

The Pride

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CALIFORNIA STATE UNIVERSITY SAN MARCOS

THURSDAY FEB. 19, 1998

Early Learning Center Opens Student-Parents finally given an option

BY BRANDEE L FERNANDEZ & DEBORAH HENKE

CSUSM now accepts applications from 2-year-olds. The Early Learning Center opened its door at 139 Gosnell Way behind the San Marcos Post Office on Twin Oaks Valley Road to the young students and Jan 12. The center, sponsored by associated student, offers child care for children of CSUSM students as well as other in the community.

It runs five sessions daily. The first begins at 6:15 A.M. and the last one ends at 6 PM. Prices range from \$12.25 to \$19.25 per day, roughly 20 percent less than comparable day care centers. Parent must commit to a minimum of two days per week.

Financial assistance is available, however, through community programs.

The goal of providing affordable child care for students, staff, and faculty has been a dream ever since the university admitted its first student in 1989. But translating that dream into

reality has been a slow process.

Creating a day care center was one of Darlene Willis' first directives when she took the job of executive director of associated students. Much discussion had taken place on the best way to establish the center, she discovered, but little had been done.

Enter the Associated Students. With \$29,000 from its reserves, A.S. found the existing child care center on Gosnell Way, which was on the market, arranged to lease the building on a year-to-year basis.

"This A.S. board is to be commended for its efforts," said Willis, adding that 25 percent of every dollar collected by AS in student fees is allocated for day care.

Prior to the center's conception 15 individual scholarships of \$500 were given to students to offset the cost of childcare. This money now will help support the Early Learning Center.

Within the next two years, the uni-

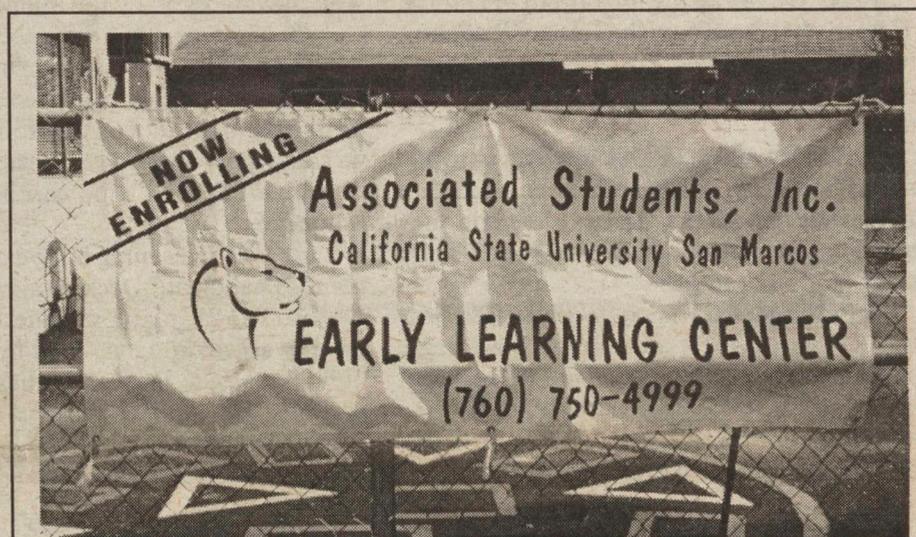


Photo By David Johnson

The Early Learning Center, located on 139 Gosnell, behind the San Marcos Post Office, now provides an alternative source of childcare for students as well as others in the community.

versity hopes to move the day care center to a permanent location on campus near the Public Safety Center. Willis said such a move will cost \$1.5 million,

which includes building an access road and the facility itself. The university

SEE CHILDCARE PAGE 6

Campus Housing on Rocky Ground

BY JOHN RODRIGUEZ

Maybe they will name it Flintstone Hall. If they build it. The future of on-campus housing at Cal State San Marcos could well depend upon how many rocks a local quarry decides it wants or needs.

But that is just one of

several factors determining when ground breaking will begin for CSUSM's first residential hall, according to Susan E. Mitchell, director of Housing and Residential Services. "The site we prefer is that hill, behind duplication services," she said. "But the campus is

built on rocks. We have an agreement with a local quarry (Southcoast Materials) to remove rocks at no cost to the university until they have as many as they need." The problem is that the quarry may fill its need long before it even reaches the CSUSM site.

Other sites under development have higher priority. Rocks would not even be removed from CSUSM until 2004, according to Mitchell. She added, "Since we would like to have on-campus housing before then, this is not a likely site even if we do prefer it."

The push for on-campus housing was initiated in the fall of 1995 when CSUSM admitted its first freshman class and there were numerous requests for housing. In response, Housing and Residential Services created the Student Housing Authority (SHA) last spring to rec-

ommend ideas and plans to the administration. The SHA is comprised of students and campus representatives from various departments. "We invited guests in from other housing programs, housing directors

SEE HOUSING PAGE 7

What's the status on Building 15?

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Dr. Curry new Program Director for LTWR Dept.

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New art exhibit in library through March 27

page 10



Building 15 weathers storms still on schedule

By RICHARD MAUSER

El Nino who? The recent spate of storms that roared through the county failed to delay the scheduled opening of the university's Building 15.

The building, tentatively named International Hall, still is scheduled to open in mid-August for the fall semester classes.

The storms also failed to dampen the spirits of school officials, who are eagerly anticipating the extra space Building 15 will provide to the cramped university.

"We're looking forward to the future. The weather hasn't pushed us off our summer occupancy," said Russ Decker, CSUSM's director of Planning, Design and Construction.

According to Decker, the 71,000-square-foot building will accommodate 1,000-1,200 students, and will contain four new computer labs, a foreign language lab and two broadcast rooms.

It also will house faculty offices for the College of Education and the departments of psychology, computer science and foreign language. The only weather-related problems for the building this semester have been minor, according to Bob Boyer, construction su-

perintendent. Rain, for example, delayed fabrication of the concrete panels that make up the exterior walls of the building, which set the final completion date back about two weeks, from June 24 to mid-July.

But Decker said the mid-August grand opening would not be affected.

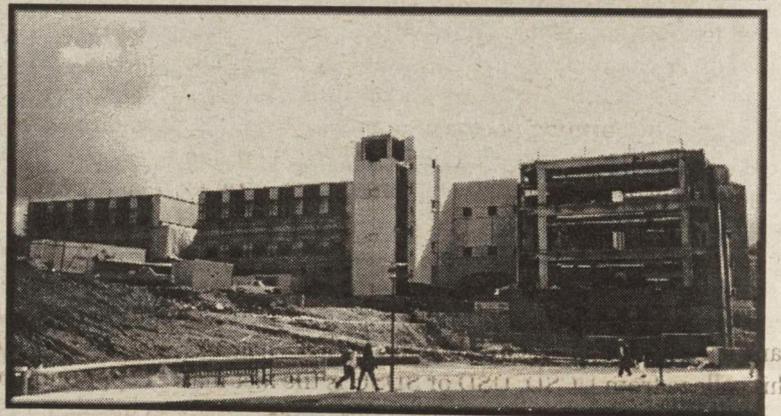
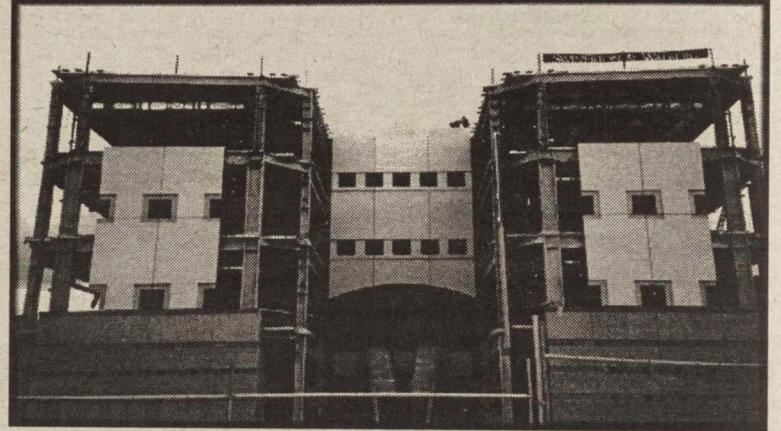
The walls on the three-story, rear section of Building 15 are in place and about 30 percent of the roof has been finished. Boyer said he the entire roof should be in place, and the rear section watertight, by the middle of February.

The four-story, front section is still without walls, but Boyer said he hopes they will be up by the beginning of March. Once the walls are finished, the roof on the front section should be completed within two weeks.

What if El Nino continues its current rampage?

"We're keeping an eye out, but we have plans to handle it," Decker said.

The IR plans include making up lost time by accelerating work on the interior of the building (which is already ahead of schedule), and possibly moving some of the faculty and equipment into the rear section of the building while the front is finished, he added.



Independent study courses leave students hanging

By JENIFER JAFFE

Last month a the SMART system surprised a handful of students on campus when it informed them they would receive credit or no-credit, instead of a letter grade, for winter term independent study classes.

Debbie Holderby, a literature and writing major, was among the students who didn't realize that literature and writing independent study courses are now designated as credit/no-credit according to the CSUSM 97-98 catalog, she said.

After listening to the SMART system, Holderby remarked that she thought the course she paid over \$300.00 for was useless.

According to both the CSUSM 96-97, and the 97-98 catalogs, students working towards a Bachelor of Arts in literature and writing studies cannot take a course required for their major credit/no-credit.

"All weekend I was panicked that I wouldn't graduate this May," Holderby said.

But the following Monday Holderby said she checked with her professor, various faculty members in the college of arts and sciences, and admissions and records in an attempt to reinstate the grade option.

"Everyone was puzzled and was not able to tell me why this happened or what I needed to do," she said. A fellow student finally advised Holderby to petition the credit/no-credit designation and, eight days later, she received approval for a letter grade for the course.

Some students are now questioning the scholastic value of non-letter grade literature and writing independent

study courses, as well as the internship course, which is also newly designated as credit/no-credit only.

At least four students are known to have shifted their spring schedules, hoping to avoid credit/no-credit-designated courses.

nated courses.

Holderby's situation prompted graduation advisors to take a closer look at the apparent contradictions in the 97-98 course catalog, said Lora Coad, the graduation advisor for the College of Arts and Sciences.

Coad said the Literature and Writing department made the decision to change the grade option to credit/no-

credit only to end the "unusually high amount of (independent study students) who weren't a normal part of the workload." Coad said some faculty members were receiving requests from as many as 20 students asking them to teach an independent study course.

Faculty members at CSUSM are not paid for instructing students independently, Coad said.

Similarly, faculty members at SDSU do not receive compensation for teaching independent study courses, although it is in their contract, said Michele Ryan, the graduate secretary for the school's English department.

The 97-98 catalog seems to contradict itself, Coad said, as it essentially states in

G-3 that courses graded Credit/No Credit cannot be used to fulfill major requirements unless the course is designated as credit/no-credit only.

"So the central question for students is, 'which rule rules?'" Code said, continuing, "we're going to be very flexible with this until the faculty decides how they want to handle (the independent study courses)," she added.

Coad offered some advice for literature and writing majors to follow, at least until the situation is resolved, "For the purposes of avoiding bureaucratic hoops, future students should avoid independent study courses they need applied to their major," she said.

Renee Curry, the department head of literature and writing, said in an e-mail the department will meet next week and over the semester to further discuss the matter.

"For the purposes of avoiding bureaucratic hoops, future students should avoid independent study courses they need applied to their major."

New cafe affords students the luxury of choice

By AMY MESTER

Don't turn the corner too fast because you could miss it.

Maybe you've noticed *Power Surge Cafe* as you've passed the intersection of Barham and Twin Oaks Drive on your way to school. But more and more CSUSM students are finding that it's worth more than a look.

Better yet, many say, they're discovering that it's a place of their own.

Owner Mark DuBois understands. He graduated from CSUSM himself two years ago. "I feel a responsibility to give some of that back to the community," says Dubois. "I feel like I owe the university a huge debt because my education was so incredible. The instructors really care about you as a person and don't look at you as a number."

As a result, Dubois has offered his cafe as a venue for several university activities, "We're starting to do local music on Friday night," he says. "On March 23, one of the literature and writing classes is going to be performing poetry at noon."

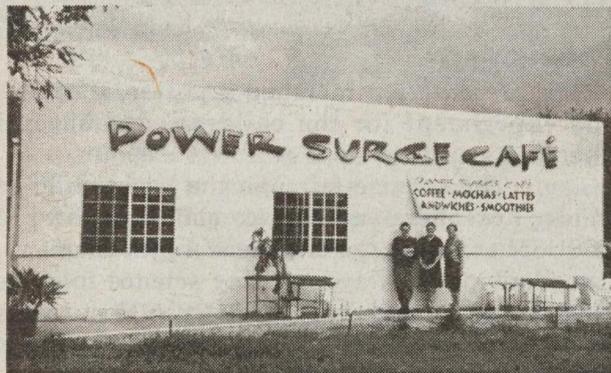
Adds employee Rachel Harris: "You see people who are so psyched to be here and so excited about how it's going to change. Hey, this is going to be really cool. There's great ideas and people.

"There's really nothing else in this whole college area. Just to have a home base where students can kick back for a while really helps. What separates this college from UCSD, USD or SDSU is the fact that it is small and more intimate. This place is so North County."

"There's a different feel. San Marcos has culture. This is just another extension of that."

With a view of the college and nearby location, Harris says, "We're building the foundations for the college area."

CSUSM teachers also are finding a home at Power Surge. "The faculty has been so supportive," DuBois says. "They've had all kinds of meetings down



here: Administration, Counseling, Financial Aid. To me, the neat thing is that it's a mixing ground between the university and community. Our customers are truckers, cab drivers, students and homemakers."

For students who find the choice between the bustle and noise of the university cafeteria and the dark quietude of the library equally uninspiring, Power Surge Cafe offers an atmosphere full of daylight and a unique decorative style. A large antique map of the world and other paintings, including a modern work by a CSUSM student, adorn the walls.

Employees bring their own CDs to provide background music. "We don't just want to get you in, then get you out," Harris says.

Power Surge will soon open an adjoining room that will house six computers, providing Internet access to interested students. The \$6 price per hour is half of what Kinko's and other cyber cafes charge.

Power Surge offers a full espresso bar and reasonably priced coffee (75 cents, \$1 and \$1.25), plus lunch deals with quality meats and cheeses (\$3 for a sandwich, chips and pickle).

It also offers quiches and lunch croissants with ham and cheese or turkey and feta. A variety of pastries includes standbys such as cinnamon rolls and various croissants and more unique selections, such as the "Monkey Bar" (banana and chocolate chip), cappuccino bar, chocolate wipeout cake and white chocolate raspberry cheesecake.

For breakfast eaters not into sweets, there's cereal with milk (\$1.50) and juice. Fresh smoothies will be on the menu soon, DuBois says.

"We're trying to keep our prices down to cater to students," says Harris. "A lot of us here are students. We know how hard it is."

Power Surge is open weekdays from 7 a.m. to 9 p.m., Saturdays from 9 a.m. to 6 p.m. and Sundays from 10 a.m. to 6 p.m.



School mascot simply misunderstood

A number of people on campus know that the university mascot is a tukwut. But, not many know what a tukwut is.

And even fewer know how to pronounce it. The CSUSM logo provides the best hint, and, as most people suspect when they see it, a tukwut is indeed a mountain lion. In a recent random survey on campus, few knew anything more, other than it was an Indian term.

Most pronounced it in either of two ways: "too cute"

and "tuck qwat." Where did it come from? Like a lot of terms, from the Indians. According to a brief but interesting history prepared by Mark A. Macarro, tukwut ... pronounced "took woot" ... is a Luisen~o Indian term for the California mountain lion.

The Luisen~o tribe, or Payomkawichum, as its members call themselves, originally inhabited the area along the Southern California coast from Encinitas to Las Flores in Camp Pendleton and inland to Palomar Mountain and southwest Riverside County.

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Hands-On Science in the classroom

Not even a hurricane could dampen the enthusiasm of Richland Elementary School 4th and 5th graders as they experienced science the "hands-on" way. Richland, located in San Marcos, was host to Dr. Kathy Norman's CSUSM class, *EDMS 545, Science Education in the Elementary School*, on September 25, 1997. The CSUSM students, who will soon be graduating from the Multiple-Subject Credential Program, turned the school cafeteria into a mini science fair for the morning. The Richland classes were shepherded through various experimental stations with deftness and precision. Groups of four or five students were able to rotate through two intense fifteen-minute sessions each before returning to their classrooms.

SEE SCIENCE PAGE 4

By REBECCA WARNE

The Luisen~o believe that they have lived in the region since the beginning of time.

Their history records life beginning in the Temucula Valley long before the Spanish land grant settlers.

When CSUSM was founded, an elder of the tribe was consulted to help select the mascot ... partially to honor the indigenous people of the region but also in keeping with the university's commitment to diversity.

Alternative grading system could benefit students and teachers alike

By LESLIE PEARNE

What if a university didn't give letter grades? What if students were measured by detailed, written evaluations that explained strengths and weaknesses and specified goals that must be met?

That might make a lot of students happy. Indeed, a number of CSUSM students indicate that the present system of letter grades isn't necessarily what they prefer.

Rya Anderson, a senior majoring in Liberal Studies, said she would welcome CSUSM's adopting a written-evaluation grading system. "That's good, because sometimes students put a lot of effort into a class, but have low test scores. If the effort goes unnoticed, then the grade is based on the numbers," she added.

Diane Nesser, a senior majoring in Literature and Writing, said she'd like a better explanation of how she performed in a class than a letter grade provides. "Feedback allows one to look back on their strengths and weaknesses. It also explains why one may receive a plus or minus, instead of a straight B or C," she added.

UC-Santa Cruz, which

uses the written-evaluation grading method, is now in the process of changing it to a dual procedure. Students will receive letter grades, necessary for transferring and/or graduate school applications, along with the written evaluation. Both students and professors have commented that the system gives the university more of a low-pressure, less competitive environment, because there is no GPA.

Dr. Leslie Zomalt, CSUSM's coordinator of advising, called the written-evaluation process "very difficult," because it's hard to convert to such an assessment at a university that solely uses letter grades. "This is not to the student's advantage, especially when applying to graduate schools," she added.

Many administrators say implementing a new grading process is overly time-consuming. But, Dr. Sue Fellows, a professor in the Literature and Writing Department counters that it can be accomplished in a less laborious manner.

"During the first week of the semester, students and professors should have conferences," she suggests.

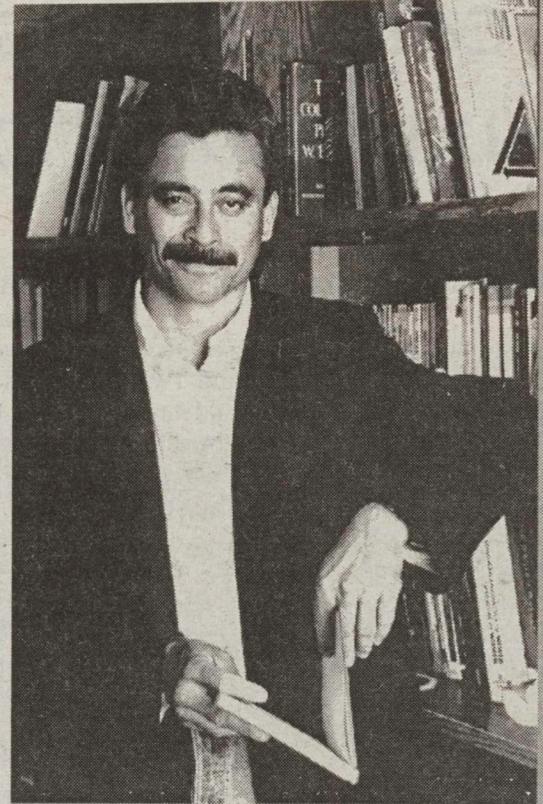
"No actual class meetings."

"This would allow for students to fully understand what is expected from them and what they can expect from the professor."

Fellows says student/professor communication can be strengthened by the written evaluation, and adds, "Written evaluations are a more personalized and detailed way to grade."

Michael Stary, a graduate student in Literature and Writing, said he would like to see CSUSM adopt a system similar to UC-Santa Cruz's proposed two-step method. "Written evaluations would work here because they work at UCSC. We could model a process after theirs," he added. "It is hard for graduate programs to determine your background when applying and a written evaluation would give a detailed explanation on your academic career."

CSUSM officials stressed that there are no plans in the works for changing the current grading system, but pointed out that the nine-year university is still young, offering students the opportunity to help mold and shape it in the future.



Kenneth Mendoza, director of the Literature and Writing Program at California State University, San Marcos, was recently named the university's first Presidential Fellow. The program, initiated by President Alexaeer Gonzalez, provides opportunities for faculty members to

learn about and work in university administration.

The Presidential Fellows Program gives a faculty member 75 percent release time from their regular duties to work directly with the president in wide variety of administrative activities for one semester. Mendoza will serve as Presidential Fellow during the Spring 1998 semester.

Mendoza who is a resident of Escondido, has been with CSUSM since 1990. He has bachelor's, master's, and doctoral degrees from the University of California, San Diego. Mendoza's other accomplishments include being one of the first recipients of the Outstanding Faculty of the Year Award at CSUSM and playing an instrumental role in developing the university's unique writing requirement.

Ken Mendoza appointed first CSUSM Presidential Fellow

Science

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"The kids loved it. The only negative response was that they couldn't go to all the stations," said enthusiastic presenter, Mimi Puckett.

The CSUSM teachers-in-training had worked in pairs for several weeks to develop scientific concepts that would be taught with an interactive hands-on approach. Embedded in the presentations was the concept of the learning cycle method of teaching science. When asked about her reaction to the science fair, CSUSM student Joanne Young commented, "It was definitely a demonstration of the learning cycle at work."

Briefly stated, the learning cycle has three phases.

In the first or Exploration stage, the teacher plays an indirect role while students manipulate materials provided by the instructor. During the Concept Introduction phase, students use their knowledge gained from the exploration phase to come to an understanding of scientific concepts.



Photo By Mary Kira

CSUSM teacher-in-training, Mimi Puckett, prepares to test students predictions at the Richland Science Fair

In the third phase, Concept Application, students apply the concepts they have learned to a new situation.

Dr. Norman's class covered a wide range of topics. A sampling of presentations included demonstrations on topics as diverse as electromagnetic force and water filtration.

Each presentation included a poster, a hands-on experiment for the children, and several handouts.

The science fair was the brain child of Vicky Rosenberg and Dr. Norman. Rosenberg, a CSUSM graduate currently teaching at Richland, was looking for ways to bring science into the classroom as well as provide CSUSM students with a dose of the real world aspects of actually interacting with children.

The real goal of the science fair was to build enthusiasm about science for teachers and students alike. Students should learn to make predictions but they also need to learn that it's okay to be surprised and to make discoveries.

By the end of the morning, the school's grounds were drenched in a heavy downpour, but indoors the air was charged with the enthusiasm of presenters and attendees alike.

When the Richland students returned to their classrooms they were more than anxious to share what they had learned with each other. "I think it was a huge success," said Rosenberg. "Our teachers and our students were really excited."

profile

Literature and Writing Dept. names Dr. Renee Curry as new Program Director

By SCOTT BASS

A student oriented professor, intellectually true to herself, and a happy citizen on campus. Sound too good to be true? Meet Dr. Renee Curry, who became program director for the Literature and Writing Department at the beginning of the spring semester. Her duties include developing a schedule, matching faculty expertise with that schedule and working with the Dean to fine tune any administrative bumps in the road.

Curry, who has worked in Literature and Writing for seven years, said she welcomed the opportunity to be involved in the administrative side of the department. "My career is set up so that I never have to choose something awful," she said. "My choices are something wonderful A or something wonderful B."

Directorship of the department is rotated generally every two or three years. Curry took over from Ken Mendoza. "I really believe in the democratic system," she said. "I really believe in turn-taking, and after seven years it is more than my turn."

As a result of student feedback and a story in the *Pride* last semester, Curry said she plans to build more night classes into the Literature and Writing schedule.

She stressed that the department has an open-door policy that encourages student involvement. "The advisors, Lora Coad and Leslie Zomalt, let us know what the students want," she

added. "One of the ways we can tell, for instance, is by the courses that get crashed. Typically, students end up in Advising requesting a particular course at a particular time. The advising folks let us know."

Curry has two areas of focus in the coming months. The first is to get the fall 1998 schedule in order. "My goal is to provide desired courses and course times so that Lit-Writing students can get their degrees," she emphasized.

The other is to provide mentoring for the department's professors. "The amount of paperwork that professors sift through is mind-

numbing," she said, adding that she hopes to help guide them into desired grants and research areas.

Curry said she is proud of the students in the department. "Lit-writing students love to read," she said. "We are the only people left on the planet who on any given weekday take time to ourselves to read." Lit-writing students are the last remaining vestige of what it really means to be a true intellectual ... which is to read.

As soon as we give up reading, that to me, is going to be the beginning of the end of a type of intellectualism.

"Not that there aren't other types. I'm heavily involved in technology and computers.

But I think that if we give up reading, something very important will be gone. Lit-writing students refuse to give that up."



Marcel Marceau performs in Escondido

Escondido, CA-The trademark gestures of this great French mime are graceful and poetic; they are a testament to the physical discipline of a true master. Marcel Marceau is full of energy and quite capable of drawing undivided attention from an audience of all ages at the California Center for the Arts, Escondido Tuesday, February 24, 1998 at 8 PM.

Marceau can say more with one eyebrow or one ripple of his fingers than some say with their entire bodies. In the 40 years since he first appeared on an American stage, he is still revered as the world's greatest mime. Born in Stasbourg, France, Marceau's interest in the art of mime began at an early age when he would imitate with gestures anything that fired his imagination. Inspired by such silent screen artists as Charlie Chaplin, Buster Keaton, Harry Langdon, Stand Laurel and Oliver Hardy, Marceau began to pursue the art of silence as a profession.

His 1997-98 touring season marks the 50th Anniversary of Marceau's famous character BIP-the silent actor and clown.

Tickets are \$23-\$38. Tickets are available through the Center's ticket office, 1-800-98-TICKETS (1-800-988-4253) as well as at all Ticketmaster locations including Robinsons-May, Tower Records, Blockbuster Music The Warehouse, Cal Stores and Blockbuster Video Mexico locations-to charge by phone, call (619) 220-TIXS. The Center is committed to making its programs and services accessible to all those who wish to enjoy its



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Childcare

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hopes to attract funding from local charitable groups as well.

The center has seven classrooms for children between the ages of 2 to Kindergarten. It is licensed to care for up to 52 kids at a time. Its staff of nine ranges in experience from seven to 17 years. The student-teacher ratio is about 7 to 1 for 2-year-olds and 10 or 12 to 1 for the older children.

Linda Conde, a native Californian, moved back to the state to take the position of center director.

As a teacher at a community college in Florida, she made a presentation on school readiness at a conference of the National Association of Educators of Young Children (NAEYC) in Anaheim when she learned of the CSUSM position.

Conde, who has 20 years experience and a masters degree in Early Childhood from the University of San Francisco, is also a former educational coordinator for the federal Head Start program.

Conde says she is proud that her staff's qualifications exceed those mandated by the California State Matrix.

Conde said a typical day at the center "varies between active and quiet play." Sharing, music stories, painting and puppets are just a few of the activities. There is also naptime or quiet time for those who don't nap.

Conde has many goals for the center.

She hopes to get involved in the state-funded food program to help parents with low incomes.

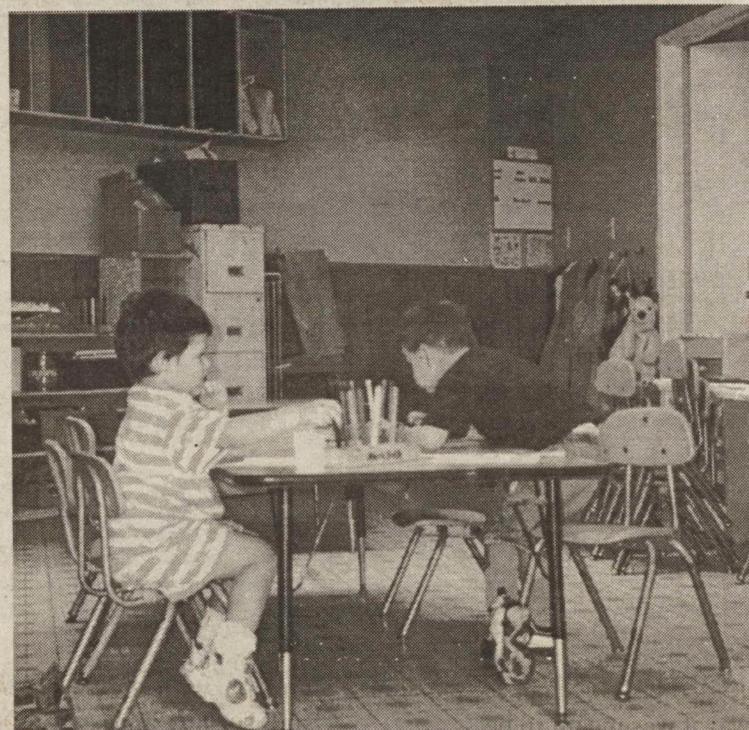
Currently, parents are required to pack a lunch for their children. She also wants to take the center through the NAEYC's training program, which she calls an "exemplary" effort involving both teachers and parents.

Because the center was an existing facility, many of its children have no ties to the university. Conde said she hopes to increase the number of university families there from the present 38 percent to more than 50 percent.

Conde said she also would like to involve the campus community as much as possible with the center, and is hoping for support from student organizations. Plans are underway for a VIP readers day with faculty selecting books and reading to the children.

The Psychology Department has expressed interest in utilizing the center to give its students an opportunity to observe and learn about early child development.

Interested parents should call Conde at (760) 745-4999 for more information. Availability is limited, but Conde said every effort will be made to accommodate students. In the meantime, plans have been made to paint the inside of the center on Feb. 28. Anyone wishing to volunteer his or her services should contact Associated Students.



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Housing

continued from page 3

from other California campuses ... Cal Poly Pomona, UCSD and San Diego State," said Mitchell. "We visited other new campus housing projects at Pepperdine and Loyola Marymount.

We were able to see them even before the students had moved in. Review plans were submitted." The recommendations submitted called for a non-traditional approach to campus housing. According to Mitchell, students today prefer more privacy and would like single rooms. They also would prefer small private bathrooms as opposed to the communal shower rooms that are standard in most dorms." The trend favors suites or apartments," Mitchell said. "We would initially start out with 300-400 beds."

Until then, there are the Islands, an apartment complex in San Marcos leasing 23 units to the school under a special agreement. Students pay user fees to the housing office, which in turn pays their rent, utilities, and provides furniture. Some 80 students currently live there, with most sharing a bedroom with another student. Mitchell acknowledges that the arrangement is somewhat untraditional, saying, "I think we have to realize that it's not the ideal situation. It's temporary and that's the way it was meant to be.

We have tried to make it as close to traditional campus housing as possible. But they share the complex with tenants who are not students. The apartments are in close proximity to each other, but it's not like we have our own area." The target date for on-campus housing remains elusive. The most significant roadblock is funding. Housing programs are required to be self-supporting and generally do not receive funds from the school.

The user fees collected from the Islands students pay a portion of her office's budget, Mitchell says, adding, "The salaries of the three full-time housing staffers is supported by the state. We probably need a minimum of 250 students to kick off our own housing program."

And Mitchell believes that the interest level will be sufficient to make on-

campus housing viable within five years.

As the campus grows in enrollment, Mitchell expects the most interest from first-year students, easily the largest group on campus at 60 percent of the student population. The second largest student group, transfer students, would likely be interested as well. "On campus housing serves as a transition for new students to the university," Mitchell said. "Research over the last 20 years shows that students who live in university housing for at least their first year have higher grades, are more likely to on to graduate school, are more likely to graduate in less time than those living off campus, and will be more likely to enjoy their college experience."

Mitchell said the presence of on-campus housing will change the environment of the university as well. A residential program would make the university central to a student's life. "That's particularly tough on this campus because we are still very young," she said. "We don't have a student union.

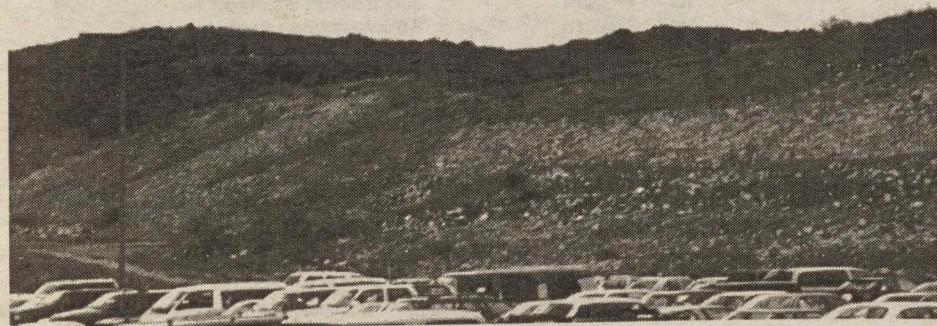
There are no ideal places for students to hang out on campus. It's part of the educational experience to network with and support other students who are like minded. It's a place to develop as a person, socially and educationally. It's a great place to learn how to get along with people different from themselves."

On-campus housing also adds the benefit of attracting out-of-town students. It's a matter of convenience, according to Mitchell.

Students would be able to live in a safe familiar environment rather than search for housing in strange, unfamiliar communities. But she also hopes that on-campus housing will appeal to local students, too.

Anticipated fees are impossible to predict at this stage. Seemingly they would have to help defray the cost of the land, construction and, later, upkeep and maintenance of the buildings.

Mitchell said she cannot predict whether fees would be comparable to those paid by students at the Islands, but added, "Our goal is to have housing at the best possible price for students."



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On Campus

What exactly is the Arts & Lecture series?

BY DEBBIE HOLDERBY

Education through the senses. That's the goal of CSUSM's Arts & Lecture Series.

Far from being just entertainment, the series is a learning experience as well. It offers events highlighting artists, performers and lecturers in all disciplines. "It's not just art," says Bonnie Biggs, assistant to the dean of Library Services and coordinator for the series.

The lectures seek to "link the disciplines, including mathematics and psychology," she said, adding, "The adventure of discovery should involve more than books."

This semester, the series will offer 30 events, ranging from an AIDS documentary on Feb. 23 to music from Zydeco Blues Patrol in April. On March 4, it will feature works from artists Renee Cox and Yong Soon Min, which, Biggs said, "have been viewed as somewhat controversial."

She added, "A lot of the faculty see the events as an opportunity to enhance instruction," explaining that some members often bring their classes to the performances and lectures.

After the presentations, 70 percent of the artists and lecturers visit classrooms, Biggs said, to "interact with the students one-on-one."

The CSUSM faculty is involved in the selection process, said Biggs, and some of the events in the Arts & Lecture Series are sponsored in partnership with the California Center for the Arts, Escondido. The artists and lecturers often give presentations at the Escondido Center as well as the university.

The events are open to the public.

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To place an order, you must be a CSUSM student or faculty, have an up-to-date (barcoded) library card with no fines or overdues. You may order up to 10 books.

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(Please ask an Information Assistant if you need help with this program.)

CAREER & Assessment CENTER

Spring '98 WORKSHOP SCHEDULE

Space is limited so call in early to reserve your space (760) 750-4900. 24-hour notice is required for cancellation of your reservation. All workshops will be held at the Career & Assessment Center, CRA 4201 unless stated otherwise. You will be required to attend these workshops in order to participate in our On-Campus Interviewing program during the last semester of your senior year. (Yes, we are keeping track of attendance.)

*NOTE: Accounting majors interested in submitting resumes to public accounting firms need to attend the Job Search and Effective Interviewing workshops.

*ANOTHER NOTE: All Liberal Studies majors entering into our credential programs are exempt from attending these workshops. You will receive this training in your credential courses.

February 11	Wednesday	9—10:00am 10—11:00am 11—12:30pm	Resume Writing Job Search Strategies Effective Interviewing
February 19	Thursday	9—10:00am 10—11:00am 11—12:30pm	Resume Writing Job Search Strategies Effective Interviewing
February 24	Tuesday	4—5:00pm 5—6:00pm 6—7:30pm	Resume Writing Job Search Strategies Effective Interviewing
February 27	Friday	9—10:00am 10—11:00am 11—12:30pm	Resume Writing Job Search Strategies Effective Interviewing
March 4	Wednesday	12—1:00pm 1—2:00pm 2—3:30pm	Resume Writing Job Search Strategies Effective Interviewing
May 8	Friday	9—10:00am 10—11:00am 11—12:30pm	Resume Writing Job Search Strategies Effective Interviewing
May 27	Wednesday	4—5:00pm 5—6:00pm 6—7:30pm	Resume Writing Job Search Strategies Effective Interviewing

For additional information, workshop updates or to sign up, contact the Career & Assessment Center at (760) 750-4900; stop by our office at CRA Hall 4201; or register on-line through our website at: http://www.csusm.edu/career_center/

The Career & Assessment Center is an Equal Opportunity Referral Service.

CSUSM Offers Professional Management Courses

California State University, San Marcos is offering two courses designed to enrich and advance professionals in the fields of human resources and fiscal management beginning in March.

A nationally recognized course, Professional Human Resource Management, is scheduled in eight Saturday sessions from March 7 through April 28. Classes will be held from 9 a.m. to 1:30 p.m. at CSUSM and cover the latest ideas and state-of-the-art thinking in human resources.

Attendees will receive reference materials and on-line access to the Bureau of National Affairs' personnel practice series for the duration of the course. Developed and endorsed by the Society for Human Resource Management, the course prepares students for the national certification examination.

Financial Services Network, in association with CSUSM, is offering a fiduciary training class for accountants, attorneys and other professionals involved in the financial world in two sessions, March 5 and 12, from 7 to 9 p.m. in Room 207 of the Commons Building at CSUSM. Cost is \$39 and advance registration is recommended. CEU and MCLE credit is available. Topics covered include a definition of fiduciary, legal documents and potential liabilities, penalties and remedies for breach of fiduciary duties. Potential real life problems will be discussed along with possible ways of dealing with them.

CSUSM is located off Twin Oaks Valley Road south of Highway 78. For more information, contact the Office of Extended Studies, (760) 750-4002.

Documentary Film Chronicles One Man's Death From AIDS

"Silverlake Life", a powerful film in which producer/director Tom Joslin documents his own death from AIDS, will be shown Monday, Feb. 23 at 6 p.m. in Room 102 of Academic Hall at California State University, San Marcos. The public is invited and admission is free.

Joslin died recently at the age of 43 and had been a film writer, producer, and teacher since the 1970s. As a teacher at Hampshire College in the late 70s, he helped build one of the nation's strongest documentary film departments. Three of his students - Peter Friedman, Ken Burns and Rob Epstein - went on to receive seven Academy Award nominations.

A discussion of AIDS, death, relationships and film-making will follow the film lead by CSUSM faculty members Don Barrett, sociology, and Kristine Diekman, visual and performing arts.

CSUSM is located off Twin Oaks Valley Road south of Highway 78. For more information, contact the Arts & Lectures Series at (760) 750-4366.

JOB FAIRS

- CSUSM TEACHER EDUCATION FAIR
Wednesday, April 15, 1998 at 3pm - 6pm (Founders' Plaza)
- CSUSM JOB FAIR
Thursday, April 16, 1998 at 10am - 2pm (Founders' Plaza)
- SOUTHERN CALIFORNIA CEPA FAIR (Teacher Education)
Friday, April 24, 1998
CSU Fullerton
- NORTHERN CALIFORNIA CEPA FAIR (Teacher Education)
Saturday, April 25, 1998
Union City, CA

For more information regarding these job fairs, please call the Career & Assessment Center at (760) 750-4900 or stop by CRA Hall 4201 or check out our regularly updated website at:
http://www.csusm.edu/career_center/

On Tuesday, January 27th I was on my way to Political Science 413 for the first class meeting, the course is taught this semester by Stacy Beavers. I pulled up at school as class was just starting and started running toward class when a school policeman stopped me. He explained that there was no longer a grace period for parking during the first week, but I didn't have six quarters for the daily permit dispenser. From the lower parking lot I ran to the top of school to get quarters from the hot dog stand, back to the lower parking lot to buy a ticket and place it on my dash, and back to the top of campus where class was supposedly being held in FCB102. I arrived at class twenty minutes after class was scheduled to begin to find a vacant classroom. I asked a nearby student if I had the class correct, and was told the class had convened early.

I immediately went to Beavers' office and was greeted (I use the term loosely) by the professor. I explained what had happened and was told I was dropped from the role, a few minutes later I went to Admission and Records and was told they hadn't received her updated roster yet. Beavers told me that for the sake of consistency, she wouldn't reinstate me to her class. I asked to add her class at that time and was told it was at capacity. I went to the ASB for help and was told the course of action to take. I went immediately to the department head, Dr. Thompson, who had me in a class the previous semester and he said he'd put in a good word for me. After my next class finished, and about three hours since this nightmare began, I learned Dr. Thompson had hit the same brick wall I had.

Next, I was told to speak with a counselor who only wanted me to find another class to fit the same time slot, and failed to see the principle behind the matter. I was finally referred to the office of Dean Rocha (Arts and Sciences). His assistant, Marilyn, asked me to write a summary of events, which I did and faxed back immediately. I fi-

Letter to the Editor

nally met with Dean Rocha and was told there were available seats in Beavers' class, seven seats to be exact, in a class, which was at capacity according to Beavers. I was told to simply add the class at the next class meeting, since she had no legal grounds to deny me admission. The next day I went again to add the class, but was told by Beavers that I had missed too much by this point in the semester. The first day class was held for twenty minutes, and when I went to class to try and add, at least a third of the students were waiting for the book to come into the bookstore, and hadn't been able to do the assigned readings.

Dean Rocha could have resolved this problem on the first day, but instead chose to watch a professor prejudice and lie, because he was too cowardly or too blind to stand up to his own faculty. I question Dean Rocha's conviction, as well as his competence. The course catalog clearly states, "... a student may be dropped if not present for the first class meeting." The class meeting times are clearly defined in the catalog. Why was Beavers allowed to lie about the class being full, and then again allowed to refuse me admission before every class meeting until the final day to add classes on February 6th? All I have to show for my persistence and eagerness to participate is a gap in my day, and a large cut in financial aid. I feel sorry for anyone who may find him or herself in a predicament where the truth is the only weapon with which to fight injustice among the faculty and upper echelon of CSUSM.

Adam J Goldman

Dear Mr. Goldman,

The Academic Senate Policy on Student Attendance and Administrative Withdrawal authorizes faculty to disenroll students who fail to attend a class on first day of instruction. This policy authorizes faculty to manage the enrollment in their class as early as the initial class meeting of the semester.

Regarding your request to be reinstated into PSCI 413, and following careful assessment of the situation, I have concluded that Professor Beavers had the authority to administratively drop you from her course for failing to attend the first session of her course.

In view of our campus policy to manage enrollment on first day of instruction, I have decided to take no action to reinstate you into PSCI 413. While I understand this is not the decision you had hoped for, it is, nevertheless the action I have chosen to follow.

College advisors are available to work with you to enroll you in another course, pending faculty approval, and we look forward to helping you arrange an alternative course to add to your course schedule for Spring Semester 1998.

I wish you the best of luck with your future academic endeavors at California State University, San Marcos.

Sincerely,
Victor Rocha, Dean
College of Arts and Sciences

Bells and Whistles "Sidetracked in the Library"

By DEBBIE HOLDERBY

In college, the brain gets a workout. But what about the five senses?

An ongoing art exhibit in the CSUSM Library, "Bells and Whistles Sidetracked in the Library," seeks to engage a visitor's senses through visual, kinesthetic and aural interaction.

The artists of the exhibit, Richard Keely and Anna O'Cain, opened their collaborative project on Friday Feb 7. O'Cain is a professor in CSUSM's Visual and Performing Arts Department. One part of the exhibit features a curtained box that invites visitors inside. Once there, they may peer through peepholes, viewing the

library's activities.

In another area of the library, the exhibit presents a colorful wall of sound and texture, extending the experience beyond the visual to include tactile sense and hearing. Visitors can create their own experiences.

The exhibit was specifically designed for the campus library. "The library is a place people normally only think about research and studying," said Bonnie Biggs, assistant to the dean for Library Services. "Discovery should be on all levels, including the senses." The art exhibit is currently on display through March 27.



Photo By Debbie Holderby

Kathy McAlpine, a student at CSUSM, kneels along-side the "Bells and Whistles" exhibit on display through March 27

"Freshman Year Sucks," a lasting achievement

By FREDRIC BALL

Nestled between a dry cleaners and a portrait studio is an unlikely arena for the most cutting-edge performance art in San Diego. But, for a space called 6 @ Penn, it works.

Located at the corner at Sixth and Pennsylvania Ave. in the heart of Hillcrest, this 100-seat performance space is the temporary home of some of the most innovative and entertaining theater pieces and performance art in the county. And its latest offering, Rob Nash's "Freshman Year Sucks!" is no exception.

A veteran of regional theatre, Nash turns his comic eye to the life of three soon-to-be friends as they enter freshman year of Jesuit high school in Houston. Nash, a native of Austin, Texas, who also wrote the show, portrays the three "nonconformists" ... Ben, George and Johnny.

At the piece's outset, Johnny befriends Ben and George (whom he deems "chick repellent") after moving to the affluent section of Houston known as River Oaks from Iowa City. We then follow the trio through the lives, loves and heartaches of freshman year.

Johnny is the-rough-and-tumble outcast, a modern-day James Dean. And his two friends are the exact

opposite. Ben is the meek one who questions his sexuality and thinks he's falling for Johnny's girl, Maria. George's sexuality is still in question, though he has a senior-size crush on his wanton tutor.

As the work progresses, Ben finds a soul mate (though not a sexual one) in Maria and the tutor wants nothing extra-curricular with pupil George.

What sets this coming of age (and coming out) tale apart from the others of its ilk is that Nash portrays all the characters, an amazing 26. From the three friends and the objects of their desire (male and female) to parents, teachers and school administrators, Nash carries them all. And he does it extraordinarily well.

His words are not carried out with the same insanity as, say, a Robin Williams improv piece, but with a smooth, lightning speed achieved through changes in facial expressions, body language and a myriad of dialects from the South. Nash is a very likable guy who is an arsenal of eclectic characters ... gay, straight and those in-between.

And that's where Nash's strength lies. He can portray the smart-aleck punk Johnny trying to score with his Latina girlfriend, and, without bat-



ting an eye, a split second later turn into the virgin-like Maria without offending or stereotyping.

Since this is a performance art space, anything besides the performer is at a minimum, especially stage decoration, but minimal works in this case. What is not minimal is the number of sound cues that are integrated throughout the show. Several dozen sound effects and voiceovers are utilized (again, Nash's) to aid the performance.

In addition, the songs Nash has selected to set the tone for an early 1980s feel (like Pat Benatar and Kim Carnes) are perfect.

"Freshman Year Sucks!" ended last weekend at 6 @ Penn, 3704 Sixth Ave., Hillcrest. For more information about future acts, call (619) 688-9210.

Zero Effect no zero

By ANDREA HEWITT

Director: Jake Kasdan

Rated: R

Castle Rock Entertainment/Columbia Pictures

Starring: Bill Pullman, Ben Stiller, Ryan O'Neal, Kim Dicken, Angela Featherstone

Any film that opens with Elvis Costello's Mystery Dance automatically alerts the audience that something good will follow. Zero Effect auspiciously keeps our attention not only with an excellent sound track but with wonderful writing and acting as well.

The film begins with Mr. Arlow (played by Ben Stiller) describing Private Detective Darryl Zero (played by Bill Pullman) to a potential client. We hear of his heroics and listen to the laundry-list of laudatory attributes bestowed upon Darryl Zero by Mr. Arlow long before we ever lay eyes on the infamous detective; he is an enigma, an energetic eagle eyed wonder, providing sound solutions to solid citizens every-

SEE ZERO EFFECT PAGE 11

where.

We then follow the camera as it follows Mr. Arlow making his way up to Zero's penthouse pad. With a recognizable hat's off to "Get Smart" and the convoluted conditions of getting into headquarters, a frustrated Arlow finally gets in and we are introduced to Mr. Zero: your basic Howard Hughes in the early stages of his agoraphobic paranoia. However, judge not a book by its cover my faithful film lovers.

On the job, Darryl Zero metamorphasizes into a cross between James Bond and Sherlock Holmes; smart, smooth, savvy, sexy, sweet and sensitive. Although he regards "the fine art of detachment" as a rigorous rule in detective work, he is unable to stand

Big Bear Lake offers fun and relaxation

By LAURIE HALLE

For many CSUSM students, life can be a circus without silly costumes. Certainly none are needed for those who have to juggle work, school, and family. Free time is scarce indeed.

Though it may seem impossible to get out of town if you have only one day a week off, but it isn't. Nor does it need to put you in debt.

If you like snow sports, or want to learn about them, good times are about two hours away at three resorts at Big Bear Lake. Snow Valley, Snow Summit and Bear Mountain each have something to offer.

The best mountain for any kind of downhill gliding depends on your experience, and your wallet.

At Snow Valley, an all-day, adult lift ticket costs \$34. Students and military pay \$30 for all-day tickets; children 6 to 9, \$9; and seniors (over 70) and children under 6 ski free.

For beginners, both skiing and snowboarding packages are available. The beginning ski package includes boots, skis and lesson for \$39. The beginning snowboard package is \$49, and includes boots, board and lesson. Snow Valley has a snowboard park with jumps for all levels, and a skateboard park.

The second resort, Snow Summit, has been bombarding the public with radio and billboard advertisements. Lift tickets there have gone down \$12 since last season, something that doesn't happen often. An adult, all-day ticket costs \$32, while children from 7 to 12 pay \$10 and children under 6 are free with a paying adult.

If you finish before 1 p.m., you

steadfast and true when attracted to an adorable and amorous admirer. This will not prove his undoing—quite the opposite—but does prove that "passion is the enemy of precision" (a Zeroism).

Ryan O'Neal portrays Mr. Stark, the man with a past that won't go away, in desperate need of a discrete detective. O'Neal does a fine job here evoking emotions in the right places without overdoing his options. Both Bill Pullman and Ben Stiller infuse their characters with individuality, humanity and heart, allowing access into their fractured friendship.

Written as well as directed by Jake Kasdan, Zero Effect demonstrates a deft display of camera control while providing film patrons with a lovely look and listen into the lives of some unusual people with the usual problems. Find it, watch it, like it: Zero Effect will effect you.

can turn in your ticket for a voucher toward your next time. Night skiing and snowboarding (\$24 per adult and \$8 per child) is also available, as well as packages for snowboarders and beginner skiers (\$65, which includes all rentals, lift ticket and four hours of lessons).

Snow Summit is known for its snowboard park, the largest in Southern California. Tickets for the resort can be bought at any Ticket-Master location.

If you make there before March, you can get an all-day lift ticket the third resort, Bear Mountain, for \$29 Monday through Friday.

That price jumps to \$42 on March 1, but 13- to 22-year-olds will pay only \$32, and those 6 to 12, \$10. Half-day skiing, starting at 12:30 p.m., costs \$28 for adults and \$25 for those 13 to 22. You also can turn in a full day ticket before 12:30 P.M. and receive a voucher for your next visit.

Introductory skiing and snowboarding packages are available for \$45 and \$50, respectively, including lower mountain lift ticket, rentals and lesson. The Bear Mountain snowboard park has many new jumps and a new permanent boardercross.

Tickets for Bear Mountain can be purchased at the ticket office and at many Vons stores.

Bringing your own lunch to the resorts can save both money and time, since lunchtime in the lodges is hectic and expensive.

Rentals are available at each mountain, and in several surf shops in North County as well. Group rates (more than 20 people) also are available at all three.

Opinion

By MICHAEL

Bureaucracy—one never knows when it will strike.

Since the majority of students at CSUSM combine work with school, if not also parenthood, most of us can relate to the necessity of a class schedule that works well with all the other aspects of our lives.

I know I'm like that. I work Mondays, Wednesdays, and Fridays, leaving Tuesday and Thursdays only for the classes I need to graduate in May.

But, when I entered my second class that first Tuesday, it was a bit worrisome: There were only four students in all, and the university's tentative minimum is twelve. It turns out my fears were justified.

On the second Tuesday, the professor informed us that the class was cancelled. It was a senior-oriented class, and a least two of us needed it to graduate. Crashing a class in the second week is a very uncertain situation. So we were quite worried.

But, there was hope. The professor said we could take the class as an independent study. But, since she was unsure of all the fine points, we went to the department head to work it out.

Once there, we were told that we indeed could take the class as an independent study, but only on a credit/no credit basis. Never having taken a such a class, I had no problem with this.

Then came the catch: The department head informed us that a credit/no credit class couldn't count toward your major. This was very bad, since I needed an elective in my major in order to graduate. There was no point to taking the class if it wouldn't count toward my major.

We asked if there was anyone else we could talk to who might have the power to provide some relief. We were given the name and number of an administrator and told to call and make an appointment. But this was Tuesday,

and the add deadline was in three days. We might not be able to even get to see the administrator in time.

We asked the department head if we could get special consideration if we tried to crash a class, since ours was canceled and we were graduating seniors. We were told that was up to the individual professor, and we should plead our case ourselves.

I found a few electives that fit my schedule but learned they were full, leaving me with the choice of quitting my job or attending summer school.

It was in this hopeless state that I thought of talking to my counselor, Laura Coad. On two previous occasions, she had clarified and focused my academic life. But I had my doubts whether even she could save me this time.

She said she would talk to the department head. An hour or so later, after my next class, I returned and she waved me in.

"You're fine," she said. "You can take the class credit/no credit and graduate."

That was it. I had gone from a brick wall to a yellow brick road.

I found it hard to believe, but I told my professor and she told me to meet her on Thursday to work out the independent study. Two other students and I met with her and returned to the same department head with our IndependentStudy forms.

As she signed them, she explained that because we were on a different catalogue year we were exempt from the policy. It occurred to me that most seniors would be on a different catalogue year than the present one. I don't think too many students transfer colleges in their senior year. Though curious why this hadn't been apparent two days prior, I was happy to have my original schedule back.

It just proves that you have to be careful what you accept as the truth ... especially in a bureaucracy.

The Pride wants you!

Letters to the editor are welcome. If you would like to comment on any school-related topic or subject, feel free to email us at:

pride@mailhost1.csusm.edu

or mail us at:

The Pride

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