



Disaster Workshop Provides Education, Fun, Freebies

By: Nathan Jovin
Pride Staff Writer

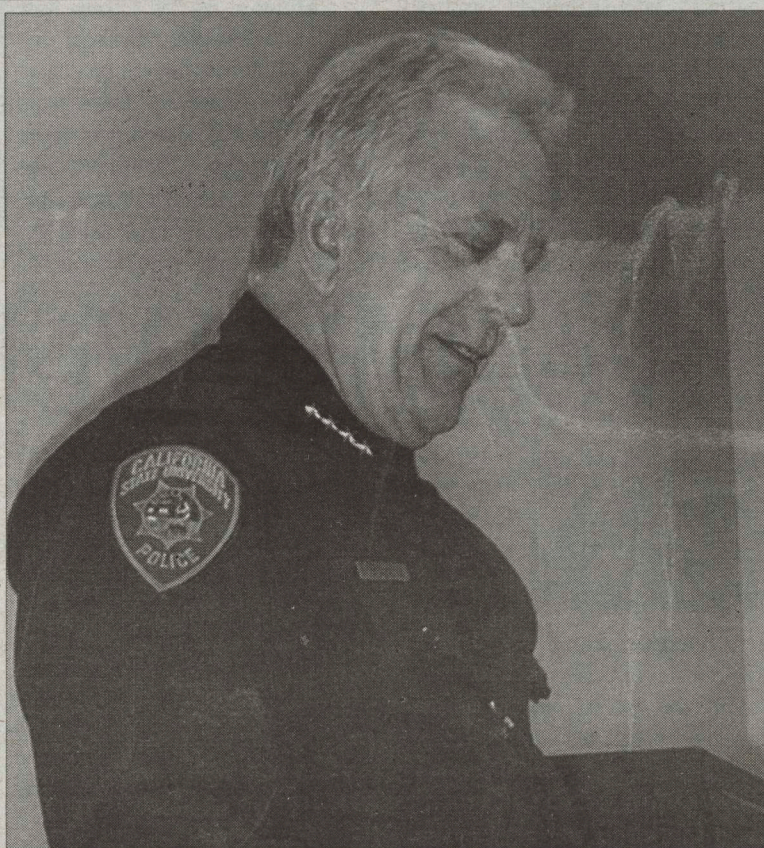
The Professional Development Committee sponsored a "Disaster Preparedness" workshop on Friday, March 16. The event was free for students, faculty and staff. Guest speakers, games and prizes highlighted the event, which was billed as "a lighthearted approach to a serious subject."

Jim Yolk, of the American Red Cross, addressed the issue of preparedness in case of a disaster. "The biggest risk we have [in southern California] is fire," Yolk acknowledged that earthquakes and floods are threats, but explained that "if you look at it from the standpoint of statistics, and history what are we responding to on a regular basis? We had 376 disaster responses in the last fiscal year. A vast majority of those disasters were fires, and the vast majority of those fires were preventable," Yolk said that two vital steps to disaster preparedness are having a plan

>>Article continues on page 4



Guest speaker Capt. Brett Vanwey and event coordinator Cathy Gremett spoke about the importance of disaster preparedness. (Pride Photo/Nathan Jovin)



CSUSM Police Chief Tom Schultheis addresses the issue of emergencies on campus at the Disaster Workshop. Schultheis, a member of the Student Crisis Management Team, plays an important role in all campus disaster planning. (Pride Photo/Nathan Jovin)

National Latino Research Center Open House

By: Giovanni Ferrer
Pride Staff Writer

On Thursday, March 15, CSUSM's National Latino Research Center (NLRC) and the Latino Association of Faculty & Staff (LAFS), held an open house to promote the center's services.

The NLRC and LAFS are the only known organizations in the CSU system reflecting the needs of the Latino community. Specifically, the NLRC conducts research, trains researchers and provides information systems reflecting Latino demographics.

This was the first open house for the NLRC since it moved from San Diego State University two years ago.

Approximately 30 guests, comprised mostly of CSUSM faculty and staff, gathered at the open house. While music played in the background, guests ate tamales and fried tacos and drank wine and a Central-American drink called Jamaica.

The NLRC Center Director is Dr. Fernando Soriano. Training

Coordinator Kate Bradley offers training and specialized workshops for researchers, students, community organizations, and government agencies. Center Coordinator Patricia Rivas has worked with the center for one year and is in charge of administrative work and keeping track of ongoing research projects. "I kind of put things together the best that I can," said Rivas.

Information and Data Systems Coordinator Michelle Du Breuil stores nationwide publications, databases and reports regarding Latino population research. Translation Coordinator Jerelyn Bouic coordinates translations from English to Spanish. She explained that her work provides Spanish translations to community-based



The National Latino Research Center held an open house this past week attracting approximately 30 guests. (Left) NLRC Director Fernando Soriano. (Pride Photo/Vicky Segall)

What If It Happened Here? Violent Crime In Schools What is CSUSM Doing to Prepare?

By: Amy Bolaski
Pride Staff Writer

They're calling it the Columbine Effect—a casual way to reference a tragedy that seems to be repeating itself across the country. It happened in Georgia, in New Mexico, in Michigan, in Florida and in Oklahoma. Now it's come home to Santee. The "it," of course, refers to the rash of high school shootings in the two years since the Columbine tragedy. On March 6, the day after Andy Williams opened fire on Santana High School, an eighth-grade student in Pennsylvania shot a cheerleader at her Catholic school.

It would appear that violent crime in schools is on an upswing,

but statistics show schools are becoming safer; youth violence is down. According to *Time* magazine, only one percent of teen gun-related deaths occur in schools. But that one percent speaks loudly to those across the nation who haven't been fortunate enough to find themselves comfortably sandwiched within the 99 percentile. For the residents of Santee, one percent may as well be 100.

San Marcos hasn't been touched, at least not yet. And although these figures are based on high-school violence, such a tragedy could just as easily find its way to a college campus, and has before.

CSUSM hasn't had to face the aftermath of any such incident. Is

>>Article continues on page 4

organizations.

LAFS collaborated with the NLRC to present the open house. Professor Juan Necochea, of the College of Education, is the incumbent president of LAFS. Necochea returned recently from an educational venture to Cuba and said that students could travel to Cuba on educational studies programs sponsored by CSUSM because the university has a permit with the U.S. Department of Commerce, allowing legal entry into Cuba. He is enthusiastic about the future prospects between LAFS and CSUSM.

Delma Gomez, LAFS Benefits Manager, said that the association started in 1990 with only a few members. "It started as a small group, sort of a social club, trying to represent the Latino population in the area."

LAFS offers two scholarships per semester to assist Latino students enrolled at CSUSM. They also assist Latino groups on campus, such as MEChA, with graduation ceremonial preparations.

Graduation: The More You Know...

By: Roland Arias Jr.
Pride Staff Writer

"The graduation process is not really clear because it is not explained like it should be," said business student Nathan Suwarnasarn, "You know the deadlines but you don't get much detail."

The final steps toward a degree may be a trying time for some students, and the process of applying for graduation may also be frustrating. One issue that can confuse students is knowing when to graduate. Generally, stu-

dents should apply for graduation the semester before they intend to graduate. An undergraduate student must have completed 90 units before s/he can apply.

However, in addition to worrying about completing the necessary units, students must consider other issues.

Walking Vs. Graduating

One issue that can confuse students is "walking" in the graduation ceremony compared to the "completion of one's degree." The

ceremony is considered a once-a-year celebration that recognizes graduates for the current academic year. Graduation refers to the completion of all requirements needed to complete a degree. Often times a student will walk in the graduation ceremony during the spring even if s/he still needs more units for summer graduation. Students who have completed the requirements for their degree in the fall semester will participate in the graduation ceremony for the following spring.

>>Article continues on page 2



In This Issue

Scotchgreens Page 5

CSUSM Student Wes Walsworth plays lead guitar in popular local band, The Scotchgreens. (Pride Photo/Melanie Addington)

News 2-4 Opinion 6-7
Arts 5 Calendar 8

Please Recycle This Paper



Day Care Rate Hike

By: Clay Baber
Pride Staff Writer

By providing childcare services at a discounted rate for students, faculty, and staff, the ASI Early Learning Center has been taking a loss. "Last year we were actually losing money," said Joyce Williams, Program Director for the ELC. "We were paying out more than we were bringing in from tuition".

Based on a study conducted by Williams and ASI Executive Director Darlene Willis, they determined that it costs the ELC \$25 dollars per child to provide one full day of childcare. Last year the ELC charged CSUSM students \$20 dollars per day for childcare; faculty and staff \$23 dollars per day; and community families \$25 dollars per day. With the exception of the children of community families, the ELC's costs for providing care for each child exceeded what was being charged in tuition.

"The fees had not been increased in more than a year," said Williams. Last December, however, the ASI Board of Directors approved an increase in tuition for the ELC.

The tuition increase applies to both full day care (for 10 hours and 45 minutes) and part day (for five hours and 45 minutes). The fee increase will take effect in two phases; the first phase began in February.

The first phase involved an increase in tuition from \$23 to \$25 dollars per day for full day care for the children of CSUSM faculty and staff, and an increase from \$25 to \$27 dollars per day for community families. There will be no change in tuition for part day care, nor will there be any change in tuition for full day care for the children of CSUSM students.

When the second phase begins in July, there will be an increase in tuition from \$20 to \$22 dollars per day for full day care for the children of CSUSM students, but no further increase for faculty, staff, and community families. Additionally, the tuition for part day care will be increased by \$1 dollar per day for all children. This equates to an increase from \$14 to \$15 dollars for students, from \$16 to \$17 dollars for faculty and staff, and from \$17 to \$18 dollars for community families.

In comparison, the Child Development Center at Palomar College is able to offer free childcare to students because their program is totally subsidized by the state. Currently, the only subsidies for the ELC come from ASI. CSUSM students pay \$5 dollars per semester for the ELC with their student fees; however, faculty and staff do not pay. "The problem with this is that ASI was subsidizing CSUSM faculty and staff with student fees," said Williams.

Williams indicated that another reason for the increase in tuition is due to the lack of state funding for the ELC. "Funding first became available in April of last year. We were not granted the funding, so we have applied again this year," explained Williams. "It comes down to who writes the best grant proposal and who has the best interview to determine who is awarded the funding."

Without state funding, the ELC has no choice but to raise the tuition. "We are always looking for grants or funding so that we can achieve our ultimate goal of providing free childcare for CSUSM students," said Williams.

According to Williams, the ELC has recently applied for a state grant that would subsidize childcare fees for students based on income and family size. A response to this application is expected by July first of this year. She also indicated that the ELC is currently in the process of applying for a second state grant that would provide part day care services for students, faculty/staff, and other community families. "We will continue to apply until we are funded."

Currently any student with a child attending the ELC or another off campus childcare center is eligible to apply for the ASI Childcare Scholarship, which is available during the Spring and Fall semesters of each academic year. "This scholarship provides \$200 to \$900 dollars for qualifying students to use for childcare expenses," said Tammy Rodriguez, ASI Childcare Representative.

Despite the current and proposed increases in tuition, Williams commented, "We are now serving more children and families than we ever have."

ASI Holds Massage Workshop for Woman's Herstory Month

By: Claudia Ignacio
Pride Staff Writer

"It was great, I actually relaxed and wanted more," said Junior Jeff Cudmore.

On Monday, March 12, massage therapist Asia Moonesinghe held a "Healing Hands" massage workshop in Commons 206, which allowed CSUSM students

and staff to experience the power of relaxation through the use of their hands.

"Many of us don't know how to give a simple massage, but today we will not only learn, but also teach others," said Moonesinghe, a therapist from Los Angeles County. She explained the history of massage, the benefits of massage and dem-

onstrated various massage styles. During the workshop students and staff were able to practice their newly learned techniques with one another.

"It's amazing what our hands can do, once you know what to look for and how to use them," remarked one student in the audience.

Weekly Web Site



Jafo_wac
for *The
Pride*

Websites come in many different flavors. They can be found with the latest and supposedly greatest features in animation, graphics and sound. One important hallmark of a well-designed web page is the incorporation of the appropriate amount of features for the page.

Generally, I believe that excessive features often distract from the "heart of the web page"

by increasing the difficulty of navigating the site and downloading time for each page.

The "Dolphins: FAQ on Mating" found on www.dolphinsex.org, however, is a web page that errors on the side of being overly simple. This web site, a FAQ (Frequently Asked Questions) list relating to sexual contact with dolphins, only has a single picture in the entire web site.

Visual aids of the positions of the various mating techniques would be more beneficial than descriptions with words. Pictures

are worth a thousand words, and that is true on web pages as well. Visual aids of dolphin anatomy and mating techniques would be more beneficial than descriptions with words.

I applaud the use of small, quick loading pages, but www.dolphinsex.org goes too far and loses features and functionality.

E-mail
jafo_wac@hotmail.com with comments or suggestions for the next website review.

Graduation Rules

>>Article cont. from page 1

The graduation process does not need to be as complicated as it seems. Given the right resources and knowing the right time to apply, the graduation process can be simple if all the necessary steps are taken.

"Applying on time is the best way to avoid precarious situations," said Andres Favela, Assistant Dean of Student Relations. Often times, students apply after the graduation deadline, which delays the process of their graduation. Advisors can help students that applied late for graduation, but the paperwork is slowed down in comparison with the paperwork of students that have applied on time.

To help students better understand graduation and create a smooth graduation process, here are some tips from the College of Arts and Sciences Advising Department:

Having a set plan and knowing what requirements you have left to complete provides a helpful road map for graduation. Meet

with your staff or faculty advisor to help determine your classes. Questions about your major should be directed towards the faculty advisor within your major. If you need to familiarize yourself or understand your major's requirements, check out the CSUSM catalog, advising worksheets and major/minor worksheets. Some majors require more than 124 units and may require all courses used for the major be completed with a grade of "C" (2.0) or better.

Pick your summer classes carefully. Not all courses that are offered in fall and spring semesters are offered during the summer session. Find out if the department offering the courses will also offer your courses in the summer.

Apply for Graduation on Time

Pay attention to deadlines and know when you need to apply for graduation. Graduation applications can be filed in the fall, spring and summer. Your application should be filed during the semester before you intend to graduate. When 90 units or more

have been completed, you are eligible for graduation, but also keep in mind the other requirements you need to fulfill before you decide to file your application. Make sure to inform the university of any course taken off campus by sending the Office of Administration an official transcript to ensure that all transfer work is accounted for.

A graduation hold will be placed on your academic record as soon as you apply for graduation. This means that a student will not be able to register as a continuing student beyond the semester that s/he declares graduation. If you know that you will not complete all of your course work within the semester you intend to graduate, you need to cancel your graduation application and re-apply for the semester when all your course work will be completed.

If you did not receive any commencement information in the mail by the end of February and you have applied on time for graduation for Fall 2000, Spring 2001 or Summer 2001, you should contact the Office of Enrollment Services in Craven Hall 5111.

The Pride Literary Supplement

CALL FOR PAPERS

The Pride Literary Supplement (PLS), a publication of *The Pride*, is again seeking student writing representing inquiry and research across all academic disciplines pursued at CSUSM.

The PLS will consider manuscripts of up to 3000 words that both exemplify excellent inquiry and research in their discipline(s)

and that able readers from outside that discipline can read with pleasure and understanding. Appropriate faculty judges the quality of research or creative writing. Accessibility is determined by the editor(s) of *The Pride* or their designated representatives.

Submissions:

Authors should avoid highly technical language, critical jargon, foreign, or mathematical language. When technical terms are essential, they should be

explained to the reader. References to critical literature, where necessary, should be parenthetical. APA, MLA, Chicago, and all other formats are welcome as long as the paper represents the appropriate academic discipline.

The PLS favors student writing and will privilege student manuscripts that are submitted with the recommendation of a faculty member who has pursued research in the student's field of study or published texts of a related kind. Staff and faculty contributions will also be consid-

ered.

Photos or images (black and white preferred) of other artwork will also be accepted as an enhancement or as an alternative to manuscripts. Please submit images and text using the following instructions.

For judging and layout purposes:

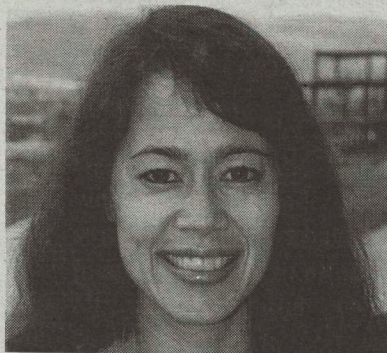
Submit a blind copy, with your name appearing only on a cover sheet and essay title, your mailing address, e-mail, phone number, and major or graduate

field of study to:
The Pride mailbox
"Student and Residential Life"
Office: Commons 207

Also: E-mail one file attachment (MS Word) to pride@csusm.edu. Entries submitted without an electronic copy will not be reviewed. An electronic copy on a PC-formatted disk will also be accepted. Manuscripts or disks will not be returned.

Deadline for submissions: May 8, 2001.
For further information, contact *The Pride* at (760) 750-6099.

Dr. Susie Cassel Wins Distinguished Professor Award



Literature Professor Susie Cassel is this year's recipient of the Distinguished Professor Award. (Courtesy Photo/George Cagala)

By: Cristine Averill
Pride Staff Writer

This year's recipient of the Harry Brakebill Distinguished Professor Award is Dr. Susie Lan Cassel. The award is presented

annually to a professor who shows exemplary work in teaching, service and research. Students, faculty and staff nominated Cassel for her commendable teaching and research efforts.

Cassel, in her fifth year of teaching at CSUSM, specializes in Asian, Native American, African and Hispanic literature. A researcher of Asian American, Chinese American and Mixed Race literature, Dr. Cassel also headed efforts to get an Ethnic Studies minor approved at the college for fall.

"It is so important to me to have the opportunity to teach multicultural studies...and to see how students grow from the general educational level all the way

through graduate study," said Cassel.

She added, "The award is particularly meaningful because the work I do is so marginalized on other campuses...teachers' jobs are even in jeopardy...it speaks well to the mission statement of the college."

After receiving four Bachelor degrees at USC in Psychology, Religion, Communications and English Literature, Cassel went on to receive a Masters degree in English Literature at Harvard. She then served almost four years in the military before coming back to California to complete her Ph.D. at UC Riverside. "I am glad to be home in San Diego where I grew up," commented Cassel.

Got Stress?

Students, Professors and Faculty Discuss Student Stress

By: Zachary A. Pugh
Pride Staff Writer

With aching minds filled with mathematical formulas, literary banter, dot com addresses, deadlines, cell phones, midterms, finals, and the occasional broken heart, Cal State San Marcos students live very busy lives that may be filled with stress. Whether in school full-time, part-time or working, students deal with stress in different ways.

When asked how he advises students on how to cope with

stress on campus and in their personal lives, Dr. Fernando Soriano, Associate Professor of Human Development, responded, "Time management...most important, time management. Secondly, set priorities...have fun but still keep your priorities...seek help from others if you need help--the point is not to be alone."

Milica Racic, a junior at CSUSM, has her own techniques, "I guess I deal by taking walks or taking slow breaths during the day and not taking things too

seriously, but not as to defer my studies and stuff, you know."

Each student has his or her own way of dealing with school stress, but students seem to have one thing in common: they do things that they enjoy.

Ihiro Terauchi, CSUSM student and employee of the coffee cart on campus "skateboards and drinks lots of coffee" to get rid of his stresses from campus life, which include

>>Article continues on page 8

The Costly Commute

Gas Prices On The Rise

By: James Newell
Pride Staff Writer

Gas prices are on the rise again, and it looks as if no relief is in sight for the San Diego commuter.

Rising costs at the pump affect everyone, but prices here in San Diego are 36.5 cents higher than the rest of the nation due to higher taxes, pollution regulations, and rising prices of crude oil.

Fuel prices are up more than ten cents since this time last month, according to the Utility Consumers' Action Net-

work. With the prices of regular unleaded gas passing the \$1.75 mark and rising costs predicted to continue into the summer, future gas prices may not look promising for commuters.

With a commute of 50 miles round trip a day for three days a week, the average commuter who gets 20 miles per gallon for his/her vehicle should expect to pay approximately \$15 each week for fuel; this totals close to \$200 a semester, not including the fuel used while waiting in traffic or the extra fuel used for construc-

tion detours around San Marcos.

The spike in gasoline prices in the summer is due to the larger demand of fuel resources. Refinery shutdowns and production cutbacks in February have contributed to these recent increases. Cutbacks are due to the plants' preparation for production of the summer blend of gasoline.

Making up approximately ten percent of the volume of gasoline is M T B E (methyl tertiary butyl ether), a derivative of natural gas used to reduce pollution levels. MTBE levels are down about 14 per-

cent from the amount of MTBE levels this time last year. The level decrease is due to the increased usage of natural gas this winter. Oil companies usually increase production of MTBE in March and April to meet summer needs, but if more disruptions occur and the price of MTBE increases, the price at the pump will also increase.

For more information on the fuel issues around San Diego and a map to the lowest prices in your area check out www.fuelmeup.com.

Regular Unleaded Averages Per Gallon

National: \$1.417
Los Angeles: \$1.639
San Diego: \$1.782

(According to U.S. Dept. of Energy)



Get the MBA that keeps on giving!

Year 1 - \$20,000*
Year 2 - \$40,000
Year 3 - \$60,000

The Added Value of a UCR MBA

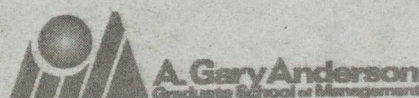
+\$800,000**

AGSM Advantages:

- No work experience or business-related undergraduate degree required
- Choose up to nine MBA electives
- One-on-one assistance from our in-house Career Management Center.
- Receive a quality internship that provides "real world" work experience
- Enrollment available, Fall, Winter, and Spring quarters

Got the Picture?

To receive an MBA catalog and application, please contact Gary Kuzas at (909) 787-4551, check out our web site at www.agsm.ucr.edu, or e-mail your questions and requests to gary.kuzas@ucr.edu. Application Deadline May 1, 2001.



*The difference in starting salary between a bachelors and a UCR MBA Graduate. Based on 1999 statistics.
**Based on a 40 yr. Worklife.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

The Best of Alternative and Traditional Healthcare

Dr. Andrea Cole-Raub

Board Certified
Family Practice
Board Certified
Anti-Aging Medicine



Hormone Imbalance - PMS
Erectile Dysfunction
Nutritional Counseling and
Weight Management
Medical Hypnosis
Growth Hormone Program
Performance Enhancement and
Neurofeedback

Customize Optimize Energize
Call for an Appointment

120 Craven Rd
Suite 207
San Marcos, CA 92078
760-510-8248

4510 Executive Dr.
Suite 105
San Diego, CA 92121
858-535-1312

Web site: www.agelessbeautyassociates.com



BAJA ADVENTURE CO.

SPRING BREAK in BAJA!

March 31st - April 4th

Pet Whales: 5-day tour!
picturesque mission village!
Camp at Campo Cortez!
Fabulous Whalewatching!

Included:

Camping & Hotel
accommodations
All meals

Beer & Margaritas

1 whale watching tour/day
\$775+tax, bus fare included
Call 877-560-2252

Santana Alumna Reflects

"Young People Are Not Being Heard"

By: J. Ryan Sandahl
Pride Staff Writer

"When I first heard about the shooting, I was pulling into the university parking lot and wondering if I was going to make it to my class on time," said CSUSM student Darlene Browning. "When I heard the words 'Santana High School,' I couldn't believe it. Memories came flooding back to me of my days there." Browning, an alumna of Santana High, also has a nephew, Tommy, who attends the high school.

After hearing of the shooting, Browning frantically called each of her family members in East County to find out if Tommy was okay. She found out he was quite shaken up. Tommy had been in the bathroom where the killings

would take place moments later.

"He heard the shots echo, turned around to see what had happened and saw the security guard getting shot," said Browning. Tommy then fled the scene and caught a ride home with a friend. When he arrived home, Tommy and his mother went to Albertson's supermarket to try and help kids find their parents.

"I do not think he should be tried as an adult," Browning said, referring to Andy Williams, the gunman. "From what I have read, this is his first offense and I think there is great hope for him, but not if we try him out of the juvenile court system."

When asked if she thought that there should be tougher gun laws, Browning replied, "I don't think there should be harsher gun laws. What has happened here

and elsewhere is a symptom of a much deeper problem."

Browning went on to say that she felt young people are not being heard during adolescence, a critical point in their lives. "High schools are so crowded today," she said. "How can a teacher adequately attend to the emotional, social and academic needs of each student?"

Browning continued, "All I know is, from personal experience, that if you have a troubled teen, you are very aware of it but many times do not know how to get help for him or her. You feel like a failure because our teens are not coping with everyday life. Seeking help outside of one's self takes a lot of courage and humility. Knowing where to find that help is sometimes perplexing."

Tragedy Prompts CSUSM Policy Revision

New System Will Distinguish Between Response and Recovery

>>Article cont. from page 1
the college prepared to?

Although the current crisis management policy has very specific protocol for handling "critical incidents," the college is revising its policies. While there may be nothing wrong with the current policy, Vice President of Student Affairs, Francine Martinez said, "We're broadening our policy so it's across the board for everyone."

The mission statement of the current policy reads: "The purpose of this policy is to provide clear direction and consistency in responding to a campus crisis directly involving students." The revision will reorganize the team into primary and secondary teams; the primary team will deal with initial response while the secondary team will deal with recovery.

Martinez said the revision aims to provide consistency for faculty and staff as well as students, and to "clearly distinguish between response and recovery." Response steps will focus on immediate police action, sealing off the campus if necessary and securing the safety of those on campus. Recovery involves counseling, any and all steps to help heal and, according to Martinez, "taking steps to bring the community back to a sense of normalcy."

These steps would include what CAPS Director David Blasband calls "debriefing or critical incident debriefing," a process of providing help and support for anyone who needs it. The Employee Assistance Program provides such services for faculty and staff. "We're trying to be more sensitive to stress," Blasband said. "Students are stressed in a variety of ways and there are different ways to act that out. We're trying to deal with problems as they develop, before they escalate."

After the incident at Santana, all CSUSM students with a Santee zip code were called, as a reminder that CAPS was there and that any support or help they needed was available.

Martinez said that Santana High School called in over 200 licensed psychologists for assistance after the shootings, and that CSUSM would do the same. "We would not think we could handle it ourselves, and we would bring in as much help as was

needed."

Although the policy revision is not based solely on the incident at Santana, it's being examined in light of what CSUSM can do to ensure the campus remains safe.

"The Santana shootings speak to the increased use of violence to deal with our frustration, how we express our rage, depression and anxiety. It's becoming an increasingly 'okay' thing to do this," said Dean Jonathan Poullard. Blasband said that Counseling and Psychological Services aims to "recognize the signs (of stress, depression and anxiety) and to address them before anything happens. [We're] increasing our focus on prevention as well as intervention."

Martinez said she hopes the revised policy will serve as an educational tool as well as provide protocol for crisis management. "Campus-wide training will be made available not only to faculty but students as well," she said.

The training will begin this summer and will be offered at least once a semester. The revised policy will add the Associate Vice-President of Academic Affairs to the primary response team and move the positions of CAPS Director and Director of Facility Services to the secondary recovery team, which may also include Director of Student Health Services and Director of Human Resources, and any others on an "as needed" basis.

Students are encouraged to contact members of Student Crisis Management with any information on suspicious or changed behavior in fellow students, and to contact CAPS for any support, resources or help they need.

Student Crisis Management, a team developed specifically to prepare for and deal with similar occurrences, includes Francine Martinez, Vice-President for Student Affairs; University President, Alexander Gonzalez; University Chief of Police, Tom Schultheis; Dean of Students, Jonathan Poullard; Campus Public Information Officer, Rick Moore; Risk Management Coordinator, Linda Leiter; Director of Counseling and Psychological Services (CAPS), David Blasband; and Director of Facility Services, Tom Blair.

Disaster Workshop Held

>>Article cont. from page 1
and supplies.

San Marcos Fire Department Captain Brett Vanwey and CSUSM Campus Police Chief Tom Schultheis spoke about what to do in the event of an emergency on campus. They emphasized that having a plan is the most important asset to one's survival in the event of a disaster. Vanwey suggests making yourself aware of your surroundings and to know the locations of fire extinguishers and exits. Schultheis reit-

erated that it's always a good idea to have an emergency kit. Some essentials are food, water, clothes, a radio and a flashlight.

Cathy Gremett, Clinical Aid II with Student Health Services, helped coordinate the event. "The campus does have an emergency plan in action," she said. "The purpose of [the workshop] is student welfare." Free dessert and prizes such as flashlights, sleeping bags and emergency kits were handed out to attendees. The event was sponsored by several businesses. Plans for a workshop dealing solely with on-campus emergencies is in the works and will be held this summer.



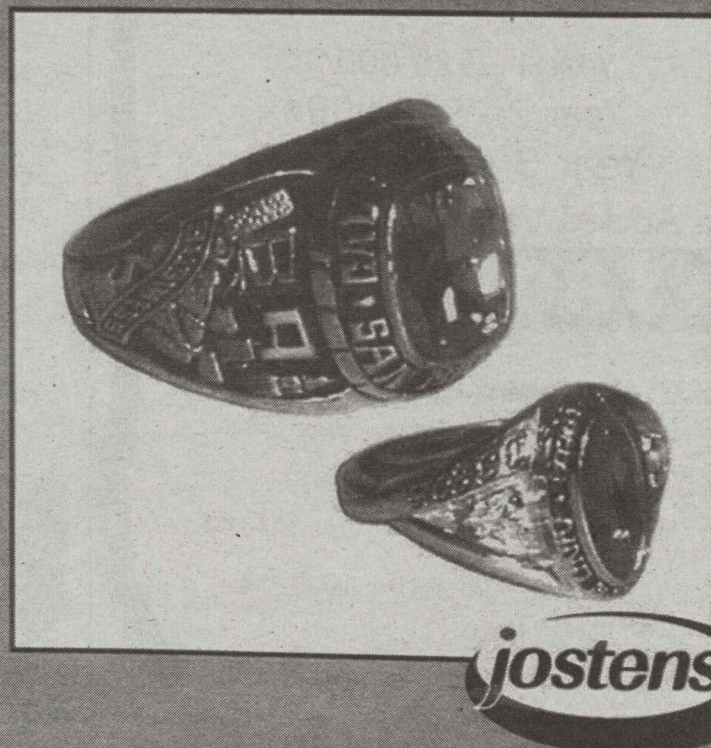
Pride Radio
March 28
10am-3pm
Have Your Own Show

For further information, contact The Pride by e-mail at pride@csusm.edu

Wear your pride.

Jostens Ring Days:
3/6 - 3/8

At the University Store
10am-3pm



check out our special promotion this week!

UNIVERSITY STORE

Local Bands Perform For St. Paddy's Day

By: Melanie Addington and Victoria Segall
Pride Editors

There is no better place to celebrate St. Patrick's Day than a Mexican restaurant. Three bands performed at Tio Leo's on St. Patrick's Day for a 21-and-up crowd. The Creepy Creeps began the night with its performance. The four-member band dressed in black from head to toe and wore black and white face paint. Their image and musical sound may best be described as the Munsters meet the MTV generation. As she headed towards the dance floor, CSUSM student Michelle happily shouted, "The Creepy Creeps really make me move, I can really dance to this!"

The second act of the evening was the Down's Family, with a punk-rock approach appropriate for the holiday. With its punk rock meets Irish pub sound, the music was much too loud for the small venue, but the crowded dance floor indicated that people were having a good time.

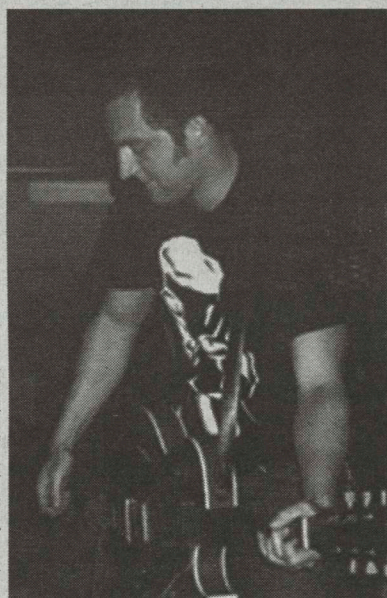
The final performance of the night was the Scotchgreens.



Scotchgreens perform at Tio Leo's to celebrate St. Patrick's Day. (far left) Lead guitarist Wes Walsworth attends CSUSM. (Pride Photo/Melanie Addington)



(left) CSUSM student, Michelle, meets Creepy Creeps after the show. (Bottom) Zander Cox is lead singer for local band Scotchgreens. (Pride Photos/Melanie Addington)



With its riot-inciting music, the Scotchgreens put on a high energy, fast paced show. One Irish

partygoer, Warren, was enjoying the Scotchgreens for the first time. "They remind me of [the band] True Sounds of Liberty, with Irish punk fun!"

According to the Hairball 8 Records web site, the Scotchgreens' "influences span from Johnny Cash and Chuck Berry to CCR and Jimi Hendrix to the Misfits and Social Distortion." Familiar traces of legendary musicians abound in Scotchgreens' live performances and on its first album *Draw*; yet already at such a young age, the band breaks free of any generic, copycat music mold to create its own distinct and impressive sound.

At age 21, Wes Walsworth, lead guitarist for Scotchgreens, doubles as a business major at CSUSM. Other members of the band include Zander Cox as the singer, CJ Cnossen the bassist, Luke Kristensen the drummer, and Lee the accordionist.

As for expectations for their upcoming second album, Scotchgreens' fan Mark Vale sums it up best by saying, "the Scotchgreens are all rippers and there music definitely speaks for itself."

Aztlan and Vietnam: Chicana and Chicano Experiences of the War Professor Discusses New Book

By: Giovanni Ferrer
Pride Staff Writer

On Wednesday, Feb. 28, UCSD Professor Jorge Mariscal gave a multimedia presentation of his book titled *Aztlan and Vietnam: Chicana and Chicano Experiences of the War*. Mariscal's book depicts the racial and political issues that confronted Mexican Americans at home and in the war in Vietnam.

A Vietnam War veteran, Professor Mariscal described the tone of the Chicano community during the war. He said that many Chicanos were proud to serve the country; however, as the Vietnam conflict dragged on, Mexican Americans began questioning the objective of the war.

During the turbulent period of the late '60's, Chicano draft resistors surfaced, one of the most famous being the son of Cesar Chavez. Anti-war poetry by Chicano authors also emerged at that time. Mariscal read several poems by Chicano poets during his presentation, including a memoir titled "Canicula" by Norma Cantu of Texas. The memoir reflects on the life of her brother, who died in the war. In "My Uncle Sam," a poem about the draft, writer Magdaleno Aguilar expresses the discontent Chicanos felt with the federal government.

"There wasn't much contact by the federal government unless they wanted your body," said Mariscal. According to Mariscal, "the identification between the minority and the Vietnamese people" was a problem facing Mexican Americans fighting in the war. They recognized themselves with the people living in Vietnam. They worked in farms, they had colored skin, and they

were not treated as equals.

Mariscal spent the second half of his presentation showing videotaped footage of Chicano anti-war demonstrations. It is a little known fact that 20,000-30,000 Chicano anti-war protesters demonstrated in 1970 at Laguna Park in East Los Angeles, California. The event ended in violence.

Ruben Salazar, a reporter for the Los Angeles Times, was killed in the demonstration when he was struck by a tear gas projectile. Mariscal said, "We now know that the L.A. police department and the FBI infiltrated the Chicano anti-war movement" by disrupting the demonstrations.

The presentation ended with the viewing of *Chicano Moratorium*, a documentary directed by Victor Milan. In this film, David Sanchez, founder of the "Brown Berets," addresses a crowd of protesters. He tells them that Chicanos died in Vietnam at twice the rate of Caucasians. "This is our land, not our government," shouted Sanchez, to a crowd standing in the cold rain. The video ends with a crowd of people marching in the rain down Whittier Boulevard in East Los Angeles.

Mariscal, who served more than ten months in Vietnam, said that racial issues of thirty years ago are still present today. Mariscal also told the audience how he believes that Chicanos are under-represented in institutions such as CSUSM and UCSD, but over-represented in the Armed Forces and prisons. He ended his presentation by saying, "The working class, all races, fought disproportionately in the front lines."

Slam Poet Steals Show

By: Darcy Walker
Pride Opinion Editor

Warmed by the sun and cooled by an afternoon breeze, a small audience gathered in the Library Courtyard, Wednesday March 14, for an open-mic poetry reading. The reading was one of a series of events celebrating Women's Herstory Month, sponsored and promoted by ASI.

Waiting patiently for ASI to set up, Sociology Professor Sharon Elise, who hosted the event, remained relaxed, telling the audience of less than 20 men and women that there would be "a short pause for the cause." After a 25-minute delay, Brad Schmidt and Dean Manship of ASI set up the PA equipment, and the reading got underway.

Honee Folk, a student and member of ASI, read first. Her poem, "I've Been Robbed," was one she wrote while in high

school. Although it was her first public reading, Folk later said that the event had a relaxed, "no-pressure," feel. Folk said the only pressure came from within: "Just my own butterflies."

The second poet was Jennifer Geran, who Elise introduced as co-host of San Diego Slam, a team of Slam poets who compete nationally. Geran read three poems in her first visit to the microphone, including one about the attractive and repulsive qualities of a Barbie doll, another called "Eunice Mother Betty," and one dedicated to her grandmother, called "Gladys." The last poem includes the lines, "When the mopping dissatisfies you / you beat us unmercifully / at Go Fish and Crazy Eights."

Professor Elise then introduced Quincy Sultzbaugh, a Women's Studies major and CSUSM's first Ethnic Studies minor. Sultzbaugh read a poem

called, "Why Did You?" about a girl molested by a family member. Full of images of anger and sadness, the poem ended on a hopeful, positive note.

After offering the floor to any other readers, and getting no takers, Professor Elise read one of her own poems, "Ain't No Love Like." She prefaced it with, "it's a long piece, so I hope that you can bear with me on a little journey." Elise's reading used strong rhythm, call and response, and singing to carry the audience through cities and towns, rivers and villages, where "Black love" has "gone global."

With no more poets coming forward, Jennifer Geran read again, to the obvious delight of the audience. She followed the poem "Bizarro Laura Petry" with the statement, "I am very fascinated by the people I see on TV, so I've written many poems for them." Indeed, Geran's



(Top) Jennifer Geran, a member of the Slam team was the highlight of the Woman's Herstory poetry event. (Top right corner) Professor Sharon Elise hosted the event. (Bottom right) CSUSM student Honee Folk read a poem she had written in high school titled "I've Been Robbed."

(Pride Photos/Victor Padilla)



poems examine and attack several aspects of culture and the media. "Karen Carpenter at the Clinique Counter Getting Ready for her Date With Richard Nixon," was another example of Geran's sharp wit and talent.

Geran and her Slam group, Poetry Scene Stealers, give regu-

lar performances and host open-mike nights at the Rendezvous Café at College Ave. and El Cajon Blvd.

The Pride Ask the Psyche Fairy

Co-Editor	Melanie Addington
Co-Editor	Victoria B. Segall
Opinion Editor	Darcy Walker
Feature Editor	Nathan Fields
Copy Editor	Amy Bolaski
Graduate Intern	Jayne Braman
Advisor	Madeleine Marshall

All opinions and letters to the editor, published in *The Pride*, represent the opinions of the author, and do not necessarily represent the views of *The Pride*, or of California State University San Marcos. Unsigned editorials represent the majority opinion of *The Pride* editorial board.

Letters to the editors should include an address, telephone number, e-mail and identification. Letters may be edited for grammar and length. Letters should be submitted via electronic mail to *The Pride* electronic mail account, rather than the individual editors. It is the policy of *The Pride* not to print anonymous letters.

Display and classified advertising in *The Pride* should not be construed as the endorsement or investigation of commercial enterprises or ventures. *The Pride* reserves the right to reject any advertising.

The Pride is published weekly on Tuesdays during the academic year. Distribution includes all of CSUSM campus, local eateries and other San Marcos community establishments.

The Pride
California State University San Marcos
San Marcos, CA
92096-0001
Phone: (760) 750-6111
Fax: (760) 750-4030
E-mail: pride@csusm.edu
<http://www.csusm.edu/pride>

Dear Psyche Fairy,

I am under a lot of stress right now. Normally, I deal well with being under pressure, but recently I have been panicking. I am up almost all night, every night, trying to do schoolwork, work forty hours a week, plus go to classes. Then when I have a moment, I spend time with my son. I haven't dated or spent time with friends hardly at all for a year because I am too busy.

Isn't college supposed to be the time of my life? Every morning I have been waking up crying out of fear that I am not going to be able to get everything done. I know this is not healthy behavior, but I can't change any of the obligations I have. How can I cope?

Melanie

Dear Melanie,

College can be the time of your life, but it can also be the most stressful period in your life.

The amount of pressure placed upon the average college student is enough to turn a perfectly healthy individual into a paranoid schizophrenic. There's only so much time per day, and professors tend to forget that students have other classes--not to mention jobs and families--when they assign you a 100-page reading assignment or a 20-page term paper, both of which are due tomorrow.

The key to surviving this hectic period in life is to keep calm. The only thing you will gain by having a nervous breakdown is a higher risk of a heart attack by the age of 30. I know this sounds corny, but if you have so many things you have to do, organize your time as effectively as you can. Buy a day planner, make a flow chart, do something, anything, which will help you organize your life so that you can devote enough time

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

to each of your responsibilities so that you can do them properly.

And only do one thing at a time. It will do you no good to try to accomplish ten things at once, and then not have enough time to finish any of them. And make sure you're fitting in time for yourself in there somewhere. Even a small amount of time, like ten minutes to just sit and reflect on life, can be extremely therapeutic.

When you feel like you're drowning in responsibility, take a quick break, go buy a hot chocolate and just sit on a patch of grass somewhere and look at the sky. Take a deep breath and admire the beauty of everything around you. This can be an extremely calming exercise, and when you get back to work, you'll be a lot more focused on what you need to do.

Sincerely,
The Psychefairy

Don't Have
Time to Write
A Letter to the
Editor But Still
Want to Voice
Your Opinion?
Check Out Our
New Student
Survey at:

www.csusm.edu/pride



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 Thursday prior to publication. Letters to the editors should include an address, telephone number, e-mail and identification. It is *The Pride* policy to not print anonymous letters. Letters may be edited for, and only for, grammar and length. Editors reserve the right not to publish letters. Please contact *The Pride* if you are interested in writing news articles.

Evolved Capitalism

By:Christopher McIntosh

"Evolved Capitalism" is a system that encompasses economics, education and social consciousness.

The primary economic change in Evolved Capitalism is in the collection and spending of taxes. Each American is taxed a flat rate of 20 percent of total annual income. There is one exception to this tax rate. Each family that has more than two children will be assessed an additional 5% increase for each successive child. This penalty is placed to promote reasonable family size.

Education will shift from the theoretical to the practical. As each student progresses through the system, he or she will acquire real world skills first, and theories second. Teachers will receive an increase in wages to promote career selection and retention. National standards will be established while still providing local curriculum leeway. Each school will receive an equal and specific amount of money for each student. Parental involvement will be required. Students will be taught skills, theories and strategies to increase their socioeconomic status.

Capitalists currently enjoy having wealth and the luxuries

it can buy. Hypnos has eloquently stated capitalists' ethics "are about the primacy of the individual" (www.im-ur.com, Rebuttal, 3/5/01). Simply put, work for the self and not for the group. He goes further to define tribal ethics as "mandating forcible extraction



of wealth from the individual to fund the ostensible inadequacies of the collective" (Rebuttal). He has beautifully defined the main problem between capitalists and Marxists--Good of the one versus good of the many. My solution is to allow the capitalist to build his or her fortune of money, while placing emphasis on happiness derived from helping others. Thus, what is good for the one eventually is good for the many.

Capitalism is a great driving force that helps America (and the world) leap forward in terms of wealth and technology, yet it

ignores the less fortunate members of society. In this system, emphasis is shifted from self-advancement to both self- and collective-advancement. In this manner, individuals may still attain large sums of wealth while providing the opportunity for those of lower socioeconomic status to make their way up the ladder. By learning to find happiness in non-material things, the capitalist can achieve happiness with or without luxury. Happiness can be found in helping others climb the socioeconomic ladder. With increasing individual wealth, the potential to help members of society increases. By the process of voluntary assistance, each citizen can eventually climb out of poverty and into wealth. It is clearly easier to climb a wall if you are being helped from above.

Right now, many people have a substantial amount of money, but are not happy. People find themselves in careers that they do not enjoy. They can't leave, however, because they are so dependent on their income that they can't "afford" to find happiness. If one has to choose between happiness and depression, most would choose happiness. So why are many capitalists determined to disregard their own happiness to maintain their "wealth"?

Letters to the Editor

Long Live Social Reciprocity!

On Friday, March 2nd a young woman in a silver car came to my aid. She practiced a "random act of kindness". You all know how frustrating it is to have a five-dollar bill and the parking ticket machine keeps rejecting it! I had only two dollars in change, so asked the kind stranger if she had change for a five. She looked at me and said, "Here, just take this dollar bill." I was very grateful since I was already running a little late, and told her that I will repay the favor to someone else down the road in her honor. We are all socially responsible for each other, and it was so nice to have her simple gesture reaffirm my convictions. Thank you for the chance to share this small CSUSM community with caring people like the young woman in the silver car. If you are that woman, please email me at the address below.

Sincerely,
Shelli Douglass

Considering Lionel Tate: The Sentence of a Fourteen Year Old Boy

What does the life in prison sentencing of a fourteen-year-old boy say about America's belief in rehabilitation? If the courts, ideally representative of the population, come to the conclusion that a child of fourteen has no possibility of rehabilitation, how does that portray an acceptable model of human development?

Think back to when you were twelve years old (Tate was 12 at the time of the incident).How much have you changed? I was never involved with the death of a fellow human, but at the same time, I'm definitely glad I'm not still held accountable or judged on what I did when I was 12!

James Newell

What Is My Ethnicity?

By: Roland Arias Jr.
Pride Staff Writer

Recently I had a debate with one of my cousins, who lives in Quezon City, in the Philippines. In our little debate, my cousin and I discussed what truly constitutes one's cultural identity. "You can't really be a true Filipino unless you speak Tagalog and immerse yourself in the lifestyle here. You can't understand what it is to be Filipino unless you live in the Philippines," my cousin told me.

But what determines one's cultural identity? Is it our genetic sequences, arranged in the form of a double helix? Is it the environment one is socialized into? Is it the continent that one lives on? Is it the language one speaks at home?

For many members of emmigrated, second-generation families in the United States, asking yourself what your ethnicity is can be a trying question. Because I was born and raised exclusively in the United States and only speak English, I began to question whether or not I was a "true" Filipino. Under my cousin's criteria, my claim to Filipino heritage was almost non-existent.

When I was younger, and first considered this question, I felt like a part of my identity was missing because

I did not speak Tagalog. Growing up, I would listen with envy as my Tagalog-speaking friends would converse in their native tongue with their parents, as if it was second nature to them. When their parents asked me if I spoke Tagalog, I would slowly shake my head no. With a look of surprise and astonishment at a Filipino boy who did not know how to speak Tagalog, some would roll their eyes as if I were totally oblivious to Filipino culture. There were other times when I would listen to my grandma singing in Tagalog and could only listen to the familiar sounding words, not knowing their full meaning or context. Everyone else knew their "native" dialect, why couldn't I?

When I asked my parents why they did not teach me in my native language, they simply said, "because we did not want you to have a hard time in school. You are not just Filipino, you are an American."

At the cost (in opportunity) of not being bilingual, my parents made the decision to communicate with me exclusively in English. I love my parents for always having my best interests in mind and I have no regrets that they did not teach me Tagalog, or any of the many dialects that are spoken in the Philippines when I was younger. I have realized that not speaking Tagalog did not make me less Filipino than any other person of Filipino decent.

Although my cousin would label me "Americanized"

rather than Filipino, I believe that the values, customs, and traditions that I practice determine my ethnicity, not just the language I speak and where I live. One's cultural identity should not be measured by what characteristics are missing, but by the characteristics a person values and cherishes. Granted, I will never understand what it is like to live in the Philippines, but I carry the values and customs of Filipino culture that my parents have instilled in me and I plan to carry them on to my children as well.

I feel fortunate that I have been raised in such a diverse environment where I can pride myself in being part of a collective but at the same time be recognized for the person that I am.

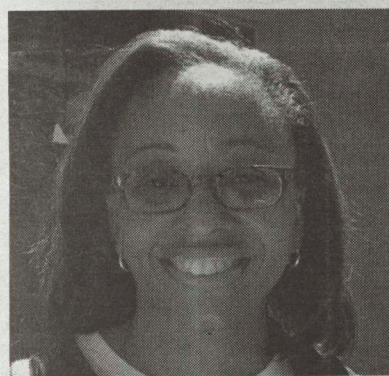
Would I be willing to learn Tagalog in my adult life? Learning another language is an asset than can only better a person as a whole. Would I feel "at home" in Quezon City? The Philippines is one of the most beautiful places in the world, but I would never feel truly at home there. Do I consider myself a "true" Filipino? My identity is composed of many components, being Filipino will always be one of them.

For those of you who have trouble answering that question, "What is my ethnicity?" Your culture and your identity is what you make of it. No one knows your ethnicity and your own identity better than you.

The Campus Beat

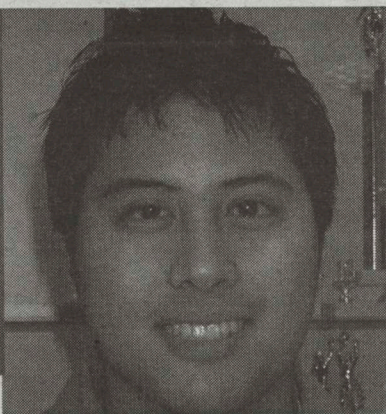
ASI will be holding their annual elections for new officers at the end of April. Would you be interested in running for an office?

By: Victoria B. Segall



I wouldn't run but I would vote. I work full-time and go to school full-time. I don't think I can't put any more activities in my schedule. But I support it and I would vote.

Javonda Franklin
(Senior, Communications)



No. I'm really time-pressed and I'm focusing on graduating.

Eric Gacias
(Senior, Business)



No. I don't have enough time to put my all into it and I'm not interested in politics.

Pegah Ghannadian
(Sophomore, Business)



No. I don't think I have very much time in my schedule. Time is pretty much the only reason.

Felipe Sanchez
(Sophomore, Int. Business)



I would have to say no because it seems very time consuming. I don't think I could give a 100% to do a good enough job.

Lauren Seal
(Freshman, Psychology)

Dome Vs. High School Cafeterias

By: Claudia Ignacio
Pride Staff Writer

How different is the Dome from a high school cafeteria? Well, to be honest, not at all. The fact is, the university needs to bring more variety of food to campus. I am tired of eating the same plates every week. I am frustrated by the fact that they cannot even cook a quesadilla with white cheese. How hard can that be? So what if I am picky—I am paying for it.

For a student who has been here a few years and who unfortunately has no time to go down to San Marcos Boulevard to get some real food, the Dome is the only alternative, and a nightmare at times. My appetite goes away because I am so tired of the routine food that is offered at the Dome. If other restaurants are

not served as food at CSUSM, the profits would be tremendously higher than what the Dome makes right now. Students like me eat because they have to, but not necessarily because we enjoy it.

Lunch at the Dome reminds me of my elementary and high school years—just when I thought I was out of them. The convenience store is as bad as the Dome. My advice to all of you when buying at the convenience store is to look at the expiration date, and for anything weird, before your appetite gets scared away. And then you wonder why we cannot eat healthy! At this campus there *is nothing* healthy. Finally, plan on bringing your own chair and table if you want to eat at the Dome.

Teachers Make Attendance A Problem

Sarah Philipps
Pride Staff Writer

Many students come to college with the expectation of being treated as an adult. Unfortunately many professors do not treat their students as such. I find it very frustrating to walk into a class and have the first ten minutes wasted on a professor taking attendance. Does it really matter whether or not we show up to class? It seems to me that the only reason that a professor would think it necessary to take roll is because he/she has experienced a lack of students attending the class.

Perhaps students are not attending class because their professor is boring, and they would rather stay home and enjoy the warmth and comfort of their own bed instead of trying to make

themselves comfortable while being lulled to sleep by their professor droning on in a monotone voice.

Maybe the professor has a complex about his/her teaching skills, resulting in them forcing you to come and pretend to be a captive audience. I am not exactly sure. I do know that it seems like the really boring professors are the only ones that do take attendance.

Professors that have a passion for the topic that they are teaching, whose class is enjoyable because they make learning interesting and fun, do not take roll. Maybe it is because the professor has been around longer and has realized how to make something unappealing seem appealing and fun. Maybe it is because they are secure in their ability to

teach, or maybe they have realized that after thirteen years of being forced to go to class, they feel that we are old enough and mature enough to make a decision for ourselves and suffer the consequences of our actions. I am not saying that we should all continually ditch class. We all know that if we don't go to class there is a bigger chance for failure or unsatisfactory grades.

What I am saying is that maybe the professors at CSUSM need to recognize that we are all adults and that as adults we make choices. Some of these choices may not be what the professor would consider to be the best choice, but at least we would be given the opportunity to decide for ourselves and not have it dutifully called to everyone's attention during roll call.

On Campus Events

Tuesday, March 20

Women's Herstory Month Film Series: The Speeches of Famous Women
Time: 11:45am-1:30pm
Location: Commons 206

Career Skills Series
Time: 1pm-4pm
Location: Craven 4201
Learn the current trends in paper and electronic resume writing and the job search process.

Open Forum for Dr. Rajen Anand
Time: 2:30pm-3:30pm
Location: Commons 206
The Search Committee for the CoAS encourages students to attend the Open Forum for the CoAS Dean finalists.

Wednesday, March 21

Japanese Art Exhibition
Time: 10am-4pm
Location: UNI 440
Two forms of Japanese ink and paper art will be exhibited and demonstrated by the Japanese language program.

Choosing the Right Courses for Graduation
Time: 12pm-1pm

Location: Craven 4201
Meet and talk with graduation advisors from the CoAS.

Achtung! The German Table
Time: 12:30pm-1:15pm
Location: The Dome

Everyone is welcome: from beginners to native speakers, students, faculty, staff, or interested people from the community. For more info. contact Astrid Ronke: aronke@csusm.edu.

Thursday, March 22

Career Skills Series
Time: 9am-12pm
Location: Craven 4201
Learn the current trends in paper and electronic resume writing and the job search process.

Careers for Business Majors
Time: 12pm-1pm
Location: Craven 4201
Explore occupational opportunities in business.

Native American High School and Community College Conference

Planning Meeting with AISA
Time: 4:30pm-5:30pm
Location: Craven 5306
Those with questions are asked to email jacob007@csusm.edu

Friday, March 23

Opening the Doors to Higher

March 27-28

Disabled Awareness Days
Time: 9am-2:30pm
Location: Founders Plaza

Club Meetings

Tuesday, March 20

Circle K International
Time: 3:30pm
Location: Commons 207

College Republicans
Time: 4:30pm-5:50pm
Location: ACD 111

Friday, March 23

Future Educators Club
Time: 12pm-1pm
Location: ACD 407

CSUSM Sports

March 19-20

Golf
Location: CSU Monterey Bay

March 24

Track & Field: Aztec Invitational
Location: SDSU/CSU Northridge

Education: Sandy McBrayer
Keynote Speaker
Time: 8am-3:30pm; McBrayer scheduled to speak at 9:30am in ACD 102
Sandy McBrayer, former National Teacher of the Year and Executive Director of the Children's Initiative of San Diego, is scheduled to be the keynote speaker at a conference for prospective students.

Writing Introductions and Conclusions
Time: 10am-11am
Location: ACD 420
Learn methods for writing introductions and conclusions that will give your writing greater clarity and pizzazz.

Find What You Want: PAC & Database Usage
Time: 11am-12pm
Location: Library
Learn information necessary in selecting databases to meet your research needs.

Monday, March 26

Career Skills Series
Time: 1pm-4pm
Location: Craven 4201
Learn the current trends in paper and electronic resume writing and the job search process.

Thoughts on... Writing

Compiled By: M. Addington

When ideas fail, words come in very handy.
-Johann Wolfgang von Goethe

If any many wish to write in a clear style, let him be first clear in his thoughts; and if any would write in a noble style, let him first possess a noble soul.
-Johann Wolfgang von Goethe

Never express yourself more clearly than you are able to think.
-Niels Bohr

Some editors are failed writers, but so are most writers.
-T. S. Eliot

Why don't you write books people can read?
-Nora Joyce, to her husband James

A thousand words will not leave so deep an impression as one deed.
-Ibsen

Stress Relief Provided

>>>Article cont. from pg 3

"parking and writing papers."

Business major Brigitte Collins works in the campus bookstore part-time, participates in the "Senior Experience" as part of her business program, has two children and takes 15 units. As a working mother and student, she says that she doesn't have much time for anything else. When asked how she counteracts the many stressors that are in her life she said, "I shop." As a senior, Collins had some advice for new students, "Get school done with before you have a family and get support from family members if you see yourself too stressed."

Max Klinock, a retired CSUSM student says that his biggest stressors are his calculus class, a programming class and parking at CSUSM. To relax and take a break from these stressors he goes to the beach, to church and teaches Sunday school.

Klinock also advises that students "too stressed to cope should see the

counselors that the school provides."

According to the experts, all of these are great practices in reducing stress of the working and full-time student. Campus director of CSUSM's Counseling and Psychological Services (CAPS), Dr. David Blasband, says that in order to cope with these hectic times in a student's life, s/he should "learn time management skills" and "be able to realize what you can handle." Blasband also encourages students to get to the bottom of "what is stressing them."

When asked what types of relaxation methods ease the nerves of the stressed out student, Blasband noted that it's important to "do the things you like, such as walking. Get at least a half an hour of aerobic exercise." He also said that it's very helpful to "get away from things for awhile." However, if these methods do not work and the person still has problems with overwhelming stress, Blasband suggests s/he get support from family, friends, or CSUSM's Counseling and Psychological Services.

A+ Subs

Preschools Substitutes, Aides, and Teachers. All area's full-time, flexible part-time hours.
\$6.50-\$9.50 hourly
Call Jacki @ 858-565-2144!!!

WOMEN'S RESOURCE COMMITTEE

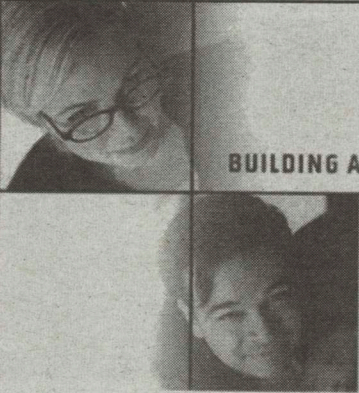
San Diego's On-Line Women's Resource Guide for pregnant women and women with small children

www.wrg.org
for women, by women

Referrals for:

- Medical Care •Housing
- Financial & Legal Assistance
- Material Needs •Child Care
- Pregnancy Education
- Support Groups

619-516-3266
HELPING WOMEN HELP THEMSELVES




BUILDING AN INTELLIGENT PORTFOLIO

You're invited to a TIAA-CREF Financial Education Seminar.

Savings and investment strategies to reach your financial goals.

There are so many investment choices available to you—SRAs, IRAs, mutual funds, and more. But which ones are best suited to your investment goals? What's more, how should you allocate your assets among them? A TIAA-CREF Consultant will help you identify and prioritize your financial goals, so you can choose the investments that are best for you.

Date: Thursday, March 22, 2001
Time: 6:00 - 7:30 pm
Place: Salk Institute, 10010 North Torrey Pines Road, La Jolla, CA
RSVP: Register for our Reaching Your Financial Goals Seminar on our website or call 877.209.3140, ext.2615



Ensuring the future for those who shape it.™

1.877.209.3140, ext.2615
www.tiaa-cref.org/moc

For more complete information on our securities products, call 1.800.842.2733, ext. 5509; for prospectuses. Read them carefully before you invest. • TIAA-CREF Individual and Institutional Services, Inc. and Teachers Personal Investors Services, Inc. distribute securities products. • Teachers Insurance and Annuity Association (TIAA), New York, NY and TIAA-CREF Life Insurance Co., New York, NY issue insurance and annuities. • TIAA-CREF Trust Company, FSB provides trust services. • Investment products are not FDIC insured, may lose value and are not bank guaranteed. © 2001 Teachers Insurance and Annuity Association - College Retirement Equities Fund, New York, NY 01/02