

Cal State San Marcos Is Experiencing Major Growing Pains!

Registration And Administration Overload

Major questions surface on campus as students rush to register for Spring 2003 classes.

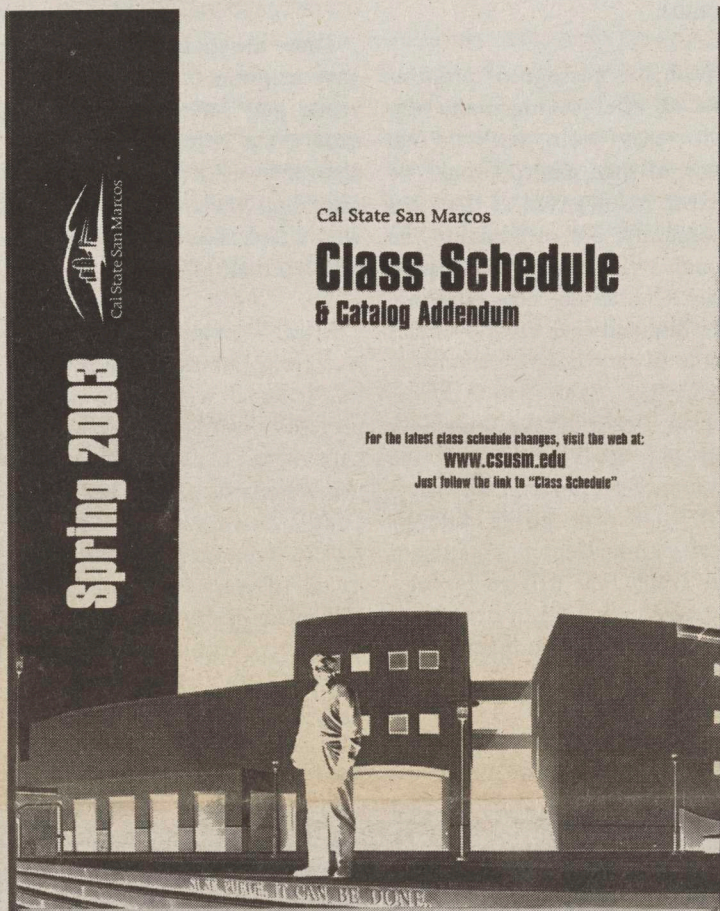
By JULIE MYRES
Pride Staff Writer

Cal State University San Marcos is a growing school. The projected growth for the future is to be as big a campus as UCLA. This idea is very feasible, considering the fact that CSUSM has more land than SDSU, which houses over 33,000 students to date. CSUSM currently has just fewer than 7,000 students enrolled for the Fall 2002 semester and the expected enrollment for Spring 2003 is even more; one of the reasons is because SDSU is not accepting any new students for Spring 2003. Many argue that CSUSM does not offer enough classes for the current students, yet they expect to eventually enroll upwards of a prospective 35,000 students.

Students preparing for next semester by registering on-line or on campus are encountering many difficulties when they attempt to design a schedule that will fit their needs, due to their appointment date or lack of class availability. Priority registration for continuing matriculated students began Nov. 4th and will continue until Dec. 6th for Spring 2003, via SMART Web or by phone.

Major problems regarding registration of classes

One reason that CSUSM is experiencing this problem is the lack of scheduling for the required classes in each major. Class availability is the major issue as students prepare for next



semester. No matter what their class status or major is, students are having great difficulty being able to get the classes they need semester after semester. There are not enough classes available for students to pick from in order to fill their major and even minor requirements. Classes are either at opposite times of the day, on opposite days of the week, or overlapping in scheduled times.

The majority of the student body at CSUSM works part or full time jobs as well as going to school part or full time. Thus, their schedules are strategically planned to be able to juggle both responsibilities. Many students

complain that the classes they need to graduate are only offered during the day when they are at work. Mona Kadah, a junior and high technology management-business administration major, said, "This is my third semester here at CSUSM and I have been going full time. The school is trying to focus more on students who are working full time who only want classes at night, which is good, but this is not flexible to students who work part time and want to be full time students. We need more convenient scheduling with flexibility set around student's realistic schedules. I don't feel that my needs are being met and I don't think it is

fair to other students. Why don't they open school for winter and summer sessions for the classes that are harder to get during the regular semester?"

James Chesterton, a junior finance major, commented on his registration experience saying, "I work full time and Finance 321 is only offered during the middle of the day." Then when asked how he felt administration would help him he expressed that he had not contacted them and that, "I figured they don't care. Take it or leave it. I would like to see more classes offered for the evening students."

Others comment that there are just not enough sections available for the required classes to be able to fit them in their schedule. Putheary Sin, a junior communication major, expressed, "Not being able to get needed classes at the time planned postpones graduation and it's not fair. CSUSM has to figure out a way to tone down or even eliminate this problem if at all possible. Of course, I realize that no solution can satisfy every student, but if improvements are made students would be a lot happier on campus around registration period."

Jeff Bottger, a senior as of spring 2003 and communication major, commented, "I think there definitely needs to be a lot more sections of communication classes added. It's hard on those students who work to take the classes they need which are offered at random hours through-

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Fall Grad Reception

By MELISSA REED
Pride Staff Writer

In honor of all the students who will be graduating this semester, there will be a Fall Graduation Reception held on Friday, December 13. The ceremony will take place in a tented area from 6:00 - 8:00 p.m. outside in Chavez Plaza, which is in front of the new Visual and Performing Arts Building.

Speakers at the reception will include CSUSM President Alexander Gonzalez, Dr. Francine Martinez and ASI president Jocelyn Brown. Although there is no dress code for this event, attendees are encouraged to dress smart-casual.

Last year was the first year that this event took place, and it was said to have been very nice. There will also be refreshments to aid in the festivities. Because seating is limited, if graduates are planning on attending they should let the Office of Student Affairs office know as soon as possible. Guests of graduates should be limited to no more than four people.

Because the specific names of the graduates will not be called at this ceremony, graduates are encouraged to come participate in the traditional May 17th graduation at the Del Mar Fairgrounds

For students having any additional questions, please call the Office of Student Affairs at 750-4056.

Coffee With A Conscience

ASI Programming Board Gives Coffee To Students That Is Also Fair To Farmers

By GAIL TARANTINO
Pride Staff Writer

The Associated Students Inc. (ASI) Programming Board, in an effort to reach out and acknowledge students, is giving out hot coffee outside the Dome Plaza on Monday mornings from 7 a.m.-9 a.m. The programming board, "is a group of students hired by the ASI to plan and execute events to contribute to the development of campus life

and community," said Valerie Cuevas, coordinator of student programs and services.

The Evolution of an Idea

Cuevas said that the coffee give-away was originally planned as a "nice way to recognize our students." She added that the programming board decided on offering coffee, "in order to reach out to all the commuter students who are cold

and in a hurry in the mornings." When asked why the coffee is given away instead of sold, Cuevas said, "Because student fees go towards the purchase of the coffee, so they have already paid for it."

Cuevas explained that buying Fair Trade coffee was not part of the idea originally, but when "it came time to purchase the coffee, [the programming board] put in a request for fair trade

coffee because of social and environmental issues." Cuevas added, "Even a small gesture can have an impact."

What Exactly Is Fair Trade Coffee?

Brett Gladys, a member of the programming board and one of the students handing out coffee explained that, "Fair Trade guarantees that coffee growers and farmers were paid a fair price

regardless of the market." Gladys added that, "Fair Trade coffee is also produced without pesticides and forests aren't slashed and burned to grow it." Noah Smith, also a programming board member, explained the coffee is purchased from "People's Co-op in Ocean Beach." An organization that according to Smith "promotes both organically grown and vegetarian products."

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out the day – or for any student for that matter. I fortunately do not work; next semester I was hoping to get an internship, but with my class schedule across the board time wise, it may not be an option.”

Starting with registration for Spring 2003 semester, a new policy by the administration notifies students of their registration date by campus email only. Many students are frustrated with the priority registration dates, because they do not really give them priority service.

Kadah added, “For example, HTM 426 is a popular class among Business majors and there is only one section being offered for the Spring 2003 semester. The class was filled and closed long before my priority registration date came, thus, giving me no chance at getting into the class with no other sections offered. This class is very important for my major and the other electives do not fill my needs. By the time my priority registration time came, it was useless, because there were only two electives classes available.” Kadah is still trying to get a response from administration, but does not have much hope of getting registered and will try

crashing the classes at the beginning of the semester.

There is also a lack of classrooms for classes to be held in and the classes hold limited amounts of students. There are 85 useable classrooms on campus with only three of them that can seat over 50 students. With more classrooms come more classes, and with more classes creates a need for more faculty.

Class availability also relies on the budget and what is allotted for additional class sections, classrooms, and full time faculty. According to the administration, the “target” number is the enrollment projection that each school gives to the CSU Chancellor’s office. The school receives funds for the “target” number ranging from \$5,000 -\$7,000 for each Full Time Equivalent Student (FTES). The FTES number for this spring was 5,066 but it may be up to 6,627 students expected at Cal State San Marcos. With an underestimated “target” number, CSUSM will be operating on a budget not equivalent to the number of students which will be attending, thus leaving less money for additional classes and professors.

According to an article in the Cal State San Marcos Tracks Newsletter published in September, the CSU system, as a whole, underestimated enrollment growth for this year. They projected 15,000 new FTES, and in reality the growth was 21,000. CSU system had a \$43 million cut in funds and now they may face additional cuts next year as part of more than \$750 million in reductions that California’s Governor Gray Davis is expected to make during the next few months.

With the passage of proposition 47, after asking many students, they seem to think that some of that money would be used in helping add to the class availability, but in actuality the money will be used for capital costs such as the new building, supplies, and even the movement of the library books. According to the Cal State San Marcos’ website, in 2003 the university will get \$9,417,000 from the passing of proposition 47, which \$7,431,000 will go to Library Information Center equipment and \$1,986,000 will go to Telecommunications Infrastructure, leaving no funds for other needs.

The Faculty Issue

Another problem that CSUSM students are concerned about is the faculty. There is a definite correlation between the classes available to the number of professors available to teach the classes. There are more lecturers than there are tenured professors at CSUSM. According to the Cal State San Marcos website, there are about 256 lecturers on campus this fall compared to 201 tenured and tenure track faculty. Lecturers can teach a maximum of five classes per semester and many of them teach only one or two classes while they are willing to teach more. This is mainly because of

lack of classes available for them to teach and not enough classrooms in which to teach them.

A lecturer is a professor contracted through the university to teach classes. *Lecturer* is the correct term used for an adjunct, where the definition for an adjunct is someone who teaches part time and has a full time outside job in a business. Lecturer’s contracts vary from one year to up to indefinite contracts that are renewed every few years.

There are many lecturers who have taught at CSUSM for many years and have enjoyed their experience here, but there are also many who have concern regarding their future contract with CSUSM and the future stability of their jobs.

Bruce Thompson is a CSUSM lecturer librarian and GEL instructor as well as an adjunct professor of philosophy at Cuyamaca College. He commented in an article he wrote, titled *Emissaries From the World Beyond: The Authenticity of Adjuncts* published in *The Chronicle of Higher Education*, “Higher education employs two types of adjunct teachers. The first are serving an often-over-long apprenticeship, hoping to become full-time, tenure-track faculty members. The second, like me, teach only as a sideline. There is little doubt that adjunct teachers of the first type are being exploited, working for low pay and often without benefits. Currently, more courses are taught by such adjuncts than is beneficial for students, the adjuncts themselves, and academe as a whole. Colleges and universities should be encouraged to hire those adjuncts as regular, full-time faculty members. However, I want to argue that adjuncts, especially of the second type, will always play an important role. We contribute to the message that universities intend to convey, and we contribute precisely because we are adjuncts. As adjuncts, we possess something that regular, full-time faculty members essentially lack: authenticity.”

Students are worried about the status of lecturers, because there are many who feel that they should be made permanent faculty at CSUSM.

Phuong Nyugen, a senior communication major, said, “I feel that Cal State San Marcos needs to invest in the adjuncts and make them full time professors to elevate the quality of education and insure it for years to come.”

Kadah also commented on this issue saying, “I have taken classes from many adjuncts, but one has stood out above the rest. William Burns is definitely a dedicated professor who is a valuable asset to Cal State San

Marcos as well as the business administration department and I would really like to see him made a permanent member of the CSUSM faculty.”

A lecturer expressed frustration by saying, “I am not happy with the way the lecturers have been treated in my department, especially since last January. We have rarely partaken of duties outside of teaching or participated fully in department meetings; but in the past we used to teach 200 and 300-level courses for which we could choose our own texts, and participate in the adoption of the common text for the 101, 102, and 201 courses. Since last January, however, we have been ‘demoted:’ restricted to teaching.”

When Jahna Ashlyn, a psychology lecturer, was asked to comment on whether she is happy with being a lecturer at Cal State San Marcos, she expressed, “Yes, I’m happy with it but it would be nice if at some future longevity milestone, e.g., 12 or 15 yrs., an even longer contract or actual tenure was given.”

One lecturer commented about her happiness at Cal State San Marcos saying, “I’m too busy to notice if I am. I suppose I have to work harder to earn less money since most full time instructors teach around 3 classes and I’d have to teach several more to be compensated less than they are earning.”

Another lecturer remarked, “Lecturers are not involved in most decision-making, not invited to most meetings, and not offered the best classes.”

When asked about the feeling of job security among lecturers, another said, “No, it is semester to semester. I don’t even know if I have a position next spring.”

Possible Solutions to the Problem

A member of the administration commented, “CSUSM has an ‘academic blueprint’ which outlines the future academic growth of CSUSM. This means new majors, expansion of majors, and of course, more classes, better variety, better access (i.e. on-line or at satellite campuses).” So, there are plans for future growth of both classes and professors, but for now, students will have to play registration lottery.

There are few on-line courses, Saturday courses, and no televised courses or self-paced courses. These are some of the various practices used by SDSU, UCSD, Palomar College, and Mira Costa College. Adoption of these forms of education may allow more students to benefit from Cal State San Marcos’ quality of education.

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Women's Opportunity Award



*An Opportunity for
Women to Earn Extra
Money and Achieve Their
Academic Dreams*

By CAMILLE ROSE ECKEN-ROTH
Pride Staff Writer

Narumi, from Japan, was a housewife before becoming divorced, and in an effort to avoid going on public assistance she decided to attend nursing school. Working full-time, going to school and raising her two daughters leaves her little free time, but she believes in the promise of a better life. Her story, listed in the Soroptimist Foundation scholarship packet, shows how every year this foundation has been helping women like Narumi all over the world

that are seeking a better life for themselves and their families through its Women's Opportunity Award.

The award, which was established in 1972, has been established in order to benefit women who are trying to achieve their personal and professional goals through education and employment. The program was designed to assist women who are providing the primary source of financial support for their families. The award can be used to offset the cost of tuition, books, child-care and transportation. The amounts of the award do vary

and every year, three awards are granted. The first place winner receives \$5,000 and the second and third place winners receive \$3,000. The first place winner becomes a candidate for one of three \$10,000 finalist awards given every year as well.

The Soroptimist Foundation, founded in 1921, is a volunteer service organization for women

in business, management and the professions. There are about 100,000 members in 119 different countries. Soroptimist involves women of all ages, professions, and ethnic groups, who unite together under their desire to improve the quality of life in their communities.

In order to be eligible to apply for the Woman's Opportunity Award, the person must be a female head of the household with primary financial responsibilities for supporting their family who attends or has been accepted to a vocational/skills training program or an undergraduate program, have financial need, be motivated to achieve

their educational and career goals, and reside in one of the Soroptimist International of the Americas' member countries.

To apply for this scholarship, those interested can obtain an application from the CSUSM financial aid and scholarship office in Craven Hall 4204. Women interested can also obtain more information by visiting the foundations' website at www.soroptimist.org or by calling 215-557-9300. The deadline for submission is Dec. 15. Award recipients will be notified between January and June of 2003.

Coffee With A Conscience from page 1

On each cup of coffee that is given away is a label, explaining the concerns surrounding the production of coffee and why the Fair Trade coffee co-op is a welcomed solution. Cuevas

explained that the statistics used on the labels were taken from the Global Exchange website (www.globalexchange.org/coffee.) According to the website, "coffee farmers receive

prices for their coffee which are less than costs of production, around 20 cents a pound, keeping them in poverty," and how "large plantations hire coffee workers who are paid incredibly

low wages—less than three dollars a day." The website also explains, "Fair Trade importers pay \$1.26 a pound regardless of the volatile market price—a living wage." Farmers receiving a Fair Trade price "can afford adequate healthcare for their families and keep their kids in

school longer, instead of working in the fields."

Erik Roper, ASI corporate secretary, said that anyone wanting more information on Fair Trade coffee can also check out these websites: transfairusa.org and fairtradefederation.com.

Make History in Spring 2003!

Please consider enrolling in these classes for Spring 2003!
Classes with CC and DD credit are denoted.

History 300J :

Southern California Native Community (DD)
Prof. Al Schwartz, MW 1000-1115 and online

History 308:

Cinema and History in 20th Century Europe (CC)
Prof. Patty Seleski, F 0900-1145

History 311:

Mediterranean in the Age of Rome
Prof. Darel Engen, MW 1300-1415

History 318:

Society and Culture in Early Modern Europe (CC)
Section 01: W 1730-2015 (Prof. Chris Monty),
Section 02: TR 0830-0945 (Prof. Ann Elwood)

History 323:

Society and Culture in Modern Europe (CC)
Prof. Wendy Maxon, R 1730-2015

History 325:

Revolutionary Europe
Prof. Alyssa Sepinwall, TR 1430-1545

History 332:

Women in the U.S.
Prof. Anne Lombard, MW 1130-1245

History 336A:

U.S. Colonial Experience
Prof. Anne Lombard, MW 0830-0945

History 336D :

U.S. Progressive Era 1884-1920
Prof. Jeff Charles, TR 1130-1245

History 337:

American Indian Response
Prof. Al Schwartz, MW 1130-1245

History 344:

American Frontier as Myth (CC)
Prof. Al Schwartz, T 1730-2015

History 347:

California History (GV)
Section 01: MW 1430-1545 (Prof. Jeff Charles),
Section 02: TR 1130-1245 (Prof. Jan Roberts)

History 349:

U.S. Foreign Policy
Staff, TR 1000-1115

History 352:

Mexico Past and Present (DD)
Prof. Kristen McCleary, R 1730-2015

History 359:

History of Brazil
Prof. Carmen Nava, TR 1300-1415

History 362:

China and the West (DD)
Prof. Doug McGetchin, M 1730-2015

History 370:

Early African History (CC)
Prof. Reuben Mekenye, W 1730-2015

History 375:

African Nationalism and Independence (DD)
Prof. Reuben Mekenye, MW 1430-1545

History 384:

Women in the Middle East
Prof. Hussam Timani, MW 1300-1415

**Please see catalog or go to www.csusm.edu/history for course descriptions. Descriptions for History 300J and 400 level seminars are available in the History Department office, Craven 1239.*

CSUSM Students Seizing International Education Opportunities

In line with a national trend, an increasing number of Cal State San Marcos students are expressing an interest in studying abroad.

By JENNIFER ACEE
Pride Staff Writer

High attendance numbers at informational meetings signify Cal State San Marcos students' peaked interest in studying abroad. The global affairs office provided a series of informational sessions throughout this fall semester, each of which yielded a relatively large audience of students who were interested in study abroad programs.

The most recent meeting, and the last of the semester, was held in University Hall 449 on Monday Nov. 18 from 1-2 p.m. for a crowd of over a dozen. Fortuitously kicking off America's third annual International Education Week, a diverse group of students gathered at the meeting to have their potential travel appeal sowed into reality.

Some attending students knew exactly where they plan on studying, while others were completely undecided. Some were at the meeting to plan years in advance and others were attempting to squeeze in a trip before their approaching graduation. Others still were looking to spend a full year or a full semes-

ter abroad, but the majority was interested in summer programs. In spite of disparate needs and interests, everyone attended with an open mind in order to embrace opportunity and insert her/himself into a new cultural context.

Cal State San Marcos students' heightened interest follows a national trend. The number of American college students receiving academic units for study abroad in 2000/01 increased 7.4% from the previous year, reaching a record total of 154,168 students, according to "Open Doors 2002," the annual report on international education that is published by the Institute of International Education.

Dulce Dorado, CSUSM study abroad advisor, approximates that 100 CSUSM students per year attend an academic program abroad. With a total student body of 6,500, 1.5 percent going abroad annually can be considered substantial.

After the terrorist attacks on September 11, 2001, it comes as a surprise that students nationwide are going abroad in increasing numbers. Dorado surmised that



<http://www.gateway.calstate.edu/csuienet/>

the phenomenon she called "the opposite of the expected" is due to students' increased propensity to "experience other cultures after the attacks."

The demographics of Cal State San Marcos are not especially conducive to studying abroad. The optimal academic year for students to embark on an overseas adventure is the junior year. The average age of CSUSM juniors is 26.4, according to External Affairs Quickstats 2002. By age 26 and older, other social and financial responsibilities are apt to interfere. As Dorado commented, "With a younger demographic, studying abroad fits into schedules." Yet, in spite of statistical demographic setbacks, CSUSM students proceed to show their interest.

Overarching Benefits

No matter the student's age or academic standing, the global and intra-personal experiences garnered from living and studying in another country for an extended period of time are perpetually deemed priceless by all involved.

Even at age 32, CSUSM 2002 Political Science graduate Wendy Davis embarked upon a year of study and travel in Japan, which she said was "an experience of a lifetime." Davis explicates, "For students wanting to have a life-changing experience, study abroad is the way to go. Personal growth, gaining a global perspective, meeting people you'd never have the opportunity to meet and going places you'd never think of going would probably top my list of reasons to study abroad."

To CSUSM student Danielle Pattee, a junior Communication major, currently living and attending classes in Tübingen, Germany, studying abroad means "being able to see life in someone else's shoes. It is hearing and seeing different viewpoints, that one would normally not be exposed to in their homeland."

Programs are available through the CSU system, as well as a profusion of other educational and private institutions. Almost any country and duration of time is available.

Paying the Price

Even with the expansive availability, price is often a major issue that discourages students' pursuit of studying abroad.

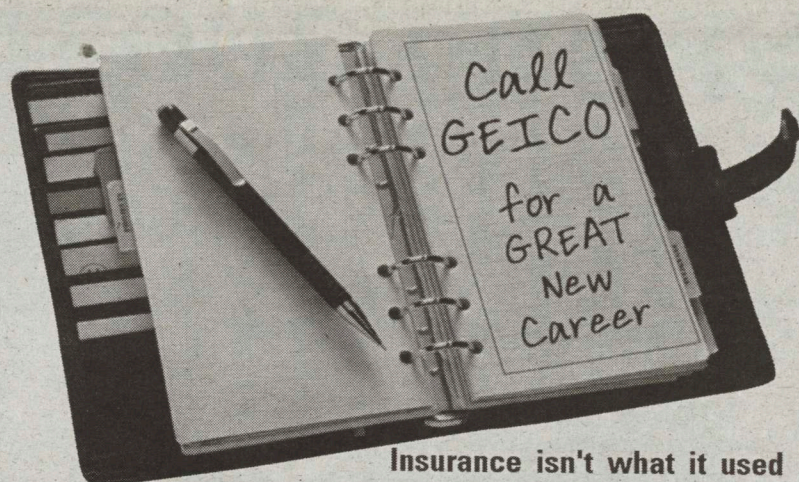
What many students do not realize, said Dorado, is that financial aid can be applied to programs abroad. Plus, like program duration and destination, price is highly variable and can range from tens of thousands of dollars to mere hundreds.

Associate Director of the Financial Aid and Scholarship Office Gerrie Hatten gave this advice to potential study abroad candidates: "Students need to take responsibility for making sure that all the needed paperwork and processes are completed in a timely manner. They need to plan ahead and be realistic about the cost of the programs, the types and amounts of financial aid that can be used and how much of their own resources are available and to make decisions based on all those components."

Vicky Segall, a CSUSM senior double majoring in Literature and Spanish, spent last summer studying and traveling in Spain. Segall used her "Cal-Vet aid" to help cover tuition costs, and so found herself with only the plane ticket and spending money as what she recalls were "the big things I had to worry about."

Davis interprets the overall costs as fairly insignificant. She claims, "It doesn't cost that much more to study abroad for a year compared to living in San Diego and going to CSUSM for one year."

If students missed the informational meetings this semester and are interested in what sorts of programs are available in international education, they can visit the global affairs office in Craven Hall 5211, or call their office at (760) 750-4090. However, one should prepare her/himself because, as students who have done it claim, s/he may launch "the experience of a lifetime."



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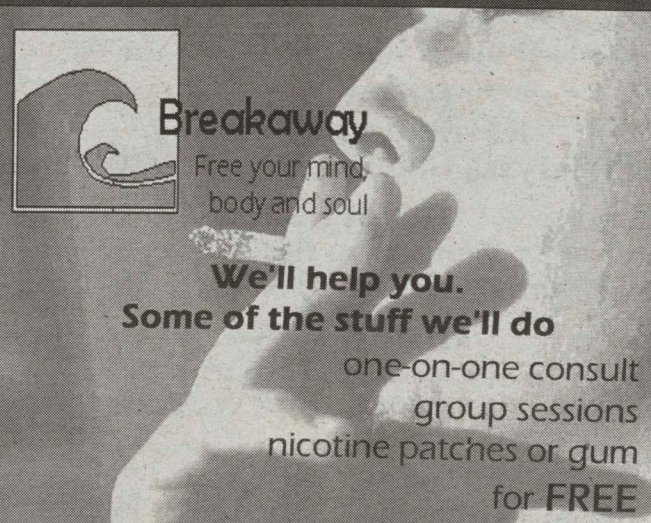
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Can a computer teach physics?

"Computers don't really know anything," said CSUSM physics professor

By MARTHA SARABIA
Lead Editor

Associate Professor of Physics Dr. Graham Oberem discussed "Can a Computer Teach Physics?" on Wednesday, Nov. 20, at 5:00 p.m. in ACD 102. The lecture lasted a little more than an hour and the viewers got an opportunity to know more about how computers help students to learn and practice physics through tutoring programs.

Dr. Richard Karas, professor of the physics department, introduced Oberem. One of the things Karas mentioned in his introduction was that Oberem has been at CSUSM since 1996 in the physics department. He was in fact the first professor of physics at this university.

Oberem, who was awarded the 2001-2002 Harry E. Brakebill Distinguished award for Professor of the Year, before starting his lecture expressed his gratitude and acknowledgment for the award he had received last spring. "Frankly, there are a lot of good professors here in the university," said Oberem humbly.

After asking if a computer

can teach physics to the audience, Oberem asked "And even if it could, would we want it to?" making some audience members laugh.

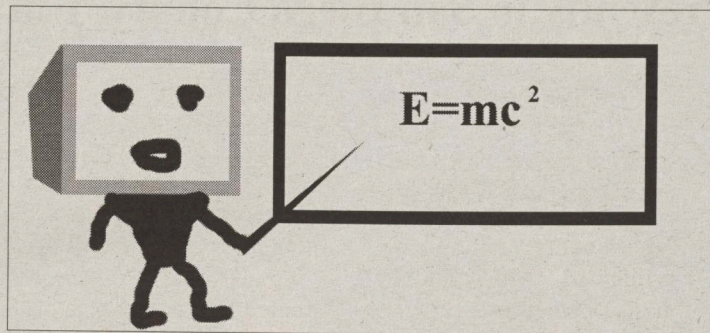
To answer the question, "can a computer teach physics?" Oberem said that computers can in fact help students with physics but they lack many of the skills that humans have, among them the ability to adapt to the students' needs and to effectively teach. "A computer is only a facilitator," said Oberem, "The computer by itself is not going to teach you any physics." He also added, "Computers don't really know anything."

He explained that the role of the computer is data capture, data analysis, simulations, and practice problems. In the area of data capture, Oberem showed a graph of construction blasting from Nov. 16, 2001. To show an example of data analysis, he showed a space shuttle taking off while the computer slowed the image to a frame by frame viewing that helped analyze it. With regards to simulations, he said that these "can be like games" and showed how in the case of evaporation, a computer can help to visualize the microscopic module. Prac-

tice problems, as another role of computers, allow the students to get practice through problems placed on a website.

Oberem also discussed the process of making physics tutoring software "intelligent", which entails having a program that has domain knowledge, teaching strategy, and flexibility just as humans do. Some of these "intelligent" physics computer tutors are *Albert*, *Photoelectric*, and *Freebody*, which have all been designed by Oberem and are currently used in CSUSM classrooms. In the case of *Albert*, it extracts what it can from the exercises written by the students and it ignores nonsensical sentences as Oberem explained during an exercise. However, *Albert* can only be used in school. He mentioned that a lot of research, as well as using how students think about physics, were used in the creation of these programs.

According to Oberem, one of the challenges of designing these tutors was "to incorporate all of them and make them flexible." Also, he followed nonlinear programming in order to make the computer tutors flexible for the students to use and similar to the



human thinking process. "It's for students to see some demonstrations," said Oberem about these tutors.

After pointing out that although there are a lot of tutor programs, Oberem said that they are not useful by themselves. However, he also said that "there are certain areas where it can enhance the teaching" such as in the case of free graphics.

The event, sponsored by the Arts and Lectures Series, had Dr. Spencer McWilliams, dean of the college of arts and sciences, and Dr. Robert G. Sheath, provost and vice president for academic affairs, as part of the 26 people in the audience. The event was free and open to the public.

With 6 1/2 years teaching at CSUSM, Oberem teaches a wide range of courses in physics,

astronomy, computer science, educational technology, and science education. More than 15 years of researching how students best learn physics lead him to develop the intelligent computer tutors for use in CSUSM's introductory physics mentioned previously. Before coming to CSUSM, Oberem taught at the University of Washington.

The Harry E. Brakebill Distinguished Professor Award named after Harry E. Brakebill, former executive vice chancellor of the California State University, is presented annually to a member of the CSUSM faculty to highlight exceptional accomplishments in the area of teaching and learning. Brakebill was a valued volunteer in the early years of CSUSM. Since 1998, through the generosity of his daughter, Ann Bersi, the award has been established in Brakebill's honor.

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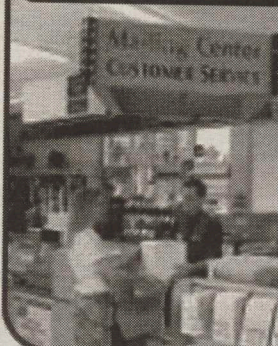
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A Few New things you need to know about AIDS

FDA Approves New 20-Minute HIV Test

Presently in San Diego County, 1 in every 38 people is infected with AIDS!

By AMBER ROSSLAND
Pride Staff Writer

At present, there are an estimated 68,860 people in San Diego County alone who are infected with Acquired Immuno-Deficiency Syndrome (AIDS) or its predecessor, the Human Immunodeficiency Virus (HIV). In California, San Diego is the third highest HIV and AIDS infected county, with Los Angeles and San Francisco counties in the lead. Following statistics, it is estimated that in San Diego County alone, AIDS infects a new victim every 47 minutes, meaning that 1 in every 38 people in San Diego is

infected with AIDS. However, it is important to note that this estimate does not include those who are infected with HIV, as the virus is not a reportable condition in the state of California.

According to County of San Diego HIV counselor, Lorena Gonzalez-Fabiny, many people are tested for HIV, however few return to the lab a week later to pick up their results. Many of those who do not return for their results are infected with the virus, thus the infection is spread to others unknowingly.

In order to better this problematic situation, the Federal

Drug Administration (FDA), has approved a new HIV test, OraQuick, which collects less than a drop of blood and provides complete analysis of the sample in less than 20 minutes.

The OraQuick sample works much like other HIV tests in that it tests for the antibodies to the virus, rather than the virus itself. Antibodies to HIV develop between 3 and 6 months after being infected with the virus.

At this point, unfortunately, the OraQuick test is only approved for administration by lab technicians, of which CSUSM does not have on staff. Although attempts

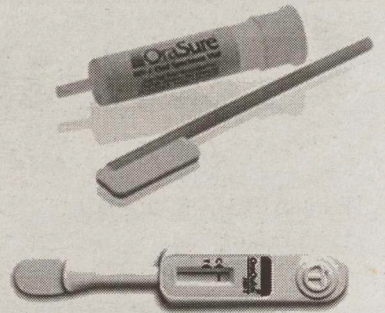
are currently being made to allow medical staff to administer the tests at clinics and doctor's offices, it is unknown when these new tests will be available to students at CSUSM through student health services.

The current HIV test in use at CSUSM student health services is OraSure. This test absorbs HIV antibodies in the mouth via an absorption pad, which is placed between the gum and cheek. Both tests are over 99.8 percent successful at detecting antibodies to HIV, the only difference is the amount of time that it takes to receive the test results and the method by which the

antibodies are collected.

The current method, OraSure, takes approximately one week in order to receive the results and is painless. The new test, OraQuick, offers results within 20 minutes and involves taking a tiny amount of blood.

The director of CSUSM student health services, Karen Nicholson, was contacted repeatedly regarding the expected date of OraQuick implementation at CSUSM, however no response was received prior to this article being published.



Courtesy photo / The Pride

First Annual Frisbee Competition

Student groups compete for cash and a trophy in an interesting frisbee game

By JASON PADILLA
Pride Staff Writer

nized by the Associated Student Inc. Programming Board.

There is also no contact between players at all.

Friday Nov. 22nd marked the First Annual Frisbee competition from 1 to 3 p.m. at Forum Field in the Chavez Plaza. The competition, which was open for all clubs who wished to sign up, involved only four teams, consisting of: APSS (Asian Pacific Student Society), PAN (Progressive Activist Network), Sigma Alpha Epsilon and Alpha Chi Omega. The games were hosted and refereed by CSUSM student John Gehris and orga-

For those interested in playing, it does look like a bit of work and physical exhaustion. The rules of the game involve the two teams of five getting an unlimited number of throws, but the teammate with the frisbee can only hold the frisbee for 10 seconds at a time. If the frisbee is dropped or a pass is incomplete, the frisbee changes sides, and a player cannot run with the frisbee. A goal is scored when a catch is made in the end zone.

The first match of the day involved APSS vs. PAN, where PAN came out with a devastating victory of 6 to 3. Skilled passes and absolute confidence in teammates seemed to be the deciding factor in the match. The second match was a blowout, with Sigma Alpha Epsilon destroying Alpha Chi Omega 6-0. Alpha Chi Omega's strong point certainly is not head to head frisbee, as they struggled to even put a single point on the board.

With only a brief intermission for the teams to catch their breath, the final match was underway. Jumping to an early lead in the final game, Sigma Alpha Epsilon went up early with a series of scores giving them a 5-0 lead. In the fashion of all great athletes and teams, PAN refused to give in. Really pulling themselves together, PAN jumped back into the game quickly scoring a remarkable 4 points in under 6 minutes. Even though it was a great attempt at a comeback, it just was not

enough, as they lost 8-4. Sigma Alpha Epsilon won the first annual frisbee competition.

Each member of the Sigma Alpha Epsilon team won five \$20 cougar cards and a handsome 22" tall trophy that read "Superior Disc Handlers". Even with a small turn out, the event seemed to be a success, and the audience enjoyed themselves. If any student is interested about competing in future frisbee tournaments or contest, email John Gehris at gehri004@csusm.edu.

Cross Country and Track and Field Coach Earns a Place in the Hall of Fame

Cal State's Claim to Fame

Steve Scott receives national recognition for his athletic achievements

By CHRIS MARTIN
Pride Staff Writer

Tuesday Dec. 10 at 12:30 p.m. in the Dome Terrace, CSUSM's very own Steve Scott will be honored for his recent induction into the Track and Field Hall of Fame. On Wednesday Oct. 16, USA Track and Field announced that Scott, one of the greatest milers in history and CSUSM's Cross-Country and Track and Field Coach would now and forever be able to enjoy the moniker of "Hall of Famer." He will be

inducted into the Hall Dec. 6 in Kansas City with fellow greats Gwen Torrance (sprinter), Earl Bell (pole-vaulter), and Larry Young (race walker).

Scott set the U.S. records for both the indoor mile (3:51.8) and the outdoor mile (3:47.69) during the 1981 season, and is still the current record holder for both. Scott's records have survived over 20 years. And it is because of this that he has expressed his concerns that the Track and Field community is not producing new

stars. "It shows that this country is not developing anyone," said Scott. "[The sport of] Track suffers when we aren't able to develop 800, mile and 5K (3.1-mile) runners, because those are popular spectator events. I guess that gives coaches like me a challenge, doesn't it?"

Due to the longevity of his career, Scott, 46, is probably most well known for his overwhelming record of 136 mile-long races that were run in under four minutes. However, due to a

U.S. boycott of the 1980 Moscow Olympics, Scott probably lost out on his best chance to win a gold medal. Scott's crowning achievement as an athlete occurred in 1983 at the world championships at Helsinki where he took the silver.

Scott is a product of Upland High School, in Upland, California (East of Los Angeles), where he starred in the arena of track and field. Scott also founded the Carlsbad 5000 where he, not coincidentally, set national records

there twice. Given his desire to give back to his community, and with such a sparkling resume, Scott is arguably one of the best things to ever happen to CSUSM athletics. His current cross-country men and women teams are both ranked in the NAIA top twenty at third and twelfth respectively.

[The San Diego Union Tribune contributed to this article.]

Disappointing Distance to Tread for the CSUSM Cross Country Teams

By JESSICA A. KRONE
Sports Editor

The CSUSM Cross Country teams struggled with sub-par performances as the men's team placed 14th overall and the women's team coming in 20th at the National Association of Intercollegiate Athletics National Championships on Nov. 23 at the University Wisconsin-Parkside. The sunny and windy weather in Kenosha, Wisconsin's 43-degree temperature high was quite cold

compared to San Diego's warmer climate.

The men's squad had run exceptionally well all season long and was expected to be a top competitor at this year's Nationals. "Had we run the way we did all year, we would have placed in the top five, even third but we didn't," Senior Cougar runner, Brian Sullivan explained.

The lead runner for the men's

team was Junior Robby McClen- don who covered the course in 26:11, which placed him 23rd. Senior Kris Houghton ran a time of 27:03 with a 78th place finish. Sophomore Rene Reyes followed Houghton who ran 27:04, an 83rd place finish. Junior Michael Shannon's time of 27:45 earned him the 138th place slot. Senior Brian Sullivan finished 142nd place time of 27:46. Freshman Wes Bryant placed 167th and ran a time of 28:10. Senior Omar Zavala finished

223rd with final time of 29:38.

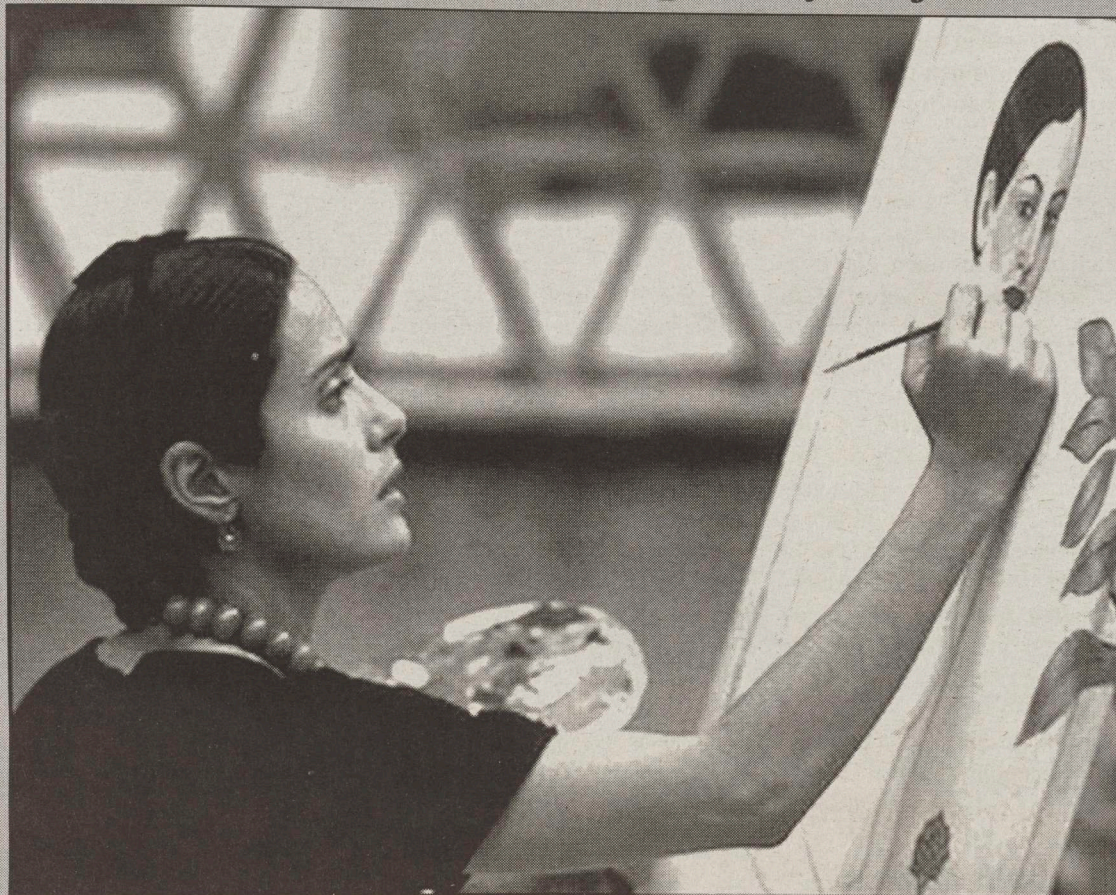
The men's team ran the 10K race and finished with a final score of 366 and the women Cougars finished their 6K race with an overall score of 543. "I wish we'd done better. I don't know why we did so poorly. Some days you got it and other days you don't," Sullivan commented.

Among the lady Cougar runners, Junior Camile Wilborn placed 118th who ran a time

of 20:22. Junior Caren Sather-Sperry ran 20:27, which placed her 126th. Junior Katherine Niblet finished 134th place with a time of 20:31. Freshman Anne Marie Byrne placed 152nd with 20:44 as her final time. Freshman Carissa Marin finished with a time of 21:07, which earned her 175th place. Following Marin, senior Lanele Cox time of 21:10 placed her 175th place. Junior Felisha Mariscal finished 209th place with a final time of 21:45.

Prepare to be Seduced

Salma Hayek shines in her portrayal of the courageous and talented Frida Kahlo



Courtesy photos / The Pride

By CHRIS MARTIN
Pride Staff Writer

If you enjoy biographies or historical period films that are well written and conceptualized by a talented group of actors, this is the film for you. Directed by Julie Taymor, *Frida* is the true story of the ever-tormented painter Frida Kahlo, played by Salma Hayek. From Kahlo's unfortunate accident in her youth to her most joyous days and a bittersweet departure, the movie depicts the life of one of Mexico's most talented artists.

The film chronicles Frida's turbulent love affair with husband and fellow artist, Diego Rivera, played by Alfred Molina. *Frida* is a romantic's oasis. In between fits of infidelity, alcoholism, homosexuality and drug abuse, Taymor manages to show how even the most intangible elements of life, in

this case love, can be fostered and nurtured even under such extraordinary duress.

Hayek's portrayal of Kahlo was, without a doubt, the performance of her career. She pulled every trick out of her hat to become Frida, including using real hair to construct the artist's trademark uni-brow. In addition she used her natural beauty and raw sexuality to captivate and pull her audience in. Molina's interpretation of the womanizing but uncompromisingly gifted painter, Diego Rivera, was similarly inspiring. Other notable performances include Roger Rees as Frida's father Guillermo Kahlo and Edward Norton as Nelson Rockefeller. The remainder of this historically famous group of political radicals includes Geoffrey Rush as Russian Revolutionary Leon Trotsky, Ashley Judd as the Italian silent screen actress/

photographer Tina Modotti, and of course, no Mexican drama would be complete without Antonio Banderas, who plays Mexican artist David Alfaro Siqueiros.

Besides showcasing such talent in front of the camera, *Frida* is a film that is very well rounded, in the sense that the entire unit exhibits a strong sense of cohesion. The cinematography (Rodrigo Prieto) and art direction (Bernardo Trujillo) are both poignant and bold. The score (Elliot Goldenthal) was breathtaking. And the costume design (Julie Weiss) may win some awards.

Frida is currently playing in theatres, and if you have not already seen it I encourage not only art fans but also all lovers of great films to see this post haste.



ASI's "Take a Break Tuesday": A Punch Of Fun

By MATT VARELA
Pride Staff Writer

Associated Students, Inc. (ASI) knocked around Founders' Plaza on Tuesday, November 19th from 11:00 a.m. to 3:00 p.m. for its continuing "Take a Break Tuesday" events. For this month's entertainment, big glove boxing was available for students on a break or walking to their next class who were willing to take punches from some giant boxing gloves.

Valerie Cuevas, ASI Coordinator of Student Programs and Services, CSUSM student John Gehris, and ASI President Jocelyn Brown encouraged students



Pride Staff Photo/Matt Varela

to take their turn in the inflatable ring. Many of the students walking by decided to kick off their shoes and wait in line to jump in the ring. The enormous inflated boxing ring was set right next to

Academic Hall and offered many students who were walking by a chance to release some of the stress caused by their exams and research papers.

The clear blue skies and warm weather brought many students outside to watch fellow students bounce around like Sugar Ray Leonard while throwing punches at each other. With music blaring and bullhorn calls summoning the next victims, the ASI team enthusiastically haggled students to hop in the ring and throw a few blows. Some students were seen tossing the giant gloves aside and performing their favorite WWF moves on one another. "Let's get our professors in the ring," a student yelled while being tossed to the other side of the ring. Another student waiting for his turn also said, "I like how ASI brings fun to campus, it helps make being on campus all

day a little more interesting."

Approximately every third Tuesday of the month, ASI brings entertainment to Founders' Plaza. For last month's fun, ASI featured a giant inflatable batting cage.

"With activities like the big glove boxing, inflatable batting cage, and human bowling, which is next month, we try to bring some fun to campus," said Cuevas. If students are curious about the details of the next event or where it will be held, they are encouraged to keep an eye on their e-mail and on Founders' Plaza for upcoming activities.

Efedrina y los estudiantes de CSUSM

Medicamento natural que afecta al cerebro y al corazón

Por ROSALLYN CELLE Y
CAREY MOYA
Para *The Pride*

“¡Me da energía!”, “¡Yo termino muchas cosas con ella!”, “¡Suprime mi apetito!” Estas citas tomadas de un cuestionario distribuido a estudiantes de CSUSM muestran razones por las cuales mucha gente toma productos que contienen efedrina. Esta droga es un estimulante que aumenta las palpitaciones del corazón y sube la temperatura del cuerpo. Entre los efectos secundarios se pueden experimentar mareos, vomito, náusea, ansiedad, y mal humor. Los efectos serios consisten de infartos, apoplejías, ataques, alta presión de la sangre, y pérdida del conocimiento. Aunque esta droga es muy peligrosa muchas personas la toman sin saber sus efectos secundarios.

La FDA (Food and Drug Administration) no tiene regulaciones para controlar la efedrina, y muchas compañías continúan vendiendo productos que contienen esta droga. Este medicamento es natural, pero los

que la consumen tienen el riesgo de sufrir infartos y apoplejías. Algunos de los productos que tienen efedrina son Metabolife, Xenadrine, Ma Huang, Herbal Fuel, Advocare, Chi Powder, Ripped Fuel, Metab-RX Ultar, Epitonin, Easy Trim, “detoxifiers”, y “fat burners”.

Las razones por las que mucha gente toma esta droga son, entre otras, perder peso, tener más energía, suprimir apetito, quemar grasa, y fortalecer los músculos. Efedrina es combinada con la cafeína para aumentar los efectos naturales de la droga y actúa como estimulante aumentando las funciones normales del organismo.

Una ley conocida como la DSHEA (Dietary Supplements Health and Education Act) impide que la FDA. reglamente los usos de efedrina en suplementos regulados. En 1994, el gobierno hizo exentos los productos de efedrina de regulaciones de la FDA. La publicidad también ha disfrazado que los productos contienen efedrina. La efedrina causa pérdida de peso

y da energía, por lo cual mucha gente piensa que sus efectos no son peligrosos.

Un cuestionario reveló que las mujeres consumen más efedrina que los hombres

Recientemente se condujo un cuestionario en esta universidad para investigar cuántos estudiantes consumen efedrina. Las preguntas incluyeron edad, grupo étnico, tipo de producto usado, si estaban conscientes de los efectos, y si, en caso de haberla consumido, cuáles fueron los efectos secundarios. Los participantes de este cuestionario fueron ocho hombres y veintinueve mujeres de 20-42 y 22-35 años de edad respectivamente. Cabe mencionar que el estudio incluyó personas de todas las etnias.

Los resultados demostraron que siete hombres no han tomado efedrina, y solamente uno lo ha hecho. Sin embargo, se demostró que de un total de 29 mujeres, 12 toman o han tomado efedrina mientras que 17 mujeres nunca han tomado un producto que

contenga esta droga.

En este estudio, se encontró que hay 10 mujeres que han tomado Metabolife; seis, “fat burners”; cuatro, Xenadrine; dos, Ma Huang; dos, Ripped Fuel; dos, “detoxifiers”; y una ha tomado Advocare. Por otro lado, sólo un varón ha tomado efedrina: Xenadrine.

El cuestionario reveló que de los productos mencionados, hubo 15 mujeres que sabían los efectos de estos, y entre los varones hubo dos que sabían el efecto y seis que no sabían que esos productos tienen efedrina. También se demostró que entre las mujeres, 16 sabían que efedrina causa infartos, apoplejías, ataques, alta presión, pérdida de conocimiento y hasta la muerte, mientras que el resto no conocía la existencia de los efectos secundarios. De los varones, dos estaban enterados de los efectos secundarios de efedrina y seis no sabían nada.

Algunas mujeres expresaron que han sentido los efectos serios de efedrina, pero también

dijeron que ellas continuaron tomando estos productos. De las 12 mujeres que han tomado efedrina, hubo ocho que han sentido los efectos secundarios como son mareos, vómitos, náuseas, ansiedad, y mal humor; y cuatro mujeres que no han sentido estos efectos. En el caso del varón que tomo un producto con efedrina, dijo si haber sentido los efectos secundarios.

Estos resultados demuestran que aunque mucha gente sabe los efectos secundarios, tanto leves como graves, de este producto, aun lo siguen tomando. La FDA no tiene las regulaciones necesarias para controlar la producción y distribución de esta droga. Además, no hay literatura adecuada que eduque a la población sobre la seriedad de los riesgos.

El uso de productos que contienen efedrina es un problema serio, y a las personas que toman estos productos se les recomienda consultar con un profesional en la salud sobre los riesgos que estos implican debido a los posibles negativos efectos secundarios.

National Latino Research Center Receives Funding to Help Children with Ashtma

A \$352,297 award will provide assistance to improve the quality of life for school-aged children with asthma

By MARTHA SARABIA
Lead Editor

The National Latino Research Center (NLRC) received funding from The California Endowment to fight asthma in school-aged children. The \$352,297 award is designed to provide technical assistance to asthma coalitions in

San Diego and Imperial Counties that are working as part of the statewide Community Action to Fight (CAFA) Asthma initiative as well as improving the quality of life for school-aged children with asthma.

The NLRC will provide technical support to local commu-

nity-based partnerships, which include Imperial Valley Asthma Partnership and San Diego Allies Against Asthma, by helping to stimulate and build coalitions, design and implement interventions, collect and analyze data, and advance policies that reduce the risks of asthma in the environments where school-aged

children live, learn and play.

Gerardo Gonzalez, director of the NLRC and CSUSM professor of psychology, said, “This is an excellent opportunity for the NLRC and Cal State San Marcos to strengthen partnerships in the San Diego and Imperial Valley regions.” He added, “In collaboration with community coalitions and the California Endowment, we hope to contribute to the prevention of community-wide health problems, such as asthma in children.”

CAFA supports 12 community-based partnerships across California and is the second phase of The California Endowment's asthma programs. It is also a \$12 million, three-year statewide program that addresses the multiple environmental triggers of asthma among school-aged children with asthma.

“Even with the best clinical management, children with asthma still face major challenges if their homes, child care facilities, schools, recreational or outdoor environments contain asthma triggers that can cause an attack,” said Robert K. Ross, M.D., president and CEO of The California Endowment. He added, “Therefore, an effective intervention must not only focus on health care solutions, but also address asthma triggers in these children's environments.”

According to the 2001 California Health Interview Survey, asthma rates in California have

reached an alarming level, particularly in low-income homes and rural areas. Also, nearly 3 million Californians suffer from asthma symptoms. Asthma is a chronic disease that often begins in childhood and is the number one cause of disability, hospital admissions and school absenteeism among children.

The overarching goal of the California Endowment's asthma initiative is to reduce health disparities and improve the quality of life for school-aged children with asthma. CAFA aims to reduce the environmental risk factors that trigger asthma, particularly in rural and urban areas with high rates of the disease.

The California Endowment works with organizations and institutions that directly benefit the health and well-being of Californians. Their mission is to expand access to affordable, quality healthcare for underserved individuals and communities, and to promote fundamental improvements in the health status of all Californians.

As listed in its website, The California Endowment is a private, statewide health foundation with approximately \$3 billion in assets. Created in 1996 as a result of Blue Cross of California's creation of WellPoint Health Networks, a for-profit corporation, and since its inception, the endowment has awarded more than 3,400 grants totaling over \$988,000,000 as of October 2002 to community-based organizations throughout California.

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A (Not So) Funny Thing Happened to Me in the Computer Lab...

By JENNIFER JARRELL
Pride Staff Writer

For the past three semesters, I've been an avid user of the computers in the computer lab here at San Marcos. When I load "My Personal Settings," I've been saving the work I do in places like: My Documents, H: drive, and the desktop with no problems whatsoever. So when the computer loads "My Personal Settings," I feel safe to save my work in places that are labeled "My Documents." Why else would it be labeled "My Documents" if I couldn't save work there?

Well... one day about two weeks ago, I saved some work to "My Documents," logged off the computer, and went to the Dome for lunch. When I returned, my work had mysteriously vanished. I frantically searched and searched for it everywhere on the computer, but there were no traces of it. I began to second-guess myself that maybe I didn't log off correctly, and someone else had accidentally erased it. So I went home to retype all my work (thank God I had written my essays by hand first on notebook paper).

After thinking that the whole frustrating incident was just a

fluke, I typed another paper in the lab, but this time I was going to save it to my zip disk. When I looked in my bag for my disk, I realized that I had forgotten it at home. I saved my paper to the desktop (again, like I have been for three semesters now,) logged off the computer, and went to the student store to buy a new disk. When I came back to the lab and logged back on, my paper was GONE! I asked the lab people (student computer helpers) how this could've happened since I've been saving on the desktop all semester.

One of the lab people told me that there was a new policy implemented where, as of two weeks ago, students cannot save on the desktop or to "My Documents" anymore or their work will be erased with no possibility of retrieval. The logical, pragmatic side of me wanted to ask, "Why wouldn't the lab people put signs up EVERYWHERE letting students know about this 'new thing?'" Instead, I walked swiftly out of the lab and went straight home to redo my assignment, this time starting from scratch because I had not pre-written my work in my notebook.

After that second incident, I decided to email some "people

in charge" of what goes on in the labs. Instructional Computing Labs Coordinator Mary Atkins had this to say about the computer lab. "In the Instructional Computing labs, because these are public machines, we only allow students to save on their own space: the H: space, a ZIP diskette, or a floppy diskette. This has been our policy for the last 10 years. It would be impossible to maintain the machines, if we allowed the students to save to the C: drive." She continued to say, "I am sorry that there has been some misunderstanding about where you can save a file. Once you log off any machine, it reverts back to a standard 'clean' slate for the next student. The ONLY safe place to save a file is the H: space, a floppy diskette, a ZIP diskette, or a CD."

But that's not what Systems Integration Specialist William D. Craig told me. He stated, "Each student at CSUSM is allowed 50MB of storage space on a fileserver that is automatically connected at login. The only reason a student should run into a problem saving a file to the desktop or anywhere else on the h: drive is when the student is near or over his or her quota. In those instances, a popup message should appear alerting the student that the file cannot be

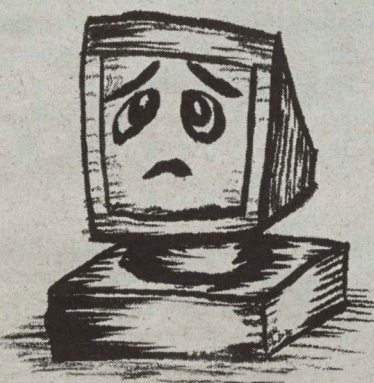
saved because the quota has been reached." He added helpfully, "If you lost a file that you had saved to your desktop, I'd really like to work with you to find out what went wrong, because it certainly shouldn't happen. There may be an incorrect setting in your account profile. Please call or stop by at your convenience so we can look into this problem."

So what I want to know is, basically, where am I allowed to save my work? I feel that the second half of the semester is a bad time for students' work to be disappearing. I'm not the only one this has happened to. There's been a buzz around campus that students have been losing their files in circumstances similar to mine. Because of this episode, I will be especially safe to make two copies of everything I do, and I guess I've learned that the hard way. But I still feel that it would be best for students to know what's going on before they feel safe to save files just anywhere on the computer.

Lastly, Mr. Craig stated, "I want to say that our department tries very hard to keep changes to the student environment to a minimum. When changes must be made, we usually perform them between terms

unless absolutely critical. We certainly do everything we can to minimize the risk to students' data. If we did make a change regarding something that would impact most students, like making the desktop "off-limits," we would certainly do so in a way that would not result in the loss of files, and only after giving ample notice to the campus community beforehand."

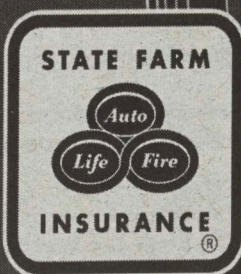
Mr. Craig told me that this whole incident was a glitch, and will be dealt with. I certainly hope so, because this is the most critical point in the semester, and students should feel safe when using the computer lab. Since it seems there are two very different opinions regarding saving files in the lab, I would just like to know which one Cal State students can trust to be true.



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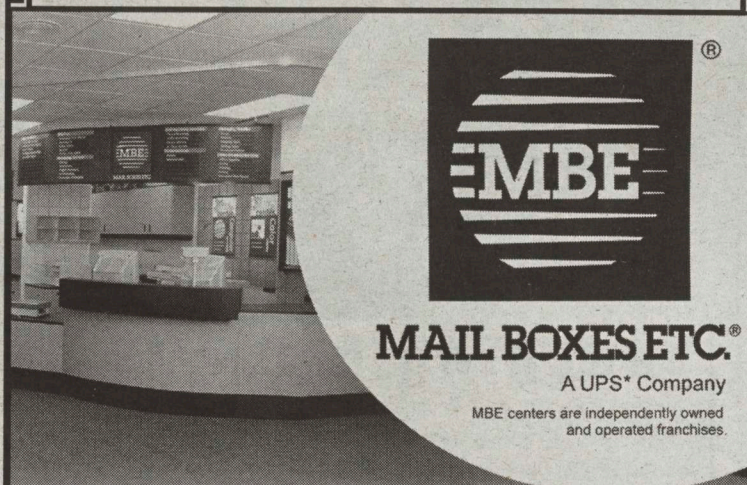


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Cigarette smoking on CSUSM Making It Difficult for Students to Breathe

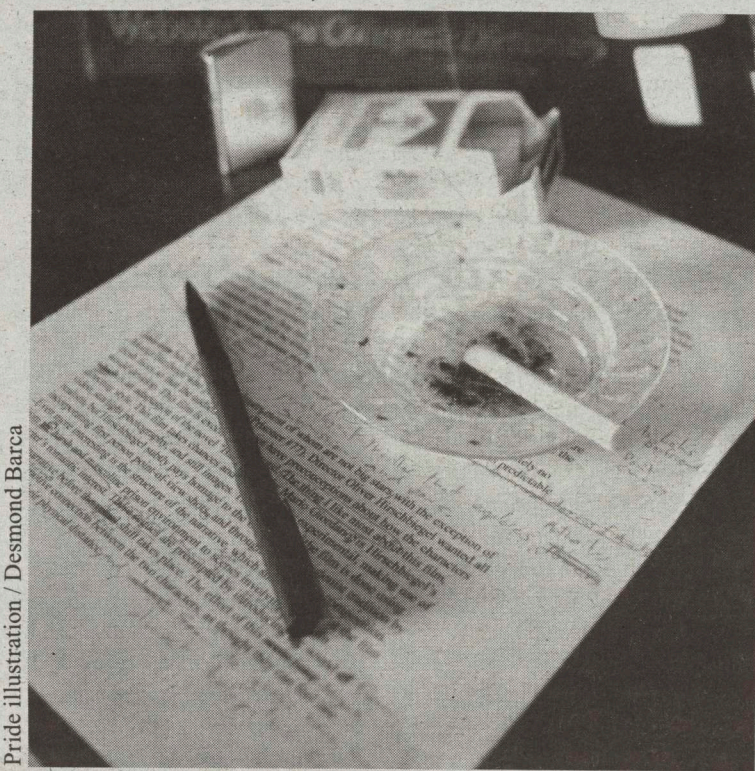
Cigarette smoking: A School Problem.

By STEVEN ZAMORA
Opinion Editor

Whenever I walk into the different entrances of Academic Hall or University Hall, I hold my breath in hopes of avoiding the onslaught of disgusting, worthless, pollutant, and chemical cigarette smoke from entering my precious lungs. However, my scuba diving tactics of holding my breath fail and my lungs, ears, and nose are often violated by second hand smoke.

I believe that just because people decide to kill themselves earlier by smoking doesn't give them the right to cut my life short due to their exhaled cigarette smoke, filling the air like a car exhaust system starting up in the morning. Smokers become cars. Their fuel is their nicotine that they receive from their cancer sticks, and when they exhale this dangerous and disgusting cloud of cigarette smoke, filling the air with its chemicals, they're like cars that dispel gasoline fumes into the environment.

According to the Environment Protection Agency (EPA) their research reveals that passive



Pride illustration / Desmond Barca

smoke, more commonly known as second hand smoke contains a mixture of more than 4,000 substances, more than 40 of which are known to cause cancer in humans or animals. Also, the EPA has found that passive smoking has caused 3,000 deaths a year among non-smokers. I'm sorry if you're addicted to cigarettes, but this cigarette smoking action prevailing on our campus

needs to stop because I am not going to sit there and witness the murders of CSUSM students like me.

I like knowing that I have the right to avoid cigarettes, but at CSUSM I do not have this right. If I tell smokers to not smoke in front of me, why should they listen? They are just getting their quick, and might I add instant, gratification, and who am I to stop this death-providing and highly violating process? They're simply going to tell me to

get lost. You know what it is true? I may disappear or "get lost" in my own death, due to the life-threatening effects I receive from second hand tobacco smoke exhaled by cigarette smokers on our campus.

I deserve my basic human liberty to prosper, to pursue happiness, however, I cannot because as I have experienced and the EPA has proven, by the passive smoke I endure, I suffer other effects other than cancer that are eye, nasal, and ear irritation when it is dispersed into people lungs, nostrils, and ears; I cannot not prosper, pursue happiness when my body is violated by an unjust chemical sought to irritate and possibly kill me. I hate feeling the side affects of a licit drug like cigarettes when I am not using it; let the users suffer the consequences of their drug use — don't let our campus suffer from second hand smoke. Therefore, I believe this drug should be illicit on our campus.

This campus is for learning, not smoking, so what you got? A big test and you think a cigarette is going to calm you or make you more intelligent? The problem is that it's not going to do any of the above; maybe it will make you crave another cigarette, which is further going to harm the rest of people who inhale those 40 chemicals that cause cancer.

For example, the women who are pregnant on this campus,

like one of our lead editors, have to put up with all the possible effects that smoking has on her and her child, and it's something to be concerned about. The people who attend this campus and do not smoke get the negative effects that passive smoke has on them. This is not fair; our freedom to live our lives should not be interrupted earlier by someone's freedom to smoke on our campus. Also, to address the people who feel they have and should have the right to smoke on our campus, realize your freedom to smoke is abridging (to the point of death) over other's freedom to live.

This smoking situation comes down to one thing that is as follows: I BELIEVE OUR LIVES ARE IN DANGER FROM THE PASSIVE SMOKE, AND COLLECTIVELY WE, AS A CAMPUS, NEED TO OPENLY ADDRESS THIS SCHOOL PROBLEM AND COME TO SOLUTION OF ELIMINATING CIGARETTE SMOKING ON OUR CAMPUS. If you also have a strong sense of efficacy about this school issue don't hesitate to write to the pride, contact the dean of student affairs, or President Gonzalez, or email me at zamor009@csusm.edu. Once again, if you haven't caught my message, I promote prosperity not death.

[www.epa.gov contributed to this article]



teaching tip #39

Give specific guidelines for show-and-tell day.

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Save your spot at the next information meeting — Thursday, January 9, 7 p.m.



Orange County Regional Center
1915 Orangewood Ave.,
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PLEASE ANNOUNCE!!! Recognizing & Responding to Domestic Violence: An Information Fair

December 10th and 11th

Information Booth:

Founder's Plaza - both days from 9am-3pm

Staff from the Women's Resource Center will provide information about domestic violence and available services for victims in San Diego County.

Panel Sessions:

December 10th - ACD 404: noon to 2pm

Explains the legal aspects of domestic violence. The panel includes legal and investigative experts in domestic violence: judge, district attorney, law enforcement officials, and a domestic violence response team.

December 11th - ARTS 240: noon to 2pm

Focuses on the available services in north San Diego County for victims of domestic violence - how to get help, what to do and where to turn.

Both panels will provide valuable information as well as an opportunity for the audience to address questions to the panel members. Please join us.

A Service Learning Project
Provided By the Oceanside Women's Resource Center &
the Students of Sociology 329, Cal State San Marcos

When Students Park like Faculty or are Treated like Dirt: ASI Parking Privileges and Other Parking Problems

ASI is a student-run organization that claims to be "of the students, by the students, and for the students" (or at least that's what their banner says in the student lounge). However, ASI President Jocelyn Brown and Arti Patel, vice-president of ASI, have been seen regularly parking in the staff lots.

While many students spend much of their time finding a parking space to get to class on time, these two individuals have a parking spot, right across from the Dome. How can people who are supposed to represent us, the students, know the type of things we go through every day when they have special parking privileges?

Meanwhile, with the current

parking situation where one can hardly find parking at school, many of us are getting new kinds of parking tickets, either because meetings went longer than expected, or because class ended later than usual and your car was parked in the dirt lot. Surprise! You got a \$100 ticket.

Students in the Staff Lot

In the beginning of the semester, Jocelyn Brown sent this letter about the parking situation:

"First let me introduce myself: my name is Jocelyn Brown and I am the President of your Associated Students, Inc. (ASI). This is my fifth year at Cal State San Marcos. Just like all of you, I totally agree - WE HAVE A MAJOR PARKING PROBLEM.

I just wanted to let you know that the University President is very aware of this problem and people all over campus

are scurrying to find a solution fast! Before I was informed of just how it got to be this bad, I thought that the University must have done a horrible job of planning and I was quite upset that students would be paying the price - literally.

However, it has come to my attention that it wasn't so much a lack of planning as it was a total reorganization of funds. Before 1996, parking was funded by the state, just as new buildings, etc. are. Now, I don't know all of the details, but in 1996 parking became decentralized, making it a campus issue, no longer eligible for ANY funding by the state.

The only money that can go to parking is the money collected from parking permits, unless of course we could get a donor or a sponsor. This means that the cost of parking permits will even-

tually be going up in order to increase the revenue and build a structure. Of course, in the mean time this doesn't do much good. I know currently the University is looking into off-campus sites as well on campus dirt sites. They are trying to come up with a solution before spring.

I sit on a committee that is also looking for solutions both long term and short term. If any of you have any suggestions please contact me and I will bring them to the committee. Please feel free to contact me at any time regarding parking or any other campus issue. Thanks for hanging in there, and have a great week."

But yet she doesn't have to struggle, as we all do, every day, in order to find a parking space at this university.

If the Pres and VP of ASI are considered staff positions on campus, their positions still do not give them license to park in the staff parking spaces. LOTS of staff people, who work in the administration and do far more work for us as students than these two, are forced to park in student parking because they are also students. If we go back a little bit, in the past years, GEW instructors, many of whom are graduate students in the LTWR program, were allowed to park in the faculty lot, but they got their privileges revoked because they were easy targets for Parking Services to cut out of the picture: they were STUDENTS, but they were/are also exploited teachers.

The Dirt Lot

Although the sign does indicate that vehicles will be cited, the amount to be charged is not

See EDITORIAL, page 12

Response to Veteran's Day Letter

First of all I would like to say that I am a Veteran of the United States Army. I served 3 years as a Field Artillery soldier. I served one year at Camp Casey, South Korea and two years at Fort Sill, Oklahoma. I am also currently serving the State of California as a National Guardsman. I would like to take a moment to address Tristan Nickey for his misguided comments in The Pride dated November 12, 2002.

First of all, he stated that he wanted to, "express my shame to the school for not recognizing Veteran's Day as an observance." Well sorry to say Tristan but CSUSM does observe Veterans Day. However, they observe it on December 30th of each year. This day might not fit your preferred schedule but none the less it is observed.

He also stated, "It's a tragedy that nothing was even said about it." Tristan, come on now you are a Pride photographer and you can honestly tell me that you did not know about the 2nd Annual CSUSM Veteran's Day Celebration held on November 11th 2002 at the Dome Plaza. It was a very successful event in celebration of all Veterans. This celebration was open to everyone including the local communities. I think CSUSM Veteran's Association and ASI went out of their way to bring you this great celebration that you obviously missed.

The point of Veteran's Day is to remember our soldiers that have proudly served and continue to serve our country. This does not mean we have to have a day off from school. What more do you want Tristan? We celebrated the day on campus and the employees and staff at CSUSM are observing the day in December. Just because you did not get your 3 day weekend to go motorcycle riding don't assume the school has forgotten about us Veterans.

You go on to state that you feel "burned" because we celebrate Cesar Chavez Day. What are you thinking? How are you going to downplay the significance of such a monumental and influential civil rights leader? You state that "we are taking a holiday for a man who made it a little easier for migrant workers to work in the states." First of all you state that word "little". Tristan I suggest you do some research because you are still using that grade school mentality that many of us used to have before we attended college. You are treating him as many high school textbooks treat him. There are hundreds of college textbooks that explore and analyze the significance of this great leader. I truly advise and suggest that you read Jacques Levy's book "Cesar Chavez: Autobiography of La Causa". You truly need

to read this book to understand what this man did for society. I am not going to waste my time in this short response trying to educate you. I truly believe you have the ability to do a little research, however, if you need tutorial assistance feel free to ask.

You also stated he helped some "migrant" farm workers. You stated this as

LETTERS

if these people do not matter in our society. Tristan I hate to be the first one to inform you but we are all migrants, except for "Native Americans". Imagine if no one would have helped your people gain equality. Imagine if the inequality, discrimination, exploitation, and occupational safety hazards that your descendants faced were still in place today. Migrants have been an essential aspect of the foundation of this nation. Without them our economical system would collapse. Our Veterans help protect this country but migrants help build, clothe, and feed this country. If it was not for this cheap supply of labor where would we be right now, Tristan? Would you take the job out there in 120 degree heat picking strawberries while getting sprayed with pesticides? Would you be the one we can count on to be working in the sweat shops? Would you be the one living in impoverished substandard conditions with no

running water or sanitation facilities? No, I suspect we could not count on you. Honestly I do not think anyone attending CSUSM would accept these jobs or living conditions, to include myself. Tristan I think you need to understand the importance of these "migrants" before you try to marginalize their struggle.

Veterans Day is a nationally recognized holiday that is meant for people to do just as CSUSM did; by remembering everyone that has served in the Armed Forces. A day off from school does not guarantee we will all be remembering or celebrating Veterans Day. In fact many of us would probably be doing the exact opposite. I believe that there are many people who believe just as Tristan does and that is ok. However if you feel so strongly about not getting that day off why not organize and do something about it. There are many ways to make a change at CSUSM and in society. Great inspirational leaders like Cesar Chavez have shown us that anything is possible.

SI SE PUEDE

Edward Arthur Fierro
Senior/Sociology

Dear Editor,

I have been treated rudely several times by a certain employee that works at the Cougar Store. I find their actions to be uncalled for and should of never taken place. I am so fed up I am going to make extra effort now to not even buy snacks there. One time early in the morning I purchased a cup of water for fifteen cents and the only money I had was a 20 dollar bill. When I gave to the certain employee they told after this time I would no longer be allowed to purchase water if this all I had due to Cougar Store not having large amount of money available for change. I can understand this but if the Cougar really feels strong about this they need have a sign posted by the cash register stating so. Another incident that has happen to me recently is a purchased water and I happen to put a lid on my cup.

LETTERS

When I went to pay for it the said person ask me to uncover which I had no problem with however when I did uncover they accused me of having soda which I didn't. After further talk with this employee I offer a taste of my water and they refused and charged me for water only. I am sure I am not the only person that has been treated rudely by this employee.

Noah Smith

The Pride

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EDITORIAL from page 11

listed – it does not say anything of a \$100 fine per offense. There has been an average, over the last several weeks, of anywhere from 2-4 cars left in the dirt lot after 4:15 with green parking tickets attached to their windows. Two out of three of us have gotten them already. What about you guys?

Our main contention about the fines in the dirt lot is that they are unjusti-

fied, and above all, they exploit the students who are on campus for the most hours every day. Students who get here after 11 a.m. or students who leave before 4 p.m. anyway, are probably not the ones who are getting these atrocious tickets. It is understandable that, due to liability and safety concerns, it isn't safe for students' cars to be parked in an unlit lot after the sun has set. However, \$100 per ticket?!? What a racket!

What other students have had the right to park in the staff lot now and in the past? Students are easy targets when everyone's complaining that they can't find parking, including teachers and faculty. But when all of us raise hell, the university opens the curb, builds a dirt lot, etc., only to later close curb parking and charge us \$100 a piece for being held up in meetings or involved in other projects. They also plan huge fee increases for the future.

CORRECTION

Two of the comparative price graphs titled "Snacks" and "Drinks", printed in the November 19 issue of *The Pride*, were mistakenly constructed with the comparative scales stacked on top of one another rather than side by side as in the "Nutritional bars" graph. The actual prices are only accurate on the scales whose bases start at Zero dollars. *The Pride* apologizes to the vendors and readers for this misleading representation.

ANNOUNCEMENTS**The Sociology Club**

The Sociology Club is proud to start a new year at CSUSM. The officers of the sociology club are excited to begin a fresh start here at California State University San Marcos.

The sociology club is about the members and our goal is to help our members learn more about the careers in the fields of Sociology and Criminology, learn how to successfully apply to graduate school, interact with your professors, share ideas with

fellow students, and much more!! Anyone who is interested in the fields of sociology and criminology are welcome to join the sociology club. If you have any questions regarding the sociology club, please feel free to contact Michelle at demon002@csusm.edu or Monica at berto001@csusm.edu. They would like to announce the Sociology Club's First Annual Canned Food Drive. Drive Days are December 4th through December 20th. Please bring a can to the Sociology Department, Craven Hall 6145 OR our

participating faculty members.

Lesbian, Gay, Bisexual, Transgender Organization (LGBT)

Day/Time: Wednesdays, 3:00 p.m.

Location: UNIV 443

For more information, please email: kim012@csusm.edu

We are a new student organization. LGBT, gay supportive students, and faculty are welcome to attend our meetings. Upcoming events and activities are being planned for support and aware-

ness. We respect confidentiality.

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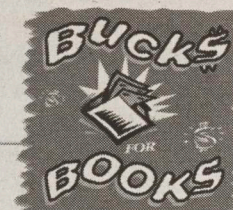
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