

The Pride

VOLUME V, NUMBER 10

CALIFORNIA STATE UNIVERSITY SAN MARCOS

THURSDAY APRIL 2, 1998

Electric library addresses research woes

■ High technology now allows CSUSM students to conduct large-scale research on campus. But for a price.

By DAN LaBelle

Finding reliable resources for research papers usually requires a trip to a university library. Not anymore.

The Internet now can provide you with an easy-to-use alternative: Electric Library.

Information is easy to find on the worldwide web. But the content may not always be exactly what you are looking for or wholly reliable.

The Electric Library makes it possible to conduct real research over the Internet, using a deep database of gen-

erally reliable sources.

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tion automatically transferred.

The greatest asset of the Electronic Library is the richness of its database. Some of the publications at its disposal are "National Review," "Psychology Today," "The Complete Works of Shakespeare," "Newsday" and "USA Today." These publications provide a well-balanced cross section of data to draw from. Very few requests draw a blank from such a wide spanning database. Electronic Library can be invaluable for students who are looking for

current information, which can be difficult to obtain at a library. This is because the Electronic Library's database is updated daily via satellite.

Like all good things, though, Electronic Library is not free. A single month of unlimited usage costs \$9.95. A yearly subscription of unlimited access costs \$59.95.

You can sign on directly on its web site at <http://www.elibrary.com/s/hotbot>.

Electronic Library is now offering one month of free unlimited access.

Possible fee increase spawns Q & A workshop

■ The "Mug the Presidents" workshop held on March 26 was called to address present as well as future campus concerns

By DEBBIE HENKE

What do CSUSM President Alexander Gonzalez and Cheech Marin have in common?

If you were one of approximately 35 students who attended the "Mug the Presidents" workshop on March 26, you'd know the answer. Both were born in East LA.

Those students got the opportunity to meet and talk with Gonzalez and Associated Students Inc. President Joe Faltaous during the informal, 90-minute question-and-answer session, part of the College Success Workshop. They also got a free coffee mug, ice cream and cookies.

More importantly, they got an insight on a number of campus improvements that are in the works.

Gonzalez stressed that CSUSM, though a fledgling institution, has tremendous potential. "It's like a clean slate, and you have a chance to shape it," he told the

students. "It's an exciting thing to me and it should be to you, too."

A major campus flaw, he noted, was the lack of places for students to congregate, a hindrance to student involvement. "My fear is this campus will become strictly a commuter campus and students will lose the full experience of an undergraduate education," he added.

In order to provide more space for students to meet, he added, the cement area outside The Dome will be expanded, and a wind break and covered area will be constructed, a project that should be completed in time for the upcoming fall semester.

Another key project that will benefit students, Gonzalez said, is the proposed track and field facility. Students will vote April 15 and 16 on whether to help finance its construction by raising Associated Student



Photo By Debbie Henke

Dr. Gonzalez answers questions raised by concerned workshop participants

fees by \$35 per semester.

The field is needed for intramural sports and recreation, he stressed.

If the fee increase is approved, he said,

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Remedial courses becoming an issue

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The Pride profiles Spanish Professor, Miguel Zapata

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IMAX film "Everest" soars to new heights

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Multimedia Language Learning Center augments education process

Distance as well as language learning are both components of the evolving "virtual" classroom

By LESLIE PEARNE

It's only a move one floor up, but it will have worldwide impact. By next fall, CSUSM students will have a lot more access to other countries, not to mention other U.S. universities, when the Multimedia Language Learning Center moves to the second floor of University Hall.

The new, two-room facility will contain a dual-purpose lab where students can access a new distance learning program in conjunction with the already established language learning program.

Distance learning enables students to take classes from other universities, via computer. The program creates a simulated classroom situation in which students are able to interact with professors from other universities by asking questions through a microphone over computer lines, as though they were

physically sitting in the class.

"This will open up complete communication around the world," said Kevin Igasaki, director of the Language Learning Center. Igasaki, who has held that post at CSUSM for two years, said the center also will have word processors designed specifically for communication in French, German, Spanish, Japanese and the newest edition, Chinese.

"So many courses are offered now as far as language, like Chinese for example," said Igasaki. "This creates a definite need for the expansion. We want to help out students, give them a lot more access than they currently have."

The new facility not only will benefit students, but the lab's employees as well. "We're looking forward to a real work space," said Igasaki. The current center is just one room, where Igasaki

and the manager, Lucy Higuera, have to take care of computer technical problems and administrative matters, within a confined space, among students.

The new center will have a separate tech room between the lab's audio/visual and telecommunications/computing sections, offering Igasaki and Higuera an appropriate work area, out of students' sight.

The lab will contain 24 computers, which Igasaki says are probably the fastest on campus. These computers are intended for distance learning courses and foreign language communication.

"I'm really excited, because the expansion provides an opportunity for students to complete and excel in their language classes," said Igasaki. He added that the new distance learning program may help eliminate limited course offerings here at CSUSM and allow stu-

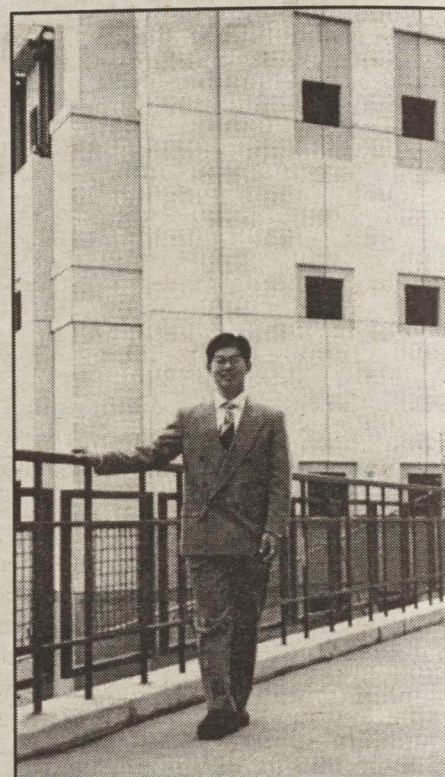


Photo by Leslie Pearne

Director, Kevin Igasaki stands in front of the new language learning center facility

dents to take the required courses in a timely manner. Igasaki also hopes to be able to add more employees. "We'll have two labs to take care of and more class activities to take care of," he added. "I'm hoping that this infrastructure will grow as the student population grows."

Igasaki plans to move into University Hall over the summer.

New spaces and shuttling hoped to relieve parking madness

By JAMES GATES

A note to the weary: CSUSM Parking Services plans to ease your pain.

It promises some hope to the devotees of the ever-exhaustive search for the most elusive and highly coveted asset to one's college education ... a good parking spot.

Parking Services has growing concerns about the situation on campus. And, while there is a carrot in the future, an anticipated 590 additional spaces by next fall, there is also a stick this spring: more tickets.

In the eighth week of classes, 93 citations were issued to students and staff, an unusually high figure for that late in the semester, according to Parking Coordinator Dora Knoblock. It's roughly double the weekly average of previous semesters, she added.

Most of those ticketed still had not purchased a valid parking permit. Though students continue to purchase permits, Knoblock said, the number without them is "lower than previous semesters."

A small part of the decrease

may be attributed to the fact that CSUSM enrollment this spring is 4,589 students, down slightly from last fall.

It's unlikely that all 4,589 would be on campus at the same time, but it still is a scary prospect to many students, since there are only 1,463 total spaces available in student lots, a ratio of students to spaces of 3-to-1.

While many students still scramble for spaces, at least one junior, Hotan Hanorvar, said the situation isn't too bad. "It seems to me that there's plenty of parking," he added.

Another concern cited by Knoblock is that many students simply aren't paying their fines. Most of the scofflaws, she added, "are being reported to the

DMV."

Knoblock attributed much of the delinquency to students who think the ticket is "just a warning, though it amazes me that at this level people are still looking for loopholes. These are future educators, scientists and accountants."

Knoblock urged students with outstanding citations to call Parking Services at 750-4500 and make arrangements to pay up, warning that failure could result in a delay to graduation.

She stressed that Parking Services is a "self-supporting operation." Its annual revenues from the sale of parking permits must cover both its operating expenses and repayment of revenue

bonds sold to construct parking facilities. It does not receive state money, she added.

Plans for next fall include construction of 590 new spaces near the Barham entrance of the campus and a kiosk that would assist in any university-related questions from new and continuing students.

Knoblock said shuttle service from another 100 new spaces in the Palomar-Pomerado Health Systems Center, across Twin Oaks Valley Road from the campus, would be available.

Additionally, Parking Services has purchased two new daily-permit ticketers that accept bills and coins and give change, she said. One of them will be installed in student Lot 10 before the end of the spring semester.

The sale of \$54 summer 1998 parking permits begins May 25 at Parking Services. Those students paying with credit cards must go to the Cashiers Office on the third floor of Craven Hall, since Parking Services accepts only cash and checks. Office hours are 8 a.m. to 5 p.m. Monday-Friday.



College preparation still an issue for many new and continuing students

By JENIFER JAFFE

The Third International Mathematics and Science Study alarmed the nation in February by revealing that U.S. high-school seniors ranked second to last in the world in 1995.

But that may not have been startling news to officials in the CSU system. Two years after finding less of a need for remedial instruction in math and English, the system admitted a record number of first-time freshman students who lacked the foundation for college-level math and English.

Today, 54 percent of CSU's first-time freshmen need remedial courses in Math, while 47 percent need remediation in English, according to a March report in The San Diego Union-Tribune.

Whether it stems from a few years off from school, or a poor high-school education, tutors in the CSUSM Math Lab are seeing a lot of students in academic trouble ... and in tears. The lab's coordinator, Maureen DuPont, who has been running the program since its beginning eight years ago, says she constantly reassures students that their difficulties do not stem from stupidity, but generally because they were wrongly placed into a math course.

Those CSUSM students who have not already passed a college level math course are required to take the Entrance Level Math (ELM) test. If they pass, they can proceed into a college math course of 100 or higher. If they don't pass, they can enroll in Math 50, despite the fact that they might not know basic arithmetic, or pre-algebra concepts.

DuPont, a CSUSM graduate herself who also teaches math at Palomar College, says the university offers a wide array of remedial courses, including Math 10, 15, 50, and 60, and adds that it's essential for students to get a foundation before tackling higher courses like trigonometry and calculus.

With CSUSM's enrollment at more than 4,500, she said, "We should not be wasting our time and money teaching math 50." That's what junior colleges are for, she added.

Other educators say it's the job of primary and secondary schools to prepare students for college. The international test results that seem to show students continuing to slip through the evidently widening

cracks in education, they add, have sent educators and superintendents searching for answers.

As alarming as the test results seem, however, some argue it would be dangerous to read too much into them, since many European countries test only college-bound individuals, while the United States tests all students.

The test results have stoked a national debate on education, and many educators are calling on schools to increase expectations, start students off earlier in science and higher math and no longer allow high-school students to take a break from the subjects in their senior year.

One of the most heated arguments in education over the past year has been the controversy over "new" (or integrated) math versus traditional math.

In a policy reversal, the Escondido high school district, one of San Diego County's first districts to offer students a choice of new math or traditional math, last October voted to automatically place students in traditional math courses unless parents requested otherwise.

CSUSM freshman Roland Arias, a former student at Orange Glen High School in Escondido, said he "got lucky" by being placed in traditional math. He said he prefers the method because he's "not much of a group person" and because, in new math courses, there are "slackers" who sit back and allow others in the class to pull all the weight.

Arias pointed out that he benefitted not necessarily because he learned more by bypassing new math, but because the Scholastic Achievement Test is formatted towards traditional math. After taking Math 50 at CSUSM, he went on to Math 120 and said he expects to receive an A.

Jamie Kasper, a junior at CSUSM who said she put off fulfilling her math requirement for a while because she's "not good at it," is not as optimistic. The former Vista High student took Math 50 at CSUSM and said she is currently struggling in her Math 120 course even though she rarely misses a class, does all her homework and frequents the Math Lab.

"I'm just not grasping it as well as I did in high-school," she said.

Percentage tested for remediation and percentage needing remediation both increase

The percentage of CSU first-time freshmen tested for remediation and the percentage of first-time freshmen needing remediation both increased over last year, according to a presentation given to the Board of Trustees. The second annual report on the progress of a CSU policy adopted in January of 1996 to reduce the need for remediation in English and mathematics at the college level showed that the percentage tested increased from 78 to 90 percent in math and from 76 to 89 percent in English.

As a result, students needing remediation increased from 53 to 54 percent in math and 43 to 47 percent in English.

The percentage tested next fall is expected to be near 100 percent which likely will mean another increase in the number of students needing remediation before programs implemented to reduce remediation begin to take effect.

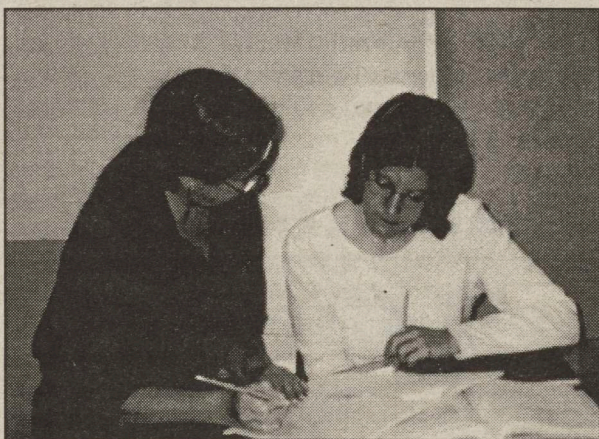
Delaine Eastin, State Superintendent of Public Instruction, commended the work being done, and said, "We've got to convince the Legislature that we need higher standards to graduate from high school. I need an army of higher education students in the K-12 schools to help those students see how they can help themselves."

The 1996 Trustees policy calls for the CSU to work with public schools to strengthen the preparation of graduates and reduce the need for incoming students requiring remedial education by 10 percent by 2001 and to a total of no more than 10 percent in both English and mathematics by the year 2007.

The policy does not call for the elimination of remedial studies but seeks to reduce the number of students requiring it, while continuing to provide for the special needs of transfer, re-entry and English as a Second Language students.

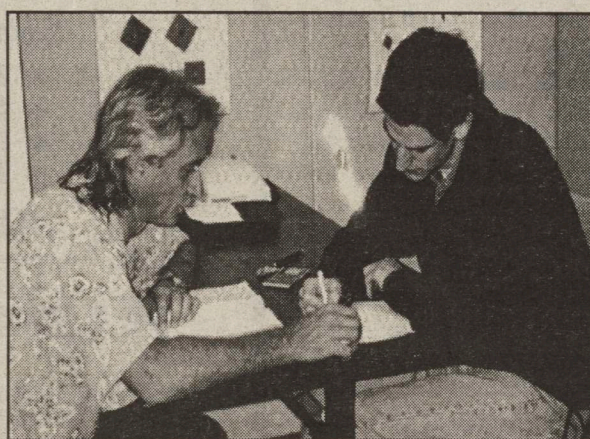
Seven Strategies now being implemented to help reduce the need for remediation are:

- Strengthening teacher preparation
- Setting clear standards and assessing performance to ensure students meet high-school graduation and university admission requirements
- Communicating university competence standards and expectations to students, parents and schools
- Informing high-schools and community colleges about student performance after the first year of attendance at CSU
- Developing early intervention programs so those who need remediation education can receive it while still in high school.
- Using CSU students to tutor and mentor K-12 students
- Provide early assessment after university admission and before enrollment to help ensure that those who need remedial education receive it during their first term of enrollment.



photos by Jenifer Jaffe

Director Maureen DuPont aids Lauri McKay(junior) with her math homework



Tutor David Trigg helps out Daniel Danna(junior) with his Math 132 homework

Chancellor gives CETI 50-50 chance of reaching agreement

CSU Chancellor Charles B. Reed presented an update on the California Education Technology Initiative negotiations and said there is a 50-50 chance that the partners will be able to reach an agreement.

"If no one has ever done it before, it's going to be hard," Reed said. "The concept is correct, and I don't want to talk about contingency plans, but if it doesn't work, we will need contingencies because not doing it is not a choice."

Under the proposal, the CSU would join with four corporate partners — Fujitsu, Hughes Electronics, GTE, and Microsoft — to form an organization that would build a new technology infrastructure for the CSU's 23 campuses. The CSU would invest in CETI the \$89.6 million it currently spends annually on technology systemwide, and the corporate partners would raise the \$300 million needed for the development of the CSU technology infrastructure. In return the new company would have access to CSU's market of 38,500 faculty and staff and 344,000 students.

The problem in the negotiations centers on estimates of how much revenue the CSU market would provide, how that revenue would be divided and how much risk the corporate partners are willing to take.

The chancellor said he is still hopeful that the plan can be finalized by the beginning of April 50 that there can be a 45-day period for CSU constituencies to review the plan before the May Board of Trustees meeting.

A national day of silence for gay rights

By FREDRIC BALL

On April 8, the organizers of the National Day of Silence, the largest gay, lesbian, bisexual and transgender (GLBT) awareness event in the United States, will take place on school campuses across the country.

Between 8 a.m. and 5 p.m. that day, organizers of the event, run by and for youths, will ask supporters to take a nine-hour vow of silence to draw attention to the silence that homophobia causes.

The brainchild of Jessie Gilliam and Maria Pulzetti, students at the University of Virginia, the event is now in its third year. More than 100 high schools, colleges and universities will participate this year.

Instead of speaking, participants hand out cards that read: "please understand my reasons for not speaking today. I support gay, lesbian, bisexual and transgender rights. People who are silent today believe that laws and attitudes should be inclusive of people of all sexual orientations."

"The Day of Silence is to draw attention to those who have been silenced by hatred, oppression and prejudice. Think about the voices you are not hearing. What can you do to end the silence?"

Gilliam, an economics/women's study major, says, "The first year we did it, we got a lot of positive press. People were very supportive because it was the first large gay event that our Gay/Les-

bian/Bisexual Student Union had done in a while. Many thought it was an effective way to show that people supported GLBT rights. It was also effective for heterosexuals to experience what it's like to be silent for a day."

Co-founder Pulzetti, a history/Russian major, agrees. "The collective statement we make is staggering. The strength of this event lies in the fact that it fills a real need for solidarity among youth concerned about GLBT rights."

According to Gilliam, the national response has been very good. "We've had some turn downs, but fewer rejections than support," she adds. "Surprisingly, the event appears to work better in the conservative schools, where there is no or limited visibility for GLBT people, where people don't know gay people exist on campus."

"In more liberal schools, where there has been a pro-gay sentiment and campus activism, people tend to think that they don't need that event because they are not silent ... which I think is great. But what this also says is that it's great that you can walk down the street hand-in-hand with your boyfriend or girlfriend without fear of harassment, but your comrades in the South may not be able to."

Sponsors of the National Day of Silence have a web site at <http://www/youth-guard.org/ndos>. E-mail inquiries may be sent to mkp6n@unix.mail.virginia.edu.

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groundbreaking on the field would be this summer, with completion by December.

Pending approval, Gonzalez said, he hopes to field both a men's and women's golf team by next year.

The fee increase was the primary reason cited by students for attending the Q&A session. Charles Smith, a senior history major, said he was concerned that money from the increase might be diverted to other projects. Gonzalez assured him it wouldn't, and pointed out that, even with the increase, overall student fees would drop by \$4 a semester, thanks to a 5 percent reduction in tuition.

Why is building the track and field so critical? "If the university shows a commitment to this kind of project," Gonzalez said, "it will make obtaining further donations for future projects much easier."

Carol Bonomo, assistant to Gonzalez and director of Legislative and Civic Affairs, put it this way: "If you as students are willing to increase your own fees to get something done you believe is beneficial, then it will make it easier to convince voters they should be willing to do the same."

A \$7.2 billion bond issue will go before state voters in November. If it passes, it could mean the addition of three new CSUSM buildings ... Humanities, Sciences and an auditorium.

But don't hold your breath waiting for these buildings, Bonomo warned. The bond issue requires a two-thirds majority for passage, a rare occurrence on a statewide issue.

Gonzalez also said a new campus library, which he estimated would cost

\$33 million, is critical. If roughly a third of that could be raised by CSUSM through donations and/or bond issues, the CSU system would provide the balance of the money needed, he added.

On another matter of concern, campus parking, Gonzalez said two new lots on the East Side of campus, complete with shuttle service, should be open by next year.

Gonzalez said no new plans are under way to add student housing, but added that the issue will be discussed at the next Foundation meeting.

At the Q&A, both Gonzalez and Faltaous described the paths they traveled to their current positions.

Faltaous began the session by talking about his successes and failures as ASI President.

The highlights: the opening of the child care center this spring and the hiring of ASI Executive Director Darlene Willis. The lowlight: disappointment that greater strides had not been made to reverse student apathy.

He urged next year's group of ASI officers to hold themselves more accountable to students, and hold students more accountable to the university, by getting involved.

Gonzalez, stressing, "I'll try to make this as informal as I can," said he attended Garfield High School, the setting for the movie, "Stand and Deliver."

After serving in the Air Force and spending some time driving a truck, he enrolled at a local community college. He earned a bachelor's degree from Pomona College, then entered Harvard Law School, but soon realized law was not for him. Instead, he earned his doctorate in psychology.

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profile

Spanish instructor uses more than just a text book to get through to students

By LAURIE HALLEN

Laughter and learning are two words usually not used in the same sentence. That is, unless you happen to be in one of Miguel Zapata's CSUSM Spanish classes.

From the first day, it is obvious that Zapata is a different sort of teacher. In fact, it would be easy to confuse him with a stand-up comedian.

The best part of his class is that you learn a lot and have fun at the same time.

Zapata, a native of Michoacan, Mexico, came to the United States in 1977. He attended Fallbrook High School and Palomar College before graduating from San Diego State University. He has been teaching for about seven years.

Zapata mixes his lectures with humor, the end result being a fun education. When asked his favorite part about teaching, he says, "I enjoy the students responding to me in Spanish, to be able to hear them speak the language that I teach them."

Try to answer one of his questions in English and Zapata will say, "No comprendo ingles, yo hablo espanol." Don't expect him to budge, because he won't until you answer in Spanish.

Those who are shy or have a soft voice will likely be brought out of their shells in Zapata's class. Those who are single may get caught in an impromptu dating game when Zapata asks someone to describe a classmate in Spanish.

He will ask if you consider a student good looking. If you answer yes, he will continue to probe in Spanish. If both students are single, he will ask them if they would like to get together.

But it is all in fun, and those of his students who go to a class tired generally wake up quickly because of the laughter.

Zapata likes to tell stories about his wife and kids,

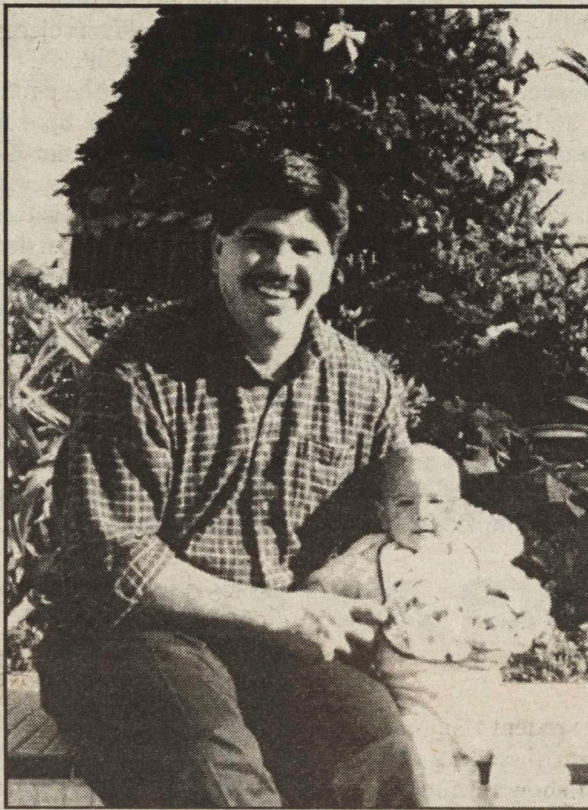


photo courtesy of Miguel Zapata

Miguel Zapata, educator and family man, helps students to explore the Spanish language rather than just learn it.

and students feel as if they really get to know him. He is candid, and will answer most personal questions ... if they are asked in Spanish. In his classes, "John" becomes "Juan" and "Peter" becomes "Pedro,"

whether John or Peter wants to or not.

He teaches his students not only the grammar and structure of Spanish, but how to use it in everyday life. He is adamant about teaching students that there are differences between English and Spanish.

Expressions that are used in English don't always translate to Spanish and Zapata wants his students to learn how to communicate, not just learn grammar. The textbooks used in Zapata's classes are only a small part of the learning. "I give you a lot more information than the book," Zapata says, adding that he teaches everyday life skills.

Zapata points to one teacher who inspired him to choose his profession. It was his sixth-grade teacher who, he said, was, "very caring, knowledgeable, tough and strict. I always knew that I wanted to be like her."

Zapata's comedic style of teaching is not an act. "The humor in the class is not because I want to be funny," he says. "I don't plan jokes. It's part of my teaching. It's me. If the students enjoy the class, they are learning better."

Zapata estimates that 99 percent of his students go on to teach Spanish. "I motivate them to go on to be Spanish majors because they speak Spanish and they learn it and that excites them," he says. "They want to continue."

Zapata is one of the instructors for CSUSM's four-week program at the Spanish for Teachers Institute in Cuernavaca, Mexico, this summer.

Zapata says he knows first-hand that learning a new language can be difficult, since he had to learn English. His teaching makes learning fun, and it doesn't seem so difficult between bouts of laughter. One of his former student, Vince DeLuca, said, "I like his humor. It is necessary for Spanish."

If it isn't necessary, it is at least enjoyable.

Study Abroad program offers viable alternative to regular language classes

By REBECCA WARNE

Having trouble finding the classes you want? Need to meet your foreign-language requirements? Since CSUSM is a new university still experiencing major growth, its students sometimes face challenges finding classes that meet their requirements and fit into their schedule.

Some of them solve the dilemma through the Study Abroad Program, an exciting and viable alternative that offers a wide range of international programs that meet graduate requirements, provide an opportunity to study language and a chance to travel.

The programs, which range from two weeks to a full academic year, fit into most students' schedules.

Study Abroad's office is in Craven Hall, Room 5313. Peter Zwick, director, and Pam Bell, the International Program coordinator, welcome visits.

Bell speaks with some experience, having traveled abroad herself since high school when a family trip to Spain, as she says, got her hooked. Schools in her area

didn't offer exchange programs or study abroad and she didn't get to travel again until after college.

A marketing major in college, Bell never stopped dreaming of traveling. She worked during college, saving up for her next trip abroad. She and a friend backpacked around the world after graduation, starting in Hawaii and traveling to Asia, then through Europe for three months.

Bell came to CSUSM hoping to pursue a master's degree. Initially, she worked in the Political Science Department, but when the Study Abroad office was proposed, she was eager to help establish it.

Among the programs offered under Study Abroad is the International Program (IP), a CSU effort affiliated with more than 70 institutes in 17 countries.

To participate in Study Abroad, students must have a 2.75 cumulative GPA. Financial aid can be applied to the programs. Students receive academic credit for classes taken and assistance in all arrangements, such

as academic planning, housing and visas. A resident coordinator and/or host institution staff member is available in each country.

IP is supported financially by the State of California, allowing students to participate for only a fraction of the actual cost.

Business students can attend Waseda University in Tokyo, the most renowned university in Japan. Students can study Spanish and Social Sciences or Humanities in Spain.

At the University of Heidelberg, Germany, the oldest university in Europe, classes are offered in everything from archaeology to zoology.

Students don't always need to have extensive language preparation. Some universities teach classes in English. The United Kingdom, Italy, Canada and Australia offer extensive programs in most major fields of study. Other programs of shorter duration are available, some in coordination with Palomar College.

Mateline Marshall discusses femininity and divinity

By AMY MESTER

Does the architecture of a library in England or a little chapel in Rome interest a lover of literature? It sure does, particularly if you're CSUSM literature teacher Mateline Marshall.

"In my discipline I deal with words on a page but there's also physical spaces ... sounds, colors and light," she says. "Words are only a portion of artistic thought."

Take the British Library, for example. "The building is held up on huge marble pillars, mottled green, that look like they've protruded out of the earth," says Marshall, who has a Ph.D. in comparative literature from New York University. "You're surrounded by this gorgeous stone and beautiful paintings."

The library lodges an astonishing collection of old books, manuscripts and artifacts brought back by the "cursed British empire," Marshall says, and house in a large round room with a glass dome ceiling and natural light streaming down.

"So often, pictures lie behind words," Marshall adds. "The experience of tran-

scendence that comes out in poetry locks in exactly with physical space. Meaning happens in a different way when it's also spatial."

A small chapel in Rome housing Bernini's "Saint Theresa in Ecstasy" leaves a similar impression on her. "Bernini designed the chapel so that light from heaven would shine through the windows and illuminate the sculpture," says Marshall.

"The light from heaven is part of what makes this all work. This is the key to ecstasy ... raising your thoughts up and looking into heaven. On the ceiling there are clouds and angels and the light of heaven streaming in. This is a perfect match with this sort of experience."

"The sculpture portrays the saint in this moment of transcendent glory, which looks like good sex and which is part of the 17th century. It's an orgasmic kind of picture: the beautiful drapery of her clothes and an evil-looking angel with a spear penetrating her heart."

"One of the silly monks who run the chapel hung an incandescent bulb to light up the statue, completely destroy-

ing all the effects. The whole sort of the-ater of the sculpture was ruined for me and I remember trying to explain what a travesty this was to the caretaker."

It's places and revelations such as this that fuel Marshall's interest in 17th and 18th century culture and her uncommon stance on feminism.

"I am very interested in poetry and art and music that represent the love that people, especially women, have for God and God has for people. Women poets have always favored this divine love analogy," she says.

Marshall says she continues to work on piles of poems by women that she has discovered at the British library, sometimes for hours or days straight. In turn, she has written numerous times on the theme of divine love.

"The idea here is not to say sex is religion and religion is sex," says Marshall. "It's to say that perfect love and perfect rapture have a connection. We can use some of the same language to talk about knowing God or loving God that we use in talking about human relationships."

"It's a kind of writing and art that's carefully controlled by convention be-

cause it quickly became offensive. But people in the past were very brave about this analogy, and it's an interest of mine that's a great challenge to conventional feminism. Conventional feminism has been very unhappy about this sort of attitude. But to throw out all this poetry and a concept of perfect love is a mistake for feminist theology and theory."

Marshall says the recurring theme of the soul as the bride and Christ as the bridegroom who loves each soul passionately and exclusively continues to intrigue her.

"It all just says, 'Hey, let's really get at the heart of the convention, which says there's a knockout, astonishing experience of perfect love which is physical, which is spiritual, which is everything,'" she adds. "And that's the analogy that leads to this very exciting, very sexy poetry and music. You find it in Bach cantatas which are contemporaneous."

Marshall also teaches Bible as Lit, U.S. Lit, Forms of Discourse, and Women's Studies, "Race, Class and Gender" this semester.

Novelist Revisited

Thomas Kennedy on "night driving"

By DEBBIE HOLDERBY

He makes the process of writing seem effortless.

When Thomas Kennedy read his work, "Drive Dive Dance & Fight" on the CSUSM campus on March 18, it was an experience in imagery. The award-winning novelist treated listeners to a rich world inhabited by colorful characters, like the "woman with henna hair, with thin lips and lavender lipstick."

Critics say Kennedy's prose, which is rich in alliteration and assonance, has a musical quality. And many members of the CSUSM audience said they also were impressed by his off-the-cuff answers to questions about his work and his writing process.

"Poetry helps with rhythm," he said, adding that, at an early age, his parents starting reading verse to him. The exposure to poetry, he added, has been valuable in writing fiction.

Kennedy said that he does not plan his stories. "Writing is a process of discovery," he added. "I don't know what the ending will be when I sit down to write. It's like driving at night ... all you can see ahead of you is the headlights of the car, but eventually you reach your destination."


In answer to questions, Kennedy said his first drafts generally are fairly close to his final drafts. Though revisions sometimes turn out not to be as good as the original, he added, they're a reality and "a writer has to revise!"

When asked about the recent trend in academia to downplay creativeness, he said, in his experience, "Critical aspects of academia and critical writing are helpful to how fiction works."

Kennedy said he has learned from other authors ... some of whom he written critically about. "I needed to read and write about them critically as a means of understanding them," he added.

Kennedy uses bits of conversations and observations from everyday life. "I'm an introvert, I guess," he said. "I travel a lot so I eavesdrop and use things I see and hear in hotels and lobbies and airports."

Kennedy thinks of these ideas as "pieces of amber" that one might pick up on the beach during a walk. "I collect them and bring them into my stories," he said.



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Marcos Martinez performs "Holy Dirt" in Vista

Vista's Avo Playhouse in collaboration with California State University, San Marcos, presents a special North County engagement of Holy Dirt, the comic journey of a small town Chicano actor as he negotiates worlds of art and commercialism in search of a compromise between idealistic fulfillment and self-respect.

The one-man show, starring Marcos Martinez, associate professor of theater at CSUSM and member of the Latino Ensemble de San Diego, will be presented April 16-18 at 8 p.m., and April 19 at 2 p.m. at the playhouse, 303 E. Vista Way. General admission is \$10, \$8 for students and senior citizens, and \$6 for children 12 and under. A portion of the proceeds from the April 16th performance will go towards the scholarship fund of CSUSM's Latino Association of Faculty and Staff. For information and tickets, call the box office at (760) 724-2110.

Martinez developed the work with University of Oregon playwright Cheyney Ryan, author of La Perla and La Boda. A Juilliard alumnus, Martinez appeared in the critically acclaimed 1996 production of Alfredo Ramos' Last Angry Brown Hat, and directed the well-received production of Rudolfo Anaya's Ay Compadre, which was later re-mounted for Ricardo Montalban's Nosotros Theater in Hollywood. Both productions were co-produced by Latino Ensemble de San Diego and the Centro Cultural de la Raza.

San Francisco-based Sharon Walton brings her expertise as a director and creator of solo performance to her direction of Holy Dirt. Walton received her MFA in acting from the University of Minnesota, and in 1990 became producing director of the Oakland Ensemble Theater (OET), where she directed Sisters, The Colored Museum and I Witness. Since leaving OET in 1994, Walton has concentrated on solo performance, directing works at the Solo Mio Festival and the Afro Solo Festival (San Francisco) and the African American Performance Festival (New York).

The creation of Holy Dirt was supported in part by a grant from the National Performance Network and support from CSUSM. It will also be presented in Holland and Denmark in May 1998.

From the left, Linda Miller and Colleen Magee of Wells Fargo Bank deliver a check for \$5,000 to CSUSM Advancement Director Jane Lynch. The check was donated in support of the university's proposed track and soccer field. Approximately \$250,000 in community donations has already been raised for the facility. Students will vote April 15 and 16 on whether or not to approve a small increase in fees to help pay for the project. If approved, the track and soccer field could be ready for use by this December.



Acclaimed Chicana artist, Yolanda Lopez, exhibits at CSUSM

San Diego-born Yolanda Lopez, one of the country's best known Chicana artists, will present a sampling of her work in a special tribute to the women of the garment industry beginning April 3 in the library at California State University, San Marcos.

Featuring a selection of family photographs centered on her late mother, who worked in San Diego's garment industry for many years, the exhibit will open with a reception at 3 p.m. in the library courtyard and remain on display in the library throughout April. The public is invited and admission is free.

Lopez will precede the exhibit with

two free slide/lecture presentations. The first includes a personal survey of her work on Monday, March 30, beginning at 6 p.m. in Room 102 of Academic Hall.

The second centers on the Bay Area Chicana Artists, starting at noon on Wed., April 1 in Room 102 of Academic Hall.

Much of Lopez' art, which includes prints, posters, drawings, videos and installations, focuses on media myths about Mexicans and Mexican-Americans as presented in magazines, films and television.

Lopez says she is concerned about

these myths because they "affect not only how we perceive ourselves as Americans, but just as importantly, how others will perceive us."

The problem of a corrupted understanding of who we are becomes extremely important because it affects our access to education, employment, housing, health care, and economic resources.

Lopez earned a bachelor's degree in painting and drawing from San Diego State University, and a master's in fine arts from UC, San Diego. She now resides in San Francisco. For more information, call (760) 750-4366.

Changes in Summer Session 1998 Schedule

updated 3/11/98

Class	Number	CRN	Section	Title	Instructor	Session	Days	Times	Room	Change
PHYS	342			Astronomy						cancelled
EDUC	606	30119	E20	Foundations of Lit and Lit Instruction	Powell	2	MTW	1530-1715	ACD 405	added
EDUC	525	30124	E10	Innov Phys Ed K-6 Teachers	Rosengard	1	TR	1600-1900	ACD 315	added
EDUC	594	tba	E10	Health Education for K-12 Educators	Bachman	1	MTW	1600-1900	tba	added
BIOL	322	30096		Stress Biology	Mitchell					cancelled
GEW	101	tba		Prin of Writ and Grammar	staff	arr	arr	arr	arr	added

Registration for summer classes is a financial commitment. There is no billing for summer classes. You are expected to pay for class when you register and you will be financially responsible for the class even if you do not attend.

For information, call CSUSM
Office of Extended Studies
(760) 750-4020

Updates Updates

PRIORITY REGISTRATION - APRIL 7-10
REGULAR REGISTRATION - APRIL 13-24
WALK-IN REGISTRATION - APRIL 27-MAY 22

IMAX film "Everest" a grand visual and emotional adventure

By SCOTT BASS

In-your-face cinematography, awesome scenery and an emotional climb to the top of the world: That's what you'll get in the IMAX film "Everest."

Filmmaker David Breashears takes viewers at the Reuben E. Fleet Space Theater in Balboa Park along for the climb of a lifetime with three mountaineers. Their goal: to reach the peak of Mt. Everest, at 29,028 feet, the highest point on the face of the earth.

Two of them, Araceli Segarra, a Spanish woman with years of climbing experience under her belt and local Nepalese climber Jamling Norgay, are attempting the climb for the first time. Leading them is expedition co-leader Ed Viesturs.

The film starts off with some background information on Everest, its geologic formation and a brief history of other expeditions. Then Breashears gives viewers a closer look at the three climbers, in essence giving the audience an emotionally vested interest in them.

For instance, you meet Viesturs and his new wife on mountainbikes in Utah.

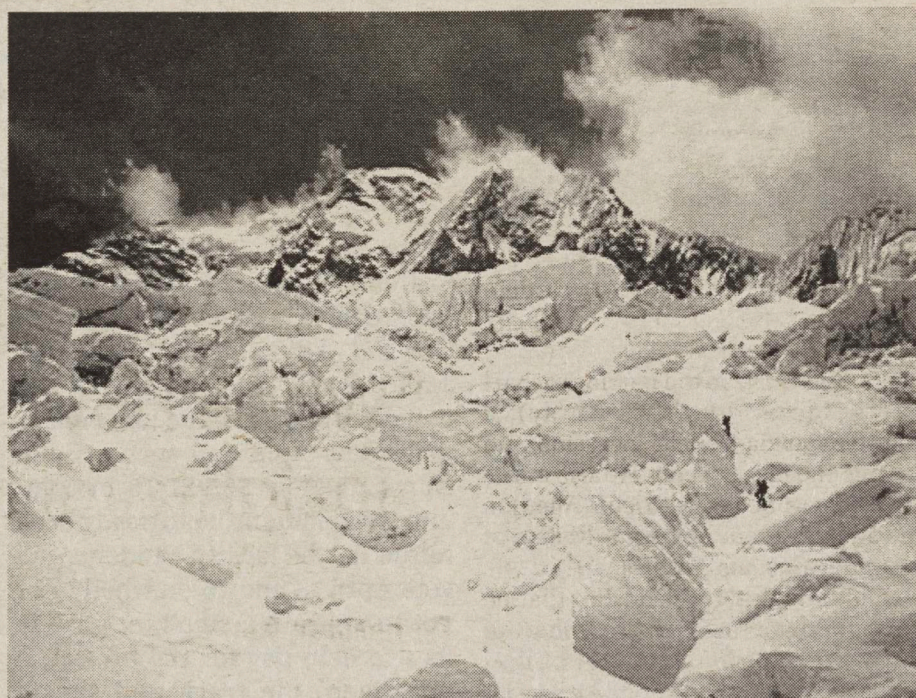
The footage, taken from a helicopter, follows them on a trail winding around a steep, narrow canyon. The bike trail is only six feet wide and, at its side, is a sheer vertical drop of hundreds, if not thousands, of feet. The camera angles create instant vertigo.

Next you meet Segarra, who is climbing a landmark that many will recognize as the rock arches outside Cabo San Lucas at the tip of Baja on the Sea of Cortez. Again Breashears builds a bond between the audience and climber.

The contrast of the sunny and warm Baja day juxtaposes the cold and harsh days that come later.

Finally, you meet Norgay, who is from a mountain-climbing dynasty. If he reaches the summit of Everest he will become the 10th family member to do so. The emotional tie-in within this segment relies on Norgay's relationship with his father, Tenzing, who with Sir Edmund Hillary was the first to climb the famous peak in 1953.

The rest of the film is a documentation of their efforts on the dramatic



climb. There are a number of dramatic occurrences on the mountain that turn out to be overcrowded. An ill-timed attempt at the summit during a blizzard kills eight climbers on another expedition, including Viesturs' good friend.

Emotions are high as the audience is drawn into the catastrophe. This highly publicized tragedy is the subject of climber John Krakauer's best selling book, "Into Thin Air."

Fortunately, Breashears' IMAX crew decides to wait out the storm at base camp. Despite the tragedy, they muster up the courage to attempt the ascent. Perhaps the most intense scene of the movie is when Segarra emotionally

voices her concerns about launching another attempt at the summit.

The entire film employs intense camera work, not to mention amazement at the logistics involved in carrying the gear and cameras.

A hint to the filmgoer: Get in line early. It is crucial to grab a seat in the upper level of the Reuben E. Fleet Theater. There was a major marketing effort prior to the film's screening in San Diego, and most evening and weekend shows sell out quickly. Tickets can be bought in advance, but you still have to wait in line. But it's worth it.

For show times and prices, call the theater at (619) 238-1233.

Don't forget "Good Will Hunting"

By JOHN FRESCA

So "Titanic" sailed again ... that is, into box office and Oscar history. Although the tale of the immortal ocean liner and love has been unsinkable for moviegoers and critics, it's about time to jump ship.

You could be missing a movie even more gigantic, "Good Will Hunting," which is about to sail into the abyss between and video store.

This entertaining film, a blockbuster in its own right, has been overshadowed greatly by "Titanic's" huge splash.

"Good Will Hunting" provides both an ingenious story and intriguing characters.

Matt Damon's and Ben Affleck's Academy Award-winning screenplay tells the story of a genius who struggles with the dilemma of who he is and what he may become. His knack for complex mathematical equations, which if they could



be spelled out in words would look like "superfragilisticexpalidocious," and his love for a Harvard student bound for Stanford, Minnie Driver, supplies him with the opportunity to grow beyond his old neighborhood and friends.

However, the opportunity creates within the main character, Damon, a battle between venturing out of his comfortable, old neighborhood to the risky and fearful outside parameters, the so-called "real world."

Damon's quandary is explored when he is ordered by a court to see a psychological counselor. Enter Robin Williams, who won the Academy Award for Best Supporting Actor in the role, who helps Damon realize that life is about chances and growth.

"Good Will Hunting" may not compare to "Titanic" at the box office, but its story and characters are priceless.

Disney's "Deedles" Dumb and Dumber

By BRANDEE FERNANDEZ



If you think the title, "Meet the Deedles," is dumb, wait until you see the movie.

Steve Van Wormer and Paul Walker play twin brothers who are lazy party animals. Their billionaire father decides that a stay at Camp Broken Spirit in Wyoming is the answer to their laziness.

Through a series of predictable twists and turns, the two boys are mistaken for rodent experts and become rookie rangers at Yellowstone National Park. Their assignment is to rid the park of pesky prairie dogs before a big birthday celebration for the famous geyser, Old Faithful.

Dennis Hopper and Robert Englund (of Freddy Krueger fame) play two bumbling crooks who try to keep the Deedles from succeeding.

Will the two spoiled, rich kids learn to be responsible? Will Phil Deedle get the girl? Will the Deedle brothers save Old Faithful? Will they all live "happily ever after?"

It's a Disney movie, so it should be easy to predict the outcome.

If you're out of elementary school, it's doubtful that you'll find this movie worth watching. The "pull-my-finger" jokes will bring some giggles from the kids, but there are much better movies out there for them.

Rated: PG

Director: Steve Boyum

Cast: Steve Van Wormer, Paul Walker, Dennis Hopper, Robert Englund, AJ Langer

When Michael Spillers moved to Los Angeles, he had visions of snaring openly gay Hollywood mogul David Geffen. Instead, he ends up falling in love with an East LA cholo named Lobo.

Such is the premise behind Spillers' new play, "White Boy."

A play within a play, "White Boy," as Spiller relates early on, is supposed to be a tale for his ailing father, but what it quickly evolves into is the introduction of Ozark-bred Spillers to inner city life, loves and realities.

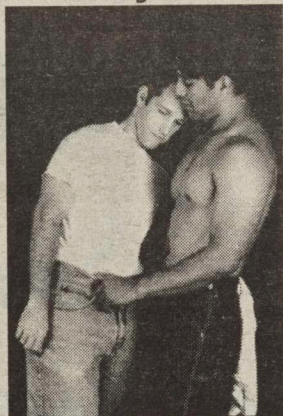
Choosing to live in the Barrio, Michael meets Rocco (Joe Elvis Alway), a Puerto Rican dancer at a local club who dreams of being an actor. He also meets the flamboyant Wally (Victor Allen), a Salvadoran go-go boy who dreams of being Mr. Gay Los Angeles.

It is through this friendship that he meets the object of his desire, Lobo (Joseph Aguilar), the only heterosexual (supposedly) employee at the bar, who he had bumped into days before as he went cruising for men in Echo Park.

It is the development of the relationship between Michael and Lobo that is the crux for the play.

The two soon develop an odd kinship of sorts, though they could not have come from more different worlds.

As they continue to work together and their friendship develops, Lobo begins to question his sexuality and, as the first act ends, the young men profess and consummate their desires for each



"White Boy" offers unique insights into culture and sexuality

By FREDRIC BALL

other in front of a local church's Madonna shrine in one of the most erotic scenes that local theatre has recently seen.

But, as act two begins, reality in this machismo-driven neighborhood rears its ugly head as Lobo keeps their relationship a secret from his other homeboys, not to mention the mother of his toddler son.

Regardless if you're gay, straight or somewhere in between on the sexuality spectrum, you can relate to "White Boy." It's about ambition as the hunky

and talented Rocco sees his dreams of acting fail because he's too Hispanic for some roles, not Hispanic enough for others, and too gay for some parts, not gay enough for others. He turns to posing for skin magazines and adult films to make ends meet.

We meet Junior (Salvador Gonzalez), the bumbling teen stagehand who wants to be a part of Spillers' production. Born to a woman, who only wanted to be nun, Junior is hated by his mother as he represents her failure in life. It only gets worse as Junior gets older.

In one of his monologues (done at a time when Spillers bolts off the stage to ponder his relationship with Lobo), Junior tells the audience that his mother never bought him anything in his life. That is, at least until she finds out he's gay. The next morning, he found a box in the kitchen containing his own set of dishes and flatware with a note from his mother saying that these are the only kitchen items he is allowed to use now.

Gonzales, vulnerable and eager to please as Junior, is probably the most endearing character in the play.

And then there is Lobo, the play's heartthrob, who early on does a perfect turn as an in-your-face homeboy oozing testosterone. His character is the one that does the most in terms of transformation ... from a young father who hides from his confusion through alcohol to a young man coming to terms with his sexuality in an often trying atmosphere.

"White Boy" had successful runs in Los Angeles and Palm Springs before an appearance at 6 @ Penn Studios in Hillcrest that ended last week.

The success of the play comes as no surprise: Spillers' writing is fast-paced, funny, touching and thought provoking, and, in "White Boy," he assembled a cast of young men who offer a glimpse into the stereotype and reality of the Latino community.

For information on future 6 @ Penn shows, call (619) 688-9210.

Favorite Flicks

By ANDREA HEWITT

Featuring Dr. Tejinder Neelon & International Interests

A frequent visitor to Media Services, Dr. Tejinder Neelon, Mathematics Professor, provided a refreshing and revealing viewpoint regarding the eclectic mix of movies housed in CSUSM's collection. He immediately mentioned two films by famed Japanese director Akira Kurosawa, *Ran* and *Throne of Blood*, each based on a Shakespeare play, *King Lear* and *Macbeth*, respectively. Dr. Neelon also referred to films by directors Wajda, Herzog and the Coen brothers, all of whom are represented in our film library.

Part of Dr. Neelon's fascination with Kurosawa stems from the director's ability to translate the stories across different languages, "It's just amazing to think that Shakespeare would translate well into Japanese and then translate well back into English," he remarked. Given that the film goes from renaissance English to Japanese and then into American English subtitles, while striving and succeeding in keeping Shakespeare's sense and sensibilities, this proves no easy feat and Dr. Neelon believes that Kurosawa more than accomplishes this task.

Also worth noting, remarked Dr. Neelon, is Kurosawa's genius as a cinematographer in designing and developing his pictures for the screen, "The atmosphere he creates is really eye-catching; it really sticks in your mind, for example, *Throne of Blood* with the dust blowing always and the way he flows this thing and how he tells the story." These films he went on to say, "Just stay with you forever."

Two films by Polish director Wajda, *Danton* and *Ashes and Diamonds* have also left a lasting impression on Dr. Neelon. In *Danton*, Wajda combines stylistic "almost melodramatic" acting along with stunning visuals to present Danton's struggles and, "This scene sticks in my mind at the end when Danton is beheaded-it's amazing; very popular yet very meticulous and political" according to Dr. Neelon. "It's the story of one man against the world type of thing," he went on to say, "at which Wajda does very well."

However, the film *Ashes and Diamonds* falls a little closer to home for Dr. Neelon as "this [film] kind of is a little bit personal because I am from Punjab, India and there are also terror-

ists bombing so I can imagine what kind of ideology is going on." *Ashes and Diamonds* tells the story of a terrorist conflicted between right and wrong. "On the one hand he believes in the cause and on the other he sees his friends being killed; innocent people being killed by a terrorist act" Dr. Neelon relates, "In the first scene, for example, they kill the Police Chief but they kill the wrong guy-it's very dramatic." The struggle between the protagonist and the power of politics and personal relationships definitely deserves a look-see!

When asked if he considered himself a film buff, Dr. Neelon said, "Not a film buff because when it comes to movies, I'm pretty snobbish so to speak. I'm not snobbish about music or art, but movies I think, there's too much Hollywood trash. But I'm a movie student, so to speak in the sense that I like to see really good movies, they could be musicals, they could be anything." He went on to say, "When I go to the Movie Theater, I practically expect to see a masterpiece, anything less than that, I kind of get disappointed. Part of it is because I grew up in a culture where movies were the only entertainment; in India,

movies are practically a religion." Sounds like my kind of church!

While reticent regarding his command of film terminology and vernacular, Dr. Neelon had no trouble explaining what he did not like about movies, the Oscars and Hollywood in general. "They shouldn't even call it 'Best Picture', they should call it 'Best Feel-Good Picture'", he said, "And the [Oscar] academy wants to affirm the men who are more like men, like Matt Damon, rather than DiCaprio who has a little bit of a feminine side to him; they always want some sort of tough guy." Warming to the topic he continued, "I think ... that Good Will Hunting is total trash; paper trash and full of cliches. Hollywood cares too much for movies that pretend to be good movies." We agreed that *L.A. Confidential* should have received the Oscar for Best Picture.

Irreverent and energetic with a spunky and spirited approach to his favorite flicks, Dr. Neelon proved a pleasurable subject indeed. If the films he mentioned are half as interesting and entertaining as Dr. Neelon, I highly recommend you see them all. See ... math professors do have personalities!

Desperate Measures simply desperate

By MICHAEL MILLER

Hollywood's talent is too sporadic for my taste. It seems the movie-going public shares my taste.

I remember thinking to myself not too long ago, "What happened to 'Desperate Measures?'" Being a fan of Andy Garcia and Michael Keaton, I was hoping to see this action/thriller.

Unfortunately, it seemed to disappear from theaters quite quickly. Then, recently, I found that it was playing at a local discount theater. My first thought was, "It must be bad to have dropped to the \$1.50 theater that fast." But I went to see it anyway.

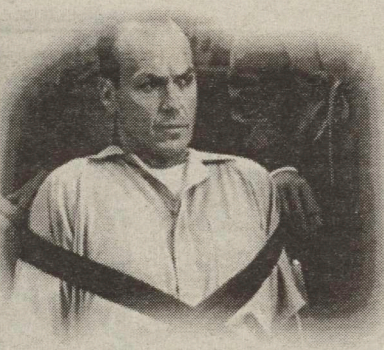
My instincts, though, were right. "Desperate Measures" is bad. Primarily, it is a bad attempt at realism. Movies don't have to be real life (as Bette Davis said, "If you want to see real life, sit on a park bench"), but there has to be a happy median.

That brings us back to Hollywood tal-

ent: As we all know, there are good movies out there that incorporate all elements of fine cinema and box-office draw. So obviously there is the talent to produce them, but a lot of films must not be watched closely enough before release. Holes in plot, character, and (my personal peeve) realism seem as abundant as bullets in an Arnold Schwarzenegger film.

"Desperate Measures" is one of them. The plot is set around the young son of a San Francisco police detective (Andy Garcia). The son has leukemia and needs a bone marrow transplant. The only possible donor is an ingenious multiple murder currently in a high security prison (Michael Keaton).

Garcia gets Keaton to agree to the operation and through political support arranges to have him brought to a downtown prison hospital for the transplant.



Up to this point, the movie proceeds well as Keaton creates a chilling antagonist and Garcia, as usual, pours emotion into all his actions. Then, of course, the murderous genius escapes.

From the moment he jumps the gurney, fantasy sets in. Eluding the police that swarm the building, attaining firearms at will, and ignoring the bullet hole in his leg are just a few of the fantasies, which proceed at a steady rate for the rest of the movie.

Then there is Garcia's lack of concern for all lives but his son's in his attempt to keep Keaton alive long enough for the transplant.

Sometimes I wonder if I'm the only one who sees the flaws in a movie. But, considering how poorly this movie did at the box office, I guess I'm not.

Hollywood is a money-making industry. But how can it allow so many bad movies?

Higher education only a plane ride away

By CHRIS OZOLS

You want higher education? How about 12,500 feet high?

It's just an hour away from CSUSM, at Perris Valley Skydiving, the largest such drop zone in the world.

Averaging 100,000 jumps a year, Perris is recognized worldwide as a premier skydiving facility.

It has the largest fleet of aircraft equipped for parachute jumpers on the West Coast. The de Havilland Dash 28 Twin Otters (twin turbo-prop engined aircraft) carry up to 22 jumpers each and reach altitude in less than 15 minutes.

A jump lasts approximately six minutes ... one minute of freefall and five minutes gliding down under a parachute. A student can either do a tandem jump or take an Accelerated Free Fall (AFF) course.

During a tandem jump, the student is connected to an instructor throughout the entire jump. In AFF, students skydive with their own parachute system, accompanied by two instructors.

►Skydiving, page 11

Letters to the editor

Diverse hiring may have its consequences

Dear Letters Editor,

I was excited about one of the front-page articles of your last issue: "Faculty recruitment a diverse proposition." Why? Because I love diversity and above all value fairness, so it was refreshing to catch some of the exuberance of writer Debbie Henke.

Then I gave it more thought. The values of diversity and equal opportunity are good, but I'm sad to see the university make what I believe is such a regressive and intellectually shallow stand and still have it enthusiastically reported on in the student paper. It appears, in essence, to be an injustice ... an injustice created by sheer lack of thought, and an injustice to everyone with a sense of right from wrong.

What the administration is implying is that African-Americans represent only African-Americans and Latinos represent only, Latinos, etc., as though various ethnicities are not representative of humanity. And what happens when this view is put into its full context? Did not Hitler see each Jew as a representative of all Jews? Is not bigotry a function of seeing all African-Americans as representatives of their

race?

Racism is exactly that, extrapolating the behavior or appearance of one and applying this judgment to the many, utilizing an individual as a representative or symbol for their race. This is the university's message. Only African-American faculty can represent African-American students

If the university's assertion is that we are all one family, as we indeed are, then it is demeaning to minority races, since they are supposedly no longer capable of representing others. I truly value the school's intention, but the ramifications are obvious. In its quest for racial healing, couldn't the administrators come up with something more intelligent? More creative? More positive?

Otherwise, the shot-term goal of hiring based on gender and race will have its consequences. The school's actions will be seized upon by those less inclined to thought and used to rationalize hatred for a group based on the actions of one lone individual. If it's good enough for a school of higher education then it's good enough for bigots. But it is not good enough for me!

Ben Casey

Let's keep it clean

Dear Editor,

I admit it: many of my views are antiquated, nay, outdated. But, c'mon folks. Do we have to make our campus look like an LA freeway over pass? I am referring to what can only be described as "graffiti" that is chalked all over the campus in the guise of "political campaigning." This disgraceful display has devalued our campus atmosphere. I have seen quarters of Downtown Tijuana less offensive.

Those who deface our campus do not deserve nor will they receive my vote and I am encouraging my friends to vote against you, also. In my humble opinion the purpose of the ASB is to set an example for the student body and the community at large. What is, exactly, the message you all are trying to convey - that we have no civic pride? And, don't go and hide behind the first amendment and pretend this is a free speech issue. And, don't try to tell me you had permission - I don't care. Please, remove this grotesque display immediately!

Thank you,
Paul Burwick
Senior

THE PRIDE

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San Marcos, CA
92096-0001

Skydiving

continued from page 10

Students, with the assistance of radio instructions, control their parachute canopies.

The AFF course is the first step to becoming a licensed skydiver or parachutist.

Tandem jumps cost \$175 on weekdays, \$185 during weekends. Level 1 AFF jumps cost \$275 weekdays and \$299 weekends. Group discounts are available, and students can get videotapes and photos of their jumps for another \$75.

"That was the best thing I have ever done. It's hard to explain, but it is the best 'high' I have ever experienced", said beginner Aaron Kane after his first jump. "Everyone should do this; it's worth every penny."

Said Lynn Schreck, an A-licensed parachutist and employee at Perris Valley: "Anyone who has a sense of adventure or a fear of heights to overcome should try skydiving. It is the ultimate mental release."

Perris Valley, she said, has a perfect student record. "Safety is our primary concern. Our jump school has attracted top-notch instructors," she added.

All student equipment at Perris Valley is state-of-the-art, and both main and reserve parachutes are equipped with Automatic Activation Devices, which kick in if a student fails to open his or her chute by a preset altitude. All instructors are certified, and have gone through extensive training.

Perris Valley Skydiving also has a swimming pool, a pro shop and a Sports Bar & Grill.

To get to Perris Valley, take Interstate 15 north to I-215 north. Take the Ethanac Road exit in Perris, and turn left on Ethanac, then right on Goetz Road. The facility is approximately 1.5 on the right. You can also phone Perris Valley Skydiving at 1-800-832-8818.

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5-Year 4/1,218	5/207	N/A	N/A	4/443	4/1,218
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