



César Chávez Remembered

Cal State San Marcos' 1st Celebration of César Chávez Day of Learning

By VICTORIA B. SEGALL
Pride Editor

"The end of education should surely be service to others," said student Natalie Hernandez, quoting her grandfather César Chávez. Hernandez was one of many individuals to speak on campus for Cal State's first celebration of César Chávez Day, March 28.

On behalf of her family, Hernandez accepted a plaque commemorating the day. Her speech included messages that she believed her grandfather would have wanted to pass along to other individuals. "No matter how hard, no matter the struggle, he always believed, si se puede," said Hernandez.

The celebration included Ballet Folklórico performances and live mariachi music, but began with words of reflection from those who said they felt inspired by Chávez and his work, which included improving the lives of farm workers.

Assistant Dean of Students Tim Bills first introduced Fernando Briebiezca, a United Farm Workers organizer, to the audience that included students, faculty, and GEAR-UP participants from San Marcos Middle School and Grant Middle School.

Briebiezca, a UFW organizer from 1997-1999, began the celebration with "La oracion del campesino" (The Farm Worker's Prayer) and encouraged the audience to participate in the Farm Worker's Clap. He also gave the audience more insight into the labors of farm workers. With student Leticia Luna volunteering to demonstrate how one would pick strawberries, Briebiezca pointed out the health risks of a farm worker, such as backaches.

Professor Cynthia Chávez-Metoyer and Lourdes Shahamiri of Academic Affairs also spoke about Chávez and his work to improve the working conditions of the farm workers and his involvement with the UFW.

Professor Gerardo Gonzalez, whose parents were migrant farm workers, also spoke about Chávez. "His cause was my cause," said Gonzalez. He also shared how Chávez came to speak at his alma mater, Fresno State University. Since Chávez received death threats at that time, many students, including Gonzalez, served as bodyguards for Chávez while he visited the university.

The faculty members spoke about the history of CSUSM's

Chávez Plaza and the Chávez statue. A Commemoration Committee was formed to create a statue in remembrance of Chávez. The Chávez Commemoration project involved not only faculty, but also students and artists in the community. "It was emblematic of César Chávez' commitment to the community," said Professor Chávez-Metoyer.

Involved in design of the statue were community artists, VPA Professor David Avalos and Russell Decker, Head of Planning, Design and

"It's all about knowledge, it's all about education. A university setting is ideal for the philosophy that Chávez expressed."

***--Alexander Gonzalez
CSUSM President***

Construction. Former CSUSM President Bill Stacy had given the committee \$10,000 for the project.

"He was rarely seen without a book in his hand," said Professor Chávez-Metoyer, "The statue is not just a symbol of what he did, but what will continue to be done."

"César Chávez was a simple but a powerful man, and the model was also intended to be a



(Top) Chavez's granddaughter, Natalie Hernandez (center) accepted a plaque commemorating the day. Her parents, Eloise and Dan Carillo (above) were also there to celebrate. (Right) Ramon Nava, a student, performed with Mariachi del Sol. (Pride Photos/Victoria Segall)



simple but powerful and memorable image," added Shahamiri, "The stairs must be a metaphor of the hard climb for struggle for the United Farm Workers."

The afternoon celebration also included the University Proclamation by President Alexander Gonzalez. "César Chávez taught us how to learn to be resistant and how to focus on goals," said President Gonzalez, "It was fitting that he should be celebrated on our campus because he was a teacher above anything else."

The event livened towards the late afternoon with performances by Ballet Folklórico de Escondido. Director of the

dance troupe, Patricia Navarro explained that their particular dancing was not Jalisco style, but more from Sinaloa, a state in Mexico.

Additional afternoon performances included mariachi music played by Mariachi del Sol, which included students such as Ramon Nava on the violin. The evening ended with a candlelight vigil at Chávez Plaza.

The César Chávez celebration will continue on April 18 in the Dome Plaza, when M.E.Ch.A. hosts a Day of Learning with poetry, music and dance.

Southwest Riverside County Offers CSUSM Courses



Southwest Riverside Campus (Courtesy Photo/CSUSM)

By CLAY BABER
Pride Staff Writer

"Our incentive is to make education available to the community," said Lora Coad, Director of CSUSM's Southwest Riverside County project (SWRC). The SWRC project, currently located in Temecula, is an alternate campus for students pursuing their associate's degree, bachelor's degree, or teaching credential. Courses are currently offered at the James Day Middle School near the Promenade Mall in Temecula.

Working with Mount San Jacinto College, CSUSM has developed an integrated curriculum for the students attending the SWRC. "We share a unique partnership with Mt. San Jacinto

College," says Coad. All of the lower division coursework that satisfies either AA or GE requirements is taken through MSJC, while the upper division courses for those students pursuing their bachelor's degree in liberal studies or teaching credential are offered by CSUSM.

"The SWRC needs to always have a connection to the main campus," says Coad. "Our students are encouraged to attend both campuses." Currently the SWRC only offers evening and weekend courses; therefore, a good number of the students, 44 percent according to Coad, also take classes on the main campus during the week.

Currently the fee structure for the SWRC is the same fee structure for courses offered

through the CSU system. "Two extension courses are offered this semester, but the remainder of those offered by the SWRC are state funded; therefore, standard fees are applicable," explains Coad.

The amount of state funding available to the SWRC is based on the enrollment figures for each semester. "Enrollment growth for the last two semesters was higher than projected," says Coad. The number of students attending the SWRC continues to grow since the first courses were offered in the fall of 1999; therefore, more state funding has become available.

Future plans for the SWRC include regular session accelerated courses for the fall 2001 semester. By the end of 2002, the SWRC also hopes to have a newer, larger facility and also plans to offer daytime courses. Negotiations are currently taking place for a new 35,000 square-foot facility for classrooms and offices located in Murrietta, approximately 10 miles north of the current Temecula location.

Coad added, "The public education program is quite limited in the Temecula area; therefore, the SWRC attracts many students who would not normally come to the main campus."

Student Attempts Suicide on Campus

By NATHAN FIELDS
Pride Feature Editor

A student was prevented from committing suicide on campus Friday around 2:30 p.m. by Professor Anibal Yañez-Chávez. A Liberal Studies professor at Cal State San Marcos, Yañez found the student, a young woman, cutting herself with a sharp object on the spiral staircase midway between the fifth and sixth floors of Craven Hall.

A custodian working on the fifth floor assisted Professor Yañez after hearing screams and alerted the campus police. The woman was reportedly taken in an ambulance to Scripps Hospital in La Jolla.

Rick Moore, Director of Communications at CSUSM, confirmed Friday that "there was a young woman, she was not a student here, with a sharp

object who was trying to commit suicide. I don't know why she would come here to do it." The girl is a student at Palomar College.

Claudia Ignacio, a student working in the advising office on the fifth floor during the time of the attempt, arrived on the scene too late to help, but before custodians had cleaned up the small amount of blood that had been spilled. "Nobody knows why she came here to kill herself, but I have heard administrators say that it doesn't look good for our school."

Ignacio later spoke to Professor Yañez. "I could tell he (Yañez) was really overwhelmed. All he said was 'I'm shocked.'"

Although Lieutenant Bill McCullough confirmed the occurrence, CSUSM Police were unable to give an official statement regarding the incident.

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Samuel L. Jackson stars in "Caveman's Valentine" Review Page 4

Tax Day on April 16: Free Help Available

By MELANIE ADDINGTON
Pride Editor

With taxes due on April 16, now is the time for all of us procrastinators to get our acts together and figure out what forms we need to prepare for the deadline and the changes in tax laws. Free help is available for taxpayers. But if you choose to prepare yours on your own, be aware of the few minor changes with tax credits and exclusions.

New California tax credits are: Child and Dependent Care Expenses Credit, Long-Term Care Credit, Natural Heritage Preservation Credit and a Teacher Retention Credit.

The new Child and Dependent Care Expense Credit is a percentage of the nonrefundable federal credit that the IRS allows you for the cost of your employment-related child and dependent care expenses. If your income is not over \$100,000, you can claim the credit using California Forms 540, 540A and 540NR. You cannot claim it by using the form 5402EZ. Even if you do not claim the credit through your federal return, you can still claim it on your state return. Depending on how much you make, you can

receive up to 63 percent of the federal credit. The maximum California credit is \$907.

Long-Term Care Credit allows up to \$500 for each qualifying individual in need of long-term health care and for the eligible caregiver that is the taxpayer. Using California Form 3504, you can attach it to your tax return.

Natural Heritage Preservation Credit is for those who donated land to the Wildlife Conservation Board in order to preserve the heritage of the land. To learn if you qualify for this credit, contact the Wildlife Conservation Board at (916) 445-8448.

The Teacher Retention Credit is on California Form 3505. If you are a credentialed teacher and teach any grade from K-12 in a qualified educational institution, you are eligible for credit. Any teacher that has been in service from four to six years can receive up to \$250; six to 11 years up to \$500; 11-20 years up to \$1,000; 20 or more the credit can go up to \$1,500.

New California Income Exclusions are interests received

with the smog-impact fee refund, reparation payments for individuals who were forced to perform slave or forced labor during World War II, and employer provided education assistance for certain graduate courses. For more information on these and other exclusions, pick up a Resident Booklet at your local library.

Although you should be able to pick up any tax form at the local library, if they do not have the individual forms available, ask for a California Package X that contains all California tax forms for photocopy. You can also download forms from the California Franchise Tax Board: <http://www.ftb.ca.gov>. For general questions you can also contact them by phone: (800) 852-5711, or for form questions: (800) 338-0505. Also on their web site are many frequently asked questions and an explanation of any area involving taxes.

When you get your forms and find you are still in need of help and cannot afford to pay for tax assistance, you can visit the Franchise Tax Board's Volunteer Income Tax Assistance (VITA). Their web site search is available to find VITA volunteer sites that provide assistance to taxpayers regardless of age. You will be able to search for the addresses

of sites where IR- and FTB-trained volunteers prepare basic personal income tax returns free of charge.

In San Marcos, the VITA site is MAAC PROJECT-HEAD START. According to Jeanie, the secretary at Head Start, "anyone can do it but the service is only on Tuesdays and you have to make an appointment." Call (760) 471-4210 to make an appointment. You can search for a site in your area: <http://www.ftb.ca.gov/vita/index.asp>.

If the idea of running all over town to select forms and finding help to fill out those forms do not appeal to you, you can also e-file. You can e-file by yourself by choosing software and following the instructions available on the FTB web site. You can receive free software at the web site: <http://www.FileYourTaxes.com>. Electronic filing is the fastest way to receive a refund, and you can be sent a check within seven to 10 days after filing.

Tax professionals accepted into the electronic filing program are called "Authorized e-file Providers" and can assist you with your e-filing. There are over eighteen providers in San Marcos and a list can be found at the FTB web site.

Thoughts on...

Character

Compiled by: M. Addington

Let go of your attachment to being right, and suddenly your mind is more open. You're able to benefit from the unique viewpoints of others, without being crippled by your own judgment.

-Ralph Marston

Character may be manifested in the great moments, but it is made in the small ones.

-Phillip Brooks

Nothing is as real as a dream. The world can change around you, but your dream will not. Responsibilities need not erase it. Duties need not obscure it. Because the dream is within you, no one can take it away."

-Tom Clancy

Let the refining and improving of your own life keep you so busy that you have little time to criticize others.

-H. Jackson Brown

The weirder you're going to behave, the more normal you should look. It works in reverse, too. When I see a kid with three or four rings in his nose, I know there is absolutely nothing extraordinary about that person.

- P. J. O'Rourke

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We, the Faculty at San Marcos State University, are committed to provide the highest quality education to our students. This has become increasingly difficult due to alarming trends in the California State University system.

Over the last 7 years at San Marcos:

- *The student enrollment has increased 110%, from 2736 to 5739
- *The tenure track faculty increased by only 51%, from 97 to 147
- *But, the administration, on the other hand, increased by 55%, from 36 to 56 positions

The state allocated millions to the CSU system for faculty, yet these resources were used for non-instructional administrative costs. Furthermore, the hiring of lecturers, which now make up a majority of your teachers at San Marcos, are now without job security, often without health benefits, often sharing offices, computers, & telephone lines with all the other lecturers in their department, and often teaching at multiple universities around the community.

We understand from talking to students that it is often the individual time that a faculty member can spend with students that makes the difference in grades, job opportunities, and recommendations.

Despite these trends, faculty at all levels and in all disciplines continue to work diligently to provide students with the education, skills, and support necessary to succeed in today's world.

In April, the California Faculty Association, which is the union that represents and negotiates on behalf of all faculty will enter into contract negotiations with Chancellor Reed. Our goal in these negotiations is to make improvements in areas that directly impact our ability to provide the highest level of academic and scholarly support to the students of San Marcos State.

We expect that these will be tough negotiations. We intend to keep students informed of the progress. We very much look forward to working together with student leadership on how we can continue to ensure that providing a quality education remains CSU's number one priority.

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Japanese Art Exhibition at CSUSM

Casey Goddard, Scott McFeeters, Joseph Tran and Peter Vu for *The Pride*

A huge sheet of Japanese rice paper, 6 feet by 4 feet, was spread across the floor space of University Hall 440. The Sho (calligraphy) artist, Shoran Kawayama from Japan, asked us to gather around the piece of paper and cover our legs with newspaper. She then took two 3-foot long brushes, dipped them into a bucket filled with sumi ink and drew a Kanji character. We then understood why she had cautioned us to use newspaper. Sumi ink splashed beyond the edges of the paper as her brushes danced and left a dynamic artistic symbol.

This was part of the Japanese Arts Exhibition held on March 21, sponsored by the Cal State San Marcos Japanese Program. On one wall were Kawamura's artistic renderings of poems in black sumi ink. On another wall were colorful works of origami made by Asako Aizawa, a former kindergarten teacher from Japan.

Besides exhibiting their work, students from classes JAPN 101B and JAPN 102B received one-hour hands-on instruction from the artists. The event attracted more than 100 par-



(Top) Students try calligraphy. (rt) Shane, a CSUSM student, poses with his work. (Courtesy Photos)



ticipants including faculty, staff, students and local residents. Many of them had opportunities to get one-on-one instruction from the artists. Everyone present had a chance to paint characters of their choice with smaller brushes and paper.

One student from the College of Education commented about calligraphy, "It is a wonderful experience, writing with my whole body. Now I can teach others. It is great for children."

Sho is an art form for writing in the Japanese language. Different emotions can be conveyed

with Japanese characters by varying the speed and pressure when using the brush. Wet, dark markings are made when moving the brush slowly and letting the ink permeate the paper. In contrast, dry and light markings are made by quick movements with the brush that leave behind wispy strokes.

Another important aspect of Sho is asymmetry. Kawayama emphasized that one should avoid drawing in the dead center of the paper.

Origami is the Japanese art form of paper folding. By using a small square piece of paper one can create such forms as birds, flowers and fish. Origami uses no glue, tape or staples. The design holds its exotic shape just by the thickness of the paper and the amount of crease applied to it.

Japanese language instructor, Mikiko Imamura-Seyller said, "I believe that incorporating cultural experience is a very important part of language instruction, and I am very grateful that Ms. Kawayama and Mrs. Aizawa have volunteered their time to give the students a chance to experience these Japanese art forms."



Moira (Ann Magnuson) and Romulus (Jackson) (Photo/Universal Studios)

Caveman's Valentine

By TIM FARMER
Pride Staff Writer

In "Caveman's Valentine," Samuel L. Jackson portrays a schizophrenic homeless man, Romulus Ledbetter, who lives in a cave right in the middle of a park in New York City. Directed by Kasi Lemmons ("Eve's Bayou"), this movie seems intent on relying on Romulus' delusions rather than a well-developed plot.

Romulus, who frequently allows us to dive into his mind and see moth-men cluttering up his head while he envisions great pieces of music, dropped out of Juilliard because he felt that a character, Cornelius Stiverson, was trying to run his life. The twist is that Cornelius does not exist.

The plot begins to unfold when Romulus, known as Caveman by most people in the city, finds a dead body of a homeless man outside of

his cave. He immediately believes that it's Cornelius's fault. Romulus decides to investigate and try to prove Cornelius guilty; this is where most of the characters are revealed. Mike, the boyfriend of the victim, confides in Romulus and asks for his help.

The movie was entertaining and the score, composed by Terence Blanchard and the Northwestern Sinfonia, kept the movie flowing smoothly. The delusions were vivid and the scenery unique, however, the story seemed a bit predictable towards the end and many aspects were unrealistic.

Since I am a big fan of Samuel L. Jackson and classical music, I enjoyed the visual aspect of the film, but I felt it was missing quite a bit.

"Caveman's Valentine" is rated R by the MPAA for language, some violence and sexuality.

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Wandering Along the Central Coast: An Alternate Spring Break

By JAMES NEWELL
Pride Staff Writer

The mid-term rush is over, projects are finished, portfolios are in the professors' hands, and tests are a faded memory. It seems the quickest route to a party-filled Spring Break is the norm for most college students. For young San Diegans, Mexico is the venue often spotlighted as the place to travel for cheap drinks and cheap accommodations.

However, a completely opposite trip, in both direction and mentality, is a journey north towards Monterey Bay. Far from the seedy Tijuana nightclubs, one can step aside, relax and enjoy this tranquil sojourn and break away to enjoy the serene and beautiful countryside that is often forgotten, yet exists right here in California.

The year's winter rainfall is now diminishing, and as the summer sun begins to shine, it creates a lush green landscape obscured only by misty clouds set atop the larger hillsides rising eastward into the mountains. The rolling green pastures leading from San Luis Obispo into Big Sur seem to go on forever. Just as new hillsides come into view, they drift off in the distance and eventually out of sight; only rocks and sparse flora break the smooth landscape.

Central California is refreshing, and after spending time in the drier San Diego climate, the dense vegetation and natural colors draw lucid attention to the dreamlike landscape.

As I move past Morro Bay and continue north along U.S. Highway 1, it is like I enter a new world: a world where the spirits of the land and the sea abruptly converge, the giant cliffs stop the progress of the ocean, and where the water persistently undermines its adversary, slowly eating away the land bit by bit.

Once into Monterey, a stop at the Monterey Bay Aquarium allows the outsider to step beyond the volatile elements and encounter the nature within. Stepping below sea level, the visitor can experience the tranquility that exists below the tumultuous sea surface. As a person steps away from the turbulence, a world is opened and the true peacefulness is exposed.

The graceful glide of the shark shows his power and the flowing motion of the water is captured by the plant life wavering in the undersea currents. The aquarium brings closer a world only accessible to humans

by recent technological advancements.

With the end of the day approaching and the sun slowly dipping, shining its golden yellow rays onto the ocean, the beauty is deep and seems timeless. The sun continues dropping and sinks past the horizon, seeping lighter pinks into the sky and giving the jagged coastline a luminescent glow.

The beauty of Monterey's coast is no secret. On most view-

points, beaches are lined with cars of tourists and locals alike, watching the wind drive the waves into the rocky shore and the sunsets, the last of the day dipping into tomorrow.

Between Monterey Bay and Carmel are Pebble Beach and the famous 17-Mile Drive. The rel-

atively untouched coastline bordering the private development is home to all kinds of Monterey's sea life. The tide pools brim with starfish, sea anemones, crabs and all kinds of other animals. Visitors should look but not touch, and leave only what was there, making sure not to disturb the inhabitants or their fragile ecosystem.

It is like a game for the person who hops from rock to rock and peers into the pools, observing what might be found. Finding a path out to the farthest point from shore puts visitors past the breakers and onto what seems like an island. Looking to either side, the adventurer finds only the light shades of blue and green, broken intermittently by the

white caps of the waves. It seems as if the sea invites one to step off into the clear water, only to stop, knowing how deceptive it is and that under the serene surface hides a cold and unforgiving realm, home to those that have adapted to the harsh elements.

As I drive south past Carmel, back down U.S. Highway 1, the coastline offers a picture-perfect photo stop around every bend. Without even considering the winding road, it is hard for most drivers to keep from veering off course. The scene that is continually unfolding is enough to keep the sound of the lane markers bouncing as they pass under the wheels, the distracted driver attempting to concentrate on the task at hand.

The coast eventually winds its way into Big Sur, where the Redwoods have a home at Pfeiffer State Park. Full of hiking trails, picnic areas, waterfalls and mountain lions, the park enables visitor's to access the forest and parkland that could literally take years to explore. There are paths that go up, around and switch back all through the forest, aiding people in enjoying a unique part of the California coastline.

It is amazing to pass through such diversity in such a short period of time. California has more to offer than most people would believe. It is inspiring to step outside to a place many have forgotten even exists: a place of serenity, a place where the everyday drifts into the past. What unfolds at that moment is everything. Nothing can touch the feelings that come, unhindered into consciousness, igniting all the senses on a direct path to your heart.



Cypress Lookout is just one of the many beautiful views along 17-Mile Drive. (Pride Photo/James Newell)

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Ask the Psyche Fairy

Psyche Fairy Returns!
Send Questions to
psychefairy@hotmail.com

Dear Psyche fairy,

I am currently having a sexual relationship with a friend of mine, but that is all we are: friends. There is another person, also a good friend of mine, who I have a big crush on and would like to possibly start a relationship with. I wish to do so, of course, without hurting the person whom I'm currently with. Any advice?

--Ed

Dear Ed,

If you're really interested in this other person, the best thing you can do is to be up front and honest with the person you are with. If it is simply a physical thing, no feelings will be hurt, and you'll be free to go off and date

this other person. Just be careful in how you break off the relationship. You don't want to just say, "Well, that was fun, but I'm going to go date this other person now." That would be really, really bad.

I would suggest talking with your friend first and making sure there are no feelings or attachments that have grown on his or her part. Just because you feel nothing, doesn't mean the other person isn't emotionally involved. All you can really do is be honest and aware of everyone's feelings. So long as you make a sincere effort not to hurt anyone, then nothing bad shall come of this.

Sincerely,
The Psyche fairy

Letters to the Editors

Outraged with your Administration!

Dear Editors,

I have just read an article in your paper titled, "One Student's Journey through the Paper Trail," and I must tell you how truly outraged I am. What kind of school are you running? How dare you take away 3 years of this young man's life that he worked so hard for just because he put his education on hold to be by the side of his girlfriend, who had just been brutally raped and tried to commit suicide? You should be commending him for what he has done.

President Gonzalez, you are a poor excuse for a human being. How can you live with yourself? How can any of the administrators live with themselves for the trauma they have inflicted on this young man? You have shown all of us that, when it comes to choosing a university for our children, yours is truly not the right one, especially if we want our children to succeed.

I will do everything in my power to spread the word to as many high schools as possible, as I work for the school system. I feel that they need to know what CSUSM has, or should I say doesn't have, to offer them. Think about it!

--Paula Kubiak/Vista Resident

To Whom It May Concern:

First, my name is Philip Rush and I am an experienced individual in the affairs of the California State government. I have been employed by both the state and federal government working for a congressman and a state assembly member. But more than the above, I am also a senior here at CSUSM and understand what one must go through to deal with the bureaucracy that is CSUSM.

After viewing the article concerning Warren, I have wondered if he has contacted his state assembly member or state senator. Given that this institution is largely funded by the state and a portion by the federal government, the student should consider that the state assembly funds and oversees (thru the State Board of Education) the very existence of this institution and therefore has the power of administrative inquiry on the behalf of the constituent, namely Warren.

Understanding that the issue falls under the administrative realm and is NOT a legal issue, the state assembly member or senator may provide a crucial part in establishing mediation between the state, the institution, and the student. If there are any questions regarding the above, please do not hesitate to contact me. I hope this can shed some light for Warren.

Sincerely,
Philip Rush
rush006@csusm.edu

Finding Sources in the Library:
Is It Really Hard?

By ROLAND ARIAS JR.
Pride Staff Writer

Given the anticipation of the new library, there is a lot of criticism on the lack of resources in the current library. While I have heard many students and even some faculty tell me that the Cal State San Marcos Library does not adequately serve the needs of students because of its small space, the library provides sources to students in a variety of ways. Students just have to be willing dig a little to use them.

Since I do not have time to go to other libraries in San Diego County, the library on campus is my only choice for sources. At first when I found out that the book I was looking for was in the annex, I would try to find different sources that were already on the book stacks. Eventually however, I found that getting books and other sources in the annex are not hard to get at all and they usually come in the day after they are requested. Just recently, I had to go to the library to get a book from an obscure author. Not thinking that our small library would have the book I needed, I was astonished to find that it was in the library's annex. While it would have been nice to flip through the pages of the book before I checked it out, its reassuring to know that there are a wide variety of books readily assessable in our "small" library.

Most students are unaware of the abundant online sources to which they have access. The online journals available to CSUSM students are some of the most useful academic tools that I have utilized in my four years at the university. One online service I found particularly helpful is EBSCOhost. Since the database gives access to full text journals and scholarly sources, I frequently use EBSCOhost for finding sources for my papers. While there are other online services available to students though the library, EBSCOhost is one of the most useful.

The San Diego Circuit is another vital aspect of the library. The resources available on the circuit give students can access numerous sources in other libraries including SDSU, UCSD, and USD. The materials can be picked up the next day if ordered early enough. Since orders placed on the circuit before 10 am can be picked up after 3pm, getting books from other universities is very convenient.

Granted, the San Diego State Library and the UCSD library will have readily accessible materials that the Cal State San Marcos library will not, but as the university grows, so to will the university's educational resources. For those of you who have a hard time finding sources in the library, the sources are there, you just need to know where to find them.

School Vouchers the Only Option

By AMY BOLASKI
Pride Copy Editor

"Why should poor children be consigned to chronically poor schools that consistently fail to prepare them to attend college, much less get a good-paying job? ... Millions are casualties of dysfunctional schools."

Why indeed? The *San Diego Union Tribune* addressed the issue in a recent editorial (which I've taken the liberty of quoting) encouraging readers to examine the "eminently defensible" school voucher proposal with open eyes. We need to recognize that parents deserve a voice, and an actual choice, when it comes to their children's education.

President Bush's plan would grant parents of children who attend "sub-par" schools for three consecutive years a \$1,500 federal voucher to help subsidize the cost of private education. The Bush plan is a moderate, flexible one, and while Bush says he's "willing to listen" to other approaches, he maintains that "Children and parents who have had only bad choices need better choices."

Our youth are worthy of the best shot we can give them – and the public school system too often fails in this endeavor. Legislators have long promised to implement various programs and have concocted various solutions to fix our schools, and we're still waiting. Our test scores are still low, children aren't learning

fundamental skills they need to succeed in college-level coursework and many of them are simply falling through the cracks. While the voucher system isn't going to revolutionize or "fix" our schools, it's a step in the right direction.

Democratic lawmakers and the California Teacher's Association, as well as other unions are vehemently opposing vouchers – the plan calls for accountability. And since the public system can't step up to the plate, the state and the teachers' unions will lose money if the legislation passes. U.S. Education Secretary Rob Paige called opposition to the voucher system an "attempt to protect an already dead monopoly." And it is.

We voted against Proposition 38 in November, which would have given parents a \$4,000 annual voucher. The California Teacher's Association raised more than \$26 million in an effort to keep the proposition from passing, and they were successful – depending on how success is measured. If continuing to dump taxpayer's money into a system that repeatedly fails its students, and then making half-hearted and vague promises to use that money to benefit our schools is success, then so be it. Where are the results? We could have used that \$26 million for vouchers rather than wasting it on advertisements urging the public to pretend away the problem.

Yes, the public school sys-

tem and the teachers' unions will lose money. There are decent school districts, some fine public schools, and wonderful teachers out there. But the sytem as a whole reeks of bureaucratic incompetence, and we need to roll the dice on this. The voucher system may have flaws; it may fail. But if you don't gamble, you won't ever win. Our children's education is too big a gamble to keep playing it safe.

If you find yourself diametrically opposed to the idea of vouchers, keep in mind that money comes out of your pockets. How deep are they? Parents of those children who are already enrolled in private institutions still have to pay taxes on federally funded education. You won't see the teachers' unions or the legislators mentioning this, because it then becomes apparent that those parents are being hit with a double-whammy while everyone else sits back; their pockets full, while we continue to grant diplomas to students with fourth-grade reading skills.

Let's support a system that will force our public schools to shape up or ship out – on Bush's plan they have three years to take what's wrong and make it better before losing money on each student that makes the switch to a private school. Until we have the option of sending kids to public institutions that aren't decaying, decentered and demoralized, it's the only option.

Why We Celebrate the Memory of Cesar Chavez

STEVE COMPIAN

Literature and Writing Major

Tom Chambers' question, "Why celebrate [Cesar] Chavez and not President's Day" was so comical that several ironies raised by the opinion piece might have been overlooked. Chambers' comparison of Chavez to the late Teamster boss Jimmy Hoffa was hilarious, and his "Washington fathered our freedom/Lincoln freed the slaves" observation would make any sixth-grade teacher proud. While Chambers states "all he did was start a union," historians remember the man in a different light—as a civil rights leader.

Although attending more than thirty schools and working part-time in the fields, Chavez completed school through the eighth grade (a rare accomplishment for a farm laborer). Chavez served in the Navy during World War II, and after the war, he returned to the fields because the sign, "Whites Only" did not just

discriminate against blacks.

In 1965, Chavez organized a five-year boycott by grape pickers, who were bargaining for lofty perks like bathrooms, running water, and electricity for overcrowded quarters. Following the principles of Gandhi and Martin Luther King, Chavez engaged in a 25-day fast to reaffirm his pledge of peaceful resistance. Although jailed repeatedly and called a communist by the FBI, Chavez forged a national coalition of unions, church groups, students, and consumers who joined his cause, and by 1970, millions took part in a nation wide boycott of grapes and lettuce. The late Robert F. Kennedy called Chavez "one of the most heroic figures of our times."

In 1973, Chavez called for a worldwide grape boycott that prompted the State of California to pass the Agricultural Labor

Relations Act. By 1980, thousands of farm workers were getting higher pay, health coverage and pension benefits. In 1984, Chavez conducted a 36-day "Fast for life" to protest the pesticide poisoning of grapes. When Chavez died April 23,

"Our language is a reflection of ourselves. A language is an exact reflection of the character and growth of its speakers."

--Cesar Chavez

1993, Cardinal Roger Mahoney celebrated the funeral mass calling Chavez "a special prophet for the world's farm workers."

It is ironic that Chambers mentioned the little bronze statue placed at the top of a walkway. It hardly compares to the Washington Monument or the Lincoln Memorial. Another irony is that Washington's and

Lincoln's birthdays were separate holidays, but President Richard Nixon, prompted by Congress, combined the two birthdays into one national holiday in 1971 -- to simplify the calendar year and give federal employees a three day weekend. The color of the people responsible for establishing the new holiday was white.

Chavez never preferred the title "labor leader" and conveyed the higher purpose for organizing the union in the following quote: "The strike and the boycott, they have cost us much. What they have not paid us in wages, better working conditions, and new contracts, they have paid us in self-respect and human dignity."

Cesar Chavez's work in civil rights has been recognized well outside the California border. Chavez has been recognized in cities like Boston, Chicago, Cincinnati, Denver,

Detroit, and Kansas City. Also, the following states have acknowledged his efforts with resolutions: Colorado, Illinois, Indiana, Massachusetts, Minnesota, Montana, Nevada, New York, Ohio, Oregon, Pennsylvania, and Texas.

I should mention one final irony about Cesar Chavez. As head of one the largest labor unions in the country, Cesar Chavez never made more than \$5,000 a year. Pictures of Washington and Lincoln probably dominated his billfold.

World leaders, state legislatures, and historians remember Cesar Chavez as a civil rights leader. Only Tom Chambers sees Chavez's accomplishments as being "common." Chavez himself addresses Chambers' concern with the following quote: "Preservation of one's own culture does not require contempt or disrespect for another culture." Apparently, Mr. Chambers is in the minority.

Getting the Facts Straight



ISABEL R. SOLIZ

CSUSM Graduate Student

At a university whose mission statement includes statements such as, "The University offers cultural enrichment in an intellectually stimulating environment and acts as a focus for community social activities," I am appalled that Mr. Tom Chambers can make such ignorant statements about Cesar Chavez' worthiness of CSUSM scheduling activities and a day to honor him. Recognizing Mr. Chamber's ignorance, I'd like to set some facts straight, as recorded in history.

First, Cesar Chavez, though not educated or having a doctorate degree, upheld the ideals set forth by George Washington and Abraham Lincoln, even though they did not practice what they preached. In fact, they lived in contradiction to their ideals. For example, you claim that Washington gave "us" freedom, yet he owned slaves. And Lincoln, though regarded as the great emancipator, who gave the slaves their freedom, is also known among historians as having taken the issue against slavery for political reasons. When questioned about the Civil War by Horace Greeley, editor of the New York Tribune, Lincoln is

quoted saying, "My paramount object in this struggle is to save the union, and not either to save or destroy slavery. If I could save the Union without freeing any slaves, I would do it; if I could save it by freeing all the slaves, I would do it, and if I could do it by freeing some and leaving others alone, I would do that." (Chronicle of America). My point is this: Cesar Chavez upheld the very ideals Washington and Lincoln are known for, without any political aspirations.

You state that Chavez' efforts "shrink in the shadows of King." Actually, it is the other way around. Chavez' efforts to bring attention to the injustices being made against Americans began before Dr. King's, but the crusaders just happened to be farm workers. Chavez efforts began before Rosa Parks' bus incident. Chavez began in 1944 (as compared to King's efforts in 1955) when he challenged the segregated theater system by refusing to sit in the section for Mexicans and sitting in the "whites only" section. For this he was arrested.

His cause sharpened while he served in the U.S. Navy, as he discovered that Americans of other nationalities also suffered discrimination. His proactive work against injustices con-

tinued in 1948 when he joined the National Farm Labor Union (NFLU). He began fighting federal officials in 1958 on behalf of the Community Service Organization (CSO), the forerunner of the United Farm Workers, when he was sent to confront the bracero program, which was used by the growers, in league with state and federal officials, to depress wages and exploit the farm laborers.

Later that year he documented abuses by the Farm Placement Service, organized a boycott of local merchants to protest their support of the system, organized sit-down strikes in the fields to challenge the hiring of braceros, and marched to protest the lack of jobs for local residents. In 1965, he took a stand against the Labor Department

when they sided with the growers to continue bringing braceros from Mexico, paying them \$1.40 per hour while Filipinos earned \$1.25

and Mexican-Americans earned \$1.10. In that year, Chavez and the farm workers became part of the "The Movement", a catch-all phrase describing those sharing a commitment to end the injustices of racism, the war in Vietnam, the sufferings of the poor, and the degradation of farm workers.

So you see, it was not just about starting a union. In 1968, while fasting to put a stop to nascent violence among picketers, Chavez gained the support of Dr. King and Senator Robert Kennedy. Soon after, farm workers began to have health problems due to pesticides being sprayed while workers were picking crops. I know because I was there.

In 1969, while pesticide hearings began, British dockworkers refused to unload California grapes and an International Grape Boycott Day was declared

on May 10th. Meanwhile, in the U.S., nationwide grape boycotts continued. Shipment of California table grapes was practically halted to the cities of Boston, New York, Philadelphia, Chicago, Detroit, Montreal and Toronto. That year, Chavez and union leaders picketed the Food and Drug

Administration to protest pesticide hazards. His efforts to fight the injustices for

the most downtrodden people continued until his death in 1993.

If you want to compare Chavez to Dr. King, Chavez began his efforts to uphold freedom and equality nine years before Dr. King. Furthermore, Chavez' approach was all "hands on" while King became involved after Rosa Parks took a stand and the sit-ins in Birmingham, Alabama took place. Though Dr. King's honorable efforts are not to be minimized, as he did hold a doctorate, and won recognition with the Nobel Peace Prize and Time Magazine's Man of the Year awards, both in 1964. Cesar Chavez was recognized by Robert F. Kennedy as "one of the heroic figures of our time." In 1994 he was posthumously awarded the Presidential Medal of Freedom, the United States' highest civilian honor, by President Clinton.

Mr. Chambers, if we are to use a bar to measure greatness, Chavez' efforts for human and civil rights began long before King's, yet he did not win any recognition. Was it because of his ethnicity? He certainly didn't work for political reasons. The difference is that one had a doctorate and one was a poor farm worker, a humble U.S. citizen of Mexican decent, a WWII veteran and a patriot who upheld the ideals set forth by Washington and Lincoln. If that "cheapens" the greatness of past leaders, I question your motives. If you have a problem with Cal State schools because they did not recognize President's Day, then take it up with them.

In the meantime, get your historical facts straight and have a "Cesar" salad on me.



Pictures, like the one at top of article, were placed on a wall at CSUSM to remember Cesar Chavez. (Pride Photos/Melanie Addington)

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

Letters should be submitted via electronic mail to *The Pride* electronic mail account, rather than the individual editors. Deadline For submissions is noon the Wednesday prior to publication. Letters to the editors should include an address, telephone number, e-mail and identification. Letters may be edited for grammar and length. Author's name may be withheld upon request at the discretion of the editors. Letters containing profanity or hate speech will not be printed anonymously but will include the authors full name. Editors reserve the right not to publish letters.

On Campus Events

Tuesday, April 10
Grammar and Punctuation
Time: 12-1 p.m.
Location: ACD 420
Learn the basics of grammar and punctuation.

Wednesday, April 11
Achtung! The German Table
Time: 12:30-1:15 p.m.
Location: The Dome
If you would like to practice your German, meet some other people interested in the German culture or some native "Krauts," please join us and bring your lunch. For more info. contact Astrid Ronke: aronke@csusm.edu.

Ready, Set, Register!
Time: 1-2 p.m.
Location: Craven 4201
Are you ready for fall 2001 registration? Come and learn tips on how to register.

Monday, April 16
Writing a Research Paper: Pt I
Time: 12:30-1:30 p.m.
Location: ACD 420
Take your research project questions to this workshop .

Wednesday, April 18
M.E.Ch.A Presents César Chávez Day of Learning
Location: Dome Plaza

The César Chávez celebration will continue with a Day of Learning with poetry, music and dance. The clubs will be collecting food, clothing (especially for adult men) and medicine that will be taken to farm workers around the county.

Job Hunting at a Job Fair
Time: 3-4 p.m.
Location: Craven 4201
Learn how to use your time effectively at a job fair.

Respecting Diversity
Time: 3-4 p.m.
Location: Commons 206
Learn how to respect diversity on a college campus. Presented by CAPS.

Want to Play Chess?
Time: 3:30-4:30 p.m.
Location: SMACC 106
Learn the tricks of chess from an ASPIRE student.

Saturday, April 28
Environmental Club Beach Clean-up
Time: 9 a.m.
Location: Ponto Beach South Carlsbad
This event is to provide awareness of environmental issues and to encourage respect for the coastal ecosystem through conscientious activism. A drawing will take place in

which the winners will receive prizes donated from local businesses.

Club Meetings

Tuesday, April 10
Circle K International Meeting
Time: 3:30pm
Location: Commons 207

College Republicans Meeting
Time: 4:30-5:30 p.m.
Location: ACD 111

Friday, April 13
FEC Meeting
Time: 12-1 p.m.
Location: ACD 407

Important Dates for Summer Registration
April 9: Schedule available

April 9-20: First registration for all summer classes via SMART for current students (pay by May 2).

May 29-June 15: Second registration for all summer classes via SMART for matriculated students and open-university (non-matriculated) students (pay within seven calendar days).

Classifieds

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Thinking about summer classes?

The change to Year 'Round Operations may affect your plans.

Get the very latest on summer session 2001 at
a special update session for students.

Wednesday, April 11
3:30-4:30 p.m.
Commons 206

Sponsored by
The Cal State San Marcos
Year 'Round Operations Committee
Pat Worden and Beverlee Anderson, co-chairs
www.csusm.edu/yro

