

THE PRIDE

The Student Newspaper for California State University, San Marcos

Volume IV, Number 11

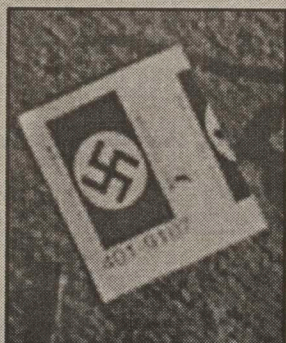
Thursday, March 27, 1997

This Week



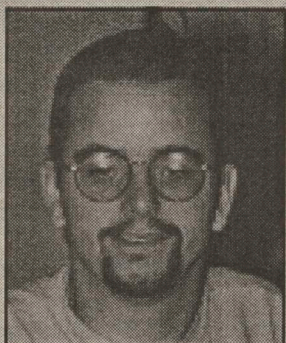
Jedi brings in trilogy's finale

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More racist flyers found across campus

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Disabled facilities are good, but could be better

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University honors Cesar Chavez

Statue, week-long festival to commemorate labor leader

By Irene Warner
Pride Staff Writer

Cesar Chavez, the renowned labor leader, dedicated his life and health to honor his dream of social justice.

Now Cal State San Marcos will dedicate a statue in his honor. After his death in 1993, students and faculty at CSUSM began a signature campaign to recognize and honor Chavez by renaming the Academic Hall in his honor. San Francisco State University's request to rename its student union building in Chavez's honor was granted first. The California State University system prevents two campuses from

naming a building after the same person.

The signature campaign was revived at Cal State San Marcos to dedicate another part of the campus to commemorate Chavez's contributions to national and state life.

After a competition, two local artists — T.J. Dixon and James Nelson — were selected and commissioned to design and create a bronze statue of Chavez. The statue will be unveiled and dedicated on March 31, 1997 from 11 a.m. to 1:30 p.m. Local dignitaries, university officials, and members of Chavez's family will be in attendance.

A week-long festival of celebratory events has been planned beginning March 31 and ending April 4. The winner of a po-

etry and essay contest will read his work during the dedication. Chavez's single-minded dedication to transform the lives of California's migrant agricultural workers touched the hearts and minds of the nation as well as those of his home state, California.

At the age of 10, a bank foreclosed on his family's farm, and his life as migrant farm worker began. When he reached the eighth grade, he had to leave school to help support his family. From 1945 to 1948, he served in the U.S. Navy in the Pacific.

In 1952, he began his work as a human rights crusader for social justice in the only

See Statue, pg. 7

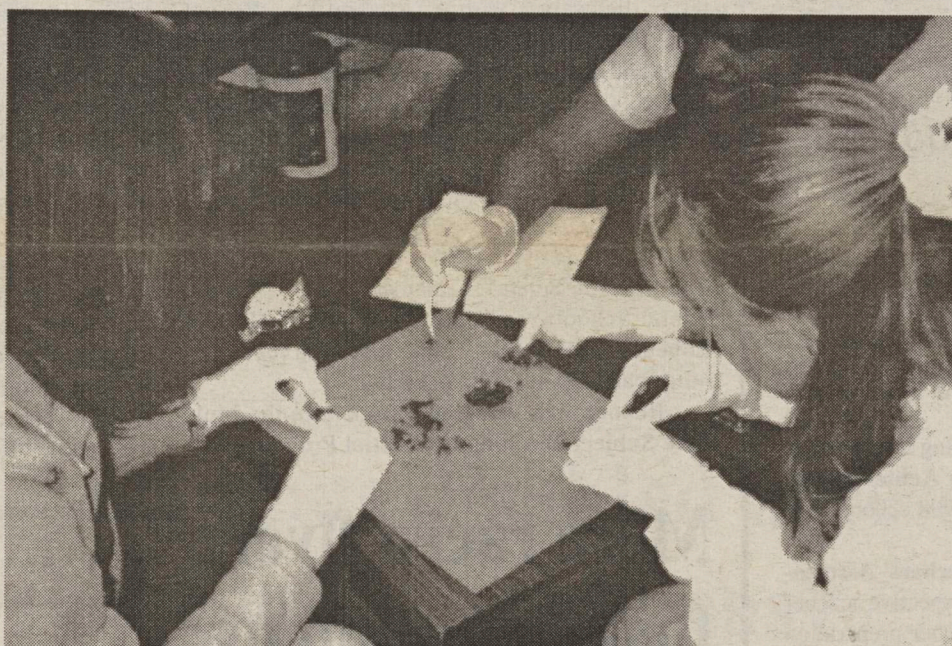


Photo courtesy of Lisa VanVeen

Students in the teaching credential program learn a hands-on way of teaching science to

See related story, pg 2

Pay per print delayed until next semester

By Chrissy Wright
Pride Staff Writer

The warnings posted all over the library have become a hollow threat — at least for this semester.

Campus library and computer lab pay per print was supposed to have kicked in following Spring break. Instead, students will be given another break. The plan will be in place next semester.

The new policy will require that any person who uses a computer and then needs to

See Print, pg. 2

Campus to get first yearbook

By Tina Leary
Pride Staff Writer

Mark Heinle, CSUSM student and owner of J&M Photography, will produce a campus yearbook in the Spring of '98, with the help of Associated Students.

When Heinle realized the university had no yearbook, he took it upon himself to offer his experience, expertise and funds.

If all goes well, seniors will appear in color and all others in black and white. Freshman through graduate students will be included in the yearbook.

Students will have a choice whether or not they appear in the yearbook. Letters will be sent out the first or second week of May concerning dates of picture taking. Seniors will be photographed sometime this summer. Freshman, sophomores, and juniors will soon fol-

See Yearbook, pg. 2

Responding to cloning

By Suzanne Chitwood
Pride Staff Writer

Cloning, once only an imaginative fairy tale, is now a shocking reality. So what happens when humans gain the power to clone other humans?

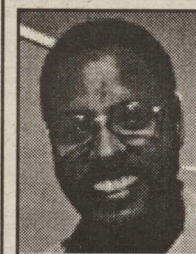
On Feb. 23, Ian Wilmut, a Scottish scientist, announced his successful cloning of a Finn Dorset sheep.

Once the news about the cloning of a monkey became public, President Clinton addressed the nation on television, stating that the government would not fund further research on human cloning.

The question now: Can we keep the human-cloning genie in the bottle? Some CSUSM professors don't believe that the United States government can resist the temptation to experiment.

From the English Department, Pro-

Pride staff writer Pamela Sivula asked students and staff around campus for their opinion on the ethics of cloning. Here are some of the responses.



"I think cloning should be allowed. I would love to be cloned, especially if I would live forever — or if my clone would live forever. Cloning shouldn't be regulated [by the government]. I would want to be cloned at my best times, get rid of me, and keep the clone. I am not aware of how much it would cost to be cloned. But if there is any advantage, you have to make it available to everybody, regardless of what their economic status is."

Gezai Berhane
Staff, Student Activities

See Clone, pg. 7

WHAT'S NEWS

A.S. elections delayed

Associated Students election have been set back until April 21 and 22. A candidate forum is set for 1 to 2 pm on April 8 and 9 in front of the Dome Plaza.

Student Union needs students

Three students are needed to help develop governing policies for the Student Union. Board meetings are every two weeks. Call Gina Forsyth 591-9572.

Summer class catalogues

Summer session catalogs are available in the Office of Extended Studies located in the south wing of the Foundation Classroom Building. The Office is open Monday through Friday, from 8:30 - 5:30.

Sessions run from the following dates: session one, June 2 to July 2; session two, June 9 August 1; and session three, July 7 to August 8.

Priority registration for CSUSM students is April 21-25. Priority mail-in registration: April 28 - May 2. Walk-in registration is May 5 - 9. Walk-in registration continues until the first day of the session in which the class is held. There is no add/drop period in Summer Session.

Call 750-4038, or e-mail: jubran@mailhost1.csusm.edu for information. Materials can be downloaded from the Extended Studies website at http://www.csusm.edu/Extended_Studies.

Magazine taking submissions

LTWR 315 D is taking submissions for a magazine the class is designing. Deadline is 11:30 p.m. April 4. Place submissions in The Pride's mailbox in the Student Activities Office, COM 203. For guidelines, contact Professor Dan McLeod, 750-4084.

Apply for scholarships

Applications are due April 2 for the following scholarships. **CSU Trustee Award for Outstanding Achievement:** Three awards of \$2,500 each for the 1997-1998 school year. For full time students.

Laura E. Settle California Retired Teachers' Association Scholarship. One \$1,500 award to prospective teacher enrolled here in the Fall as a senior in a teacher preparation program, in the credential program or in a masters program. Applicants must be U.S. citizens. Preference goes to students with at least a 2.8 cumulative GPA. Three letters of recommendation required.

AAUW Rancho Bernardo Branch Scholarship. Up to three \$800 scholarships to undergraduate women who will be attending CSUSM in the Fall at the junior or senior level. A 2.8 cumulative GPA and three letters of recommendation needed.

Carolyn R. Mohoney Endowed Mathematics Scholarship. A \$500 scholarship to a mathematics major enrolled in the Fall with cumulative GPA of 3.0 or greater. Financial need is taken in to account.

North County Women in Networking Scholarship. A \$200 scholarship to a CSUSM woman business major enrolled full time in the Fall.

Positions open in A.S.

The Associated Students are looking for a secretary and a student assistant to help with office work. Call the A.S. office, 750-4990, for more information.

Correction:

Staff writer Sarah Harris' name was mistakenly left off her story in the 2/27 issue of The Pride. The story, which was titled 'Forget the tests, homework while picnicking at Orfila Vineyards,' ran on page 7 and appeared with staff writer Suzanne Chitwood's bi-line. We apologize for the mistake.

Students in credential program learn to teach science hands-on

By Pamela Sivula

Pride Staff Writer

What does searching the grass for red and green toothpicks have to do with science?

Students in the teaching credential program are designing activities that involve elementary school students with science and familiarize themselves with materials before they discover how those objects relate to scientific concepts.

The activity allows students to be active first, to do something hands-on, without first having to be passive and listen to the teacher explain concepts.

After discovering on their own that the red toothpicks are easier to find, elementary school students learn about camouflage in nature. Credential candidates in the Science Education in the Elementary School course design such activities to get elementary-school students involved in science and develop a curiosity about scientific concepts.

"The children are given the hands-on material first so that they can play with it and familiarize themselves with it," student Lisa Bennet explained. "After they have a while to experiment and discover it for themselves, the teacher then tells them what it is they are doing, and why they are doing it."

In this process, or learning cycle, elementary-school children build a knowledge of the materials before the concepts are explained.

"Learning cycle modes of instruction are in line with the Science Framework for California Public Schools, and with the National Science Education Standards," said Lisa VanVeen, another participant in the program.

Bennet, like VanVeen a student in the Multiple Subject Teaching Credential Program, em-

ployed this learning cycle in an activity she created and presented to fellow students.

Centering on digestion, the experiment involved owl pellets, hard and fuzzy objects about the size of a silver dollar or a large prune which are oblong in shape. The owl pellet is the indigestible an owl casts up in the same way a cat coughs up a hair ball.

"I first gave them the owl pellet and didn't tell them anything about it," Bennet said. "I let them explore it for a while, feel it, unwrap it, and take it apart." After the students familiarized themselves with the owl pellet and had sorted through the fur and other indigestible material of the pellet, which included the bones and teeth of small animals the owl had eaten, Bennet guided a discussion about digestion.

Another do-first activity created by the program participants were "Float Your Boat," in which elementary school students would create boats from aluminum foil and float them in bowls of water to test buoyancy and to see which design would carry more pennies without sinking.

One other experiment had participants picking up simulated bird food, such as rubber bands instead of worms, with simulated beaks, such as clothespins and scissors. Students then charted which type of simulated beaks picked up which type of simulated food better.

Bennet admitted that the preparation for such an activity takes longer than one which does not involve hand-on participation from the elementary students.

"Instead of preparing just for yourself," she said, "you are preparing activity centers, mini experiments for students to do in the class."

She said the extra time is worth the added benefits. The students remember the activity and the lesson. "It sticks better," she said.

More racist flyers found on campus

By Larry Uleman

Pride Staff Writer

One March 21, quarter-sized, rectangular flyers were found on the fourth floor of Craven Hall. Ever since, they've shown up just about everywhere on campus, predominantly in the student parking lots.

The flyers contain Swastikas, the words "White Revolution. Smash The System" and the same phone number printed on the leaflets distributed on roughly 300 car windshields Feb. 6.

Campus police believe them to be connected to previous racial incidents on campus.

No-one was seen distributing the flyers. As such, campus police have nothing to go on.

"There is not much we can do," said Arnold Trujillo, CSUSM police chief. "Numerous flyers have been turned in and a report has been taken."

Print

from p. 1

print out the finished product will pay for it. This includes printing out information off of the research computers in the library.

The program works just like making copies. A 15-cent fee will be charged for each page printed.

Pre-paid copy cards will be available for purchase at reduced rates. When first purchasing a card in ACD 202 or the library, a 50-cent charge will be added. After this initial fee, a student is simply pre-paying for copies. Using the cards can take the copy charge down to as low as eight cents per copy.

The library will provide each student with a promotional card starting Monday, March 31. Students must pay the 50-cent charge when picking up the card, but each will have \$1 worth of free copies.

Equipment is already being installed at all public printers, but this service remains free through the end of the semester. Starting in the fall, students who use these services will either have to carry around a lot of spare change or take advantage of the prepaid cards.

Yearbook

from p. 1

low.

Clubs will have a group shot included in the yearbook free of charge. Any additional club or activity shots must be discussed with Heinle personally.

ally sometime next fall.

Heinle asks that each student fill out the survey found in the Office of Student Activities, Commons 203. A portion of the proceeds will go back to the students via Associated Students.

Heinle is currently looking to create a yearbook staff. Contact him through e-mail (heinl001@mailhost1.csusm.edu) or at 598-4790.

Gum shoe patrol lists findings

There's No Beer In Heaven
And Other Annoying News
Val Knox

I have been advised that CSUSM's newly-formed chapter of the Gum Shoe Patrol has a sticky issue they'd like to discuss with certain people on campus regarding gum etiquette.

As way of an introduction, you should know that these patrol members share a common gummy bond. They are students and faculty who have been stuck on campus, not due to a transportation problem, but because they have stepped on a wad of discarded chewing gum, leaving them hopelessly glued on a stair or sidewalk.

After studying gum littered areas such as Craven Hall's stairs and the area in front of the men's and women's restrooms on the first floor of the ACD building, the patrol's finding suggests that most gum chewers tend to be social in nature, as evidenced by the many wads of colors discarded in the same vicinity. It is for this reason that some of the victims have been attacked by more than one wad at a time.

For victims of multiple attacks, you can hear their mournful wailing echoing from the walls of Craven Hall as they struggle to unglue their shoe. Or you may notice people emerging from Craven Hall, wearing only one shoe, clipping and clapping along, eyes focused on the ground as they try to avoid any more of the fresh, juicy pink, gray or black blobs indiscriminately displayed on the concrete. Observe carefully and you might see the gummed shoe held in the owner's hand displaying the same ugly art.

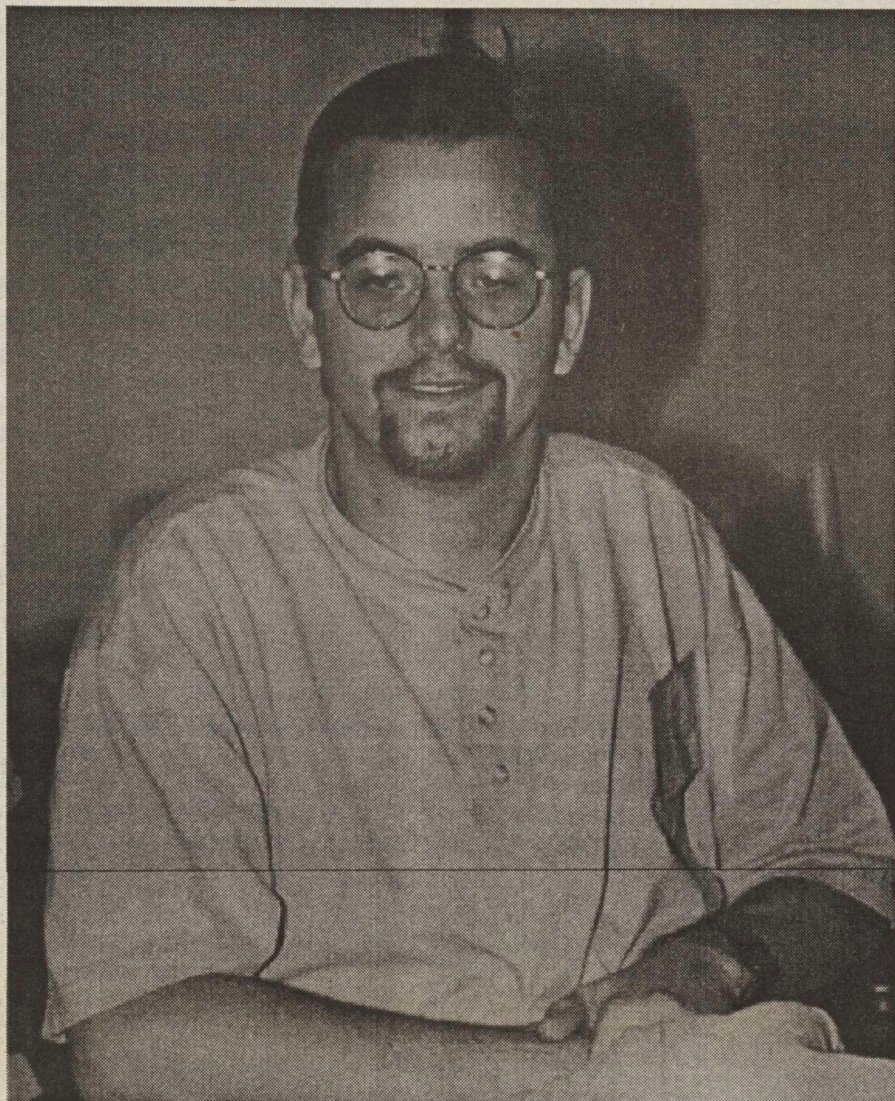
It's tacky—people sticking to the ground, especially since two custodians devote almost 15 percent of their work day scraping gum remains, sweeping up cigarette butts, and wiping up coffee and soda spills. CSUSM also hires eight students from Sierra Vista School to help keep our campus as clean as possible. Supervisors need to cruise the campus searching for victims and wad zones. You can almost feel their frustration because it's a never-ending process.

While students and faculty enjoy semester breaks, the Facilities Department breaks out the high pressure water equipment and power washes the offending areas as best they can. It's not a commercial—gum and stains don't all magically disappear—and scraping off old, soggy gum is yucky.

The Gum Shoe Patrol participants acknowledge that not all gum chewers dispose of their gum improperly. For some, all it takes is a reminder that the large, green containers dotting CSUSM sidewalks are for trash—including gum.

Sometimes people just need to realize that they are guests on CSUSM's campus and that they have a responsibility to the school, community and taxpayers to be good citizens. Be responsible and pick up after yourself. After all, it is your school, be proud of it.

Accommodating disabled students



Getting to the library is one struggle Jason Hinkle confronts on campus. While CSUSM is up to par with the Americans With Disabilities Act's standards, Disabled Student services Director John Segoria says that the university falls short of easy access.

Campus disabled access is good, but not easy

By Vivien Parry
Pride Staff Writer

Getting to the campus library from anywhere on campus can be a nightmare for Jason Hinkle, one of 125 disabled students on campus.

Hinkle suffers from ataxia, a genetic disorder that gradually robs the body of its mobility. Some days he can get around with just a walker. Other days his legs and arms will not cooperate with his brain, and he has to rely on a wheelchair.

CSUSM is the first university in California to open after the Americans With Disabilities Act passed. The plans for campus were carefully scrutinized by John Segoria, the coordinator for Disabled Student Services.

Segoria admits that although the campus approved the requirements to accommodate disabled students, it falls short of easy access.

He requested that the heavy fire doors have automatic openers, something not required by law. An extra \$60,000 was spent on automatic doors as a result.

Hinkle and other disabled students interviewed recently applauded the openers. They just wish they worked more often.

One female student deplored the disabled bathroom access. Although at least one stall per bathroom is designated as disabled access,

many of them are not "disabled friendly." Craven Hall's bathrooms seem adequate to the disabled students. However, Academic Hall's bathrooms did not. In three bathrooms, the hygienic seat tissue was situated at the door of the stall, 5 feet from the toilet. The same stalls did not have trash receptacles.

The library is not easy to access for any student. However, the campus is built on the side of a hill. Fire regulations and security aspects also have to be taken into account.

Elevators are a problem because there are so few of them, the students said. If one breaks down, a disabled student is out of luck.

Disabled Services was said to be very helpful by many of the students. They conceded that the school was doing its best. Money for any facilities has to be budgeted, but many felt that education in their needs was essential.

Some staff members and other students often not only ignore their disability but also ignore the student, many said.

For example, some teachers spring pop quizzes — a real problem if someone has sight, hearing or reading impairment. Disabled access tables are often placed directly under the video equipment, behind the teacher in a corner, or blocked by overcrowded desks.

Access ramps are sometimes blocked by maintenance trucks, benches or tables in Founders Plaza.

Invisible disability: learning disorder

By Gail Butler
Pride Staff Writer

The University provides support to 25 to 30 students certified with various learning disabilities (LD), according to John Segoria, director of Disabled Student Services.

Unlike the physically handicapping conditions, LD is not visible, even to the effected person. Most of the students are served by Disabled Student Services.

"The problem is getting Freshmen to come in," said Segoria. His office attempts to reach incoming students through various media including the Student Affairs Council, the Educational Opportunities Program and letters included in the campus orientation package.

According to a pamphlet on the subject from the National Institute of Mental Health (NIMH), students with LD often hear statements like "you seem so intelligent" and "you don't look handicapped." Such statements typify pervasive attitudes that make getting help for "hidden handicaps" so difficult. LD leaves no disfigurement. As such, it invites little understanding and few offers of support.

The Individuals With Disabilities Education Act of 1990 (IDEA) assures a public education to school-aged children with diagnosed LD. Publicly-funded colleges and universities must also remove barriers to disabled students by law, according to NIMH. Tape recorders, books on tape, priority registration, extended test-taking time, access to computers and numerous other accommodations are provided to students here, based on their need, said Segoria.

All who receive services be screened and qualify under CSU criteria. Disabled Student Services encounters the occasional student who will attempt to fake the disability. Some parents have made false claims that their child has LD in order to get the child more time on the SAT, in the past.

Dr. Kara Koner does all of the testing here. Since joining DSS in November of 1996, she has put about 30 students through screening. Interviews, questionnaires and upwards of 3 hours of various psychological evaluations are done on each student claiming a learning disability. Disabled Student Services keeps an active file of about 100 students who receive services.

"It takes about one month to complete the evaluation and if needed, to set up accommodations," she said. "Even if the student does not qualify, they receive very valuable information."

"(A learning Disorder) is not a lack of intelligence," she said. "It's the way you are wired." LD involves the way that your brain processes information, she said. The public often confuses LD with mental-neurological impairment — an error both Segoria and Koner were quick to correct.

Dr. Ulanoff, faculty member in the College of Education, taught one student with LD. The student used books on tape, as he had difficulty processing written text. She did very well.

See LD, pg. 8

THE PRIDE

Serving Cal State San Marcos since 1993

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E-mail us with your letters and suggestions to:

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Eventfull semester continues

Tony Barton

Last semester was a wild ride for this campus. And though many of us here may have expected a downhill slide to normality this semester, we have yet to be delivered such.

I for one was ready for a semester of recovery from the blatant racist stuff.

But the Fall's drama spilled over into this semester with racist leaflets strewn across the parking lot during the audit from the Chancellor's office, which was designed specifically to measure the university's effectiveness in dealing with such things. It was a prefect opportunity for the administration to show its grit, with eyes from Long Beach alongside.

More graffiti and swastika printed flyers have shown up here and there since then. I wonder if many even take the time to notice anymore.

While such blatant acts should not be ignored, it is time that the campus began focusing on other topics.

A large bronze statue of Cesar Chavez will be presented next week in its permanent standing ground atop the stairs from the new student parking lot. A week-long celebration will accompany its dedication

— perhaps the campus can rejoice in what it has achieved for a little while. While racist events of the past few months may have tarnished Cal State San Marcos' image, such an event demonstrates this campus-community's solidarity.

Associated Students Inc. elections, coming off a horrid voter and candidate turnout from last year, are set for April 21 and 22. The Pride will be interviewing candidates and detailing a fee increase that will be on the ballot.

The students' interest in improving this campus will be evident one election day.

Free dialup internet access may soon be a thing of the past. Proposals have already been made to begin charging students for use, while further limiting access. Such things may be necessary to deal with an increasing student population.

And an increased student population makes classrooms all the plumper.

It is time that this campus puts the past months behind us. Remember what has happened and focus on this campus' future.

U.S.about to enter harsh strait

David Johnson

The world has become a very strange place. Call it hyper-reality, postmodern, eclectic, pre-bi-millennia dementia, or just plain weird, but we seem to be lost—cast adrift by the forces that be.

After the Trojan War, the goddess Athena became angry with the Greeks because of the ill-treatment they had accorded the Trojan princess Cassandra at the end of the war. As a result, all of the victors had difficulties in returning to their homes in Greece.

However, Odysseus, king of Ithaca, and who actually suggested the stratagem of the Trojan Horse, encountered the greatest obstacles as relayed in Homer's Odyssey.

Maybe it's just me, but Odysseus' misadventures are frighteningly similar to our own. Since World War II, we as a nation seem to be wandering—lost in a semi-magical land that is incapable of affording us any real sanctuary. We have conquered evil, and now it looks as if we have set out to conquer ourselves.

Like Odysseus and his crew, we're constantly challenged with riddles and afflictions. As if by the sorceress Circe, our desire for wealth and power have turned us into lions, wolves, and swine. And, our disregard and abandonment of our indelible past have opened our ears to the melody of the Sirens and we have become shipwrecked in the land of the Lotus-eaters.

The difference between us and Odysseus is that he at last knew where he wanted to be. We do not. For we lack any sense of direction, and unfortunately, that may be our downfall.

I believe that we as a nation are about to enter a narrow passage in history, and we can be sure it will be guarded by creatures much more fierce than Scylla and Charybdis.

For the peril of entering this strait lies not in our ability to conquer a mighty beast, but our own fears and misgivings about what it means to be a human being.

After ten years of war, and ten years of wandering, Odysseus finally made it home—all it cost him was his crew, his friends, his family, and a lifetime.

LETTERS TO THE EDITOR

5

The Pride, Thursday, March 27, 1997

Group needs to drop the Aryan

I am writing this letter in response to one published in 2/27 issue by the president and vice president of the Aryan Student Union. In it, they expressed concern that: "While non-Aryan persons have been allowed to show pride and solidarity on issues affecting their race and culture, we are excluded from all forms of expression on our campus and were even smeared openly."

The letter said that they were forced to "use illegal symbolisms to redress their grievances" due to their inhibited expression, though the group's leadership "did not condone the acts of those who might be connected to us."

The president and vice president of the Aryan Student Union have missed the point entirely. While they are proud of their "white heritage," they congregate under a name which conjures the images of Adolf Hitler and the Nazi Third Reich. Is it any wonder why they are not given the opportunity to participate in educated and professional discourse?

Does the Asian Student Association identify with the imperialist Japanese government that slaughtered thousands of Americans at Pearl Harbor? Does the Mexican-American Student Alliance celebrate the Spanish conquerors who destroyed civilizations in Central-America? Of course not. They focus only on the positive contributions their groups have made in years since. And they should be recognized, as this is what diversity is all about.

My family came to the United States more than 370 years ago from a small town in Wales known as Cardiff (the original Cardiff-by-the-Sea). I speak as a proud White Anglo-Saxon Protestant who is furious that you would represent yourselves as speaking for white students at this campus or anywhere in the world. Adolf Hitler swore not only to eliminate the Slavic and Jewish races, but also to destroy the British Empire and the United States as well. Is that something to celebrate?

If you were truly proud of your heritage, you would celebrate all of the contributions that have been made by English-speaking peoples. The oldest democracy in the world with a long and proud history of freedom: freedom of expression, freedom from fear, freedom from religious persecution. Indeed, the very reason we are able to have this exchange today is because of the Anglo-Saxon traditions that were set forth when the British colonies were first founded.

I am very proud of what the British peoples have done around the world and unlike you I am not afraid to sign my name to this letter and let everyone know who I am and what I stand for.

The reasons you have not been given any respect on this campus are because you refuse to let others know who you are, you meet "underground" in secrecy and you have chosen to identify yourselves with a regime that more than 250,000 Americans gave their lives to destroy. Can you name another group of people who refuse to let others know who they are, meet in secrecy and swear allegiance to a figure or an idea in stark contrast to the American way of life? I can name the KKK for the first two and perhaps the Red Communists for the last — but yours is the first to encompass all three. Do you really want to ally yourselves against the great Anglo-Saxon traditions of freedom and democracy?

If so, continue what you are doing. If

not, change your name; condemn the actions of the feeble-minded in your group who will only continue to embarrass you and renounce your connections with the fascist traditions of Nazism. When you understand how glorious our history is, perhaps you will think twice before desecrating it by associating yourselves with such institutions.

It is not Adolf Hitler and the Aryan Student Union that I look up to, but Winston Churchill and the great traditions of the British Empire. I trust that the great majority of other whites here in the United States and around the world feel the same way.

We will regard you with scorn and contempt for dishonoring and besmirching the reputation of this institution if you continue with your present course of action.

"Throughout history it has been the inaction of those who could have acted, the indifference of those who should have known better, the silence of the voice of justice when it mattered most that made it possible for evil to triumph," said Ethiopian Emperor Haile Selassie before the United Nations General Assembly, 1963.

Are you prepared to join the ranks of those cowardly figures in history who just sat back while evil acts were committed against the weak and defenseless? Indeed the hottest places in Hell are reserved for those who refuse to take sides. We who sit here today are the beneficiaries of the millions of Americans who have fought and died and lived to make this country what it is. The question today is: "Where are all of us students at this university and citizens of this country going to be when we are asked to step out and say what we stand for?"

Jeff Burleson
Senior
Political Science

Aryans do not represent whites

I wholeheartedly agree with the Aryan student Union's argument that all ethnic

groups should have the right to be recognized and to openly express pride in themselves. I would like to humbly offer some helpful suggestions to the group to help it achieve its goal of equal recognition.

If you guys are truly seeking equality, why don't you change your group name from the Aryan Student Union to the Anglo-American Student Union and change your symbol from a swastika to a peace sign. Why have a name and symbol that represent white supremacy and hate? Also, if you are all so proud to be associated with your group, you should let your individual identities be known. When you threaten a professor over the phone, tell them your name (heck give them your address while you're at it), and when you spray-paint hate words on the walls, leave your signature.

Your secrecy makes people think you are ashamed to be associated with your group. Participating in sit-ins shows a lot more pride and solidarity (not to mention guts) than anonymously threatening someone over the phone. If you want equality, maybe you should eradicate the contradiction in your actions. Your fliers, graffiti, and threats say that whites are superior and that all minorities should be killed. You even mentioned your wish to make CSUSM an all-white school. That doesn't make your equality argument very convincing. Next time, why don't you distribute literature on celebrated Anglo-

American writers or a chronological history of the Anglo-American people. Invite guest speakers to lecture about famous Anglo-American historical figures (like Thomas Jefferson) and their positive contributions to society. Pride is a more effective outreach tool than hate.

Next time, show more courage and sign your name with your letter. After all, the rest of us have more to fear than you do. Besides, where's your pride? May I wish all of you the best of luck in your struggle to become recognized as an official group on campus.

J. Smith
Alumnus

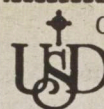
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'Colored' is portrait of love, courage

By Jennifer Talak
Pride Staff Writer

A child is born in the cotton fields of Mississippi in 1947. The child, Clifton, is raised by a household of extended family members, impacting his life to an extraordinary degree. The relationships of the family are the heart of the story.

Produced and directed by Tim Reid, the film is based on the critically acclaimed

-On Video-

book by Clifton L. Taulbert, "Once Upon A Time ... When We Were Colored." It is a chronicle of the author coming of age in the segregated South. Picking cotton was back breaking, hard work, but "everyone believed that if you worked hard, you would get a slice of the American Dream."

The American Dream in 1947 was not open to colored folks, when signs said "White Only" and "Colored." Clifton's first lesson in the alphabet was to learn "W" for white and "C" for colored. One of the most poignant scenes in the film depicts Clifton standing in front of a water fountain, paper in hand with "W" and "C" written on it. He looks at the paper, looks at the signs and with childlike innocence walks over to the "Colored" water fountain. He is so proud of having learned his lesson, he turns to his Papa and says, "did I do good, Papa?" Papa with love in his eyes says, "Yes, son, you did good."

Papa can barely write, but understands the importance of teaching his grandson how to read at least this much in order not to offend white people. It is an important lesson for the viewer as well. Faced with the bigotry of the South, Clifton is told over and over again, "Don't let them beat you down - be the best colored you can be." This was not easy an easy task when faced with the bigotry of a small Southern town and the Ku Klux Klan parading the streets.

This film is a deeply moving, heart-warming story of the strength of love that forms the fabric by which one grows into the world. Clifton was fortunate because he was raised with love and respect. , amidst growing racial tension growing up learning to love and respect others by this example.

This story is not only about Clifton, but the community as a whole, their struggles, failures and accomplishments. The strength of that community is what Clifton takes with him when he leaves this small southern town as an educated man to seek his future elsewhere. "All that I am and ever will be stems from growing up in Glen Allan with my extended family."

Visually beautiful in its rural setting and excellent acting by Al Freeman, Jr., Phylicia Rashad and Polly Bergan, this film will strengthen the goodness of the heart. It is available at the Warehouse under the Cinema Cafe section.

'Jedi' excites, despite faults

By Gabe Lundeen
Entertainment Editor

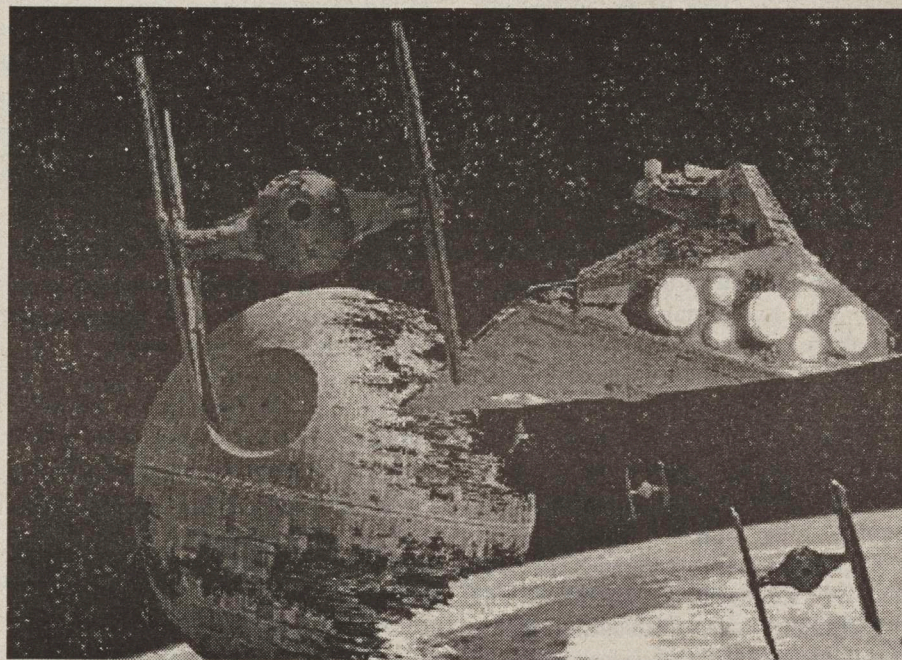
The "Star Wars Trilogy: Special Edition's" final chapter, "Return of the Jedi," returns with a bang to theaters, complete with all the frills and modifications the Special Edition has thus far entailed.

"Jedi" is the most action-packed film of the trilogy. Where "The Empire Strikes Back" featured character development, this movie showcases the only way it knows to resolve loose plot lines, through lots of fight scenes, be it in space, on the new Death Star, or on the forest moon of Endor.

It's a shame, really. The foundation built by "Empire" was so strong, only to be torn down by a predictable and common plot. From rescuing Han Solo from Jabba the Hutt's palace to the finale space attack on the Death Star, we always know what the outcome will be, that all that can possibly happen for our heroes is victory.

Then there's the Ewoks, those little annoying bundles of fur who aid the Rebellion on Endor, in a grandiose forest battle, using logs, arrows, and a fatal amount of "cuteness." The Ewoks are easily the most irritating element of the entire "Star Wars" trilogy, as George Lucas must have set the record for the number of midgets and five year olds in a movie in order to fill all of those furry little costumes. A real improvement to the Special Edition would have been to omit the Ewok scenes and replace them with something else.

The Emperor, ruler of the Empire and master of the dark side of the Force, is also



Imperial Tie Fighters and an Imperial Star Destroyer fly towards the Death Star in 'Return of the Jedi.'

shown. Played by Ian McDermid, the Emperor is just like every other arrogant villain in every other action movie ever made, reciting his lines with a sneer. Although he does laugh menacingly and torture Luke Skywalker (Mark Hamill) by shooting lightning from his hands, he isn't exactly the picture of menace and fear. The movie deserves a better master villain than this.

But for every Ewok and Emperor there is something great to counteract it. One of the new scenes added for the Special Edition is a more energetic dance scene in Jabba's palace, complete with original alien life. One of Lucas's gifts has always been the creation of interesting alien life, and it is once again show-

cased here fantastically. There is also new music for the aliens to groove to.

Speaking of new music, the movie features a new ending song, one to replace the nonsensical Ewok chirping in the original. Composed by John Williams, the new song is more subdued, expressing the triumph of victory yet still acknowledging the great loss of life it took to achieve it. Accompanying the song are computer-generated scenes of planets all around the galaxy celebrating the Empire's defeat, along with retouched footage of the Rebels doing the same on Endor, creating a superior ending.

The performance of Harrison Ford as Han Solo is also noteworthy, providing a much-needed dose of wise-cracking humor and charisma. The relationship between Han and Leia (Carrie Fisher) is still intriguing, yet lacks some of the fire it possessed in "Empire." Billy Dee Williams also returns as Lando Calrissian, one part hero and one part space pimp. Luke, however, is worse than ever, replacing his farmboy whine with pretentious Jedi brooding and an intimidating black robe. But, as the only lowlight, Hamill does not really stand out enough to be readily noticed.

Sure, it's a bit predictable, and you've probably seen it before. But the bottom line with "Return of the Jedi," as well as the rest of the Special Edition, is that they are simply great fun. It was pretty unnecessary to rerelease the trilogy twenty years later, but it's still a kick to see the greatest space epic ever made back on the big screen. For sheer entertainment value, a "Star Wars" flick still can't be beat.

If you've never seen "Return of the Jedi," or any other part of the trilogy, then put down whatever you're doing and run to the movie theater to see it. If you're one of the many people who have gained an immeasurable amount of pleasure from the "Star Wars" trilogy, you've probably already seen the Special Edition.

This is the last time these films will be on the big screen. Don't miss out on a great time and an important part of movie history. Unless, of course, Lucas decides to remaster the trilogy again in a couple of years.



Leia (Carrie Fisher), disguised as a bounty hunter, prepares to rescue Han Solo (Harrison Ford), who is encased in carbonite, from Jabba the Hutt's palace.

Cloning

from p. 1

fessor Cesmat had this to say, "Cloning back in the closet? I don't think so, people. The government will probably do it themselves."

Cesmat isn't the only one on campus with this opinion. Many people believe that the government secretly researches and creates projects that aren't intended for public knowledge.

The biological and sociological issues of human cloning are on two completely different ends of the spectrum.

Biologically, cloning may not be negative. The more we know about the human body, the better off we will be. Some people

don't think this way; they say cloning is like playing God. While others think that if it is used properly we can all benefit.

Professor Read of the Biology Department believes that a better understanding of how cells reproduce and function will help treat diseases. But she is not sure if human cloning is necessary to reach this goal.

Read said she "is not opposed to the idea but hopes that they proceed with caution." When asked about the ethical issues that may be involved, Read stated that "people jump to conclusions. We don't even know if it can be done."

A colleague of Read's, Professor Garcia, said she suspects cloning of humans will be done but hopes controls are established. She doesn't want to see it get out of control.

Garcia also commented that she "can't see any benefit to cloning humans at this point in time."

On the opposite end of the spectrum is Professor Durig, a sociologist strongly opposed to the idea. "Who is in charge, who decides right from wrong?" Durig expressed his fear at the possibility of human cloning. "It is scary when people in power create the functions for everyone else in society."

Durig asked "Why do it? Who is it going to serve?"

Durig touched on the possibility of a creation of a dominant race. Who could stop those in power from creating more like them?

The idea of cloning and its impact on humankind will not be fully understood until it becomes a part of history.

"I am against cloning. Animals should have a right to breed on their own and like they naturally would. If they do not breed

[naturally], they could be artificially inseminated. Cloning would be taking away their individualism, and animals are individuals. [And if they pursue cloning humans,] doctors are going where they shouldn't be going. They are playing God and will end up with everyone looking and acting the same."



Terri Linnell
Junior
Service Sector Management

"I think cloning was inevitable after finding DNA and then the genium study. I think it should be regulated, but I don't think it would be possible to regulate it because you can't get into every laboratory in the country. I think [the cloning of humans] is not a good idea, but I don't think it's going to be able to be stopped."



Dyan Kadry
MBA Student

"I think it's wrong to clone people, because everyone is an individual. Everyone has to be a unique person whatever they turn out to be."



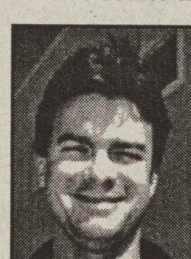
Lyuda Litvinets
Junior, Business

"As far as humans go, I don't think [cloning] is an ethical way to go because you run into all kinds of issues: Why would you want to clone humans? What do you do with the extra, or the second, person? What rights do they have?"



Mike Harrod
Sociology

I think cloning is kind of scary. It doesn't bother me with animals. But if someone tries to use this [technology] for cloning human beings, that would be scary."



Kevin Lynch
Junior
Business Administration

Chavez

from p. 1

paid job he ever held with the Community Service Organization, a barrio self-help group, spearheading other registration campaigns, and battling social and economic discrimination against Chicano residents. He organized CSO chapters throughout California and Arizona. His dream was to create an organization for farm workers. When he could not convince the CSO to organize farm workers, he gave up his first full-time paid job to devote all of his efforts to building a nucleus of farm workers.

In 1962, he founded the National Farm Workers Association in Delano. His followers engaged a course of non-violent protest following the teachings of Gandhi and Dr. Martin Luther King to make its influence felt.

In 1991, he received the Aguila Azteca, Mexico's highest award presented to people of Mexican heritage who have made major contributions outside of Mexico. On August 8, 1994, Cesar became the second Mexican-American to receive the Medal of Freedom, the highest civilian honor in the United States.

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LD

from p. 3

Faculty often refer students to DSS, though not all are accepted. A common diagnosis is Attention Deficit Disorder, which is treated as a medical problem under CSU policy. Such cases are referred to Student Health Services, which recommends accommodations for them.

Segoria has drawn attention to the lack of national or even state-wide standards as a major issue in the effort to help students with LD.

"You can go to and CSU, UC or other public California campus and your LD status will be probably be recognized," he said. "Do not expect the same rules at USD or USC or Loyola. "If you move out of state, expect to start all over again."

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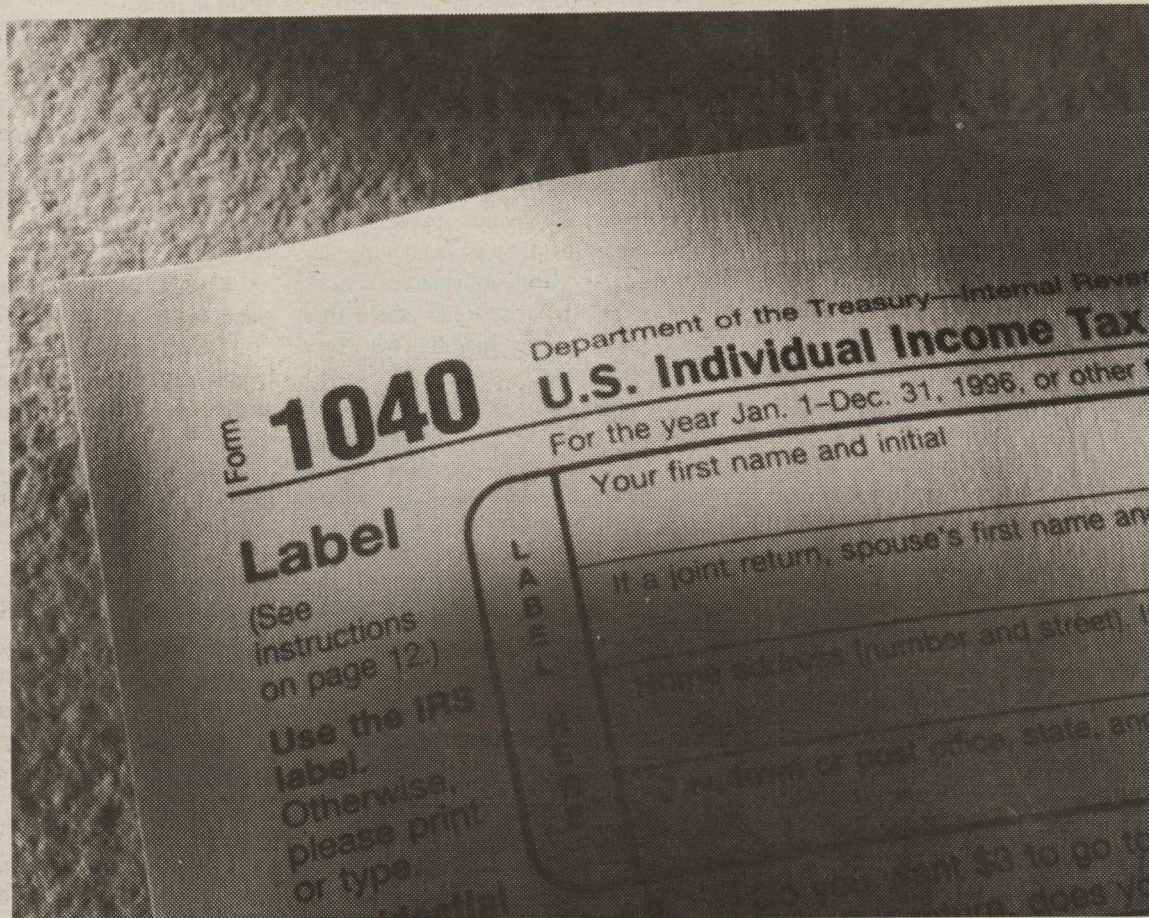
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