

PRIDE

Higher Education

Taking a look at what's in store for the future of America's universities

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Friday, February 11, 1994

CSU Northridge Hopes to Open by Feb. 14

Valentine's Day looks to be the opening day of spring semester for earthquake damaged CSU Northridge, which has suffered an estimated \$150 million in damage from the 6.6 January 17th Northridge quake.

There were no injuries or fatalities on the campus, but the building damage is extensive. The library and science buildings suffered significant damage. The South Library which houses the campus computing center has been condemned and Science Buildings 1 and 2 experienced chemical fires. The 2,447-parking structure is destroyed. Most of the University Park Apartments are stable but will require repairs before students can move back in.

Because so many buildings are not safe, the campus will rent nearly 300 portable trailers to use for classroom and faculty office space. Gov. Wilson also said that they will rent nearby offices and use other colleges and schools for classes.

The Latino Association of Faculty and Staff and the Associated Students of CSU San Marcos have joined hands in providing disaster relief to our neighbors, friends and relatives in the Los Angeles area.

According to CSUSM's Chief of Police, Arnold P. Trujillo, a grand total of \$1,227 was collected. The money will be donated to the American Red Cross with the request that "this money be used to assist the earthquake victims in the Los Angeles area," says Trujillo.

Chief Trujillo and Public Safety Officers Bob Wheeler and Dave Ross were at the scene the Monday morning of the earthquake offering assistance to local law enforcement at the Northridge campus site.

Our thoughts and prayers are with all the people in the Los Angeles area.

COVER STORY

CSUSM Collaborates with Wild Animal Park on Research



Photo/Mary Szterpakiewicz

CSU San Marcos and the Center for Reproduction of Endangered Species (CRES) have successfully introduced two groups of tufted-ear marmosets into their newly built callitrichid off-exhibit enclosure at the San Diego Wild Animal Park. This is the first collaborative research facility developed between the Zoological Society of San Diego (the umbrella organization for the San Diego Zoo, the Wild Animal Park, and CRES) and the University. Both CSUSM and CRES will use the facility for behavioral research and conservation efforts.

Callitrichidae include approximately 30 species of marmosets and tamarins, many of which are among the most threatened primates because of destruction to their native habitat. Many Brazilian wildlife experts and international wildlife authorities believe that tufted-ear marmosets, which are native to southeastern Brazil, are in the endangered category.

Research at the center will focus on better understanding marmoset behavior with the ultimate goal of protecting them from extinction in the wild. Researchers will look

at patterns of social behavior such as rates of reproduction, parenting behavior, feeding ecology, and others. By making subtle changes in the monkey's environment, for example by hiding food, researchers investigate how they cooperate in their search for food.

Nancy Caine, CSUSM's principal investigator on this project, has studied primate behavior for approximately 20 years and callitrichid behavior for 10 years.

NEWS

This week...

- Campus clubs help out Page 8
- Computer Competency Requirement Page 5
- CSUSM/MiraCosta language program Page 4
- Preparing for Volunteer's Day Page 9

Campus Survey to be Conducted

CSUSM will be participating in the systemwide survey of students, the fourth Student Needs and Priorities Survey (SNAPS-94). There have been three surveys prior to SNAPS-94; the last was conducted in 1989. All CSU campuses participated in SNAPS-89 with the exception of San Diego State. All 20 campuses will be participating in SNAPS-94.

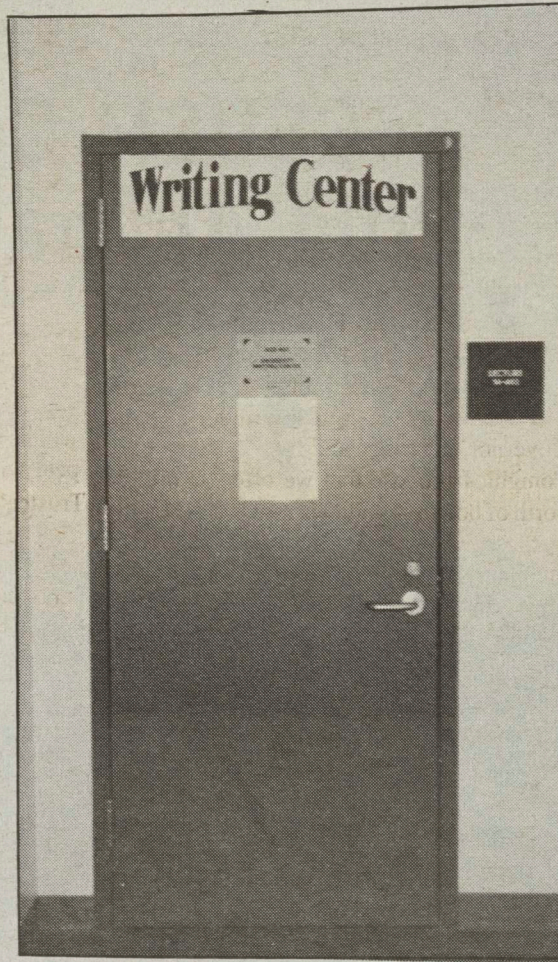
In administering the survey, each campus will follow a uniform procedure which consists of surveying a sample of students in randomly selected courses during the middle of the Spring. At CSUSM we will start the survey process in late February or early March. We will survey about 750 students in order to submit at least 500 completed surveys.

Surveys are submitted to the Chancellor's Office and the responses are used to develop a systemwide report which helps the CSU present an accurate picture of its student body in a public and systematic way. In 1989 800 copies of the SNAPS report were distrib-

uted nationally to public and private entities. Some of the information in the Executive Summary of the 1989 SNAPS report indicates that over two-thirds of CSU students were also employed and a majority of respondents were classified as "commuter students." Among the problems impeding students' efforts to achieve their educational goals, personal factors were cited more frequently than institutional factors; financial problems were ranked most often by 44 percent of the respondents. Among 18 potential campus reforms, the option to "offer summer courses at regular fees" was chosen by 40 percent of the sample; the second most popular reform was to "improve the parking situation."

Each campus will receive a dataset of the responses submitted by its students so that analysis can take place campus by campus. Responses are, of course, confidential and data will be reported only in aggregate form. The CSUSM data should help all of us better understand the needs and opinions of our students.

Writing Center Opens



The Writing Center staff wants to welcome all returning and new students to a friendly place that helps to advance written academic assignments—the Writing Center. The doors opened Feb. 9 at 9 AM.

The tutor corps of the Writing Center offers a skilled group of students whose foundation in writing theory and practices come from English 494 (Theory and Practice of College Writing). The tutors aim to foster academic quality writing from the painless perspective of a good friend who is interested in advancing meaningful written analysis and creative expression. Students at any phase of an assignment—brain-storming, editing, revision or final draft inspection—are all part of the tutorial staff's field of experience.

Please feel free to come by the Writing Center and see how we can help.

Writing Center Hours

Mon	9 AM - 7 PM
Tue	9 AM - 5:30 PM
Wed	10:30 AM - 7 PM
Thu	9 AM - 6 PM
Fri	10 AM - 2 PM

San Marcos/Palomar Institute present

"Love is a Forever Thing"

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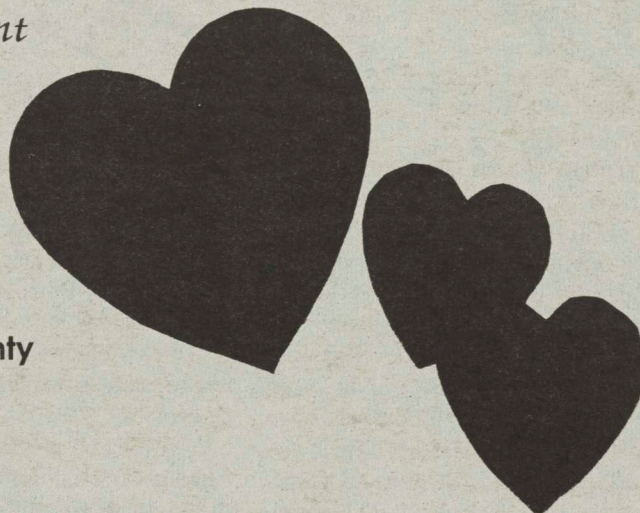
Friday, February 11th

Vista Stake Center

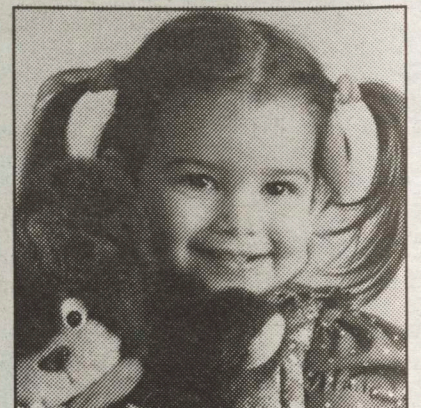
Tickets available at any San Diego County Institute or at the door

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A.S. Seeks to fill Vacancy on Student Council

The Associated Student Council of CSUSM is now accepting applications for the position of College of Arts & Sciences Representative for Spring Semester, 1994. The leaving of Michele Sadova has left a vacancy on the student council. Michele's efforts and dedication will be sorely missed.

Applicants who are interested in serving on the Associated Student Council, must have a major in the College of Arts & Sciences and be enrolled in at least six units. Applications are available in the Associated Students Office, Commons 205.

ALL APPLICATIONS MUST BE RETURNED TO THE ASSOCIATED STUDENTS OFFICE, COMMONS 205, BY FEB. 18, 1994.

Applications will be reviewed and applicants notified by phone for an interview.

New Law Suspends License for Drivers Under 21 Who Drink and Drive

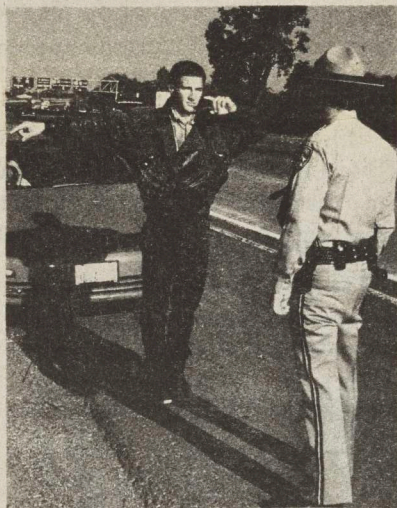


Photo Credit: CA Association of Highway Patrolmen

SACRAMENTO. As of January 1, drivers under the age of 21 who are caught driving with any measurable amount of alcohol in their systems will have their licenses taken away "on-the-spot" and suspended for one year.

Driving is inherently dangerous. However, young people are particularly at risk. Twelve teens a day die nationwide in alcohol-related crashes. In California, approximately 45 percent of all roadway crashes involve alcohol—and in most cases teenagers are involved. Last year, 238 Californians, ages 16-20, were killed in alcohol-involved crashes.

According to Dave Saavedra, program representative, "this new zero tolerance law reflects California's no-nonsense attitude toward drinking and driving, and we need to inform our young people about this law and the consequences of driving under the influence."

Wilson's Budget Calls For Higher Student Fees

Michelle Sadova
A.S. Representative

Governor Wilson has made clear what his priorities are for the state of California—crime and the economy. On Jan. 5, Wilson released his State of the State address which outlined goals and objectives concerning the problems of California. His intentions are to propose a reduction in income taxes for those earning less than \$40,000 per year and endorse a "three strikes you're out" bill which would jail three-time felons for life and double the sentence for two time felons. He also plans on cutting middle management within state government by 10% and offering tax incentives to small business people for job creation.

Finally, Wilson intends to continue building prisons in California which was an issue to which the Cal State Student Association had objected. A press conference was held on Dec. 7 at SDSU by Gina Nunez, V.P. of External Affairs at SDSU and myself, Michelle Sadova. The focus was to encourage Wilson to place higher education within a category of immediate attention rather than focusing on the construction of prisons as a way to remedy crime. He responded, "As Governor, I've opened five new prisons. Tonight, I propose that we offer \$2 billion worth of bonds to build six more. There will be those who protest such costs. They'll complain that they would prefer to spend the money on higher education rather than more prisons. Well, so would I. But this is not a matter of choice."

Sounds pretty good, right? Well, Wilson's budget continues the administration's dangerous trends towards dismantling California's public higher education system and demonstrates a lack of commitment to funding accessible and affordable higher education opportunities for California's qualified citizens. No specific fee increase proposals were included in his budget. Rather, fee increases will be left to the discretion of the Board of Trustees as Wilson wants to give greater flexibility to the board. The trustees have already proposed increases for both undergraduates and graduates for the 94/95 academic year. Fee increases of 24 percent and 30 percent will be put into legislative language most likely this spring. General funding for CSU is \$2 billion, representing an increase of 3.5 percent above the 93/94 budget. This amount represents roughly less than a third of what the CSU requested in October for their minimum operating needs. In addition, none of the monies will be used to offset the rising costs of education for the students, who will be expected to make up for the diminishing state resources by paying higher fees.

For more information on Wilson's budget and current Assembly Bills, come into the A.S. office, Commons 205.

Curry Named Outstanding Professor for 1993-94



Photo/Mary Szipakiewicz

CSUSM named Dr. Renee Curry as its Outstanding Professor for 1993-94. Her name will be forwarded to the CSU Board to compete with the other CSU campuses for the Trustee's Outstanding Professor Awards.

The selection committee evaluated nominees on factors such as how the faculty member contributed to his/her students' lives and how classroom instruction related to the faculty member's community service activities.

The selection committee unanimously chose Dr. Curry because of her superlative teaching, professional accomplishments, and service. Written statements from students and colleagues reflected her high standards and her supportive approach to teaching. Evidence of her service to the university and the community runs the gamut from her involvement in campus workshops to her development and implementation of a highly

successful national conference entitled "Rage Across the Disciplines."

In addition, Dr. Curry's publications and presentations indicate substantial contribution to her profession. Her work pursues a line of critical investigation of literature and film which is woven into her scholarly research and classroom activities.

In forwarding Dr. Curry's nomination to the CSU Academic Senate, CSUSM President Bill W. Stacy stressed, "how outstanding her accomplishments truly are when contrasted with the emerging nature of CSUSM, and its unusual requirements of committee service and curriculum development."

Dr. Curry has a bachelor's degree from Frostburg State (Maryland), a master's degree from the University of Maine, and a doctoral degree from the University of Maryland. She has been with CSUSM since 1991 as an assistant professor of English.

Peer Advisors are Ready to Help

The College of Arts and Sciences provides trained Peer Advisors to provide students with information about academic advising and other university services.

Whether you need general academic advising, assistance in graduation planning, graduate school requirements, transfer credit summaries, and majors, the Peer Advisors are ready and willing to assist you.

Peer Advisors are located on the sixth floor of Craven Hall's north wing and student can be seen on a drop-in basis or by appointment.



Two CSUSM Professors Awarded Fellowships

CSUSM professors Jill Watts and Anibal Yañez-Chavez have been awarded fellowships. Both will be released from their regular teaching responsibilities to carry out research and study in their academic areas.

Professor Watts will spend the 1994-95 academic year at Cornell University's Society for the Humanities. She was one of eight people selected for this prestigious award. As a fellow at Cornell she will continue her work on issues of race and popular culture during the Depression of the 1930s.

Professor Yañez-Chavez will spend this semester at the University of California's Center for U.S.-Mexican Studies, the leading U.S. institution of advanced scholarly research devoted entirely to Mexico and U.S.-Mexican relations. He will continue his work on U.S.-Mexico border issues.

Victor Rocha, Dean of the College of Arts and Sciences stated, "These fellowships reflect the academic excellence of our faculty. Though CSUSM is a relatively young university, our faculty members are well respected and compete successfully for national recognition, grants and honors."

Joseph Bear to Assist University with Fundraising Efforts

President Bill W. Stacy announced the appointment of Joseph E. Bear as Acting Vice President for Institutional Advancement. The adoption of CSU Trustee policy asks each CSU campus to raise—over time—in excess of 10 percent above and beyond its state funds appropriation.

Mr. Bear, who recently retired as a Senior Vice President from Hughes Aircraft and as Chair of San Diego's United Way, will join us for the remainder of the fiscal year in the manner of United Way's "loaned executive." That is, he will donate his time to the university at no salary or benefits.

Bear was asked to accept the title of a position recommended by the Chancellor and adopted by the Trustees in their action last week. He will be asked to assist the university in its push during the remainder of the year to meet its 1994 fundraising goals and to assist in developing a strategic plan that addresses the campus responsibility to raise nearly \$2.5 million for 1994-95 and

increasing amounts in succeeding years.

President Stacy said of the appointment, "Joe has an exceptional background in business, management, fundraising, marketing, and community service as well as strong ties with our university and North County. He will be a tremendous asset to this university and the community it serves. CSUSM has the opportunity to be an integrative factor in a very diverse community, and I see Joe as playing a central role in unifying our constituencies."

Bear will coordinate the University's efforts in fundraising, public affairs, and alumni relations. Assisting Bear will be Jane Lynch in Development, Norma Yuskos in Public Affairs and, to a small extent, Tanis Brown in developing Alumni Affairs. Hugh La Bounty, another distinguished volunteer to the campus, will continue to provide senior leadership to the emerging University Foundation in its responsibilities to develop and manage earned income auxiliaries.

CSUSM, MiraCosta Launch Pilot Language Program

This semester you may find some MiraCosta college students taking Japanese courses at CSUSM, and some CSUSM students taking Japanese at MiraCosta.

The exchange is the start of what administrators and professors at both campuses hope will eventually become a cooperative effort among all three North County public postsecondary entities—CSUSM, MiraCosta and Palomar College—in providing a variety of foreign language courses to area students. The pilot program precedes plans for "distance learning," likely to become a statewide, if not a national trend.

"With all our budgets down, this is a remarkable way of squeezing more instruction out of a meager budget," says CSUSM English professor Dan MacLeod. "We're thinking of this as a long-term, cooperative plan."

Allowing students to enroll in language classes offered at any of the three institutions without having to actually enroll at another college would help fill the courses and meet the needs of students regionwide.

Students in the pilot program will need transportation to attend classes. But in the very near future when MiraCosta is linked fiber-optically to the other two campuses, students may be able to take a course

taught by an instructor at CSUSM or Palomar just by sitting down at a computer.

Courses could be broadcast from one site to several, says Julie Hatoff, VP of Instruction at MiraCosta and co-founder of the North County Higher Education Alliance, and would be more personal than traditional telecourses. TV cameras attached to computers would allow instructors to see and work with individual students in "real time." Although distance learning can never be a substitution for teacher and student working side by side, she says, it would provide an alternative way to help students learn.

These types of courses will also help MiraCosta and other colleges respond to the challenges set by the California Community Colleges Commission on Innovation, which has asked colleges to increase their use of distance learning to 30 percent in an effort to reduce traffic and better use existing buildings.

Meanwhile, CSUSM and MiraCosta are working the kinks out of the pilot program, including making it easy for students to register, park, and obtain transcripts.

"It's cooperating rather than competing," MacLeod says. "It might be an administrative headache, but it will boost the international component of North County education."

I'VE NEVER MET A MORE LOVING GROUP OF PEOPLE, OR PEOPLE MORE DEDICATED TO HELPING EXPECTANT MOTHERS AT A TIME WHEN THEY NEED HELP THE MOST."

* * *

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What's New

READING GROUP FORMS

Committee W proudly announces the continuation of its Reading Group. The Reading Group has been meeting on a weekly basis since Spring 1993 semester. The group will be reading "Beloved" by Toni Morrison, an accomplished author and recipient of the Nobel prize in literature. The next group meeting will be on Thursday, February 17 at 12 Noon in ACD 115. All faculty, staff, students and administrators are welcome and encouraged to join. Several lively discussions have taken place in the past two semesters. If you enjoy reading, then you'll enjoy our group. The group will be meeting on a weekly basis. You need not be a member of Committee W to attend. For more information, call Lea Jarnagin, Ext. 4905. Happy reading!

LIBRARY DIRECTOR PROMOTED

Richard Millman, Provost and Vice President of Academic Affairs, announced that **Marion Reid**, formerly the Director of Library Services was promoted to Dean of Library Services. The title change reflects the true nature of the duties assigned to her and the outstanding job she has done in moving the library forward. Reid has been with the library since its founding in 1989. Reid has a bachelor's degree in English education and a master's degree in library science from the University of Illinois, Urbana.

TRIO DIRECTOR APPOINTED

Patricia Quijada, formerly Acting Assistant Director for the Educational Opportunity Program (EOP) and Student Affirmative Action, has been appointed Trio Director. This federally funded position manages the federal Upward Bound and federal Student Support Services programs at CSUSM. **Edward Pohlert**, EOP Counselor, has been named Acting EOP Coordinator, while a search for a permanent coordinator is being conducted. **Dr. Charles Martin** is serving as a consultant to the Student Affirmative Action program, providing management support. For more information on CSUSM's Educational Equity, contact **Paul Phillips**, Acting Director of Education Equity, Ext. 4851.

HIV/AIDS IN THE WORKPLACE WORKSHOPS

The first of four workshops on HIV/AIDS in the workplace began Feb. 3. "American at Work: Living with HIV" covered basic HIV/AIDS issues for the workplace. Objectives are increasing participants' knowledge of the ways in which HIV is and is not spread. Three additional workshops are scheduled for Feb. 10, 16 and 22. They will meet at 9-10 AM in Commons 206. The workshops are open to everyone. Call Ext. 4410 to register as seating is limited. These workshops are sponsored by Human Resources Management.

DO AN HONORS SEMESTER IN NEW YORK CITY

The CSUSM University Honors Committee announces the availability of an off-campus opportunity to do an Honors Semester in Fall 1994. The program is co-sponsored by the National Collegiate Honors Council and the Brooklyn (NY) Campus of Long Island University. All CSUSM students are welcome to apply. The program entails a semester spent in New York City in integrated study of "Worlds of Transition," exploring the political, economic, social, and artistic ramifications of the latest shifts in world populations. Earn 16 credit units for this field-based learning program that includes internships and off-site explorations. Further information and application forms are available from **Dr. K. Brooks Reid**, Director of the University Honors Program, 6227 Craven Hall, Ext. 4088. Application deadline is March 25, 1994.

INTER-CLUB COUNCIL NEWS

For newcomers to CSUSM, the Inter-Club Council (ICC) meets every other week. The ICC represents all recognized campus clubs. **Matthew McNamara** is Chair of the Council, **Carlos Mariscal** was recently elected Vice-Chair, and **Charles Hodge** is Secretary. The next meeting of ICC is Friday, Feb. 18, 2 PM, Commons 206. Everyone is welcome to attend. For more information about ICC or campus clubs, the ICC and clubs each have a mail box in the Student Services offices, Commons 205.

Computer Competency Requirement—source of student concern

Karin Foster
Staff Writer

CSUSM has a requirement that like the writing requirement, is unique from other state universities—the Computer Competency Requirement (CCR). CSUSM requires that every student fulfill this requirement before the end of their second semester at CSUSM. Originally, this requirement coordinated with CSUSM's writing requirement. Faculty wanted to be assured that students knew how to use a word processor and could apply this skill in producing the 2,500 word writing assignment required in every class. The second semester deadline meant that students would be computer literate early in their studies at CSUSM.

Mary Atkins, Labs and Computer Competency Coordinator, explained that students can fulfill the CCR in a variety of ways. Students can take an approved course at a community college, take a computer exam, or take a computer course at CSUSM that fulfills the requirement. Before taking a computer course at a community college, students should check with Admissions and Records for a list of all applicable classes. Those students wishing to fulfill the CCR through an exam can also take a workshop to help them prepare for the exam.

Many students opt to take a computer class here at CSUSM. This semester the Computer Science Department offered 14 classes that met the CCR requirement. Of these, nine sections of CS 304 were offered. This class examines computer issues and provides basic computer skills.

However, not all students have been completely satisfied with these computer classes. Students who have taken CS 304 do not feel the class has made them computer literate. The semester divides basic computer knowledge with word processing, spreadsheets, database and computer programming. The amount of material covered in one semester does not al-

low the student to gain ample skills in any specific area. Atkins explained that CS 304 does not aim to make students computer literate. "Hopefully, students will take what they learn and run with it." CS 304 acts as an introductory course which offers students basic computer instruction. Students who had little computer experience will still need to develop their computer skill after completing this course.

Other students have voiced concerns about classes having more students than available computers. Similar to learning to drive, learning to use a computer requires hands-on experience. Students enrolled in computer classes feel their computer time in class is restricted. Atkins explained that this situation is typical at universities stating that "the concept of one computer for every person is unusual." Students taking computer classes should expect to spend time in the computer lab or with their home computer in order to strengthen their skills.

Those students who have not fulfilled the CCR should be aware that this requirement must be completed by the end of their second semester. For those students who make a strenuous effort to completely avoid computers, Atkins advises, "Don't procrastinate. People should not feel intimidated by the Computer Competency Requirement. This school makes a conscious effort to help people pass; however, this does not mean waiving the requirement."

The original goal of computer literacy for all students by their second semester at CSUSM may have been a little optimistic. However, most students will have at least developed a little computer knowledge. They should know how to turn one on.

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HEALTH WATCH

Prevention Forum highlights 'Creating Healthy Lifestyles'

Susan Mendes

Health Education Assistant

The Student Health Advisory Board will be sending six members to the Annual Inter-collegiate Prevention Forum at USD in San Diego on Friday, February 25. This is a one-day conference entitled "Creating Healthy Lifestyles" and includes workshops entitled "Spring Break in Mexico '94," "Sex Under the Influence," and "Prevention Tools."

The focus of the forum is to increase student awareness of the risks involved with partying in Mexico, preventing date

rape and sexual assault, and fun alternative activities for students on break.

All CSUSM students are welcome to participate. Some professors may give credit for attending. There is a \$10.00 fee for the conference, which includes continental breakfast, catered lunch, and afternoon snack. Registration forms and carpool information are available at the Student Health Services Center, first floor of Craven Hall. The phone number is 752-4915.

LOVE CAREFULLY DURING VALENTINE'S WEEK

Susan Mendes, LVN

Health Education Assistant

The week of February 14 -18 is designated by the American College Health Association as National Condom Week. This seems especially appropriate for a holiday celebrating love and romance.

In conjunction with this theme, the Student Health Services Health Education Department and Student Health Advisory Board are hosting a number of events on campus.

On Monday, Feb. 14, S.H.A.B. Members will be giving out safer sex information and free condoms at a table in Founders' Plaza. Also there will be film viewing in Commons 206 from 11 AM - 1 PM. Students may drop in during these hours to view short film segments or they may stay for the entire presentation.

On Tuesday, Feb. 15, five North County AIDS Organizations will have information tables in Founders' Plaza from 10 AM - 2 PM and will be available to answer questions about their free services. In the event of rain, they will be in Commons 206 from 1 PM - 3 PM. In addition, Martha Baron will be displaying Johnny's Quilt and showing a touching video interview about a family that died of AIDS.

On Wednesday, Feb. 16, from 11 AM to 1 PM in Founders' Plaza, Earl Storm will present information on the "Don't Duck Responsibility" campaign from the non-profit Stepping Stone Project. The program has HIV information and graphics, including a cartoon depicting Buckminster Duck, who is the program mascot. The object of the pro-

gram is to educate the community on the direct risk between alcohol use and HIV transmission and progression. The group presents a caring and rational approach to responsible behavior.

Also on Wednesday, there will be an HIV Awareness lecture in Commons 206 from 2 PM - 3 PM. Based on the Red Cross format, the lecture will be followed by a question and answer session.

EVENTS SCHEDULE

Monday, FEB. 14

FREE condoms and safer sex info
11 AM - 1 PM
in Founders' Plaza
FILM viewing, Commons 206
11 AM - 1 PM

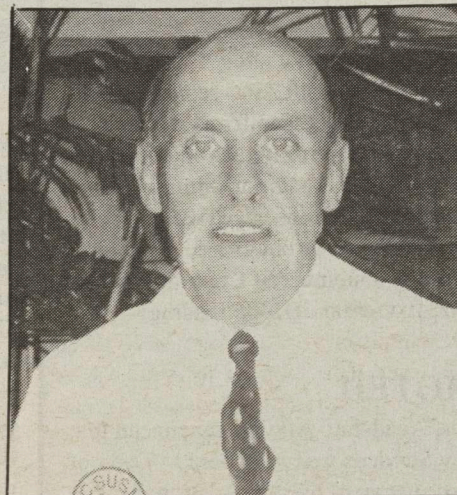
Tuesday, FEB. 15

Displays and info, North County
AIDS Organizations
10 AM - 2 PM
Founders' Plaza
(or 1-3 PM, Commons 206, if rain)

Wednesday, FEB. 16

DON'T DUCK RESPONSIBILITY
Display and info
11 AM - 1 PM
Founders' Plaza
HIV PRESENTATION
2 - 3 PM
Commons 206

Health Care Reform



Joel Grinolds, MD, MPH

Unless you have been stuck on a tropical island over the past few months, you probably have heard or read many reports on Health Care Reform. Numerous approaches to reform are being discussed, offering everything from incremental reform and single payer systems (like the Canadian model) to the complex and far-reaching Clinton plan. Clinton's plan and others are now being discussed in Congress and some movement is expected in this term.

Conceptually, there seems to be agreement on several aspects that should be important to students including universal coverage, standard benefits, quality standards, insurance reform, antitrust and liability reform, eligibility for all applicants, federal subsidies for poor/low income participants, administrative simplification, improved purchasing power of consumers, maintaining a variety of providers (Health Maintenance Organizations, fee for service, hybrids) encouragement of primary, preventive, and managed care.

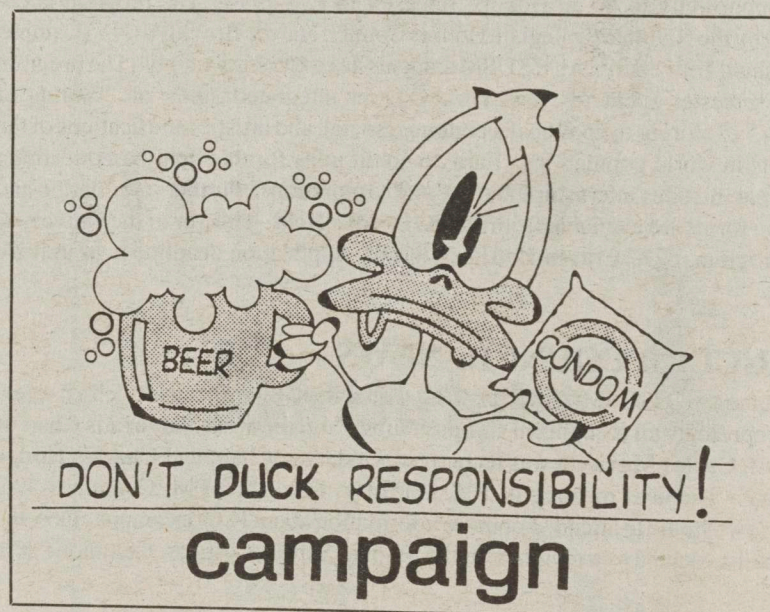
The various plans differ on the following elements: mandatory employer-paid premiums, mandatory participation in regional alliances (without getting into detail, the alliances would pool consumers into a large purchasing group then bargain with local health plans for low-cost quality care), cost controls, plan costs.

Although health care reform will have a major impact on students, the reformers initially did not include the 13-14 million post secondary education population or their existing health care system (i.e., Student Health Centers) in their deliberations or specifically in their plans.

What does reform mean for college health? In short, nobody really knows. This probably could be said for the general population. The good news is that potentially all students will have access to medical care. Also, the emphasis in reform is the provision of comprehensive primary and preventive medical care which is the major objective of college health.

The American College Health Association and others have identified key players in health care reform on Capital Hill and has developed an informative packet and a letter that identifies key concerns. The packet also describes the unique health care needs of the college health population and the Student Health Service model that currently provides accessible, affordable, prevention-oriented primary care as well as health education to the broader campus community.

Stay tuned. Generally it is thought that a plan will not be implemented quickly. However, it surely will have an impact. In future columns I will discuss the plan or plans and their impact as they unfold. For further information, Dr. Grinolds can be reached at Student Health Services, 752-4915.



Giving and Getting—the rewards of volunteering

Claire K. Langham
Service-Learning Coordinator

Katherine Johnson-LeVesque loves to inform others about volunteer opportunities. She enjoys being part of a solution, developing skills, and learning about new things. She has designed the logo for CSUSM's Volunteer Day, Saturday, February 26, 1994.

Katherine, a senior, majors in psychology with a minor in women's studies. Volunteering is central in her life. She explains that, "Volunteering has a ripple effect. What I have found is that the people I help, eventually help someone else."

"Giving has always felt good to me and I like connecting to the spirit of another."

Learning how things work motivates Katherine. For example, she volunteered to work at the UC San Diego HIV Neuro-Behavioral Research Center. As a volunteer providing clerical support and data input in the psychiatry department, she observed the process of research design, data collection and publication, as well as how psychological testing was conducted.

Becoming a part of the solution instead of just talking about a problem encapsulates Katherine's philosophy. For the past five years, she has been lecturing in the community and at local community colleges informing people about the effects of domestic violence, child abuse, and sexual abuse on individuals and society. Her goal is to bring about social change through raising public con-

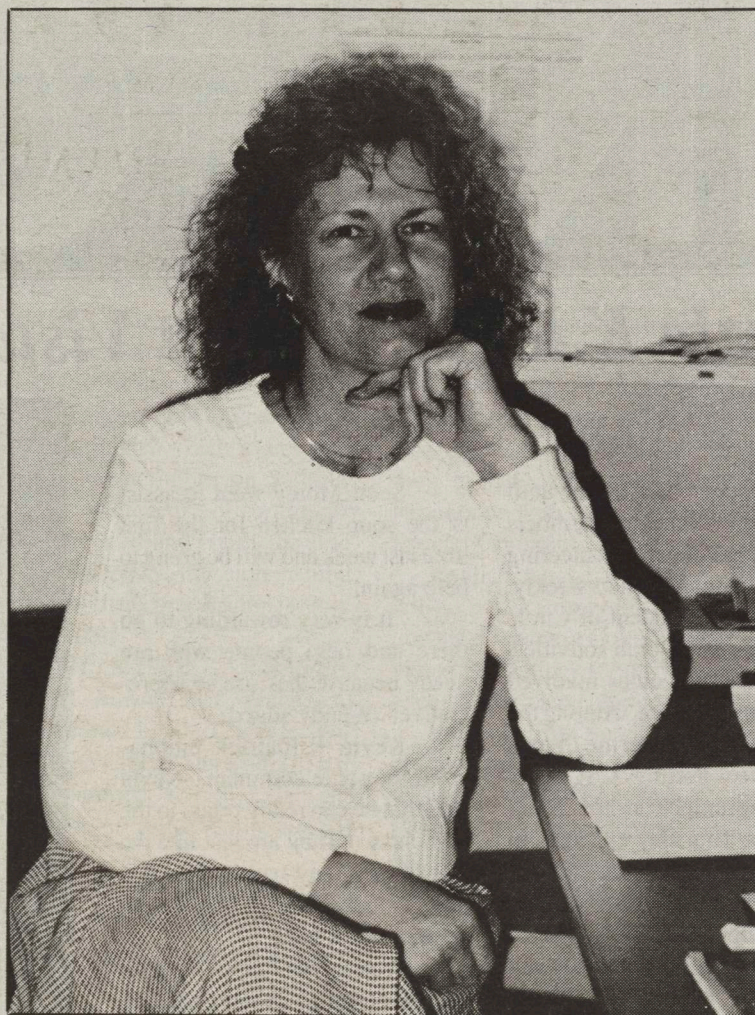
sciousness and encouraging people to get into treatment so that the devastating effects of trauma in the family can be alleviated.

Katherine currently volunteers with several groups. In addition to her educational presentations described above, she also provides support, guidance, and referrals for survivors of abuse. At Being Alive, an HIV/AIDS women and children's resource center, she volunteers as a receptionist and assists clients and their families to deal with their emotional adjustment, whether "infected" or "affected" by this disease. This year, Katherine is the Program Coordinator for the PTA at Hickman Elementary School. Ethnic Diversity, Women's History, AIDS Education, and Dad's Involvement in Children's Education are among the programs she has created. These topics were inspired by courses she has taken at CSUSM.

Most recently, Katherine developed a 4 hour program for her daughter's 6th grade GATE (gifted) program on the physiology of the brain. Using a sheep's brain, she taught students its anatomy and functions. She explained that since no one's brain works perfectly, we are all slightly different, unique, and that each of us has something special to offer.

With the strong belief that you can make lemonade out of lemons, Katherine has volunteered in the past with assistance to the homeless and to immigrants, in designing and sewing clothes for the disabled, in teaching puppeteering, crafts, and cooking through her church youth and women's groups, visiting the elderly, and tutoring in the elementary school classrooms.

"Anyone can overcome loneliness and add interest to their lives," Katherine stresses.



Photo/Mary Szterpakiewicz

"Giving has always felt good to me and I like connecting to the spirit of another. I have a lot to be thankful for, and like to use my talent and capabilities to assist others."

In this spirit, Katherine is an active participant of the Outreach Sub-Committee of the Service-Learning Committee planning for Volunteer Day on campus on Saturday, February 26, 1994.

For the future, Katherine plans to continue her volunteer activities and to develop a scholarship especially for disadvantaged youth who come from a background of abandonment, neglect, or abuse. Her motivation

is to help these youth create new and better lives for themselves.

While Katherine was volunteering at an outpatient center for severely depressed and schizophrenic patients, one of the men remarked after listening to Katherine tell about her activities, that she must be extremely organized to "do it all!" That marked the first time that Katherine reflected on the effectiveness of her time management and prioritizing in everything she does. And, yes, she still spends quality time with her family and enjoys her life. Enjoying volunteering makes life more meaningful and more fun!

CALIFORNIA STATE UNIVERSITY SAN MARCOS VOLUNTEERS VOLUNTEER DAY



Saturday, February 26

INFOCUS

Circle K lends time at Vista Soup Kitchen

Claire K. Langham
Service-Learning Coordinator

Volunteer Day is not until the end of this month, but members of Circle K have been volunteering their services to help others weekly. Ann Garman, President of Circle K, not only directs club activities, but personally becomes involved in community service. Among the 30 members, Catherine Yeats spearheaded getting CSUSM's club to volunteer at the Soup Kitchen on Thursday evenings in Vista's Grace Presbyterian Church.

At Circle K's weekly meetings on campus, students sign up to help serve meals at this local soup kitchen.

Wendy Drescher has been helping 2 or 3 times a month for several months. She observed, "The first time people go there, they anticipate that everyone is homeless - but that is not the case. For some, their social security or other limited income runs out before the end of the month and they haven't enough for food."

Scott Morey went to assist at the soup kitchen for the first time last week and will be going to help again.

"It is very rewarding to go there and help people who are needy because they are so appreciative," Wendy added.

Kevin Kilpatrick emphasized the same comment. Kevin said that he can really relate to the homeless. "They are just like the rest of us - they have hopes and dreams, and have experienced disappointments too."

Wendy went on to explain, "By the end of the month, there are about 70 people of all ages, from newborns to elderly, at the soup kitchen. Most people though, are between thirty and forty years old."

Kevin talks with the homeless. "The homeless are people too. We have intelligent conversations with them." The people who come to the soup kitchen ask the Circle K student volunteers

about their university experience—what they are studying and their career goals.

Kevin described avoidance as people's typical behavior toward the homeless. In contrast, he asks them if they are staying warm at night, especially with the cold winter nights. "When it rains, it's very wet unless

they can find an overhang." Kevin acknowledges that there are a few homeless we should be wary of, but this is also the case with people in general.

The interesting thing that Kevin notes is that there is a real camaraderie among the homeless—they look out for one another. He

added, "These people are really appreciative of the assistance provided. They pitch in and help with the cleanup afterwards. It shows that they are not just taking advantage of society's generosity."

If you are interested in knowing more about Circle K, please contact the Student Activities Office.



Sigma Phi Delta Raises Money for L.A. Quake Victims

Amy Glaspey
Staff Writer

The ground was still shaking with aftershocks when Richard Harvey, Sigma Phi Delta's Public Relations Officer started organizing a fund-raiser to help Los Angeles Earthquake victims.

Sigma Phi Delta, a social and charitable fraternity at CSUSM designed a fund-raiser that allows us to enjoy the beautiful southern California coastline while helping our neighbors to the north.

Buy one three-hour whale-watching ticket for \$15 and \$5 will be donated to the Los Angeles Quake Relief Fund while \$10 will go to Apollo Charters. Captain Jeff Johnson has agreed to run the fund-raiser through March 15, 1994. The Apollo is an all-aluminum 65 foot 22 inch sports fisher with a full galley and

sleeping quarters for 30, "just in case you get sea sick" said Harvey. The boat is certified to accommodate 94 whale watchers.

Harvey chose the Apollo for several reasons. "It holds 94. It is one of the nicest boats and Captain Jeff Johnson was most generous in working with me," Harvey said.

Radio stations KCEO (95.9 FM) and KCET (1000 AM) interviewed Sigma Phi Delta last Sunday. The fraternity spoke about CSUSM and promoted their whale-watching fund-raiser at the same time. The radio interview is on reserve in the school archives section of the CSUSM library.

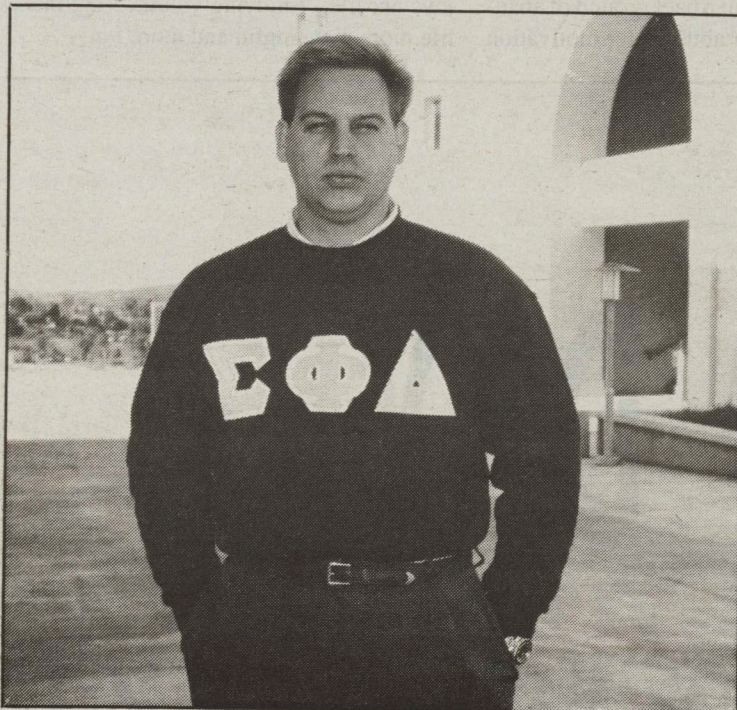
Sigma Phi Delta is now coordinating group trips aboard the Apollo.

Harvey was approached by Japanese students at UCSD who are interested in an English as A Second Language whale-watching trip. Harvey is currently working on a CSUSM Faculty whale-watching excursion.

Tickets must be bought in advance and are available for purchase from any Sigma Phi Delta member. For more information call 967-6523.

After "raising as much money as possible" for the Earthquake Relief Fund, Harvey will organize a benefit for the Association of

Retarded Citizens (ARC). Sigma Phi Delta may host an Open Invitational Miniature Golf Championship in April with proceeds going to ARC.



Richard Harvey, Sigma Phi Delta's Public Relations Officer

Learning Disabilities

John Segoria

Coordinator, Disabled Student Services

What Is A Learning Disability?

Learning disability is a general term that refers to a variety of problems in acquiring, storing, and/or retrieving information. Learning disabilities are neurological in nature and generally affect one or more modes of processing information. Individuals with learning disabilities have average to well above average IQs.

A Learning Disability Is Not.

It is important to keep in mind that a learning disability is usually present at birth and is not the result of a visual impairment, hearing impairment, mobility impairment, mental retardation, emotional disturbance, head injury, environmental factor, educational disadvantage or cultural difference. An individual can have a learning disability as well as another disability. However, a learning disability is not the result of another disability.

Who Has A Learning Disability That You May Know?

There is a good possibility that a fair number of you have a student with a learning disability in at least one of your classes. According to Dr. Frank Siehien (Learning Disabilities Specialist at SDSU), at least 8% of the students on a typical university campus have a learning disability. At CSU, San Marcos that means there is a good possibility that close to 200 students with learning disabilities are taking classes this semester. However, on any given campus, only a fraction of the existing learning disabled population are ever identified and served through Disabled Student Services.

Can You Be Successful And Have A Learning Disability?

Yes. There are a great number of people who have been identified as having a learning disability and who have been very successful: Hans Christian Anderson, Stephen Cannell, Leonardo da Vinci, Thomas Edison, Bruce Jenner, Pablo Picasso, Nelson Rockefeller, Robin Williams and Albert Einstein. At CSU, San Marcos over 20 students with learning disabilities served through Disabled Student Services have graduated.

CSUSM Prepares for Volunteer Day— Saturday, February 26

Volunteer Day on Saturday, Feb. 26, 1994, marks another first for this new campus. California State University San Marcos has a special role in the North San Diego County area, and in the spirit of community partnership, the university initiates and offers programs to further intellectual, professional, and personal development within the diverse community which it serves.

Volunteer Day activities on Saturday Feb. 26, 1994, in the spirit of community partnership, center around youth, the environment, the elderly, a museum exhibit, and assistance with tax preparation for low-income individuals.

The kick-off rally is in Commons 206 from 8 to 9 AM. Mayor Lee B. Thibadeau, who has proclaimed Feb. 26, 1994 as Volunteer Day in the City of San Marcos, will participate. Volunteer activities start at 9 and continue to noon both on campus and in the community.

Many CSUSM clubs and organizations are volunteering their time to assist the next generation to envision a university education in their future. They are joining together to provide campus tours and fun-filled workshops to youngsters invited from San Marcos schools, Boys and Girls Clubs, and Key Clubs from the surrounding community. The following clubs are participating: the Liberal Studies Student Association, the Computer Club, the Student California Teachers Association, Circle K, the Silver Shield, El Club de las Americas, M.E.Ch.A., the Association of Business Students, and the Pan African Student Alliance.

Environmental volunteer service is at nearby Discovery Lake Park. Earth Club, the Associated Students, and the 3-D orga-

nization along with a Girl Scout troop, will focus their services on sprucing up the park and creating a nature display.

The Accounting Society will help low income individuals with their tax preparation, and the Argonaut Society will prepare a new exhibit for the San Marcos Historical Society and Museum. Key College Opportunities plans to continue their services to seniors in San Marcos. The Knights also plan to continue with their club's involvement in Special Olympics.

English language students from Japan will join in a variety of the on-going activities. The Japanese Culture Exchange Club is planning a potluck for the volunteers after all events have been completed that day.

Students from Soc 309 Aging and Society, as part of Service-Learning in the course, will assist at the Elder/Adult Care Annual Public Forum sponsored by the San Marcos Family Care Commission at the San Marcos Joslyn Senior Center.

Participation is welcome and students, staff, and faculty can sign up in the Associated Students Office to join in activities organized by CSUSM clubs and associations. Many hands not only make the work lighter, but more enjoyable.

Volunteer Day will provide an opportunity for students and our local community to participate in cooperative services. These activities fulfill several university goals including outreach and cooperation with our broader community, promotion of civic pride and responsibility, and initiation of contacts for service-learning. A number of our faculty are encouraging service-learning in their classes to link real-life experience through service to the theories and concepts taught in the course.

Service-Learning host Dwight Giles

The Service-Learning Committee enthusiastically anticipates upcoming guest lecturer, Dwight Giles, of Vanderbilt University. Giles will be speaking at CSUSM on Monday, Feb. 21 and Tuesday, Feb. 22.

Giles, an expert in the field of service-learning, has been granted a three-year FIPSE grant dealing with learning outcomes in the field of service-learning.

His talk entitled, "What Is This Thing Called Service-Learning: Working Through Definitional Confusion," will be addressed to the CSUSM campus on Feb. 21 from Noon-1:30 PM. Everyone is invited to attend.

California Center for the Arts Galleries Become Museum

This month the California Center for the Arts, Escondido, designated 9,000 square feet of gallery space at the \$75 million arts center as the California Center for the Arts Museum.

The Museum will be a permanent non-profit institution, essentially educational and humanistic in purpose, which will own, study, care for, and regularly exhibit and interpret works of art to the public.

The new museum will curate exhibitions of regional, national and international artists and host traveling exhibitions, as well as establish a Permanent Collection of art from the 20th century, with an emphasis on American and regional art.

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VIEWS

The more corrupt the state, the more numerous the laws.

— Tacitus

CSUSM Writing Requirement

—mindless labor or intellectual growth

Roy Latas
Staff Writer

Students' interests in issues such as free speech, child care and Student Union fees gain and lose momentum, yet the All University Writing Requirement (AUWR) constantly sparks opinions from students and faculty. The initial grousing of first semester students translates to praise and thanks from graduating seniors.

Up to this point in our academic careers, there has been a general lack of emphasis on English composition skills in American education which has caused American industrial and economic institutions to question the academic standards that allow colleges and universities students to graduate without adequate writing skills. CSUSM is trying to remedy this situation with the AUWR. The definition of the AUWR, as stated in the 1992-1993 University Catalog, is: "Students are advised to note that every course at California State University, San Marcos has a writing requirement component of 2,500 words. This requirement can be filled in a variety of ways, depending on the course." This impersonal sounding writing requirement represents the Founding Faculty's intention of creating a graduating population instilled with exemplary writing skills. They hoped the AUWR would furnish a mechanism that insured all graduates received sufficient opportunity to use and improve their writing skills.

The AUWR makes it necessary for all students to write within a variety of disciplines in varying contexts from literature to biology. The Founding Faculty also understood the demand for clear, concise, and logically written communication in the post-graduate areas of employment and graduate school, as well as in family and social contexts.

The implementation of the AUWR takes a variety of forms depending on the discipline and faculty member. A common form is the 2,500 word paper. Here, the student makes an in-depth study of a particular topic and presents a detailed report that condenses many information sources into a

clear and compact analysis. Other faculty members may assign several smaller papers during the semester, thereby reducing student stress levels, as well as the instructor's laborious task of grading multitudes of long papers at one time.

The format of a paper or assignment presents an infinite array of possibilities. Some professors employ written work in the form of diaries, screenplays, journals, letters, or novella, promoting a new critical frame for the student to exercise his or her analytical perspective. These formats challenge the students' minds to realize alternative connections within the subject matter while increasing the students' creative freedom, and making the task less intimidating.

The journal is the most popular alternative form of writing. Journal entries are devoted to the preceding week's discussions; the journal condenses the student's comprehension of new material while allowing the professor an insight into the absorption of lecture information. The journal entries allow the professor to understand when issues are cloudy and make adjustments or reviews when necessary.

The faculty relies on the AUWR to furnish students with an additional opportunity to decipher what they learn through writing, and reassemble classroom information in a way that demonstrates understanding of the concepts. Writing theorist Peter Elbow calls this process "cooking." "Cooking means getting material to interact." The interaction of thoughts creates new material that the student can interpret which may include segments of classroom experience and personal insight. This process is assimilation not memorization. The student undergoes a metamorphosis through conceptual analysis. Elbow also reminds his readers that "[g]rowing means getting words to evolve through stages," not overnight.

The intent of the AUWR is growth within the student, and we all have felt some growing pains. However, our new stature has the foundation of improved writing skills.

3 Strikes You're Out

Legislature Sidesteps the Real Issues

By Thomas Lee Huntington
Staff Writer

In theory, it is difficult to argue against any of the five "3 Strikes and You're Out" crime bills currently in front of the California state senate. All the bills guarantee stiffer sentences for any criminal convicted of a second violent felony and life imprisonment if convicted of a third. Certainly, violent crime has reached epidemic proportions in American society and it is obvious that something must be done. The "3 Strikes" concept has provided politicians with an unprecedented opportunity to look tough on crime without alienating any powerful voting lobby. Even President Clinton, in a State of the Union address otherwise dedicated to health care and welfare reform, received his biggest bipartisan applause by reiterating his support of such a bill on the federal level.

It is wise, though, (as it is with anything to which all politicians pay carefully calculated lip service) to maintain a healthy skepticism about the rash of current crime legislation. In California, the "3 Strikes" frenzy was fueled in large part by the murder of Polly Klaas, the young child kidnapped from her living room and brutally killed by a convicted felon. Klaas' story mesmerized the nation, in large part because it symbolized the encroachment of violent crime into suburbia. "Are our children no longer safe in their own

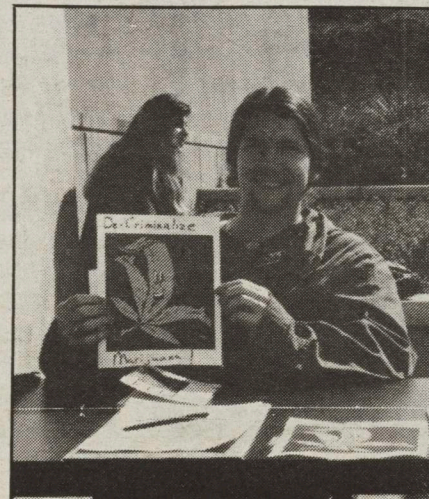
homes?" parents everywhere wondered. Many of those parents had political pull, and the conviction that something must be done to keep violent criminals behind bars and out of our neighborhoods eventually reached the state legislature.

The Klaas case was a horrible tragedy. But horrible tragedies are the norm in many of our inner cities, a fact which seems to have escaped our governmental leaders for quite some time. A child in Watts has not been safe in her own living room for a long time now. She has not been safe on her way to school, in her classroom, on the playground or on her way home. She has been forced to live with the fact that violence is a way of life in her community. Streets burned, buildings were looted, a city was ignited and the California legislature did nothing to address crime in the inner city. There has been no legislation aimed at creating economic opportunities for the young people in Los Angeles most likely to turn to crime. There has been no increase in police protection in urban areas plagued by constant gang warfare. There has been no attempt to stop crime before it starts by engaging in the kind of honest discourse about values and community that elected officials are so afraid of. The same politicians who turned their back as our cities turned into war zones now purport to end crime as we know it by guaranteeing a few stiffer sentences. It's not a bad first step, but it's hardly enough and it's long overdue.

Student Activist Collects Signatures

Garrett Collins, English major, is an example of student activism at CSUSM. Garrett is busy these days collecting signatures to place the hemp initiative on the California ballot. The initiative would decriminalize the use, sale and cultivation of marijuana.

You will find Garrett in front of Academic Hall 11 AM till noon over the next several days. If you would like to sign the initiative or have questions about it, Garrett will be happy to assist you.



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Letters to the Editor

Hatred Is Alive and Well

Dear Editor:

I want to acknowledge a writer among us who chooses to communicate a detestable message. I found this message written on toilet paper—CSUSM toilet paper, in a lavatory here on campus:

"HOMOS SHOULD NOT BE
TOLERATED
GAY BASHING IS THE CURE"

I find this message disturbing enough that I refrain from signing my name out of concern for personal safety. Although I believe that college might help open this person's mind, I feel sad, regardless of my views on homosexuality (tolerance of those different from me), that someone among us declares hatred in this vile and covert way. Rather than engage in open debate, the writer chose to display his hatred anonymously.

Name withheld

LETTERS TO THE EDITOR—

*Should be 250 words or less
and signed by the writer. The
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at ACD 208 or place in
mailbox located in Student
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DIALOGUE

The Future of Higher Education

Mary Szterpakiewicz
Editor-in-Chief

The Pride is soliciting your participation in an on-going dialogue on issues facing universities and colleges today. Input from faculty, students, staff and the business community is invited to explore the future of higher education.

A recent issue of the *Economist* referred to today's universities as "towers of babble" raising serious issues facing higher education. What are the goals of universities today? Are they meeting the needs of the marketplace? What should be the purpose of a tax-supported institution?

The public university, like other government institutions, is slow to change. Revered as instruments of enlightenment in the past, today government treats higher education like an inefficient nationalized industry.

Once considered the engine of economic growth, today's university is becoming a dinosaur, concerned more with image than impact. In the 1980s, governments turned away from universities for advice and research, turning to think-tanks such as the Heritage Foundation, CATO Institute and Economic Affairs in Britain. The most frequent complaints, noted *The Economist* are that universities are filled with 1960s dogooders and that "academics rarely give value for money . . . [and] star professors are perpetually on sabbatical."

With fees skyrocketing, and college enrollment declining, what does the future hold for tomorrow's college graduate? The computer is probably partially responsible. An enormous array of information is available at the fingertips of every nimble typist with a modem for a fraction of the cost of a college education. By way of CompuServe, Prodigy and Internet we can access thousands of on-line databases and hold discussions with experts from around the globe.

Video tape is another medium which offers practical, educational applications for a fraction of the cost of a college education. Palomar College introduced the TV course, where you can study accounting, anthropology or Spanish in the comfort of your home.

Rising costs and declining revenues are forcing universities to re-evaluate priorities. University costs, according to *The Economist*, rise much faster than inflation because they are labor intensive (wages rise faster than prices). Even Ivy League colleges are teetering on alienating the middle class, leaving these legendary institutions to the idle rich. Politicians are questioning whether the money could better be spent on other things.

Private industry has been much better at harnessing the information revolution than its public-sector counterparts. The market

must adapt quickly to the needs of the marketplace, or die. The combination of academic tenure and cumbersome decision-making tends to preserve old institutions rather than expand or create new ones.

Governments bent on reform are looking at three popular strategies. The first uses the market approach with government playing the role of the purchaser. By linking funding to performance and separating research funds from money for teaching, government has provided two distinct ways of boosting a university's income—increasing the number of pupils or improving the quality of their research. British universities are pursuing these different avenues for survival producing remarkable results within a short period of time. Oxford, Cambridge and the like, emphasize research. The next top 10 schools have a mix of both research and a teaching focus, while a third group focuses primarily on teaching. While academics regard this as an affront to their dignity, this scheme has worked dramatic results.

A second approach in cutting costs is to simply shift funds to cheaper institutions like community colleges and innovative sources of higher education, like work-study programs, distance learning, and getting credit for life and work experience.

A third strategy is for universities to diversify their funding. Rather than relying solely on government funds, universities should market their research to local industry. In the U.S., industry-sponsored research has more than quadrupled in the past decade. This would serve to create a better rapport with the business community, and attract funding as well as provide a purpose for graduates. Raising fees is another way to diversify funding. While critics complain that this would curtail expansion, in Britain, "free" education has done little to bring the hordes to the sanctuary. The fact remains that local, state and federal governments are putting a limit on educational funding.

Universities must accept the fact that governments are becoming increasingly reluctant to fund higher education.

California's school system once satisfied private industry's demand for technical research, physicists, chemists and engineers that fueled the dramatic growth of the California economy. These positions are now predominantly staffed by foreign-trained graduates.

Can higher education meet the needs of an ever-changing marketplace?

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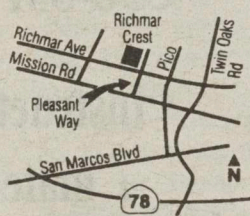
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SHOWCASE

"I'll Take Anything" holds up despite drastic revisions

Thomas Lee Huntington
Staff Writer

It is no secret that James L. Brooks' new film *I'll Do Anything* began life as a full-fledged Hollywood musical. It was an ambitious idea, but test audiences were so turned off by the musical numbers that Brooks felt compelled to rework the entire film. The director edited and reshot to such a degree that the only semblance remaining of the film's previous incarnation is a solitary song

by five year old Whittni Wright.

The film holds up surprisingly well after such drastic revision, mainly on the strength of the acting and Brooks' ear for witty and insightful dialogue.

Nick Nolte heads the cast, portraying a down-on-his-luck actor forced to take in the six year old daughter he hasn't seen for two years. Albert Brooks is an action film producer obsessed with the bottom line and Julie Kavner is a public opinion pollster who runs tests screenings and can utter nothing but the truth. Wright is truly a discovery as the bratty, precocious child with whom Nolte must re-establish a bond.

The plot is unimportant in a film such as this, where most of the pleasure comes in

watching the actors inhabit their roles. Nolte is outstanding as a likable guy struggling to come to terms with the realities of parenthood and Hollywood at the same time; the best scenes in the film are between Nolte and Wright. Their exchanges seem genuine and honest because the characters have been so well crafted and written with such care. The laughter and tears this father-daughter relationship invokes are not easy and sentimental; the actors earn the sentiment.

Less successful is the subplot involving a romance between Brooks and Kavner. Both actors are superb, especially Brooks. His producer character could easily have been a stock stereotype, an easy villain for a film about the film industry. But, perhaps because

the director is also himself a producer, the role is given complexity and even a degree of likableness. It is not difficult to see why the kind, giving character played by Kavner would be attracted to such a person. But the romance is inadequately explored. Perhaps this is the area where the music played an integral role and the reshooting and editing couldn't completely cover that gap.

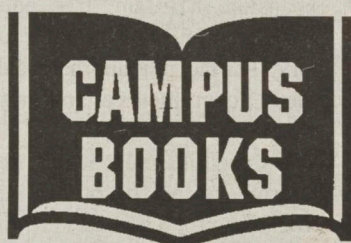
Nonetheless, *I'll Do Anything* is an extremely likable, well-written film about a group of interesting, complex people. It is difficult to imagine the movie as a musical, which is probably a tribute to Brooks editing ability and an indication that he ultimately made the correct decision.



Movie Review

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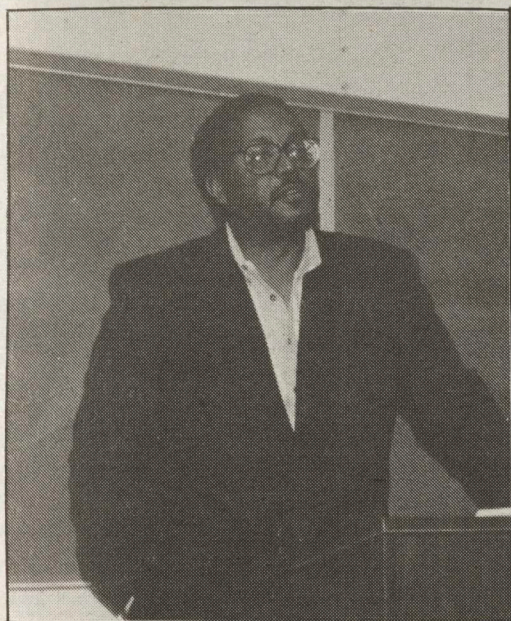
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Poli Sci Professor Talks on Crime in the Black Community

Karin Foster
Staff Writer



Photo/Carlos Mariscal

As a kick-off for Black History month, political science professor Dr. Edward Thompson III delivered a lecture on crime in the black community. Dr. Thompson took a critical look at public policy regarding crime, and the impact this legislation will have on the African-American community.

As the economy begins to recover, politicians have started shifting their focus from economic concerns to the issues of crime and violence. President Clinton reflected this trend in his address to the nation. Dr. Thompson commented that the President's "Three Strikes You're Out" was the centerpiece of the President's State of the Union address.

The proposed "Three Strikes You're Out" legislation would sentence offenders convicted of a third violent felony to mandatory life imprisonment. Thompson criticized this type of legislation as representing "an imbalance between punishment and prevention." He argued that this policy would have minimal effects on crime, while depleting funds that could be used to address critical social needs. Furthermore, this legislation would most negatively effect the African-American community.

Thompson argues that legislators who support these bills use "faulty assumptions." Supporters declare that high imprisonment rates will lessen crime. In fact, Thompson stated studies prove the opposite is true. States that have the highest rate of incarceration have the most violent crime, while states that have the lowest rates have less violent crime.

According to Thompson, supporters of

the "Three Strike" policy also promote the idea that mandatory sentencing will guarantee imprisonment of criminals.

Thompson also argued that President Clinton is fully aware of problems that plague the African-American community. Clinton acknowledges that crime has increased because of the breakdown of family and community. The President also recognizes that black youths need more employment opportunities. Yet, according to Thompson, Clinton chooses to promote legislation that will increase the breakdown of these values. He feels the President's policies towards crime ignore the underlying problems. African-American families are severely threatened by the high incarceration rate of young black

men. Youths in prison cannot form stable families. Many of those incarcerated have turned to crime because their community lacks jobs that would allow them to support families or themselves. Lack of financial resources prevents these youths from seeking better employment in the suburbs. Limited opportunities for young black men often leads to crime as a solution for survival.

Effective legislation would directly address these problems, Thompson believes. Rather than spend millions of dollars incarcerating criminals for their entire lives, money could be spent on programs that would offer disadvantaged youths alternatives to crime. Year-round sports programs, improved schools, and effective job-training centers could be implemented as a means of preventing youths from engaging in crime. Criminals already imprisoned should receive counseling to develop stronger social skills, while receiving employment training and education. Education and training in prison could provide incentive and motivation to find work after release.

Dr. Thompson did not deny the seriousness of violent crime, or the fact that society must punish violent offenders. However, the seriousness of this problem should cause legislators to create laws that work towards genuine solutions. American society is demanding the reduction of violent crime. Dr. Thompson argues that although President Clinton's proposals may appear tough, they will do little or nothing to solve America's violent crime problem.



PUBLIC SAFETY NEWS

SLICK ROADS

I'm sure you have already found out that the roads are slick when it rains... Remember to drive slower than normal, leave home a little earlier and take your time. Watch out for other drivers. You know, the ones that drive crazy when it's normal weather. Drive carefully, be smart. See you at school.

COMMUNITY SERVICE OFFICERS WANTED PUBLIC SAFETY NEEDS YOU!

Primary Duties and Responsibilities

The purpose of the Community Service Officer is to assist Public Safety staff and provide campus security services.

The primary duties and responsibilities are:

- 1) Upon request provide escort service.
- 2) Foot patrol of the entire University.
- 3) Upon request unlock vehicles, buildings, etc.
- 4) Provide a safe campus environment.
- 5) Conduct inspections of all University property.
- 6) Observe and report suspicious activities, hazardous conditions and criminal activity.
- 7) Give directions and other types of assistance to the campus community.
- 8) Adhere to Public Safety policies and procedures.

Job Qualifications

The applicant must have: knowledge of the campus; Because this is a new campus, being aware of the loca-

tion of departments, restrooms, telephones, etc. is very important.

Ability: to make reasonable and logical judgments. Communicate with students, faculty, and staff. Remain calm in an emergency situation.

Experience: Working with large groups of people, working under stressful situations.

Education: A high school diploma, currently enrolled at CSUSM with at least 6.0 units.

RECOMMENDED HOURLY RATE:

\$ 6.28 (RANGE II STEP 3)

Range/Rate appropriate to assigned tasks.

HOURS PER WEEK: 20 Max.

LENGTH OF APPT: Spring 94 Semester

Supervisor: Dora Knoblock, Ext. 4562. A copy of this job description is available at the student career center.

If you would like any information about Public Safety Services or our role within the CSU system and California State University San Marcos, or if you have a special issue or problem, please feel free to contact Public Safety for assistance.

We welcome all comments, and questions any readers may have concerning Public Safety. Please call 752-4562 and/or leave a note at our front desk or at *The Pride* newspaper office located in ACD 208. Address all correspondence to: **ASK DAVE AND DORA.**

T O D A Y ' S
THE DAY

Stop Smoking.

American Heart
Association



GHANA TRIP

scheduled for Winter of 1994

Professor Amoaku has just returned from Ghana and is enthusiastic to share his experiences and help a group of students, staff and faculty, plan for their own Ghana trip for Winter 1994. The Ghana Project has arranged a question, answer and planning meeting for Wednesday, Feb. 17 at 4:15 PM in ACD 305.

We have identified the following goals for the Spring:

- ✓ Fundraising
- ✓ Trip logistics (passports, shots, schedules etc.)
- ✓ Program development on Ghana
- ✓ Exploration of issues of inter-cultural exchange

In addition, Professor Amoaku has asked us to develop an application and selection process which will identify the group going on the Ghana winter trip by the end of May. It will be important that each participant is clear in his or her own goals and interests for participating and that the group has common goals and shares responsibility for the trip.

We look forward to seeing you on Feb. 17 at 4:15 PM in ACD 305. Please sign-up at the Peer Advising Center, Craven 6200, if you are interested but are unable to attend the meeting.

Voluntary Support Tops \$100 Million Mark

For the first time, the 20 CSU campuses and Chancellor's Office have raised more than \$100 million in voluntary contributions. In 1992/93, \$109.4 million was raised, an increase of 10.8 percent from 1991/92's \$98.7 million.

CSU Long Beach led the campuses with \$16.2 million, followed by San Diego State with \$15.5 million, Cal Poly San Luis Obispo with \$10.9 million, and CSU Fresno with \$10.8 million. The largest percentage increase was CSU Sacramento, which increased its private gifts 115 percent, from \$4.0 million to \$8.6 million. CSU San Bernardino showed a 101 percent increase, going from \$1.0 million to \$2.1 million.

Corporate giving increased five percent in 1992/93, from \$38.5 million to \$40.4 million. San Jose State's alumni contributed the highest amount, \$2.4 million, a 162 percent increase. In the past six years, contributions to the CSU have grown from \$57.4 million in 1987/

88 to \$109.4 million in 1992/93, an increase of 91 percent.

OTHER CSU NEWS:

An update on plans for a new CSU campus at Fort Ord. Downsizing in the military has given the CSU an unprecedented opportunity to receive 1,300 acres of Fort Ord in Monterey Bay for a new campus that eventually will accommodate 20,000 students by 2020. According to the progress report to the trustees given by J. Handel Evans, president of San Jose State University, and Peter Hoff, CSU senior vice chancellor for academic affairs, final conveyance of the property by the federal government is expected by May, and the first group of students is expected by fall 1995. The federal government already has provided \$15 million of an eventual \$135 million that will be provided to the system to convert existing buildings to campus usage.

Presidents, Faculty Receive Salary Increases

Presidential salaries were increased for the first time in three years by the Board of Trustees. Five collective bargaining agreements, including one with the California Faculty Association, also were ratified, giving many employees their first general pay increases in several years.

Effective April 1, salaries for the 20 presidents were raised an average of 8.6 percent. The annual average salary of a CSU president will be \$130,461, up from \$120,075. Two presidents serving in interim positions did not receive increases; when those permanent appointments are made, new salaries will be set.

Approximately \$17 million for salary increases for presidents and other CSU employees was set aside by trustees after the legislators augmented the CSU budget by \$50 million for 1993/94. The presidential increase will total about \$200,000; the rest of the \$17 million will go for the system's 33,000 employees.

Keeping Romance in Your Relationship

Pam Farrel

Contributing Writer

February is the month for lovers. Red and white hearts adorn the malls and everyone is in the mood for romance. However, in our society, romance and sex get interchanged as if synonyms. Sex can often be a sultry killer to romance and can thwart a person from finding true love. Consider these findings:

Most couples break up when a crisis pregnancy arises.

There are no "STD" bouquets to send when you give your lover a sexually transmitted disease.

According to Dick Day and Josh McDowell, authors of "Why Wait," a sexual relationship can cloud your decision making process and your hormones can connect you to someone that your heart knows isn't right.

Studies have concluded that couples who live together prior to marriage are twice as likely to end up in divorce court.

In a survey of the first graduating class of Cal State San Marcos students, 51 percent gave an okay to casual sex. but there is nothing casual about sex. Giving yourself totally to another, bearing your body and soul isn't the same as having your usual morning cup of coffee. Perhaps we have all lost sight of the difference between love and lust. Na-

tionally know, psychologist, Steve Arterburn explains the difference between love and lust as—

Love is personal, lust is impersonal. Love is concrete, focused on a particular object; lust is unfocused, capable of fixing on almost any object. Love tends toward faithfulness, lust is a wanderer. Love seeks stability, lust is short-lived and mercurial. Love is an affair of the mind and heart, lust is an affair of the emotions and hormones. Love is a matter of giving, lust is matter of taking.

Musicians Steve and Annie Chapman have a line in one of their love songs, "True love starts with a kiss of hearts." To keep romance in your life, give your heart and keep your body until you hear, "With this ring, I thee wed." No matter your sexual history, you can make decisions today to protect your future love life and ensure that romance becomes a lifestyle rather than a fleeting sentiment on a Hallmark card.

Pam Farrel is a graduating senior who has co-authored a book with her husband, Bill. Their book, "Pure Pleasure: Making Your Marriage a Great Affair" is due out in June. Pam is also a member of S.A.L.T., a Christian group on campus.



If you like to write prose or poetry, and would like to get your work published, let us hear from you. You can drop off submissions to The Pride office at ACD 208. Slip it under the door if no one is at home.

Video Class To Make Music Video



Last year's class visits Daniels Cablevision (you know who you are)

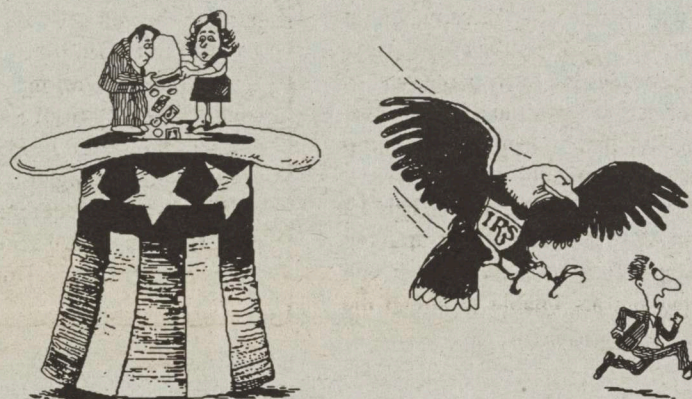
Stuart Bender's video class has started again this semester. Last semester's Video Class went on a field trip to Daniels Cablevision in Carlsbad. This semester's video students are starting their first project—a music video. If you have original music or would like to help, call

Tom Dulaney, Stuart Bender's assistant, at 633-1852.

Dulaney, a major in business management, has applied for a grant from the Carlsbad Community Foundation for a documentary about the Carlsbad raceway.



Thinking About Taxes



CLASSIFIEDS

FORSALE

100% IBM Compatible 386 PC w/ color monitor, mouse, 40 MB HD (64 MB with dblspace), 4 MB RAM, dual high density drives, inc. Windows. \$500. Bob 737-5144.

MAGIC DIET

Lose up to 30 lbs. in 30 days. All natural Guaranteed. Amazing thigh cream melts inches away as seen on TV. Call Kenya 724-4498.

SERVICES

FREE 4th hour of consulting/tutoring/troubleshooting (hardware and software) on your IBM compatible. Can help purchase and customize your system. \$15/hr. Marc 632-9607.

LIFE DRAWING AND PORTRAITURE Classes at Palomar College on Saturdays started Jan. 29, Room C-2. No Class Fee. Enroll in Class 284-5095.

MACINTOSH Mouse not working? Call The Mouse Doctor. 972-8569.

NUMEROLOGY Chart. Learn the secrets of your name. 5-7 page report includes 1994 daily forecast chart. \$10. 432-8032.

WANTED

REPORTERS/Pagemaker pros. Work for student paper and earn credit. ACD 208, 752-4998.

FREE CLASSIFIEDS

For students only—25 words or less. Each additional word, 50 cents.

REGULAR CLASSIFIEDS

25 words or less—\$10.00. Each additional word, 50 cents.

Classified Ads can be dropped off at ACD 208 or mailed to THE PRIDE, CSUSM Student Newspaper, San Marcos, CA 92096-0001

DISPLAY ADVERTISING

Rates for standard size ad

Bus. Card \$25

1/8 page \$65

1/4 page \$100

1/2 page \$175

Full page \$300

Discounts are given for pre-payment and for multiple insertions.

Deadline for next issue:
FEBRUARY 21

For more information,
contact Sheryl Greenblatt at
(619) 752-4998

Calendar

On-Campus Events:

FEBRUARY IS BLACK HISTORY MONTH

Thursday, Feb. 10 - Friday, Apr. 8

Art Installation. "Temporary Alternatives" by North County artist, Patsy Babcock. CSUSM Library, Craven 3rd Floor. The exhibit depicts the artist's ongoing struggle to find the "perfect" exhibit or studio space.

Friday, Feb. 11

SCTA Social. "Munch and Learn" and elections for Vice President. 1:30-2:30 PM, Commons 207. Bring a children's book to be donated to San Marcos Elementary School. For more information, leave your name and number in SCTA Box in Commons 205.

BLACK HISTORY MONTH FILM SERIES. "Body and Soul," Director Oscar Micheaux's 1926 silent classic with Paul Robeson. 7 PM, ACD 102. Film introduction and discussion by CSUSM History Professor, Dr. Jill Watts.

Tuesday, Feb. 15

Friends of the Library Speakers Series. Bridget-Bailey Meyer: "A Bitter Pill: medicine in the African American Community." 12:15 PM, ACD 104.

Wednesday, Feb. 16

Resume Writing Workshop. 3-4 PM, Craven 4201.
Job Search Strategies. 4-5 PM, Craven 4201.
Effective Interviewing/Career Fair. 5-6 PM, Craven 4201.

Thursday, Feb. 17

Lecture. "Black English: A Case of Language Discrimination." CSUSM Linguistics Professor, Dr. Peggy Hashemipour. 12 Noon to 1:30 PM, ACD 102.

Friday, Feb. 18

Black History Month Film Series. "Daughters of the Dust." 7 PM, ACD 102. Dr. Renee Curry will lead a discussion following the film.

Sunday, Feb. 20

Bank of America Piano Series. Cecil Lytle performing improvisations on Gershwin, Ellington, Fats Waller, and Herbie Hancock. 3 PM, ACD 102. TICKETED EVENT.

Monday, Feb. 21

Resume Writing Workshop. 9-10 AM, Craven 4201.
Job Search Strategies. 10-11 AM, Craven 4201.
Goal Setting/Time Management Workshop. 1:30 PM, Craven 5205.

Tuesday, Feb. 22

Lecture. Greg Akili. Mr. Akili is a San Diego political and social activist, nationally recognized for his expertise in leadership development and community relations. 12-1:30 PM, ACD 102.

Thursday, Feb. 24

SANKOFA. Afro Jazz. 12 Noon - 1 PM. Stage area near Dome.

Friday, Feb. 25

Resume Writing Workshop. 9-10 AM, Craven 4201.
Job Search Strategies. 10-11 AM, Craven 4201.
Effective Interviewing/Career Fair. 11 AM - 12:30 PM, Craven 4201.

BLACK HISTORY MONTH FILM SERIES. Spike Lee's "Do the Right Thing." Introduction and lecture by CSUSM Sociology Professor, Dr. Sharon Elise. 7 PM, ACD 102.

Saturday, Feb. 26

VOLUNTEER DAY. Campus Rally and Volunteer Services, 8 AM to Noon. Join us on the Plaza. For more information, contact Service-Learning, Ext. 4057, Associated Students, Ext. 4990, or Office of Student Activities, Ext. 4970.

Sunday, Feb. 27

Student Presentation in honor of Black History Month: potpourri of monologue and poetry on the African-American experience, including excerpts from last semester's student production "For Colored Girls..." directed by Arajeje. 3-6 PM, ACD 102.

ANNOUNCEMENTS

Join us in the campus recycling effort by purchasing a CSUSM refillable hot and/or cold drink cup. These refillable cups are currently available for 1/2 at the University Store and Dome Cafe. Receive a free fill-up at purchase and drinks at reduced prices thereafter.



Wednesday, Mar. 2

SPRING '94 CAREER DAYS. Teacher Education Career Fair. 2-5 PM.

Thursday, Mar. 3

SPRING '94 CAREER DAYS. General Career Fair. 10 AM to 1 PM. Last semester 50+ employers were represented!

TICKETS FOR TICKETED EVENTS MAY BE PURCHASED AT THE UNIVERSITY STORE OR AT THE DOOR. Concerts: \$3 for CSUSM students, \$5 General Admission. Film Festival: \$1 for CSUSM students, \$2 General Admission. For more information, call the University Store at 752-4730.

Off-Campus Events:

January 29 - April 10

Lecture Series and Exhibit. "Antarctica" is presented by the San Diego Natural History Museum in Balboa Park. For tickets and information, call 232-3821.

February 12 - March 5

A Jazz Opera, "Life's a Dream." San Diego Repertory Theater. Call 235-8025 for times and ticket information.

March 18-20

48th Annual Orchid Show. Scottish Rite Memorial Center in Mission Valley. Tickets are \$3 in advance, \$4 at the door. Free parking. For more information, call 232-5762.