



## Preachers Revisit CSUSM

### • Jed Smock Preaches His Version of Christianity

By: Adam Bailey  
Pride Staff Writer

"Janis Joplin, Jimi Hendrix, Jim Morrison, and Tupac are in hell," was one of many remarks heard during a lively discussion in the free speech area on Monday, November 27. From 10:30 am to 4:30pm in Founders Plaza, stu-



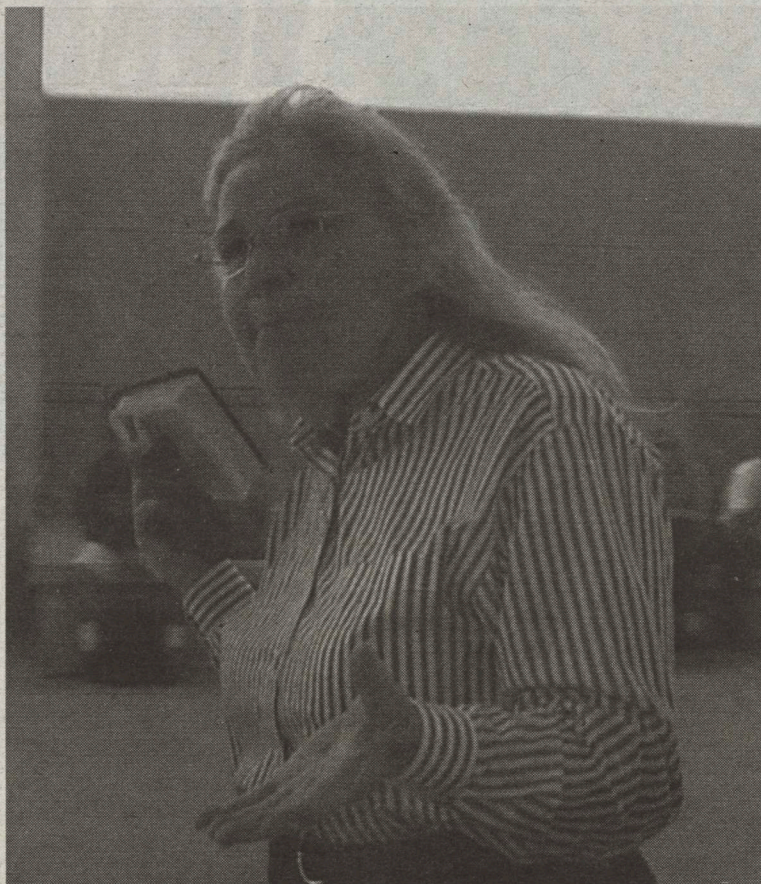
Chris Orman and fellow student discuss religion with Jed Smock.

dents interested in the drama of the speeches encircled Brother Jed Smock and fellow preacher Cindy. Often times, however, students were riled by these preachers' confrontational expression of their uncompromising beliefs.

"We're not your typical Christians," said Jed Smock. Jed Smock and Cindy Smock are self-proclaimed Confrontational Evangelists from the Non-denominational College Community Church of Newark, Ohio. The Smocks would often times resort to name calling, judgment casting, and the attacking of someone's character, in order to get their audience listening and responding to what they wanted to lecture about.

Al Ruiz, a Christian staff member, said, "I think that he's misrepresenting everything that he speaks about. He's misrepresenting Christianity, misrepresenting God, and he's misrepresenting himself as a preacher."

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Sister Pat quotes from the Bible to a crowd in the Free Speech area.

Photos by Enrique Refugio

### • Athlete Moons Preacher Many Students Outraged by Preaching

By: Melanie Addington  
Pride Editor

After Jed Smock and his family preached for several hours on Monday, November 27, students observing them grew restless. Among the angry outcries and the loud laughter, one student decided to prove his point by mooning the female preacher. A cross-country athlete and freshman at CSUSM, Josh Wing, pulled down his pants and laughingly joked, "Let there be light."

Coach Steve Scott was unaware of the incident, but said, "Once I find out who did that, they will be severely reprimanded."

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### CSUSM CAPI Program Helps Area High Schools

#### Program Proving to Be a Success

By: Jayne Braman  
Pride Graduate Intern

In its first full year of implementation, CSUSM's High School CAPI Program is proving to be a success. The California Academic Preparation Initiative is a partnership between CSU San Marcos and area high schools, the purpose of which is to strengthen the mathematics and English preparation of college-bound high school students and reduce the amount of remediation needed for incoming university students.

On Friday, November 3, CSUSM's campus was visited by 107 area high school teachers who participated in a conference on *Academic Preparation For College - Focus on English and Mathematics*. CSUSM's CAPI directors, Drs. Linda Holt and Dawn Formo, along with administrators from CSUSM and the San Diego County of Education, sponsored this conference. This one-day conference was not only attended by participating area high school teachers,

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Student workers get ready for Christmas in the Cougar Corner. The Angel Tree is located next to the Cougar Corner in the Dome.  
Photo by Steve Compian

### The CSUSM Angel Tree

By: Victor Mireles  
Pride Staff Writer

Amid the hustle and bustle of everyday Dome activities sits a solitary Christmas tree. The tree seems normal for this time of year, but on closer inspection, a person can find the true purpose of this Christmas tree, or as aptly named, the Angel Tree. CSUSM's Circle K International is holding its 9<sup>th</sup> Annual Angel Tree Toy Drive. Through the Toy Drive, the Circle K Club will donate gifts to local, needy children this holiday season.

"On the tree we have paper

angels and they have the wishes of the child," explained Anna Fleming, Co-Vice President of Circle K. Once a person buys a gift for the child, the unwrapped gift may be dropped off in the box in front of the Angel Tree in the Dome, or delivered to Human Resources on Rancheros Drive.

"Last year we helped about 120 children and we had excess gifts," said Fleming. This year the club plans to help out 200 children. Circle K is accepting wrapping paper, bows, boxes, and money. If you would like more information, contact Anna Fleming at (760) 744-6751.

### Tuition Deadline Alert

By: J. Ryan Sandahl  
Pride Staff Writer

The tuition payment deadline for the Spring 2001 semester has been changed from January 23, 2001, to December 19, 2000. This has caused an uproar of student complaints about the deadline falling so close to Christmas.

"I think it's stupid," says CSUSM student Brianne Donnellan, "I think they should have given more advanced notice. It's way too close to Christmas."

"Prompt payment is being enforced because we have had problems in the past with students registering for classes and not paying their fees," says Marietta Kimball of Student Financial Services. She explained that students that do not pay by the December 19 deadline will be dropped from the system and any classes they have registered for will be open for other students.

"I urge students to apply for financial aid," says Rosemary Henk of Financial Services.

"If financial aid is already in place, it will defer for financial aid disbursement," explained Kimball. If a student has financial aid and it covers the entire tuition, he/she does not have to worry about the deadline. If, however, financial aid does not

fully cover the tuition, the student will be required to pay the remaining fee by the December 19 deadline.

If a student still wishes to apply for financial aid, he/she can do so, but the student must still pay the tuition fees for the spring semester. If the application is approved and the student receives financial aid, the tuition payment may be refunded to the student.

No billing statements are sent out to students. "That would be too much work," says Henk. Registration begins around the end of October and continues through December. Henk says the school would have to send out billings statements every day to all the students. In addition, the students that registered that particular day and the ones that register in December would run out of time before the payments arrived in the mail.

"It's become more of the student's responsibility," says Henk. She says it is unfortunate that the payment falls so close to Christmas but this change is permanent and the tuition deadline will fall this close to Christmas every year from now on. Students can also expect that the tuition payment deadline for Fall 2001 will come at the end of Spring semester 2001.



## Preachers Revisit CSUSM



# Jed Smock and Family

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As founders and preachers of their church, Jed and Cindy go from college to college lecturing on their version of the Christian bible. This is their second visit to CSUSM. Their five daughters (Charlotte, Evangeline, Justine, Martha, and Presley) accompanied them, as well as friend and preacher, Sister Pat.

According to the preachers, universities are a breeding ground for sinful lifestyles. The Smocks also say that universities are responsible for the mis-education of students on such "antichristian" ideas as evolution and natural selection and lead their students away from the Bible.

After Cindy Smock gave a sermon on how fraternities and sororities were the "breeding ground for premarital fornication and the deflowering of young women," she spoke to a *Pride* reporter. "We are preaching against the party lifestyle and, therefore, it is not a big surprise that they [students] are not really open to changing their points of view," said Sister Cindy.

Preacher Jed and his wife, Cindy, tried to convey the idea of abstaining from what they called "a party lifestyle" and the substitution of that lifestyle with the following of Jesus. They expressed the concept of avoiding all drugs (from marijuana and alcohol to cigarettes), abstaining from premarital sex, and not listening to music or watching TV and movies with violent or suggestive, "unchristian" implications.

The Smocks also preached that women should follow their husbands, take care of the children, and be submissive to their husbands. "In a marital relationship it is the woman's duty to follow the man, wherever he shall lead her," said Jed Smock. The women in the crowd contested the preachers' opinions. CSUSM student Katie Steimle asked, "They're humorous. Do they think that anyone could take them seriously? They take the Bible way out of context!"

"Their [students'] reaction is fairly typical. Students haven't changed since I began my lectures, they remain narrow minded and un-open to the truth, any idea will be tolerated except Christianity," said Jed Smock.

"They [Smocks] are too judgmental. He [Jed Smock] says there is only one way and that is his way. If his way is the right way, I'm not getting involved in that," said one student. "He's real brave to come and speak to all these students about what he thinks and feels," commented student Allen Kruse.



Sister Pat continues to preach as a student pulls down his pants. (Picture censored at editors' discretion).  
Photo by Enrique Refugio

## Cross Country Athlete Mooning

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When asked if an individual athlete's outside behavior reflects upon the team, Steve Scott noted that individuals are judged on an individual basis only, meaning that the student's behavior had no reflection upon the cross-country team as a whole.

Chief Schultheis of the University Police commented on the incident, "It is a far stretch to call it indecent exposure." "It is in the realm of behavior that is disorderly conduct," he added, "when we [University Police] identify the student, we will direct him or her to the student affairs' judicial process."

Dean of Student Affairs Jonathan Poullard said that the

Assistant Dean of Student Affairs handles the formal, judicial process on campus. Poullard explained that a formal letter is sent to the student informing him or her of what he or she is believed to have violated. The student then meets with the Assistant Dean in a formal conference. After that, two things can occur: the conference will lead into a hearing that will decide how to handle the student's violation, or the student and Assistant Dean will negotiate a contract to deal with the repercussions of the situation.

Wing was one of many students who listened to the sermon in the free speech area located between Academic Hall and the Science Building. Fellow athletes, Brian Eaton and Tony Lederman, described the Smock situation as "funny." Lederman said the preacher was "making a fool of herself" and that "she shouldn't

impose her views on us." When pointed out that the preachers were in the free speech area and that anyone is welcome to "impose" their views there, the three freshmen grew excited and one asked, "So anyone can say what they want here?"

Student Elaina Bartges was one of many observers in the free speech area on Monday. Bartges said she had been called numerous names from the preacher, including "slut," which upset her.

Regarding the preachers' use of the free speech area, Chief Schultheis said, "They are trying to get attention using terms that will get a response, but it is a tough issue because you are dealing with constitutional rights."

The constitutional right of free speech states: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or

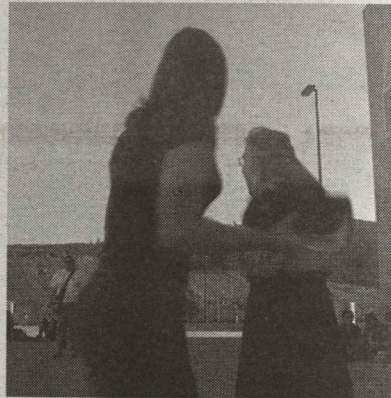
abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. Everyone has the right to freely express himself or herself and especially on college campuses where a free speech area is set aside for the use of a "market-place of ideas."

Students like Bartges believe the preacher's use of the free speech area is "totally out of line." Chief Schultheis says there "is a thin line between provoking and threatening [language]. It is unfortunate the student was upset." Yet, it is the constitutional right of the preacher and everyone to use the free speech area.

"There are some parameters [within the right to speak freely]," said Schultheis, "You can't provoke violence. You can yell fire in the middle of the parking lot, but if you yell, 'fire' in a full, dark theater, you are no longer within your constitutional right."

This is the second visit to CSUSM by Jed Smock and his fellow preachers. Smock believes he will return in the spring but he will not be bringing his family.

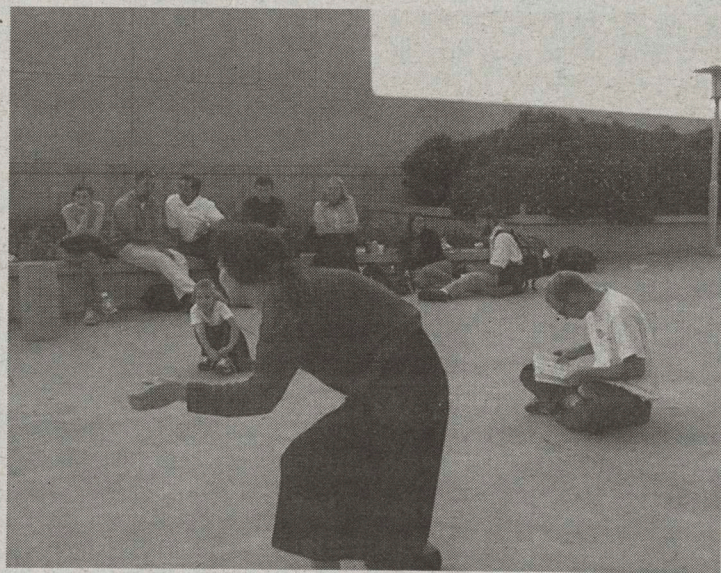
For further information on your right to free speech, visit the First Amendment Cyber Tribune at: <http://w3.trib.com/FACT/> or the American Civil Liberties Union at [www.aclu.org](http://www.aclu.org).



An angry student pulls out her Bible to make Sister Pat read scripture.  
Photo by Enrique Refugio



Jed Smock and daughters pose for the camera while Cindy preaches to students.  
Smock photos by Enrique Refugio



Preacher Cindy Smock helps her husband, Jed Smock, preach at colleges across the nation.

## Students Get Involved in Japanese Culture Day

By: Brian Fisher  
Pride Staff Writer

Students gathered on Palm Court to see ancient Japanese traditions for Japanese Culture Day on Thursday, November 30. The traditions included a live tea ceremony and ikebana (a flower arrangement ceremony).

The tea, known as "usucha," was prepared by the Teishu, Taemi, and served to six student participants. Taemi's serious face broke into a smile as the tea ceremony, usually performed indoors, was complicated by rising winds that blew the tea ladle around the table. "The tea was really tangy," commented Shane, a student participating in the tea ceremony. One student said, "The ceremony was so proper and detailed with movement."

After the ceremony, students were able to eat many different Japanese foods including rice balls, kasutera (similar to sponge cake), kompeito (small sugar can-

dies), and okaki (round rice crackers).

The Ohara School Ikebana Demonstration showed the different styles of floral arrangements; students were then able to create their own versions of ikebana. Ms. Ise Huffman, Second Term Master for the school, demonstrated different ways to arrange flowers inside shallow water bowls, known as "suiban." She placed a metallic bed of pins, called "kenzan," inside the suiban to secure the flowers and used lilies, protea, loquat, carnations, and baby's breath in her arrangement.

In addition to the tea ceremony and ikebana demonstrations, many other cultural elements were presented: hung from bamboo poles were banners of Japanese toys, food, architecture, anime, and religion. "I am overwhelmed, there is a lot to look at here," remarked one student at the event. The Japanese Club and Anime Club cosponsored Japanese Culture Day.



# 'Tis the Season to Be Stressing

By: Jared E. Young  
Pride Staff Writer

Stress is an unavoidable part of life that comes from work, relationships, school, driving, and everything else that people do on a day-to-day basis. Stress is good to some degree. It drives us to succeed and increases productivity, however, there is a fine line where stress ceases to be productive and becomes dangerous.

The negative affects of stress are manifested differently in everyone. Whether it is sickness, anger, depression, or suicide, signs of stress eventually begin to show in everybody.

According to the American Institute of Stress (AIS), 75-90 percent of all visits to primary care physicians are stress-related. 43 percent of all adults suffer adverse health affects due to stress. These health problems often include heart disease, cancer, respiratory problems, and cirrhosis.

## Causes of Stress

Pressure is one cause of stress. There is the pressure at work, the pressure to be on time while driving, the pressure to make the people around us happy, and the pressure to perform well at school.

Final exams at Cal State San Marcos end on December 18,

just one week before Christmas and in the middle of the holiday season. Most students have loved ones for whom they feel obligated to buy gifts, thus having to work full-time and go to school. With the added pressures of finals, December becomes a very dangerous time when it comes to stress management.

During the "stress season," it is important for families and friends to remember that students have enough pressure. Families can help by being nurturing and supportive.

## Handling Stress

Stress can be curtailed if it is detected early. Just like any other infectious disease, stress can be halted, slowed, or lessened by searching for and recognizing the early warning signs.

The University of Oklahoma Police Department states that early warning signs of stress include, but are not limited to, fatigue, nervous tics, excessive sweating, nightmares, muscular pain, sexual difficulties, change in appetite, and insomnia. While these are not the only indicators of stress, they are good signs that a student or adult has an excessive amount of stress.

If stress is not caught early, it can lead to greater consequences, such as aggressive behavior and suicide. If the warning signs are

recognized, there are a number of ways to reduce the amount of stress in life. Exercise is a good stress reliever and many schools and workplaces offer weight rooms where stress can be worked off. Meditation can be a great help, and just talking with someone about problems can often make life and its problems much easier. For more information on ways to release stress, contact the human resources department where you work, or visit CSUSM's Counseling and Psychological Services web site at [www.csusm.edu/caps](http://www.csusm.edu/caps).

The holiday season can add stress to anyone, let alone a student. Balancing time and prioritizing tasks can reduce the amount of stress by more than half: as each project is completed, another weight is lifted off the shoulders. No school or job is worth the amount of stress that it can cause, or the affects that stress can eventually lead to. This is why most jobs and schools offer ways for their students and/or employees ways to release stress and enjoy life.

For more information on stress and how to cope with stress, check the University of Oklahoma's website at [www.ou.edu/oupd/stress.htm](http://www.ou.edu/oupd/stress.htm), or the website for the American Institute of Stress at [www.stress.org](http://www.stress.org).

## Academic Bulletin

### Help out this Holiday Season! Circle K's 9th Annual Toy Drive

**We are collecting new, unwrapped gifts for local needy children between Nov. 27 and Dec. 15.**

We encourage you to pick up an angel ornament, which lists the age, gender, and wish of the child. Angel ornaments can be picked up from the Christmas tree at the dome/cafeteria at CSUSM. Gifts can be dropped off at the labeled boxes at the dome and Human Resources department on Rancheros Dr.

CKI is also accepting wrapping paper, bows, or any monetary donation to make this event as successful, if not more, than the previous years. Please make checks payable to; Circle K of CSUSM and send to CSUSM Circle K International 333 S. Twin Oaks Valley Rd. San Marcos, CA 92069

**Circle K thanks you for your commitment to our community!**

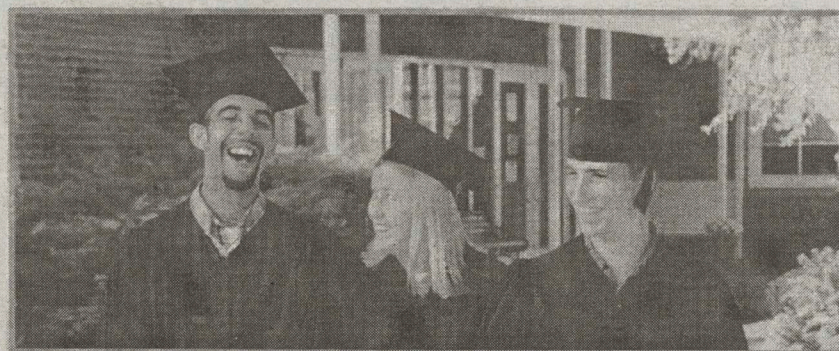
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*Students observe the tea ceremony during Japanese Culture Day on Palm Court.  
Photo by Brian Fisher*



# Writing Center Benefits from Its Own Legacy



A tutor works with a student in the writing center. Photo by Steve Compian

By: Steve Compian  
Pride Staff Writer

People are writing history in the CSUSM Writing Center. The program, designed by CSUSM Professor Ken Mendoza, includes a generation of "home grown" professors, who can trace their educational lineage back to the program.

The Director of the Writing Center is Dr. Robin Keehn. Dr. Keehn says she was among eight students that Dr. Mendoza selected as the Writing Center's first tutors back in 1991. "The Writing Center was located in a tiny lit-

tle room off the library on the Los Felicitos Campus," reported Dr. Keehn. The Los Felicitos Campus was nicknamed "Cal State Jerome's" because of its location near Jerome's Furniture Store.

Professor Keehn took charge of the Writing Center and the General Education-Writing Program (GEW) during the fall semester of 1999. She also teaches several courses at CSUSM, including LTWR 525, which prepares students to become writing instructors. Dr. Keehn relies on graduate student Donna Burcher to handle the day-to-day opera-

tion of the center.

Burcher is the Student Coordinator of the Writing Center. Besides being one of fourteen GEW 101 instructors, Burcher coordinates student appointments, schedules tutors, and handles the payroll for twenty-five tutors. All tutors must take LTWR 525 as a prerequisite to becoming paid employees at the Writing Center.

Tutors are the backbone of the center, which serves about 275 students every week. According to Burcher, "We would like to have more tutors, but there is a shortage of students who have completed LTWR 525." The shortage of tutors affects students from classes other than GEW who cannot make appointments because GEW students fill most of the appointment slots.

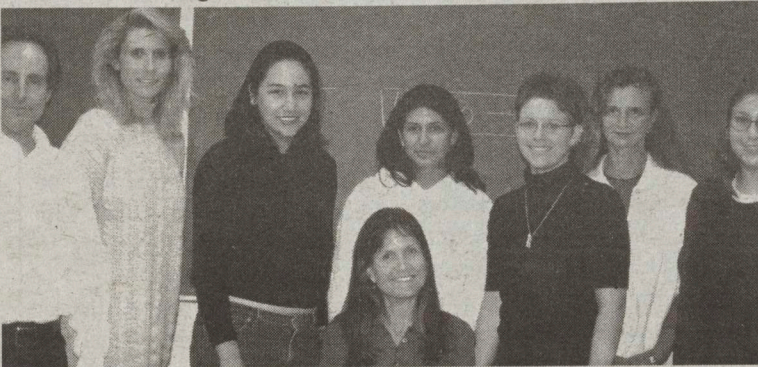
Burcher estimates twenty tutors have become GEW instructors since she has worked at the center. GEW instructor Barbara Shiffler recalled how she enjoyed her first experience as a tutor five semesters ago. "From the

first time I began tutoring here, I knew that I was in heaven," said Shiffler. The one-on-one attention that students receive is an important component of the program's success.

Erica Cacas, who was a GEW student in 1998, says Shiffler affected her profoundly as a writer. Cacas, who now tutors in the Writing Center said, "When she was my tutor, she taught me that writing for GEW 101 was not a restrictor of creative analysis. I learned that you can still be creative in everything you write."

Cacas says she would be interested in becoming a GEW instructor, "So I can show students that there is room in every academic discipline for creative expression." Similar to Professors Keehn and Aaron Nielsenshultz, Cacas could represent the next generation that makes the trek from tutor to faculty, writing another chapter of the writing program's history.

Dr. Robin Keehn (sitting) and LTWR 525 students. Photo by Steve Compian



## CAPI

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administrators, and counselors, but was also attended by instructors from community colleges and other universities. One of the long-range goals of the CAPI team is to hold ongoing forums with high school faculty in North San Diego, South Riverside, and South Orange counties.

"The objective of this semester's conference," according to Dr. Dawn Formo, "was to improve articulation between the high school curriculum and freshman-level university coursework in the areas of mathematics and English." Formo, a CSUSM Literature and Writing Professor and Associate Director of CAPI, also reported that current statistics show that over 30 percent of students entering the CSUSM from area high schools did not pass the standard English Placement Test (EPT), and 40 percent of students did not pass the entry-level math test (ELM) for the fall of 1999.

Formo said that CAPI has launched the English/math program with five area high schools: San Marcos, Vista, Rancho Buena Vista, Rancho Bernardo and Temecula Valley, and the math-only program with Carlsbad High School.

### History of CAPI

Implementation of the program began in spring 2000 with

university faculty working along side high school faculty to develop joint CAPI teams on each high school campus. Full implementation was established during this current semester as CSUSM consultants tutored hundreds of high school students in writing and math.

### How Do High Schools Benefit from CAPI?

According to Formo, "each high school has different requests for services from CAPI administrators and implementation has led to requests for further services." Services provided by CAPI include direct classroom instruction by CSUSM consultants, the establishment of mini writing centers located in the high school, and, most important-

ly, the introduction of the online writing laboratory (OWL).

With many of the partner high schools participating in the Digital High School grant program, the students have access through the web to the OWL program. Internet access is a vital component of this service. Formo believes that the success of the OWL program depends on the ability of high school students to take ownership of their texts. "Students need to critically analyze their own writing in order to ask questions of the tutors that centers feedback on making the students better writers," said Formo. Implementation of OWL services requires training high school students on how to ask specific questions about their intentions regarding their writing assignments. Writing consul-

ants usually respond to students within a 24 to 48 hour turnaround period. Their responses include internal comments in the text as well as a letter at the end encouraging student revisions by highlighting areas where students can elaborate or develop ideas that may enhance the end product.

CAPI is a state-funded grant program in which CSUSM will receive \$1.5 million out of \$9 million budgeted for this program across the state. The current grant award is in effect until the 2002 school term. During his visit to the San Marcos campus, Chancellor Reed met with Formo and two faculty members from participating high schools for a presentation of their work. Formo said that Chancellor Reed was so impressed with San Marcos' pro-

## World AIDS Day & A Day Without Art

By: Jennifer Miller  
Pride Staff Writer

December 1, 2000, marked the 13th annual World AIDS Day, the only international day of coordinated action against AIDS. The CSUSM Library participated by shrouding the library gallery with a black cloth to support "A Day Without Art."

The original Day Without Art began in New York, in 1989, with a group of artists and performers calling themselves "Visual AIDS." In hopes of capturing attention to the increasing loss of friends and family in the art community, Visual AIDS removed art pieces, cancelled performances, stopped music, and closed galleries.

Hundreds of people worldwide participated in a Day Without Art since 1989 to encourage awareness and education to the disease that infects 16,000 people everyday, globally (UNAIDS estimate).

World AIDS Day began in 1988 as a day to bring messages of compassion, hope, solidarity, and understanding about AIDS to every community in every country. The purpose of this day is to open channels of communication between countries in order to strengthen the exchange of information and experience.

gram that he labeled CSUSM the "flagship" of the CAPI project. The Chancellor has also stated that he is requesting another \$9 million from the state legislature so that we may continue our work with our district partners to help students achieve academic success.

The CAPI team is seeking students with a strong interest in writing to work as writing consultants and online tutors. This opportunity will provide valuable experience, especially to those students who are interested in the field of education. Contact Dr. Dawn Formo at [dformo@csusm.edu](mailto:dformo@csusm.edu) for information regarding paid and internship positions for the spring 2001 semester.

## Classifieds

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# Jewel's Unforgettable Performance at the California Center for the Arts

Chris Weedon for *The Pride*

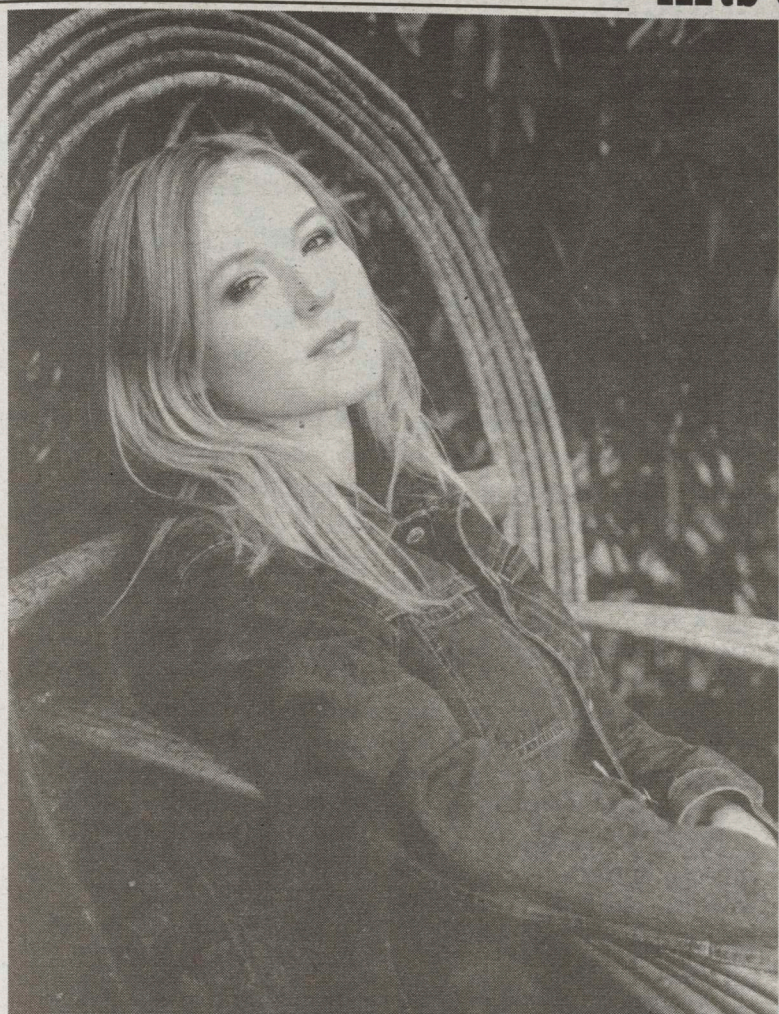
The talented Jewel took the stage on Wednesday, November 15, at the California Center for the Performing Arts. The sold-out theater of 1,250 people heard an unforgettable performance by Jewel and her opening act, Steve Poltz. Poltz, a local artist with the Rugburns, started off the night with a new song, "What Would Gandhi Do?" that he wrote on the plane earlier in the day. In between songs, Poltz told humorous and insightful stories about the songs and the crowd loved every minute of it. For his last song of his 50-minute set, Poltz invited San Diego Padres' Tim Lincecum to sing "Silver

Lining" on stage with him: this was a great way to end a great set.

After the opening act, Jewel walked on stage to the cheers of the crowd. Her first song of the night was a new one titled, "Does Anyone Believe in Love?" Jewel, like Poltz, told stories in between her songs. Her topics ranged from her teeth to Britney Spears, and she always made the crowd laugh. The highlight of the night occurred when she invited Poltz back onstage to sing a few songs with her. Their duet of "You Were Meant for Me" was amazing; the contrast of two different, yet, melodic voices was a treat to hear. Jewel's set was a mix of old and new songs like "Does Anyone Believe in

Love," "Foolish Games," "Who Will Save Your Soul?," to old Java Joe's days songs like "Racecar Driver." Her encore song was "Angels Standing By." Jewel's voice is truly amazing, and she hit the high notes with perfect clarity. Her voice sent me on a tranquil journey. Jewel's 90-minute set was a very amazing experience that I will always remember.

As the lights went on again, and everyone was leaving, I couldn't help but feel that I had seen one of the greatest shows of my life. If you haven't seen Jewel or Steve Poltz perform live, I would suggest you do so. It will be one of the best shows you will see.



Jewel performed in San Diego on November 15. Photo by West Kennedy

## Book Review: *The Self Aware Universe*

By: Jeff Brownlee  
Pride Staff Writer

In *The Self Aware Universe*, author Amit Goswami, Ph.D., attempts to make a case for an idealist worldview based on modern discoveries in physics.

Goswami is a professor of physics at the Institute of Theoretical Sciences at the University of Oregon. He has previously written two physics texts and numerous scientific papers. Goswami's background in hard science and academia is one of the factors that allow him to put forth a book on metaphysics that is far more convincing and perceptive than typical new-age faire.

Modern physics tells us that sub-atomic particles such as electrons and photons are, in fact, not particles, but waveforms of potential positions and velocities. According to Goswami, it is the mind of the observer that produces matter and not the other way around. Goswami goes on to posit a single universal mind that finds a focal point in each individual.

Lest a potential reader be scared away by mention of technical jargon from physics and philosophy, it should be pointed out that Goswami does a brilliant job of distilling the Arcanum of these fields down into everyday language. Goswami also makes good use of descriptive analogies to clarify his ideas for readers.

Goswami's work is more than a conglomeration of mysticism and pseudo-science. He makes a considered and cohesive argument for an idealistic philosophy based on modern science, and Goswami's book makes for fascinating reading for anyone interested in philosophy and science.



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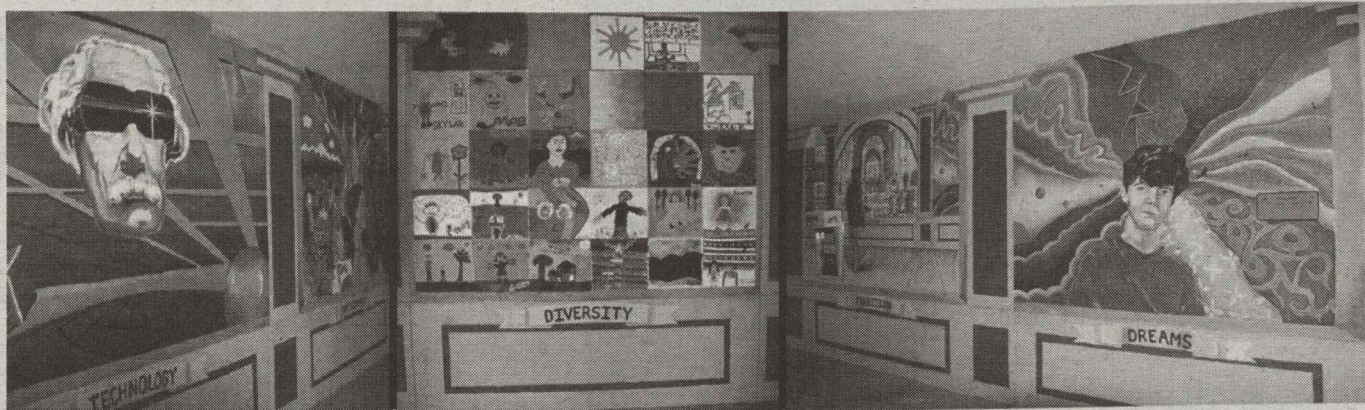
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# The Walls of CSUSM: Dreams, Tradition, Diversity, Environment, and Technology



By: Steve Kerrin  
Pride Staff Writer

Although often passed by without a second glance, the mural in the hallway by the library does occupy a significant place in the history of CSUSM as the first piece of public art on permanent display.

The mural, a five-paneled display whose themes are "Dreams," "Tradition," "Diversity," "Environment," and "Technology," was created in 1994. It was the brainchild of then-professor in the Department of Education, Dr. Merryl Goldberg, while she was teaching a course called "Learning and Instruction." Goldberg, who is now with the Visual and Performing Arts Department, said in her book, *Arts and Learning*, "The mural project was designed to engage the students in creating an educational philosophy, then representing and communicating that philosophy."

## History

**September 1994:** The Learning and Instruction class

met with artist Alex Sanchez, a local 20-year-old artist with experience in creating murals. Goldberg said of Sanchez, "I hired Alex particularly because of his reputation for working with non-artists and his ability to bring them to a place where they feel they can create and implement art."

Students were asked to create three rough sketches of ideas for the mural. Five common themes emerged from these sketches:

- § the importance of kids' dreams and wishes
- § linking the past to the present and to the future
- § embracing multicultural diversity
- § the environment and its importance to learning and culture
- § technology's role in teaching and learning

As it turned out, these five themes became the themes that were used in the final product.

Early in its development, serious debates began to emerge regarding the representation of

each theme. Regarding these debates, Goldberg said, "Because the mural was to become a public art piece, debate as to what was appropriate to portray versus what was not became a serious consideration." One particular debate began when an African-American student wanted to include a Black Power symbol in the mural.

Debates similar to this continued, with the primary concern being equal representation for the values of all cultures and some modicum of political correctness. In her book, Goldberg cites one student who said, "The project lost luster for me when our idea was questioned due to concern over 'political correctness'. I just wish we had no limitations on what we could do, but that's not possible with public art." Despite these debates, students were able to collaborate and reach mutual agreements that, while not exactly what each wanted, were, for the most part, sufficient.

**October-November:** The mural project faced its first administrative challenge during this time. Then-university president Bill Stacy attempted to cancel the

project because, as the class was told, the university did not have a policy on permanent art. "I never in a million years thought there would be politics involved, but when you're dealing with public art, you're dealing with politics," said Goldberg.

Stacy's hesitancy may have been sparked by events at San Francisco State University the previous year where a student mural became a source of controversy when it was discovered to contain symbols related to the Nation of Islam leader Louis Farrakhan.

**December:** With the assistance of the Dean of the College of Education, the project was allowed to continue. The proposal was that the College of Education would lease the wall space for the mural for three years, after which time a policy on permanent art would be in place. If the mural did not meet the requirements of this policy, it would be painted over.

With the approval of the leasing plan, the project began. Throughout mid-December, the students, with Sanchez's supervi-

sion and advice, began to paint the mural, first applying a primer coat, then the actual design. The mural began to attract attention from local media, including CNN.

A second crisis came in late December when the students' ideas for the "Diversity" panel were found not to translate well into visual representation. At Sanchez's suggestion, the panel was divided into smaller squares, one for each student in the class. Each student then painted a child's self-portrait on his/her square.

**February:** After the winter break, the students held a dedication ceremony on February 2. More than one hundred guests and media people attended.

In retrospect, Goldberg said, "Everyone really felt good about [the mural] but not everyone thought it was exactly what they wanted to see." When asked if she would do a project like this again, she said, "Now, five or six years later I can imagine doing it again, but right after it was done, I don't think so."

\*Photos by Cheryl Cline

# Larry Karush: "Art of the Improviser"

By Christopher F. Orman  
Pride Staff Writer

Approximately fifty people attended Larry Karush's solo piano performance held in Academic Hall 102 on November 29. Performing an hour and a half long set, Karush continually revealed his ability to meld other ethnic and folk musical genres into the style of jazz.

During the performance, the audience became entranced, as Karush typically opened each song with a distinctive African sound. As the song progressed, Karush played rolling arpeggios and dissonant harmonics, leading the listener to the far out reaches of jazz. Typically from the free-form dissonance, Karush would return with a snippet of Johann Bach or Fredric Chopin.

"To be honest, I am trying to wrestle between my multiple interests in music," Karush told the audience in a question session following the performance. "The dissonance existing between the African and Classical elements becomes a musical expression of my attempt to synthesize two musical forms," Karush iterated.

Throughout the evening,



Pianist Larry Karush  
Photo, courtesy of CSUSM

Karush played compositions embodying his musical and philosophical pursuits. In particular, "Banjo Variations" began sounding rather similar to Earl Scrugg's bluegrass banjo playing. As Karush gained momentum, the song suddenly evolved into jazz phrasings, only to end with a brief quote from Chopin's "Sonata #3." Later in the evening, the energetic "The Salsa Way" continued Karush's attempts to synthesize two different styles of music.

Beginning with a quote from John Coltrane's "A Love Supreme," Karush violently flew into a multi-layered, free-jazz improvisational section yielding a large amount of disharmony. Out of the improvisation arose a simple salsa section, which gave rise to another free-jazz section. Karush on "The Salsa Way" continued to allow Coltrane's "A Love Supreme" and the salsa elements for brief moments, before launching into heavier, harmonics-based vamping.

On the subject of how classical music has influenced him, Karush said, "Despite how much I was forced into learning classical music at an early age, the music and the composers will remain a focus of my research and always a part of my music." Over the next few years, Karush plans on studying the compositions of Alexander Scriabin.

Karush currently has one solo CD released titled *The Art of the Improviser*, which features some of the compositions he performed at CSUSM. As for future recordings of his work, Karush plans on releasing several CDs independently, "when time and money permits."

# A Look at the CSUSM Vocal Ensemble

By: Steve Kerrin  
Pride Staff Writer

Still in its first year, the CSUSM Vocal Ensemble is one example of a startup program on campus that has high hopes for the future.

All members agree that while the songs they are performing, mostly folk tunes and children's songs, are different from what they expected; they have, nevertheless, been fun to perform. Christian Wehba commented, "I didn't realize that we would be singing mostly children's music but we're performing for kids so what do you expect?" His sentiments were echoed by Denise Mitchell-Carignan who said, "I expected more classical and some show tunes and that kind of thing."

Ensemble Director Merryl Goldberg said of her choice of songs, "I realized that we had a wide range of experience in terms of singing, so I thought I'd choose pieces that were fairly easy but which could be made more difficult by adding rounds and harmonies." Goldberg estimated the range of experience to be evenly split, with about half the students having prior chorale experience and the other half with little or no experience.

Goldberg also said, "When I realized there were a bunch of future teachers in the group, I

decided to make kids songs a focus." Her selections were appreciated by at least one student, Katelynn Miller, who said, "I'll definitely use some of them in my classroom when I teach."

Miller, Wehba, and Mitchell-Carignan mentioned that they had been trying for several semesters to get the ensemble started. There was interest from the department, but not until Goldberg transferred from the College of Education was anyone able to take the job. Upon her transfer, Goldberg said, "Bill (Bradbury, another Visual and Performing Arts instructor) and I were both aware that students wanted a chorus so we both decided to make it happen. Since he was on sabbatical and I was interested in making it happen, I became the leader."

The Vocal Ensemble's first and only performance this semester will be on Thursday, December 14 at Felicita School in Escondido.

The class will be held next semester on Wednesday afternoon at 4pm. Enrollment is open to both students and staff. Since the class this semester was a success despite its moderate experience level, Goldberg says that anyone thinking of taking the class should not worry if they have never done it before, "It will sound great, don't worry, and don't be shy."



## The Pride

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## Another Club Leader Speaks Out About ICC

As a club founder, past secretary, and current president, I am saddened to learn of Ms. Hash's difficulties regarding ICC, ASI, and the Literary Society. I have been actively involved in the club process as well as ICC for the past two years. It is true, last year, ICC was a difficult entity to deal with, however I feel that the improvements made this year have been of great benefit to clubs on campus. This includes the addition of Mr. Brad Schmidt's position as the Club Services Technician as well as the formation of the CSFC. Regarding her comments about the various entities in which clubs must deal, I feel she may be misinformed as to the purposes behind these various entities and processes facing clubs at CSUSM.

The first issue is concerning the re-chartering of clubs and

club officer training. All clubs are required to re-charter at the beginning of every school year, regardless of their standing the previous year. Training of club leaders is also required of clubs each year. Presidents and treasurers are required to attend and club advisors are encouraged to attend this training. The purpose of this training is to inform club leaders of the various paperwork required in doing club banking, making facility requests, as well as to be informed of the requirements for posting of club events and the processes involved for having particular events both on and off campus as well as club funding.

Secondly, regarding the creation of a Club Services Technician, I feel this has been a wonderful asset to the process of functioning as a club on campus.

The addition of this position has streamlined the paper trail for clubs in that there is now a "one-stop shop" for clubs to visit with their concerns and to turn in paperwork. Mr. Schmidt is knowledgeable regarding what is required of clubs and has been very helpful in all aspects of the operation of my club. This ranges from helping us set up events such as our CPR class as well as the answering of any question my club has had in regard to policies and procedures.

As for the formation of the CSFC, I feel this too is a benefit to clubs. By adding the CSFC, ICC can now focus on other club issues, not bicker for two or more hours about what club gets money, what club doesn't, and how much money should be granted for a particular event.

I feel the guidelines regarding funding are very clear and understandable. In addition, this funding is not just for multi-club events, but available to any club who follows the standards set forth to receive such funds. In the past, the clubs who received funds were able to negotiate the system to their benefit while others were not as successful. In addition, it is not a requirement that clubs attend the CSFC meetings, but they are welcome to attend.

Yes, ICC meeting attendance is a requirement for clubs. But what better way to know what other clubs are doing, how we can help to make each other's clubs be more successful, and to learn more about what our responsibilities are as a club on campus? I have enjoyed ICC much more

this term than last year and the addition of workshops, which are open to the campus community at large, have been beneficial to me as a club leader.

Being a leader of a club on campus is a great privilege and responsibility. It is my opinion, as leaders it is our responsibility to seek out the information we need to be successful, not to wait and have information spoon-fed to us. If we have questions, we must ask them, not wait to be told the answers. I feel that the changes made this semester have put ICC back on track for its intended purpose: to help clubs succeed on campus and increase campus life.

Jennifer Moon

President, Future Educators Club

**Pride Student Poll Results\***  
[www.csusm.edu/pride](http://www.csusm.edu/pride)

**What would you like to have as a new major on campus?**

Engineering: 22.73%  
Film: 27.27%  
Journalism: 22.73%  
Other: 27.27%

Other responses included:  
**Film/TV Production, Religious Studies, Physics, Criminology**

\*A total of 39 students replied

### ASI Responds

Fellow Students,

This is your Student Government responding to the letter printed in the opinion section of our school newspaper on November 28, 2000.

First, while we would like to applaud Kathleen Hash for her courage and school spirit in taking the time to express her displeasure at a system that, in her words, "is an inefficient bureaucracy", we need to note that most of her information was inaccurate. Associated Students, Incorporated (ASI), is not here to monitor the press or to stifle public opinion, rather, we feel that the students should hear both sides of an issue to allow them to make informed choices. ASI provides the official voice of the students and in doing so we have and will continue to encourage people to speak up on issues that will make their experience here at CSUSM more meaningful. We invite anyone to come to our office in Commons 203 or talk to your ASI college representatives regarding any issues you would like to see action taken on. We are writing this letter today to clarify information that was

reported inaccurately and to let you, the students, know that ASI is here to support you.

Issue 1. The name Inter Club Council was changed to Inter Club Committee to clarify their role and responsibility. ICC has always been a sub committee of Associated Students, Inc., and was designed to provide a place where clubs can come together and work on joint projects, discuss issues on campus, and inform other clubs of events they are planning.

Issue 2. While Gezai Berhane, the Assistant Director of Student and Residential Life, is an important part of the ICC, he did not supervise nor direct ASI in the restructuring of ICC and the process that is used to fund events on campus. ASI, along with the ICC Chair Newsha Digius, and the Club Service Technician, Brad Schmidt, worked with information provided from last year's ICC to develop a comprehensive plan to allow clubs to access resources easier and more efficiently.

Issue 3. The ASI Vice President of Finance has worked through the summer and into the fall semester to assure that equal representation of the ICC was available on the committee that

approves funding for club events. This process is new and it did take time, however, the committee has been in place for over a month and ICC as a whole is satisfied with the results.

We realize that change is difficult and with change comes a "trial period" to discover if the changes that were made had the impact that was intended or if an adjustment needs to happen. This is our "trial period". We are in the process of making adjustments to accommodate the students' needs as they present themselves. We will continue to support students and in keeping with our campaign slogan "Together we can make a difference", we will continue to work toward building a better campus life and enhancing the university experience for all students. We in ASI are students just like yourselves, and we strive to make your college experience more enjoyable. Any help that you can provide that may help us better serve you, and the rest of the student body will be very much appreciated.

Happy Holidays from your  
Associated Students Board of Directors

### ICC Explained

#### Students must Play Part to Promote Life

I am writing in response to the letter written by Kathleen Hash under the title of "Club Leader Saddened by the Lack of Improvement in the ICC" that the *Pride* featured in its November 28, 2000 issue. To those of you who do not know what the Inter-Club Committee (ICC) is, let me please explain. The Inter-Club Committee was created in order to unify the diverse clubs at Cal State University San Marcos. The main purpose of the ICC is to serve as a forum in which clubs come together for the purpose of information sharing, leadership development, campus community development, and to establish a network by which clubs can communicate their concerns and ideas regarding university or club activities.

ICC aims to promote student life on campus; however, that is only possible if individual students and clubs are equally committed to that purpose. Much of what was written in the letter by Kathleen Hash was false due to a lack of information. In her list of attempts to work with and understand ICC and ASI,

Kathleen left out the fact that she has not come to the last four ICC meetings. Therefore, it would be difficult for her to see the progress that ICC has made this semester due to her lack of attendance at meetings. Also, as a *Pride* Staff Writer, Kathleen would have served the students better had she contacted the appropriate offices (The Associated Students Inc., and the Student and Residential Life) or at the least, spoken to me to learn more about the issues she had raised in her opinion. As the current ICC Chair, I know that many changes have been made but they are not merely "cosmetic". Over the past three years I have been involved with ICC, I have seen the changes it has gone through and I know it will continue to change and develop as our university grows. However, those changes will always be made with the intention of helping students not impeding them.

Thank you,  
Newsha Digius  
ICC Chair

**HAVE AN OPINION? SUBMIT A LETTER TO THE EDITORS TO PRIDE@CSUSM.EDU**

Letters should be submitted via electronic mail to *The Pride* electronic mail account, rather than the individual editors. Deadline For submissions is noon the Thursday prior to publication. Letters to the editors should include an address, telephone number, e-mail and identification. It is *The Pride* policy to not print anonymous letters. Letters may be edited for, and only for, grammar and length. Editors reserve the right not to publish letters. Please contact *The Pride* if you are interested in writing news articles.



December  
4-December 15

**Imagine CSUSM**  
Location: CSUSM Library

Imagine CSUSM is an exhibit of images of CSU San Marcos that will be on display in the Library Gallery.

December  
4-December 16

**Bree Tinney Memorial Online Auction**  
Begins December 4 at noon and bidding will end December 14 at noon.

Past auction items have included crafts, lessons, art books, food poetry and babysitting.

Wednesday,  
December 6

**Library Book Sale**  
Location: Library Courtyard  
Time: 9am-3pm

**Guest Lecture: "Conversations with Scientists"**  
Location: Academic Hall 408  
Time: 1pm-2pm

The MBRS/Score project of CSUSM invites students to join our distinguished guests throughout the spring semester in exploring the field of Biomedical Research Science. Guest scientist, Dr. Curnel Morgan will give a presentation and discussion.

**Study Abroad Information Meeting**  
Location: University Hall 458  
Time: 2pm-3pm

**Internet Job Search**  
Location: University Hall 273  
Time: 3pm-4pm

Learn how to find job positions online.

**Stretch & Relax Stress Management**  
Location: SHS Conference Room Suite 100  
Time: 3:30pm-4:30pm

Please wear comfortable clothing.

**Cyber Choreography: The Medium Is the Motion**  
Location: Library Courtyard  
Time: 6pm

The student-created work, titled "Cyber Choreography: The Medium Is the Motion," features light, color, images, dancers, and music all in perpetual motion.

**Gamelan**  
Location: Academic Hall 104  
Time: 7pm

Gamelan performance by student players, under the direction of Randy Griswold.

Thursday,  
December 7

**SIE General Meeting**  
Location: Academic Hall 411B  
Time: 7pm

**The Vagina Monologues**  
Location: CSUSM Visual and Performing Arts Annex at 441 La Moree

and Barham Drive  
Time: 7pm  
  
Written by Eve Ensler and directed by Loni Berry. This is part of a series of artistic exhibitions and performances by CSUSM's VPA students, marking the end of a semester's worth of work.

**Sankofa!**  
Location: California Center for the Arts, Escondido Center Theater  
Time: 7pm

Dr. Komla Amoaku returns from Ghana to perform with his Afro-jazz band, Sankofa, and to lead a performance of the CSU San Marcos African Ensemble.

Friday,  
December 8

**Registration Reminder:** SMART reservations end for continuing students.

**Meditation Group**  
Location: PPHS Building  
Time: 12:00pm-12:30pm

This meditation group meets weekly on Fridays in Dr. Fritz Kreisler's office. Groups run on a "drop-in" basis.

**The Vagina Monologues**  
Location: CSUSM Visual and Performing Arts Annex at 441 La Moree and Barham Drive  
Time: 7pm

Written by Eve Ensler and directed by Loni Berry, *The Vagina Monologues* are based on discussions with girls and women about their feelings for their anatomy. (A second presentation).

Monday,  
December 11

**Art and Motherhood**  
Location: Academic Hall 104  
Time: 6pm

This is part of a series of artistic exhibitions and performances by CSUSM's VPA students, marking the end of a semester's worth of work.

we are celebrating!!

We are proud.

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