

**CAMPUS  
QUERY**

**“What does patriotism mean to you?”**

Interviews by Emilio Carrillo

Photos by Mauricio Matusiak



**“Patriotism to me is a community working and standing together for a common goal.”**

**Lynne Herman**  
30  
Graphic Design

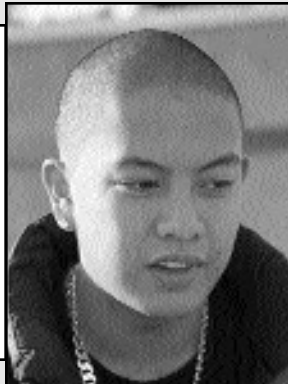
**“Patriotism means that you identify yourself with a country or nation that you show pride in.”**

**C.J. Han**  
22  
Film



**“Being strong for your country, supporting your country, that’s what patriotism means to me.”**

**John Bernardo**  
18  
Computer Science



**“Patriotism is the blind love of one’s country without any true understanding of what one’s country is all about or represents on a global scale.”**

**Jenny Johnson**  
29



**“It’s a sad time in the country. I think that patriotism is a comfort in a time like this’**

**Luisa Juarez**  
19  
Industrial Engineering

**“It’s a belief in an artificial, made up concept of nations.”**

**Jeffrey Goldsmith**  
37  
Photography



**From perspective pg. 8**

Soldiers? Antiwar protesters? Anyone who doesn’t choose to display the flag? The graffiti scrawled under that line, “You can’t sanction violence with violence -- duh,!” was at least more clear, in terms of the opinion being expressed.

“Think Before You defend Terrorists”-- who is defending terrorism, Osama Bin Laden and the Taliban, or does it go back to the idea that if one does not support the war on Afghanistan, one is supporting terrorism?

“Fighting Terrorism is not Racism” -- what does it mean to fight terrorism? What does it have to do with racism? Does it include threatening any other country that doesn’t offer the U.S.

its unqualified support, new airport security measures, hate crimes perpetrated against anyone who even looks like they might be Middle or Far Eastern, and the six-month suspension on all foreign student applications?

“Stop Supporting the Ungrateful” is, on a clinical level, the most interesting and enigmatic statement, and garnered two responses: “Bravo!” and “Who are the ungrateful?” Other responses to the flyer included the crossing out of the American flag, followed by the comment, “Whoever crossed this out should leave the U.S.” The peace sign was circled and someone had written the word “Fag” with an arrow

pointing to the peace sign.

A snicker aside at euphemisms such as “duh,” consider the words on this flyer carefully. It’s easy to define our opinions in relation to someone else’s, but how do we develop and communicate effectively our own opinions, based on facts and feelings, experience and perspective? Can we endure having our opinions questioned, when the issues being raised are this important?

Am I making too much of student graffiti? It’s very possible, but it represents the same problems students encounter in writing a formal essay, and to a degree, the problems the world community is facing as to what

the path the United States should take to address the attack on our country. How do we pick our way through the knee-jerk reactions, deeply heartfelt beliefs, crushing grief and loss of thousands of lives, to a straightforward analysis of the problem and careful evaluation of the proper course to take?

When we talk about the war on America, what is at stake? Protecting and defending our country? Extracting a measure of justice, or revenge? Is the bombing of one of the poorest, most deprived and devastated countries in the world going to insure a higher degree of safety for Americans?

The rule of the college essay is not to ask questions for which you don’t supply the answer, yet while I work to help students conform to this format in their essays, I try not to discourage them from asking themselves difficult questions, perhaps questions for which they may not have an answer right now, or from giving themselves permission to live with the uncertainty that comes with the ability to see beyond one’s own point of view. And to keep in mind that the word “essay” comes from the French “essai,” which simply means “to try.”

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