On the University's contributions to the state Brand said, "A public university is a three-legged stool in which teaching, research and related professional service maintain a balance.

"Our service contribution should stress issues of the quality of life and economic development."

The most valuable contribution the University can make to the state, however, is to provide a high quality education to its daughters and sons, Brand said.

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