



## Drug and Alcohol Awareness Seminar

Catherine Armas-Matsumoto

PRIDE STAFF WRITER

Many people die or are severely injured as a result of drug and alcohol related accidents each year. In an effort to promote understanding, Student Health Services sponsored a Drug and Alcohol Awareness Seminar Thursday, December 2 in ACD 102 from 3:00pm - 5:00pm.

The event opened with a welcome from Reina Abeyta, a LVN from the Student Health Center, and co-coordinator of the day's event. ASI president Waleed Delawari then read an emotion-stirring poem about a young girl who had refrained from drinking at a party, only to be killed by a drunk driver. The audience listened attentively to the four speakers who followed.

Speakers included Kathleen Blatner, a nurse practitioner who has treated many victims of drug-

See DRUGS Pg. 15

### IN THIS ISSUE

Opinion.....	2-3
FMP Holiday.....	3
Psyche Fairy.....	4
Holiday Fun List	
Campus Beat	
Poetry Night.....	5
GUTS	
<i>Time of Your Life</i>	
Evaluations.....	6
Templeton Guide	
Campus Emergencies	
Healthy Ways.....	7
Words to Live By	
EDIAL.....	8
Notable Books	
Tutoring Opportunities	
Mission Statement.....	9
Great Eggs-pectations.....	10
UCSD Ensemble.....	11
Student Affairs.....	12
Ballet Folklorico.....	13
Jewel's Joy CD	
Polynesian Fair.....	14
Kaloogian.....	15
Calendar of Events.....	16
Classifieds	

## Guest Speakers Share: World AIDS Day

Giovanni Ferrer

PRIDE STAFF WRITER

On Wednesday, December 1, three guest speakers shared their stories and experiences, commemorating World Aids Day at CSUSM. Two of the guests were HIV/AIDS positive, while the third was a caregiver at two licensed facilities in North County.

Although adults between the ages of 25-45 represent the largest population of reported cases of AIDS in the U.S., young adults between 14 and 25 are at the greatest risk of contracting the disease, especially women. The Peer Education and Support Program, along with Health, Counseling and Disability Services, raised AIDS awareness on campus with the presentation.

The first speaker was a middle-aged woman who tested HIV positive eight years ago while married with two children. Before learning she had contracted the virus, she worked as a nurse at a local hospital helping treat AIDS patients. One day at work she accidentally pricked herself with a needle used on one of the AIDS patients. She was tested, but the results came back inconclusive.

After further tests, the results came back HIV positive. She is not absolutely sure whether or not she contracted the virus through the dirty needle.

The speaker became emotionally distraught and tears fell as she told the audience how she was terrified that people in the medical field would find out about her illness. Her husband told her not to tell anyone and for a couple of years she kept it a secret. She said of the aftereffects of the disease, "It's like a wrecking ball hitting brick by brick and you don't know where

it's going to end up." She and her husband divorced. She lost her job. When she fell sick, she finally had to tell her two children. She said that her children responded well and that she received a great deal of support from their friends. But things began to get worse. She couldn't make her car payments, bills were piling up, and she eventually ended up homeless. She wasn't out in the street but had to stay with friends.

Finally, a friend told her about a support group called Being Alive. They helped her

find an apartment that housed other HIV/AIDS tenants. She took AIDS medications for a few years but found the side effects unbearable. She no longer takes medication and her physician must monitor her more frequently. She said that her life is more stable now.

The second guest speaker was a middle-aged male Hispanic who was HIV positive. He was born in Kansas City, Missouri, and was raised in Chicago and Orange County,

See AIDS Pg. 15



SAMANTHA M. CAHILL/ The Pride

## A Day Without Art

Cynthia Woodward

PRIDE STAFF WRITER

Black shrouds covered library artwork on Wednesday, December 1, in observance of Day Without Art 1999. Posters and handouts placed on or near the shrouds explained the connection between the loss of art and the loss of lives, due to AIDS. The walls of the CSUSM library, which normally exhibit artwork, were draped with shrouds, the covering used for the dead. The visual impact of the shrouds assaulted students, faculty, and staff as they entered and exited the library.

The display offered an immediate, visceral understanding of art's importance to humanity, simply by removing it from view for one day. The handouts called Day Without Art a day of "conscious confrontation with loss," reminding viewers of the many lives cut short by AIDS. One poster read, "Some people have lost everyone they know." The magnitude of the loss of art shrinks in relation to the loss humanity suffers because of the dreaded disease. The handouts also asked viewers to work toward a cure for AIDS.



SAMANTHA M. CAHILL/ The Pride

## Schola Pacifica

Andrea Cavanaugh

PRIDE STAFF WRITER



Close your eyes and breathe deeply. Timeless songs sung in Latin fill the air. Imagine sunlight streaming through stained glass, the stone floor of an ancient monastery, days of faithful devotion which flow into weeks, and then years, like the sands of an hourglass.

It wasn't difficult to imagine when San Diego-based choral group Schola Pacifica took to the stage on December 2. Three members of the twelve-man group were absent, victims of the flu, but that didn't diminish the beauty of the soaring sounds of Gregorian chant, delivered a cappella to an appreciative audience as part of the CSUSM Arts and Lecture series. Schola Pacifica Director Max Chodos told the audience he welcomed the chance to bring this "uplifting and spiritual" music to the campus.

Schola Pacifica was founded in 1993 by Karl Nielson, a Benedictine monk who has since returned to his monastery. The

See PACIFICA Pg. 15



The Season  
By Victor Mireles

The turkey has been devoured, the pie eaten, and the football games played. Now the Christmas season begins. Yes, I said the word “CHRISTMAS.” Not “holiday.” Slowly over time we, as a society, have removed Christmas from our collective lexicon. The Christmas play or pageant has long since been banned. In some schools, candy canes have been banned as being religious in nature. People have “Holiday” parties with “Holiday” trees and “Holiday” candy.

This time of year every sign says “Holiday Savings” or “Holiday Values.” The “Season” has become one long shopping binge of the worst kind. The use of the word Holiday instead of Christmas for store use is justified by the claim that not all the

population is Christian or Muslim (Both Pakistan and Iran have Christmas as a holiday).

What is more disturbing is the political correctness crowd of people who are tyrannical in their opposition in even displaying anything Christmas. This sad state of affairs has been caused by a relative few who wish to shape the world in their own narrow view. They sue the city and nation over crosses, trees, and the words, “In God We Trust,” on our currency. They claim that they are protecting the rights of Atheists, non-Christians and others. However, they are nothing more than the worst sorts of cowards who hide behind the Constitution for their selfish aims. They are the same people who cry over cigarette ads, economic injustice, cars, and just

about everything in general. In short they hate fun and life itself.

The Christmas of Santa Claus, candy canes and Rudolph the red-nosed reindeer does not represent anything biblical or religious. It is just fun. Those who remember the religious aspect will do so with respect, but the minority of people who do not view Christmas in the same light must respect the rights of the majority. So if you like Christmas do not say “Happy Holidays” but “Merry Christmas.”

If people have a problem with that, tell them to get a life.

Random Acts of Kindness  
By Cindy Tagliapietra

The holidays are right around the corner. This year, do something a little different. Think of those around you who may be going through a difficult time right now. Someone who may have lost a loved one, someone struggling with a medical condition, someone who is in the process of looking for or starting a new job. Someone who is struggling with an addiction or has gone back to school after many years. Someone who is going through a divorce or break up of a relationship, someone who is feeling lonely or depressed, someone who is having financial difficulty. Try practicing Random Acts of Kindness.

Give someone words of encouragement either verbally or send a card. They will get the warm fuzzies just knowing someone is thinking of them! Pick up a bouquet of flowers from the grocery store to perk up someone’s day. Unexpectedly buy a friend lunch. Help out your parents by washing their car, or better yet, fill up their gas tank without being asked. Give a hug just because. Call or visit someone you haven’t been in touch with for awhile. Give mothers with small children a break. Open doors for them. Offer to baby-sit free of charge! Bring cookies to share to work. Tell a professor or teacher how much you appreciate them. (you could also tell your parents, spouse, and/or friend the same thing!) Look around at all you have been blessed with and spread the wealth. You will find that when you practice little Random Acts of Kindness, it makes you feel better but it also touches the hearts of those around you.

**Response to a November 15, 1999 “Letter to the Editors”**

Hello. My name is Debbie Nation. I am the Childcare Representative for ASI and I am responding to a letter for the editor in The Pride on November 15, 1999, regarding children on campus on Veteran’s Day. I hear the concern for children attending school. Many parents are in need of “emergency” childcare. At the moment, there is a waiting list at our facility and we do not offer drop-in care. In the mean time, we thank our instructors and other students for being patient and understanding of parents continuing their education, thus sometimes bringing their child to class.

We can’t ask parents to leave their child with anyone. Look at our world; watch the news and one should clearly see why. There are way too many risks out there!

So... What do we do? For now, join the ASI Childcare

Committee. Let’s talk and discuss the issue. One person brought up a few good ideas so far, so imagine the outcome by many. Talk to ASI and inquire about joining the childcare committee. Let’s think of creating a safe place for children of fellow classmates to stay while we learn.

As for Mike... Thanks for bringing up the subject. It definitely needs to be noticed and acted upon. To put a childcare drop-in center at the Palomar Pomerado Health Services building would require licensing and time. However, we do not need to have a license to use one of our vacant rooms on campus. We need university permission to have the children on campus on those days and therefore have drop-in childcare on those specific days. Join the Childcare Committee! We’re eager to hear your input.

Debbie Nation  
ASI Childcare Representative

**Dear Editors:**

Colorful chalk drawings advertising AIDS Awareness Week greeted me today as I made that dreadful climb up the stairs of Mount CSUSM to campus. I was delighted to see that awareness was being made about this incurable, deadly disease and hoped that it would lead to improved prevention for students. But as I started to approach the peak of the Mountain I began to see oddly shaped “balloons” tied to the rails, gleefully swaying in the morning breeze. Upon closing examination, condoms. Huh?

I made my way to the Dome to grab a bite to eat and a copy of the school paper. On my way I noticed colored chalk animated with arrows pointing to the direction of “free condoms.” Apparently if I were to follow these arrows I would get a “kit” that includes condoms, prevention information, and candy. To top it off the slogan “TAKE OUT BEFORE YOU MAKE

OUT!” graces the cover. Something just seemed really wrong with all this, so I vainly tried to refresh my memory of 7th grade sex education. This produced little more than a disturbing image of the live pregnancy video I was shown, so I gave up to see if the Internet provided any answers.

After a bit of searching a website (<http://www.hivdent.org>) gave me the information I was looking for. As it turns out condoms are 90% effective in preventing the transmission of HIV when used properly. For you John Q. Math Majors out there that would leave a 10% chance that you would contract the virus. 10%? That’s about the same odds as winning one of those “under the cap” beverage games. Which I have won! The cap, however, still sits on my shelf awaiting trade in for a pair of stylish Sprite endorsed sunglasses.

Unfortunately though for those who lose in the sex “under

the sheets” game, AIDS is not something you can just put on your shelf because you don’t find it particularly useful. It’s not cheesy merchandise; it’s an incurable, deadly disease! Instead of handing out guns for students to play sexual Russian roulette with, something more practical must be done. How about both partners being tested prior to relations? Or what about.. \*gasp\*.. abstinence? While I don’t fully endorse the latter, the former is quite plausible, and I know from experience.

Our society seems to be forming in a way where we try to dodge the bullet instead of just not pulling the trigger. I hate to see condoms endorsed as an HIV prevention method and I hope the students of CSUSM will think ahead and realize that the trigger need not be pulled.

Respectfully,  
An Upset, Sexually Active Joe

**A Christmas Letter**  
By Cindy Tagliapietra

This time of year is always hard for me. Papers are due. Exams are coming up. The holidays are right around the corner and money is tight. Several years ago I read an article in a newspaper with ideas of things to get those people in your lives that are close to you. The answer was simple: love. Write a love letter. I did just that. I went out and bought some Christmas station-

ary and sat down and wrote 25 things I love and appreciate about my husband. I did the same thing for my three children. After all the presents were unwrapped that year, I pointed out to everyone they had one more gift to open. As my husband read it, I could tell I had found the perfect gift for him as his eyes welled up with tears while reading his letter.. For my children, it wasn’t so evident, until one day as I was changing the sheets on my daughter’s bed.

As I tucked in the sheets, my hand touched paper. There, I found underneath her mattress were my Christmas love letters stacked neatly with other things she treasured in her life.

The things you write about don’t have to be earth shattering accomplishments, but things like, “I love the way you smile. I love the way you take the dog out for a walk without anyone asking you. I am happy you are a part of my life.” Now, almost ten

years have passed since I started my tradition and it is the first gift opened on Christmas Day. I still tell them how much they are loved and appreciated. Now, I also add in highlights of things they accomplished and even obstacles they had to overcome over the past year and point out how proud I am of them. Since I have started this, I have spread the word to my friends and other relatives. It is the gift that my best friend and sister request every year. Last Christmas, I

added something extra with my letters. I purchased special boxes for my family to put their love letters in. In the last couple years, I have noticed I am now on the receiving end from my eldest son and best friend. It is a wonderful tradition to begin. It is unique, personal and guaranteed to be cherished. All it takes is a little time and love.

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

<b>The Pride</b> Editor Samantha M. Cahill Editor Leiana S. A. Naholowaa Graduate Intern Cynthia C. Woodward Faculty Advisor Madeleine F. Marshall Staff Columnist Psyche Fairy	<a href="http://www.csusm.edu/pride/">http://www.csusm.edu/pride/</a> The Pride is published weekly on Mondays during the academic year.  All opinions and letters in <i>The Pride</i> represent the opinions of the author and do not necessarily represent the views of <i>The Pride</i> or of California State University San Marcos. Unsigned editorials represent the majority opinion of <i>The Pride</i> 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 <i>The Pride</i> electronic mail account, rather than the individual editors.	Display and classified advertising in <i>The Pride</i> should not be construed as the endorsement or investigation of commercial enterprises or ventures. <i>The Pride</i> reserves the right to reject any advertising.  The Pride California State University San Marcos San Marcos, CA 92096-0001 Phone: (760) 750-6111 Fax: (760) 750-4030 E-mail: <a href="mailto:pride@csusm.edu">pride@csusm.edu</a> URL: <a href="http://www.csusm.edu/pride/">http://www.csusm.edu/pride/</a>
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Retraction

With profound regret, *The Pride* announces that the following articles, submitted by Staff Writer Mark Zornes and accordingly attributed to him in the pages of *The Pride* during the past semester, were substantially plagiarized:

“Student Flick of the Week: The Astronaut’s Wife”  
September 7, 1999

Star Wars: Exhibit Attracts World to San Diego”  
October 4, 1999

“The Three or Should I say Four Wise Men Deliver”  
November 15, 1999

“Pokemania”  
November 15, 1999

*The Pride* apologizes to its readers, to the campus community at large, and to the original authors of these texts. When the paper published these reviews, the editors and advisor were unaware of the plagiarism. Indeed, a student paper, like the campus and the wider academic world, can only operate on the assumption that writers are honest and that their work is their own. The free exchange of ideas depends on this assumption.

Samantha Cahill, Editor  
Leiana Naholowaa, Editor  
Cynthia Woodward, Graduate Intern  
Madeleine Marshall, Faculty Advisor

STUDENT GOVERNMENT’S CHRISTMAS BONUS

Dear Editors:

I’m not sure of how many students on this Campus are aware of this - but our student Government, ASI, has decided to take our money that we give them each semester and give their staff Christmas bonuses!

They did this at their Friday November 12, 1999 meeting in CLOSED Session.

I find these actions by our student government absolutely INTOLERABLE!! Did they ask you or me (as the “Official Student Voice” they are representing) if this is okay with us? No. Did they hold a forum to get our opinions on this since they care so much about representing us? No.

Did they even bother to at least have this decision made during the OPEN Public part of their meetings so that we, the students could be afforded the opportunity to voice our opinion on this matter? No.

I find this behavior completely unacceptable for those in student government who are supposed to “represent” us.

Furthermore, as far as I understand it, NO OTHER DEPARTMENT IN THE UNIVERSITY engages in this practice.

But ASI sure does. I guess he who makes the rules, rules. (Especially when there is no one to holding them accountable for their actions!)

This is our money that we pay to the ASI, before such frivolous decisions about how to spend OUR money are made, I think any reasonable person on this campus would expect our student government to be responsible enough to ASK us about it first. At minimum, affording us the opportunity to have some sort method that our VOICES may be heard.

I think it’s time that the students on this campus not only be \*aware\* of, but VOICE their opinions about the actions of our student government and it’s officers.

DON’T LET THEM JUST GET AWAY WITH THIS - LET’S BE SURE TO REMIND THEM THAT THEY ARE ACCOUNTABLE TO STUDENTS THEY REPRESENT!!!!!!

Let Your Voice Be Heard:

Individually - on an individual level we can: e-mail each of the B.O.D. members (just like you would to your congressman and let them know that we, their constituents, disapprove of this and want it rectified immediately).

\*\* We can also go to our Student Government’s Board of Directors (B.O.D.) meetings and voice our disapproval of this “appropriation” of student funds (without any consultation or consent from us).

I am going to the next B.O.D. meeting (as I have been throughout the semester) - and I hope to see more concerned students there...anyone care to join me?

Samantha Beltram

Faculty Mentoring Program Holiday

Catherine Armas-Matsumoto

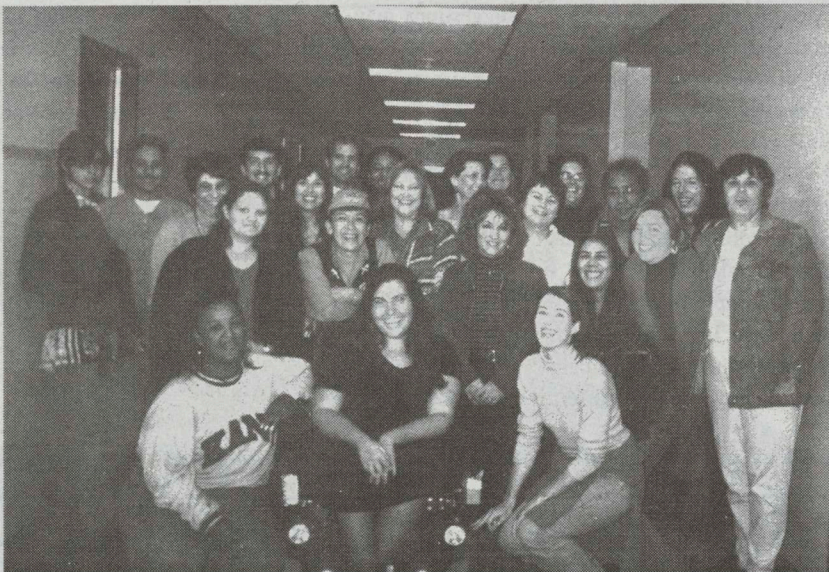
PRIDE STAFF WRITER

The Faculty Mentoring Program hosted its annual Holiday Dialogue Gathering Thursday evening, December 2nd, in the Dome. Mentors and protégés assembled to celebrate the season with a catered dinner from El Pollo Loco. Festive activities planned by the FMP staff included a gift exchange and awards.

Under the direction of Dr. Vickie Golich, Edward Polhert, and Dr. Elisa Grant-Velone along with excellent support staff Rose Russell and Olga González, the Faculty Mentoring Program continues to expand the opportunities for first generation college students and those from lower socioeconomic backgrounds. Sixty-nine faculty members and ninety-one students are currently involved in the program.

Polhert gave credit to González, who joined FMP at for the successful turnout of the sixth annual event.

FMP offers academic preparation, workshops, and activities that allow students to learn strategies to increase their educational opportunities and complete the goal of graduation. The encouragement from the mentors becomes an integral part of the students’ academic experience and a valuable resource.



The Pride Staff  
Fall 1999

Front row, left to right:  
Fatimah Cruz-Young, Penny Lanese, Shari Sutherland

Second row, left to right:  
Jessica George, June Hodges, Gail Skennion, Victoria Segall, Catherine Armas-Matsumoto

Third row, left to right:  
Sharon Hambly, Cynthia Woodward, Adra Hallford, Joni Miller, Leiana Naholowaa, Cynthia Tagliapietra

Back Row:  
Trevor Knudsen, Giovanni Ferrer, Paul Blanchard, Mike Spangler, Imani Rupert, Laura Hopkins, Andrea Cavanaugh, Samantha Cahill, Madeleine Marshall



# Ask The Psyche Fairy

My dear Psyche Fairy,

It is the end of the semester and I am stressed to the max. I am so crabby with everyone. I'm not getting enough sleep at night because of all the papers I need to write and then when I do get to bed I'm so wound up, I can't fall asleep. Plus my boss is on my back at work because I keep wanting time off and this is the height of the busy season in retail, on top of everything else. I'm afraid I'm going to lose my job. I feel like I'm wound tighter than a rubber band. Any suggestions on ways to help myself? One more thing, Psyche Fairy, my face is all broken out from the stress and I have a couple major holiday parties to attend!! HELP!!!

Yes, yes, I know all about what you are saying. Unfortunately, there is no easy fix to your problem. Because you only have a couple of weeks left, apologize to your friends in advance about being a pain in the ass. Most of them will understand that your stress is displacing your good sense and they will wait out the two weeks. For the sleep problem, I definitely recommend exercising. By immersing yourself in some strenuous exercise you can distract your mind with bodily exhaustion. Another helpful hint is to pretend to dream while waiting to fall asleep. By doing so, your attention falls away from the work and gets lost in fantasy. This can help you fall asleep faster. I always tell people to get sleep because it is so important for an active, healthy mind. When you are tired, your quality of work suffers

and so do you. Don't spend your life in the agony of staying awake. Remind your boss that your first priority is your studies. You are paying for them, after all. If this boss can't be reasonable then get a job elsewhere. You have the advantage right now when retailers everywhere are looking for employees. To relax, well, you can try many things. Personally, I find it soothing to listen to music in a dark room with a single candle burning. You can engage your mind in the flame. A hot bath, a glass of wine, sex, or a massage from a good friend can always help. I also find it helpful to throw myself in a consuming task such as cooking. I can justify the time by saying, "I have to eat." Zits and hormones are a deadly combination. This is why you need to relax and take care of yourself. Zinc, some good polyunsaturated oils (flax, borage), and vitamin A are sometimes recommended. Ultimately, a person's best friend when a zit takes us hostage is makeup. By diminishing the appearance of a pimple, people will notice the whole visage and you will feel less terrorized. The stress isn't going to disappear, but these suggestions may alleviate some of the torture. I wish you success on your exams and good times at the parties.

Dear Psyche Fairy,

I have a BIG crush on one of my professors. She is single, but involved. How do I stop thinking about her? I don't want it to affect my final! Help.  
Pashynut Pupil

Ohhh Pashynut (such a cute name)! you have a big problem. No one can help you, not even yourself. Time will eventually help, but what good is that now? As far as I'm aware, crushes overtake us like a wave of intoxication. Crushes and lust have this perfect recipe for creating delusions and silliness. With just the right amount of anxiety, arousal, sentimentality, and passion, we are hard pressed to remain focused and rational. The plus side is you "feel" so alive. It's bad timing, of course, so you will have to just say to yourself "I'll fantasize all I want later....but for now, it's study time." Try to remember why your studies are so interesting and go with it while you can. In regard to acting on your lust, I'd advise that you take your final first and reveal your attraction later. Professors are biased because they are human, so e-mail her later. Express your attraction, if it continues, and see what she says. You must be prepared for rejection, though. She might not prefer you, your sex, nor initiating such a relationship with a student. If you can accept this and if she's open enough, you might want to express your desire anyway. If the situation isn't in your favor, then you are left to indulge in your fantasies. Your fantasies could be more fun!

**If you have any question or comments for the Psyche Fairy, please email them to [psychefairy@hotmail.com](mailto:psychefairy@hotmail.com)**

## Things to Do During the Holidays

By Cindy Tagliapietra

Got relatives in town? Tired of going to the malls? Finals are over and you want to get out and have FUN!!! Here are a few things going on in and around San Diego during the month of December.

*How the Grinch Stole Christmas* - Old Globe Theatre, 12/1 through 1/2, (619)239-2255

*A Christmas Carol* - San Diego Repertory Theatre - now through 12/24, (619) 544-1000

*Star Wars: The Magic of Myth* - San Diego Museum of Art - through 1/2/00, Balboa Park (619) 232-7931

*The Nutcracker* - California Center for the Arts, Escondido - 12/17, 12/18, 12/19, (760) 739-0101 or Ticketmaster (619) 220-8497

*The Nutcracker* is also playing at: San Diego Civic Theatre with the California Ballet Company, 12/17,12/18, 12/19, 12/21 - for tickets call (619)570-1100

San Diego Symphony Family Festival, Home for the Holidays - Copley Symphony Hall, 12/12 - Come sing along !! (619) 235-0804

*Triple Expresso* - Horton Grand Theatre - ongoing - HILARIOUS!! (619)234-9583

*Forever Plaid* - Theatre in Old Town - ongoing - (619) 688-2494

Del Mar Fairgrounds Holiday of Lights - 12/1 through 1/2 - (858) 755-1161

Wild Animal Park Festival of Lights - 12/10 through 12/30, reduced price after 4:00pm, (760) 747-8702 ext.5140

28th Annual San Diego Bay Parade of Lights - San Diego Bay, 12/12, 5:30pm - 9:00pm (858) 296-3562

Bates Nut Farm - Christmas trees - Arts and Crafts, Valley Center (619)749-3333

Bette Midler in Concert - San Diego Sports Arena, 12/12, (619) 224-4171

Reuben H. Fleet Science Center - ongoing - (619) 238-1233

Christmas shopping in Julian - come on up, enjoy the leisurely drive and apple pie! (760) 765-1857

Movies Coming Soon to local theaters

Opening December 10:  
*Galaxy Quest* - Tim Allen, Sigourney Weaver  
*The Green Mile* - Tom Hanks  
*The Ninth Gate* - Johnny Depp  
*Scream 3* - Neve Campbell, Courtney Cox

Opening December 17:  
*Anna and the King* - Jodie Foster  
*Bicentennial Man* - Robin Williams  
*Stuart Little* - Adaptation of E. B. White's tale - great for the kids!

Opening December 21:  
*Girl Interrupted* - Winona Ryder

Opening December 22:  
*Any Given Sunday* - Al Pacino  
*Man on the Moon* - Jim Carrey

Opening December 24:  
*Reindeer Games* - Ben Affleck  
*The Talented Mr. Ripley* - Matt Damon, Gwyneth Paltrow

# The Campus Beat

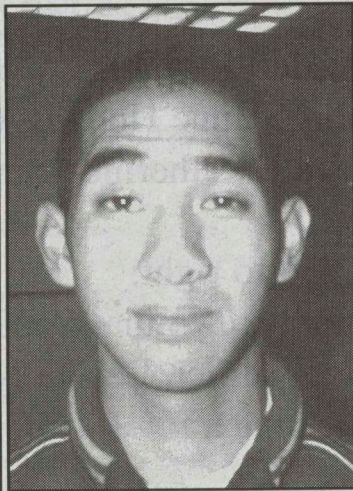
Cindy Tagliapietra  
PRIDE STAFF WRITER

**Question: Which Mission Statement do you prefer, the old one or the proposed new one and why?**



Anabella Escamiloa,  
Sociology Major

New - because I wouldn't bother reading the old one. It's too long. The new one seems more focused.



Michael Gallardo,  
Communication Major

Old - Looks like more determination went into it. It gives the impression of a higher standard. A goal can't be summed up in a couple of sentences.



Florence Medina,  
Social Science Major

New - It's easier to read.



Poetry Night at the Power Surge

Imani Rupert  
PRIDE STAFF WRITER

Students gathered for a night of poetry on Tuesday, December 1, at the Power Surge café. The night got off to a late start, and was characterized at first by a definite lack of people in attendance. But despite the late start, the evening was definitely a night to remember.

In a matter of a half-hour, the room filled with friends. At first people took turns reading poems from a book. Then after a little persuading, Rodrick Frazier sung a poem. He sang “Lift Every Voice and Sing” by James Weldon Johnson and later sang another song. His beautiful voice picked up the mood of the night.

Then everything seemed to flow. Angela Oesterle wrote an amazing poem right there in the coffee house, and read it for the crowd. Elsa Mejia read Maya Angelou’s famous poem, *And Still I Rise*. Mbalaka Monolobo recited a poem in Swahilli and translated the title: *My Twin*. Nico Cusimano, a student at Palomar, writes poetry and just happened to have some of his work with him that night. The audience quickly responded to the readings he presented. Most of the applause went to Malika U. Bomani and Rodrick Frazier. They did an impromptu “skit” to Destiny Child’s song, “Bug a boo.”

Another Poetry Night is in the works. Contact Mbalaka Monololo in the ASI office for information.

A Campus Without GUTS

Mike Spangler  
PRIDE STAFF WRITER

The CSUSM Literary Society does not have *GUTS* this semester. The Literary Society does not even have official recognition as a campus club by the Inter-Club Council or Associated Students, Inc., said Barbara Schiffler, one of the few remaining members of what was once the CSUSM Literary Society.

*GUTS* is the Literary Society’s Literary Magazine first published October 1996. The society was founded by Denise Lampman, with the goal of publishing *GUTS*. Lampman graduated last May and the campus has been *GUTS*-less since.

“We started in May of ‘99 with about 15 people—then when we were just about ready to print, the people who were helping me faded away,” said Schiffler. “The only people left were me and two other people—and all of us are grad students.”

It is the lack of available bodies, Schiffler said, that caused the Literary Society to lose their charter. When asked why the Literary Society was no longer an officially recognized club, Assistant Director of Student and Residential Life Gezai Berhane said, “The Literary Society has not completed the rechartering session for this year.”

Berhane said that the Society failed to satisfy Responsibility 10 outlined in the CSUSM Student and Residential Life Procedures for Re-Chartering Clubs and Organizations, which states “Your club is required to attend an Annual Student and Residential Life and Associated Students, Inc. training of officers/advisors.”

This semester’s mandatory October 29 meeting’s “topics included security, facilities use, liability issues and financial management,” *The Pride* reported in its November 8 issue. The same article also stated “Calvin One Deer, Director of Student and Residential Life, lamented the precipitous decline in the number of campus clubs in recent years and expressed hope that the falling-off of interest in campus organizations would reverse itself.”

Schiffler pleaded with students of Professor Brandon Cesmat’s Creative Writing class to get involved and re-charter the Literary Society in the Spring of 2000 so that the more than forty submissions can be published with official university recognition. Also, without active undergraduates, the Literary Society is in danger of fading into CSUSM history, officially recognized or not.

Schiffler stressed *GUTS* is intended as a publication “made completely by students” with no advertising, but stopped short of calling it an underground publication.

One Deer said recently that he would like to see the Literary Society re-chartered, and more clubs formed, “There are a lot more ideas out there that can involve students in extra-curricular activities.”

All of the guidelines and regulations for rechartering a club for the current academic year, or starting a new club on campus, are available in convenient five- and eight-page packets (respectively) from the office of Student and Residential Life in Craven Hall 4116.

One Deer urged clubs wishing to be recognized, which also makes them eligible for ICC funding, to pick up a packet and start planning for the spring semester now. He said there will be another ICC meeting in February 2000, like the one the Literary Society missed, to educate club representatives as part of the chartering process.

“We want to promote leadership among students while creating campus life,” said One Deer.

Time of Your Life on the Tube

Imani Rupert  
PRIDE STAFF WRITER

Has anyone managed to watch *Party of Five*’s spin-off, *Time of Your Life*?

When Sarah Reeves (Jennifer Love Hewitt) left San Francisco in search of her dad, the crew of *Party of Five* thought she would be returning in a week. However, Sarah decided to stay in New York to discover who she is, without anyone taking care of her. Once on her own, the eternally innocent Sarah does some very unlike-Sarah things. So begins the *Time of Your Life*.

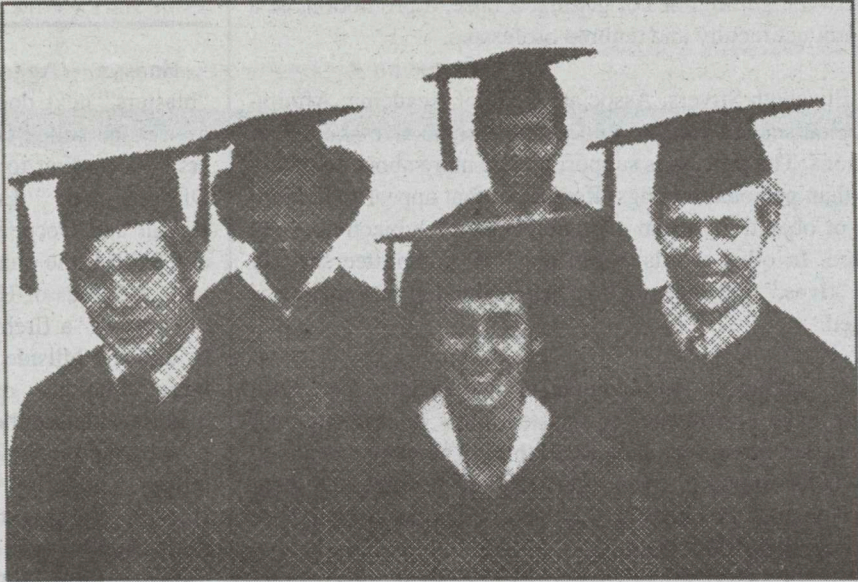
There are six central characters on the show. Sarah’s roommate, Romy (Jennifer Garner- Felicity’s competition for Noel first season) is an aspiring actress with the hots for J.B. (Diego Serrano) their neighbor who works as a salon shampooist. Cecilia (Pauley Perette) is a student at NYU, and current superintendent at their building, not to mention a wild girl.

Maguire is an ex-musician with a jaded view of how the music business works. He’s pretty fond of Sarah, and she seems to be pretty fond of him too. Joss (Gina Ravera) is a close friend of Maguire, and works with Sarah as a waitress. Finally there is Sarah, who is trying to figure out who she is, and wants to have a little fun in the process.

There is an obvious attraction between Sarah and the amazingly hot Maguire, and now since Baliey has broken up with her, Sarah seems eager to jump into the arms of this sweet-hearted musician. It took Dawson and Joey an entire season, Mulder and Scully have yet to do it, and it’s anyone’s guess when those two from *Roswell* will get together. Romy and J.B. have a semi-romance going on. Romy has been staring into J.B.’s window since she’s been there, watching a stream of girls trickle in and out of his apartment. They are dating now, but apparently J.B. has a few girls in his past, one in particular that he is still sleeping with. Joss is a sweet girl that won’t let anyone tell her what to do. Her stubbornness is bound to get her in trouble. She is more than willing to help Sarah out though, whether she needs a job, or time off from that job.

*Time of Your Life* is a good show. It moves faster than other dramas, and Sarah makes mistakes that you can only make when you’re twenty, and with her motley crew of friends, you’re sure to like one of the characters. It’s an above-average television drama, especially if you liked Sarah from *Party of Five*.

*Time of Your Life* plays on Fox, Mondays at 8:00pm.



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Course Evaluations: It’s Your Turn to Grade

Adra Hallford

PRIDE STAFF WRITER

At the end of each semester course, students at CSUSM have the chance to connect what they have learned with how well they have been taught. Course evaluations constitute one of the means students have for anonymously voicing their opinions, concerns, praise, suggestions, and critiques of every instructor they encounter on campus. The instructors give students grades and students have a mechanism to give the instructors feedback. For incoming freshman, this may be their first opportunity to evaluate a course and an instructor’s performance.

In the last few weeks of class, the instructor holds up the packet of course evaluations and announces the need for volunteers to collect and turn in the evaluations. The instructor ducks out of the room. With 5 to 10 minutes to think through a full semester of interaction, students rate preparedness, enthusiasm, organization, and other demonstrated attributes of the instructor. Students also are asked open-ended questions concerning the instructor’s strengths and ways to improve the course. Some students rush through the evaluation since they are free to leave as soon as they finish, while others write out detailed lists of methodically, painstakingly prepared critiques. What happens to the evaluations after these are submitted to the Dean?

Each college is responsible for tabulating responses and submits the results to the instructor after course grades have been posted. Ideally, after the results are compiled and analyzed, instructors use the evaluations to strengthen their teaching methods and improve courses. But, the impact of evaluations only begins there.

Copies of each and every evaluation and the tabulated results are put into the permanent file of every instructor. Each evaluation, whether of the rushed or painstakingly detailed variety, is then one unit of information seen and considered by the CSUSM President, Vice Presidents, Deans, and a peer review committee. In short, the entire committee considering the instructor in the Retention, Tenure, and Promotion process sees and considers what each student had to say about the course. Consequently, student evaluations have the potential to carry a lot of weight in the RTP process and can make the difference between getting, or not getting, a raise, a promotion, or a position for adjunct faculty and tenured professors.

Dr. Mary Elizabeth Stivers, Associate Dean of Academic Affairs-Academic Resources encourages students to be objective and fair in their evaluations. The process is supposed to be more about constructive critique than personal feelings. Responses that appear to demonstrate a lack of objectivity or an overabundance of subjectivity may be disregarded. In other words, when the RTP committee sees all “ones” or all “fives,” they may not take that evaluation as seriously as it was intended.

Furthermore, taking an extra minute or two to give thoughtful responses can make a difference to the next class of students who take the course. Dr. Stivers reminds us all that, “The whole idea is to help the instructor improve. Even after they are tenured, the great majority of professors are committed to being good teachers and are dedicated to improving their instruction.”

CSUSM Chosen in the Templeton Guide

Jessica George

PRIDE STAFF WRITER

This year CSUSM has been selected for excellence and good character in the Templeton Guide. CSUSM placed in the “Senior-Year Programs” division alongside Michigan State, Redlands, Whittier, and John Brown University.

The Templeton Guide is a book created annually that recognizes colleges for outstanding achievements in their programs. This guide is designed to encourage colleges to reinforce their educational standards, and it “seeks to foster widespread conversations within the higher education community about character development.” The guide contains the profiles of 405 colleges that have superseded the standards, and these colleges are appropriated into one of 10 categories.

The highlighted course from our campus is called the “Senior Experience” program. Senior Experience, as part of the College of Business, is intended for business students in their senior year of school. Students must participate during the immediate semesters before they graduate.

Here’s how the program works:  
Senior students file an application (Apps. can be acquired from business advisors) the semester before they would like to begin the

Preparing for Disaster on Campus

Mike Spangler

PRIDE STAFF WRITER

The City of San Marcos and CSUSM have a host of emergency service personnel trained to respond within minutes should a disaster rock the campus.

CSUSM Fire Marshal Steve Orsak said the most common scenarios used in emergency preparedness drills in Southern California involve earthquakes and wildfires. Not counting the time for the 911 call and the transfer, “we will be at the door of the college in one to three minutes” said Division Fire Chief John Twyman, Fire Marshal (ONE L) for the City of San Marcos for 11 years. There are three fire stations in San Marcos that can approach the campus from three different directions. The City of San Marcos is ready to respond with three engine companies, one truck company, and one duty chief—a total of 13 full-time trained professionals—on an initial fire call to the university.

The University Police have

recently increased their responding force by three for a total of eight sworn-in personnel. All are certified under the Standard Emergency Management System (SEMS) as part of their required training mandated by the state of California, said Lt. Will Glen of CSUSM Public Safety. San Marcos’ Twyman confirmed that every engine and chief’s car has a “Fire Pre-Plan.” This book details the location of hazardous materials, building floorplans, and room occupancies for the entire campus.

Because of all of the construction and clearing of vegetation, “the campus is under a very low threat from wildfires” said Orsak. Twyman agreed, adding that the Harmony Grove fire and last year’s La Moree fire demonstrated the benefits of the fire breaks that surround the campus. Both fires caused the cancellation of classes, but Twyman assured “the campus was never at risk.” Orsak added that the University and the San Marcos

fire departments conduct quarterly meetings and walk-throughs of the campus to make sure everyone is familiar with the layout of the growing campus.

Brushing aside the possibility of wildfire, Twyman said, “it’s probably scarier to me that people might not know what they’re doing when they’re mixing together chemicals in a lab. We could almost eliminate the fire department if we eliminate the three biggest causes of fires: Men, women, and children.”

When asked if there were plans to build a fire station on campus, which has its own zip code, some time in the University’s future, Orsak replied “from your lips to the [University] president’s ears.” Planning, Design & Construction clarified that the University does not include a firehouse in its Master Plan for a projected community of 25,000 students.

Complying with Wildfire Codes

Laura Hopkins

PRIDE STAFF WRITER

Hanson Aggregates, the “blasters” next door, might just as well be called the “firebreakers.” According to Steve Orsak, Director of Environmental Health and Occupational Safety at CSUSM, the quarry and operating facilities of Hanson probably acts as “a firebreak between us and the hillside,” despite the large amounts of hazardous materials housed there.

A partial inventory of the hazardous materials stored at Hanson Aggregates includes three 30,000 gallon tanks of asphaltic oils, 200 gallons of gasoline, three 200 gallon tanks of motor oils and 2,000 LBS of dynamite, blasting caps, and blasting powder. Orsak stated he was “not concerned” about the amounts of hazardous materials and brought attention to the amount of dirt that surrounds the campus of CSUSM, including the dirt that constitutes the Hanson establishment.

“Wildfires are the biggest problem in California,” accord-

ing to Orsak, and CSUSM has the advantage of being surrounded by “firebreaks” as well as being a relatively new campus with advanced technology. The campus of CSUSM is equipped with a twenty-four hour central alarm fire system that is monitored by the police. If the alarm is triggered, the police are dispatched to investigate, and the fire department is alerted if necessary.

The San Marcos Fire Department participates in quarterly “familiarity” fire drills at the campus, allowing the fire department to become accustomed to the layout of the campus in the event of a fire on campus. If a fire were to occur at the Hanson facility, the San Marcos Fire Department would be dispatched to assess the need for evacuation of surrounding areas, with consideration of the amounts and types of hazardous materials outlined in a State mandated “business plan.”

Hanson Aggregates, along

with every establishment storing hazardous materials, is required by California State law to submit a “business plan” to the County of San Diego, Department of Environmental Health (DEH), which lists all hazardous materials housed at the facility and an emergency plan in response to accident or fire. A copy of this plan must be kept at the business site and another copy forwarded to the local fire agency. In addition, county officials make routine inspections, both announced and unannounced, to these facilities to affirm their compliance with state and county safety regulations. Stiff penalties and/or fines are imposed on those who fail to meet the requirements set by the California Health and Safety Codes. Hanson Aggregates had their last inspection in January of 1998, and had their inventory information updated last August, with continued compliance according to the DEH.

two-semester program. Students accepted into the program form small teams that work together on a business project. Students wrap up the project with a reflective essay that reviews their experience, the project, and the relevance of the program for their future.

The program provides students with a list of organizations/sponsors and their projects. Such sponsors range from government to non-profit organizations, and include companies like Hewlett-

Packard, San Diego Police, and the Escondido Humane Society. “Through this program, students experience the excitement and unpredictability inherent in real-world problem solving situations,” says Alan Owens, the school’s program director.

More information on the program is available through the CSUSM website, and the Templeton Guide can be accessed at [www.collegeandcharacter.org](http://www.collegeandcharacter.org).

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# Quick Ways to Good Health

Sharon Hambly  
PRIDE STAFF WRITER

Students experience a great deal of stress as the semester comes to a close and the holidays approach. As we attempt to meet school deadlines and prepare for the holidays, it is easy to forget to take care of our health. With the cold and flu season here, extra attention is needed to ensure that we survive this very hectic time of year. One way to ensure good health is with a good diet. Here are a couple of nutritious and tasty recipe ideas that are quick to prepare and provide energy:

BEAN AND HOMINY SOUP

3 (15 1/2 ounce) cans Great Northern beans, undrained

1 (15 1/2 ounce) can hominy, undrained

1 (14 1/2 ounce) can no-salt-added stewed tomatoes, undrained

1 (11 1/2 ounce) can bean with bacon soup, undiluted

1 (10 ounce) can diced tomatoes and green chilies, undrained

1 (11 ounce) can whole kernel yellow corn, undrained

1 2/3 cups water

3 TBS chopped fresh or 1 TBS dried cilantro

1 TSP ground cumin

1 cup (4 ounces) shredded reduced fat sharp cheddar cheese

Combine all ingredients except cheese in a large Dutch oven and bring to a boil. Cover, reduce heat, and simmer 30 minutes, stirring occasionally. Ladle soup into bowls and top with cheddar cheese. Yield: 8 servings (serving size: 1 1/2 cups). Can also add sliced turkey Polish sausage or Italian sausage for a heartier dish.

A great accompaniment to most soup recipes:

CHILE CHEESE BREAD

1 cup yellow cornmeal

1 cup all purpose flour

1/4 cup nonfat dry milk

4 TSPS baking powder

1 TBS sugar

1/4 TSP salt

1 cup water

1/2 cup egg substitute

2 TBS vegetable oil

3/4 cup (3 ounces) shredded reduced fat cheddar cheese

1 (4.5 ounce) can chopped green chilies, drained

Combine first 6 ingredients in a medium bowl. Make a well in the center of the mixture. Combine water, egg substitute, and oil; add to cornmeal mixture, stirring just until moist. Stir in cheese and green chilies. Pour batter into an 8-inch square baking pan coated with cooking spray. Bake at 375 for 30 minutes or until golden. Yields 8 servings.

For those with a sweet tooth but little time:

PINEAPPLE ANGEL FOOD CAKE

Combine 1 package of Angel Food Cake with one 20-ounce can of crushed pineapple packed in its own juice. Beat well. Pour into a 9x13 inch pan (DO NOT GREASE THE PAN OR SPRAY WITH PAM). Bake at temperature suggested on cake mix box. Bake 35- 45 minutes or until cake pulls away from edges of pan. DO NOT UNDER BAKE. Serve topped with Cool Whip. Some variations: can substitute pineapple for blueberries in light syrup or cherries in their own juice. Do not use prepared pie fillings.

These recipes come from the book Quick and Easy Menus.

Words to Live By
June Hodges
To most of us the real life is the life we do not lead. Oscar Wilde
I am a lover of my own liberty and so I would do nothing to restrict yours. Mohandas K Gandhi
Love cures people-both the ones who give it and the ones who receive it. Dr. Karl Meninger
Life is like an onion: you peel it off one layer at a time, and sometimes you weep. Carl Sandburg
Love dies only when growth stops. Pearl S. Buck
The charity that is a trifle to us can be precious to others. Homer

At these prices, it's too bad we don't sell cars.

Maybe one day we will sell cars, food and everything else you need. But right now, it's great deals on textbooks every day. You can save up to 40%, and you'll get your books in 1 to 3 days. Not that you would, but don't sweat using a credit card. VarsityBooks.com is 100% guaranteed secure. Try saying that about a new SUV.

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## Expanded Dial In Access Lines for CSUSM Students

Adra Hallford

PRIDE STAFF WRITER

On Thursday, December 2, 1999, Computing and Telecommunications introduced EDIAL (Expanded Dial In Access Line) for CSUSM students who access the Internet from their home computers by dialing into the campus modem pool. Every student on campus will still have access to the free dialup access lines, but now students who need more than their allotted free dialup access time for email, web surfing, or academic research, will have the option of paying 30. dollars every six months for EDIAL and more time on the network. Students accessing the campus network using EDIAL will experience far fewer busy signals than students using the free access lines. The Computing Department has set the highest of goals for EDIAL; they want students to have affordable access to the campus network with no busy signals.

Mike Irick, Computing and Telecommunications UNIX Systems Support, points out that the 30 dollars for six months of Internet Service and campus network access breaks down to five dollars a month, considerably less than what even cut-rate Internet Service Providers charge for an Internet connection. The free dialup access lines and EDIAL both provide students with resources other ISPs cannot: access to the electronic

resources offered by the library. To have access to most of the Library's 30+ electronic databases, students must dial into the campus via either the free access lines or through EDIAL.

EDIAL is part of the Computing and Telecommunications Department's effort to upgrade the technology and services available to students. Over the summer, Computing upgraded the modem racks and all dial up services to support V90, 56k compatible modems for the newer Macintosh computers, Windows 95 and Windows 98 computers, as well as Windows NT systems. Regardless of which type of dialup account students choose, Computing and Telecommunications offers a wider range of toll-free dialup access numbers from which to choose than last year. The call is free in most of San Diego County.

Students can sign up for EDIAL, the Expanded Dial In Access Line, by visiting the Dialup Support website at [www.csusm.edu/dialup/](http://www.csusm.edu/dialup/), visiting the HelpDesk office located on the second floor of Craven Hall, office #2302, or calling Dialup Support at 750-4716. Students can also request further information by emailing Dialup Administration at [dialupadmin@csusm.edu](mailto:dialupadmin@csusm.edu).

## Schustack's Notable Books Display

Evelyn Choroser

PRIDE STAFF WRITER

"The Notable Books Display is a good way for our students, faculty, and staff to get to know what makes the contributors tick," Dannis Mitchell, our library's Media Desk Supervisor, explained. Each fall the display contains the books that profoundly influenced the life of the Academic Senate Chair, and each spring the works deemed most important by the recipient of the Harry S. Brakebill Outstanding Professor Award will be exhibited.

Among the seven books presented by this year's Senate Chair, Professor Miriam W. Schustack, were *Diary of a Young Girl*, by Anne Frank; *Coming of Age in Samoa*, by Margaret Mead; *Homer's The Iliad*; *Ulric Neisser's Cognitive Psychology*; *Godel, Escher, Bach: An Eternal Golden Braid*, by Douglas Hofstadter; and *The Man Who Mistook His Wife for a Hat*, by Oliver Sacks.

"Being an avid reader since I was a child made the potential list of books enormous," Schustack said, but she narrowed her selection by evaluating those books that affected her understanding of the world, her thinking, or those that impacted her life. "Just having loved reading a book didn't leave me much to say for the display, so I left those off the list."

She remembers that when reading Anne Frank's *Diary* as a teenager, she focused on the change in Ann's relationship with her parents and how Anne desired to be independent. "I felt kinship with her. In terms of my own life, I think it helped me keep my normal adolescent difficulties in perspective—Compared to Anne's, my life was pretty good," she commented.

*The Second Sex* by Simone de Beauvoir read in high school, helped Schustack realize how completely her life's goals were influenced because she was a female. It also prompted recognition of "male privilege," which became particularly evident when she entered Princeton University in the second freshman class to include women. "One interesting aspect of that experience was that the feelings of entitlement were a primary

difference between the men and the women," she said. "The women who enrolled had stronger academic qualifications as a group because they faced greater competition for limited slots. However, we were often made to feel academically marginal as a group. Women students were over represented in the handful elected to Phi Beta Kappa (a national academic honor society), but the male students (especially those whose parents were Princeton alumni) seemed to assume ownership of the campus, even if they were graduating with a 'gentleman's C.'" She gained understanding to this phenomena from *The Second Sex*.

The background written by Schustack explaining her book choices relayed that Margaret Mead's anthropology book *Coming of Age in Samoa* exposed her to the existence of varied lifestyles throughout the world, and this exposure kept her open to the variety of human experience. When she develops course materials about important theorists, she keeps this in mind and is extremely sensitive to the fact that each theorist is a product of the unique culture in which he or she lived. She offered the example of Sigmund Freud's emphasis on the central role of repressed sexuality resulting, at least to some extent, to the fact that he lived in a sexually repressive society. Had he lived in a culture that was more casual about nudity and more open to the acknowledgment of human sexuality, perhaps his theories would have been different. "Reading Mead, and other works in anthropology, helped me to think in terms not only of how others are different from us, but also how each of us is the way we are because of our unique cultural environments," she explained.

When asked to identify an immortal personal truth that *The Iliad* awakens, Schustack states, "Maybe just that war is hell, and it hasn't changed much in over two millennia except for the technology of the weapons."

Cognitive Psychology, according to Schustack, is one of the milestones in the field of cognitive psychology, and one

surprising element of her study in this area was learning how much of language comprehension is an active process, rather than a receptive one. "We don't just receive the sound waves of spoken language, but as listeners, we work to construct an interpretation. And the process works analogously in reading," she said.

A second reading of *Godel, Escher, Bach: An Eternal Golden Braid* is a goal expressed by the professor because it is a very challenging book to read. It is thick with details, relationships, and connections and she senses that all of its implications weren't digested with the first reading.

Schustack describes *The Man Who Mistook His Wife for a Hat* as one that engagingly reveals many odd, even bizarre, behaviors resulting from neurological dysfunctions. With her psychological interest focused on the study of very complex patterns of normal cognition and learning, it is apparent why this book's contents would be of interest to the professor. But she suggests, because it reveals the enormous complexity and inter-relatedness of the brain and behavior, anyone interested in people will find it rewarding.

Professor Schustack is an Associate Professor of Psychology and has been on the faculty of CSUSM since 1991. She received her Ph.D. from Carnegie-Mellon University after graduating from Princeton University and completing a Master's Degree at Yale. Before joining the faculty here, she was at Harvard University holding a research faculty position at UCSD and later worked as a research scientist for the U.S. government. Doctor Schustack is a cognitive psychologist with research interests in skilled reading and the development of literacy, reasoning and problem solving, language learning and language use, and human-computer interaction. Her current research focuses on how computer based recreational activities in an after-school setting can improve children's academic skills.

## College of Education Offers Tutoring Opportunities

By Katelynn Miller for *The Pride*

The College of Education currently offers two opportunities for CSUSM students interested in becoming tutors for elementary and high school students. The first program, America Reads, is an opportunity for CSUSM students to interact with elementary school children in the local community. This is a federally funded program that the President initiated in response to poor reading scores in schools. His vision was to pay college students (who qualify for federal aid) to tutor young children in local schools who are struggling with reading.

Improving children's reading ability is a top priority now as research has proven how vital reading ability is for successful learning. EDUC 406A (America Reads) is a class where CSUSM students explore the reading process, learn about wonderful children's books and discuss many literacy issues. Tutors decide their own hours for tutoring, and they meet weekly in class to work together to provide enriching experiences for children. Students who do not qualify for financial aid may volunteer their services as America Reads tutors.

The second tutoring opportunity available is for working with high school students in the program for Advancement Via Individual Determination, or AVID. This is a college preparatory program for high school students who might not have sought college as their goal without the support of AVID. The AVID tutors work side by side with students to improve their understanding of subjects such as Biology, Spanish, English, Algebra, etc. Since a variety of students work in each class, it isn't necessary for each tutor to be an "expert" in all subject areas, and in fact the EDUC 407 class teaches tutors how to facilitate groups across the subject areas.

Tutors are paid for tutoring from a State work-study grant that CSUSM Financial Aid awards students, if eligible. For more information, contact Katelynn Miller at (760) 750-4328, or [lmiller@csusm.edu](mailto:lmiller@csusm.edu).





# Understanding the CSUSM Mission Statement

Sharon Hambly  
PRIDE STAFF WRITER

If you pay very close attention, you can see one wherever you go. It can be found in fast food restaurants, donut shops, government offices, and service stations. It tells you the “who, what and how” a business will provide services to the customer. For those of you who have not guessed what it is—it’s a mission statement.

Our university currently has a mission statement that was written in 1989 by the first CSUSM President, Bill Stacy, and 12 founding faculty members. Terry Allison, Assistant to President Gonzalez, has been assigned to lead the campus in an effort to develop a revised campus mission and vision statement to move the university into the new millennium. A team consisting of 25 members including faculty, staff administrators and two stu-

dents chosen by ASI, began this long and difficult process in early 1999. Two consultants are leading the group, Mark Baldwin from CSUSM College of Education, and Bill Chiment, from the Poway Unified School District. Both men were chosen because of their background and experience in assisting other schools and agencies in crafting their values and mission. and vision statements. Terry Allison stated that President Gonzalez believed a Revised Version would enable the university administrators and faculty to establish strategic goals for the future.

And what does all this mean to you, the student? Why should the goals and the mission and vision statements concern you? These are used to decide the curriculum and the direction of our

university. You are one of the primary customers and it should matter what you receive from this campus.

Allison explained that trying to use the current mission statement to make decisions was difficult. It was too broad and there were too many elements to consider. Allison further explained that the statement was not precise enough and did not allow the university to establish goals that would help the university grow. Samples from other universities were studied and it was discovered that many wrote separate values, mission and vision statements. The current CSUSM mission statement consists of five paragraphs with diversity as its primary focus. The group started with values because values are considered the foundation of any organization. Strict criteria was

used to measure whether a value was really a value: it must permeate the organization; it must drive decisions; there must be a strong reaction when the value is violated and it’s the last thing one will give up.

The next step was drafting the mission statement using criteria that is brief, clear and understandable. It must be specific, flexible, and serve as a template to be the means by which everyone can make decisions. The mission statement must reflect the values, beliefs, and philosophy of the operation, reflect attainable goals and serve as an energy source. When drafting the vision statement, certain properties were used: reflects the organization’s values, consistent with the mission, idealistic and imaginative, fits with culture, history and values, provides direction

and purpose, inspires enthusiasm, and encourages commitment. Allison said that when the drafts were completed several open forums were held so that students could provide input, but not one student attended.

The drafts will now go to the Academic Senate (tenured faculty elected by their peers to represent the faculty voice) so that President Gonzalez can hear their input. You have the opportunity to take part in the future of CSUSM. Allison asks that you get involved. Take the time to read the current mission statement and then look at the draft and send your thoughts and/or opinions to tallison@mailhost1.csusm.edu. It is anticipated that the final statement will be adopted by January 2000.

## CSU San Marcos’ Founding Mission Statement

California State University, San Marcos, offers excellence in undergraduate and graduate education to a diverse citizenry in an increasingly interdependent world. As the twentieth campus in the California State system, CSU, San Marcos provides an academic environment in which students, taught by active scholars, researchers, and artists, can achieve a foundation in the liberal arts and sciences and acquire specific competencies appropriate to major disciplines or graduate/professional study. The University upholds a high level of academic scholarship in research and teaching and protects academic freedom necessary for such scholarly pursuits. Moreover, the University demands fairness and decency of all persons in the university community. CSU, San Marcos promotes a collegial relationship between students and faculty that encourages students' excitement about the learning experience and process. This campus combines the academic strengths of a large university with the personal interaction characteristic of smaller institutions. The University provides an atmosphere in which students can experience a challenging education in a supportive environment, preparing them to live cooperatively and competitively in a world of cultural and ethnic diversity, economic and governmental differences, shared resources, ecological restraints and technological change.

CSU, San Marcos recognizes its special role in the north San Diego county area. In the spirit of partnership, the University initiates and offers

programs to further intellectual, professional, and personal development within the diverse community which it serves. The University serves as a resource for books, computer-generated information and ideas. The University stimulates research and development in collaboration with public and private organizations and, in conjunction with regional industry, participates in the development of science-based technology. The University offers cultural enrichment in an intellectually stimulating environment and acts as a focus for community social activities, music, athletics, and performing and visual arts.

CSU, San Marcos endorses an international perspective that addresses the global community in its distinctive social, political, and economic terms. This multicultural outlook is reflected in our curriculum, extracurricular activities, international exchanges, and special programs that focus on world issues and problems.

Consistent with its global orientation, this comprehensive University exposes students to the study of languages, to world literature and the fine arts, and to issues and traditions of the United States and other countries. The University's definition of the liberal arts and sciences in these times includes basic skill in writing, critical and creative thinking, mathematics, fundamental computer competence and an interdisciplinary approach. In addition to the laboratory and classroom, the University provides a variety of educational experiences in an atmosphere that encourages students to examine moral and ethical issues central to their development as responsible men and women. Students

investigate the historical past and its relationship to the present and future and seek to understand human behavior, culture, values, and institutions. They explore the modern mathematical, biological and physical sciences and technology; focus on international concerns of race, gender, and cultural diversity; and contribute to public services that enrich the local and international community. The university prepares students to take leadership roles in areas of work and society in the international community of the 21st century.

The aim of CSU, San Marcos is to instill in its students the enthusiasm and curiosity, the creativity and originality, the healthy skepticism, and the habit of continuing inquiry that are central to all truly educated men and women. The goal is to enable them to realize their potentialities as enlightened individuals and productive members of society in a world of change.

(adopted by the Founding Faculty, October, 1989)

## California State University San Marcos *final draft, 11/15/99*

### VALUES

California State University San Marcos is an academic community dedicated to the values of:

Intellectual Engagement: learning, teaching, discovery, and application of knowledge  
Community: shared commitments to service, teamwork, and partnership  
Integrity: respect, honesty, trust, fairness, academic freedom and responsibility  
Innovation: creativity, openness to change, flexibility, responsiveness, and future focus  
Inclusiveness: individual and cultural diversity, and multiple perspectives

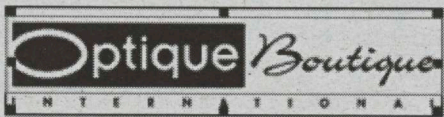
### MISSION

California State University San Marcos focuses on the student as an active participant in the learning process. The university’s rigorous academic programs, exemplary teaching, and responsive services assure student access to an excellent and affordable education. Our programs promote lifelong learning and enrich the intellectual, civic, economic, and cultural life of our region and state.

### VISION

California State University San Marcos will become a distinctive public university of the twenty- first century dedicated to fostering student learning through innovative programs and teaching delivered by a community of active scholars. We will be renowned for using state-of-the-art technologies and for capitalizing on our diversity to cultivate the knowledge, skills, competencies, and experiences needed to flourish in a global society. Our curriculum will emphasize the liberal arts and sciences as a strong foundation for specialized programs that respond to the needs of the region and state.

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# “Eggs for Sale”

Evelyn Choroser  
PRIDE STAFF WRITER

“Egg Donors Needed - \$3,500 Compensation” caught the eye even of those only browsing the last few issues of *The Pride*. Is the ad legitimate? Who placed it? What’s involved? These are a few of the questions readers ask.

Four years ago, Susan Hernandez developed an organization called The Procreative Egg Donor Program where young women between 21 and 30 are sought to provide viable eggs for infertile couples. As program director, Hernandez operates out of Temecula and works with doctors in San Diego. When a woman responds to the ad, Hernandez screens her to determine if she meets the basic requirements and her interest is earnest. Passing this interview, Hernandez forwards an application with an information packet to the prospective donor and requests the application be completed and returned with two photos.

Based on the information provided on the application, Hernandez begins her process of matching the prospective donor with a couple who has been referred to her by a physician specializing in infertility. The couple’s preferences are relayed on a questionnaire completed earlier. Once the couple chooses a donor from the possible matches offered by Hernandez, contact is re-established with the egg provider to assure continued interest in the program and that her commitment is genuine. Extensive psychological and medical examinations occur to verify that the candidate is in excellent physical and mental health.

Although she anticipated maybe one or two donor/couple matches a month when she began

the business, Hernandez now coordinates about five. “I’m surprised that there are so many people with fertility problems. The experiences they’ve endured by the time I’m in contact with them are heart wrenching,” Hernandez commented.

She believes she has great empathy not only for the infertile couples, but also for the egg donors because of her own involvement in the field of infertility. Hernandez delivered twin boys as a surrogate mother and has donated her own eggs to two infertile couples.

“Many egg donors in the program are college students. Their motives for participation are rarely based solely on financial need. I find they have a real desire to provide a childless couple with the joyous opportunity to parent,” Hernandez said. “By the way, because Asian and Jewish donors are sparse, we can offer a \$500 bonus to women with those ethnicities.”

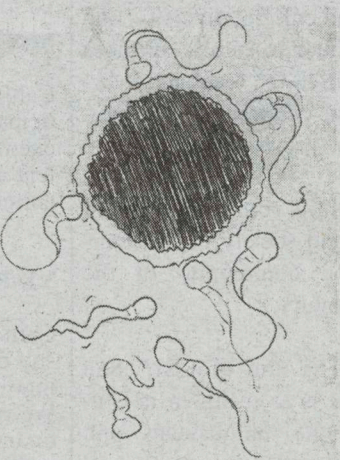
According to Hernandez, in vitro fertilization was originally developed to treat infertility caused by blocked or damaged fallopian tubes. However, it is currently used to treat a variety of infertility problems. It involves the collection of eggs and sperm from the couple or, in the case of an infertile woman, from an egg donor. The eggs and sperm are placed together in a laboratory dish to fertilize outside the body, or in-vitro. The fertilized eggs are placed into the woman’s uterus several days later, where implantation can hopefully occur, just as in a normal pregnancy.

# The Egg Donor Process

Laura Hopkins  
PRIDE STAFF WRITER

According for the Center for Disease Control and Prevention (CDC), approximately 6.1 million women suffer from infertility in the United States, and approximately 15% of women of childbearing age have received an infertility service. Most cases of infertility are treated conventionally by either medications or surgery, but for those women are still unable to conceive, Assisted Reproductive Technology (ART) becomes a possibility for assisting them in becoming pregnant.

Egg donation accounts for 6% of the procedures specified as ART, and is typically considered for older women, women who have prematurely lost the ability to produce their own eggs (early menopause) or for those who have a genetic concern about using their own eggs. The process of egg donation is complex and time consuming and can be painful for both the recipient and the donor, but for the recipient, the ability to become pregnant and ultimately deliver a baby of her own unquestionably outweighs the distress and anxiety experienced during this process.



For the egg donor, the process usually begins with an extensive psychological and physical screening. Common testing includes personality assessment as well as blood tests that screen the donor for diseases such as HIV and hepatitis. The donor undergoes a complete physical exam, taking into account family history, to insure optimal wellness. Tests are also performed to rule out sexually transmitted diseases.

In addition, there are legal matters to consider. A surrogate agreement is required for both the donor and recipient involving a court action. Also, the prospective parents may petition the courts to establish parentage prior to the birth allowing them to include their names on the birth certificate. To this date, however, there have been no court cases contesting parentage with consideration to egg donors.

If after the screening process the donor is accepted into the egg donor program, she will begin a series of blood tests, ultrasounds, and administration of medications (both oral and injectable) to control her reproductive cycle. The physician in charge will attempt to coordinate her menstrual cycle with the recipient, which means the recipient will also undergo a regimen similar to the donors.

Once it is determined that the donor has matured eggs, (usually multiple due to artificial hormonal stimulation), they are extracted by the use of an ultrasound guided needle with the donor under sedation in an operating room. Meanwhile, the recipient is preparing her uterus (womb) for egg implantation by hormonal stimulation.

After the eggs are extracted, they are fertilized in a laboratory and either implanted into the recipient or sometimes frozen, in case the implantation doesn’t work. The fertilized eggs are implanted two days later into the recipient’s uterus, and nine to fourteen days later blood tests are taken to determine pregnancy.

Stress and anxiety usually accompany the waiting period since it is not uncommon for the potential mother-to-be to go through several cycles before becoming pregnant. Even then, the statistics, according to the CDC’s 1996 Fertility Clinic Success Rates, show that only 27% of all ART procedures result in pregnancy.

Payment to the egg donor is meant to compensate her for the estimated 50 to 75 hours of time spent to retrieve the eggs, along with consideration for discomfort, inconvenience, and potential risks. The average amounts being paid to the donor range from \$2,500-\$5,000 while the recipient will pay approximately \$6,000 per cycle.

A number of fertility clinics exist and in order to assure legitimacy and safety, those seeking infertility services should first consult an organization such as Resolve, a non-profit organization dedicated to providing support and information to people who are experiencing infertility problems, or ASRM (American Society for Reproductive Medicine).

Resolve: 617-623-0744 or [www.resolve.com](http://www.resolve.com)

ASRM: 205-978-5000 or [www.asrm.org](http://www.asrm.org)

# Egg Ethics- an Opinion

Laura Hopkins  
PRIDE STAFF WRITER

The ethics of egg donations are challenged as the bid for beauty reaches \$150,000 at [www.ronsangels.com](http://www.ronsangels.com), a website dedicated to the sale of human eggs. The beautiful blonde with the striking blue eyes (Model 10) has the highest bid of \$150,000 at Ron Harris’ egg auction, while the other five models hold their own with bids ranging from \$30,000 to \$90,000.

The commerce of beauty is certainly not a new concept with billions of dollars each year being spent on the cosmetic industry, but Harris crosses an ambiguous line with his egg auction. He argues for the possibility of producing “superior children” and yet states, “It is not our intention to suggest that we make a super society of only beautiful people. This site simply mirrors

our current society in that beauty usually goes to the highest bidder.”

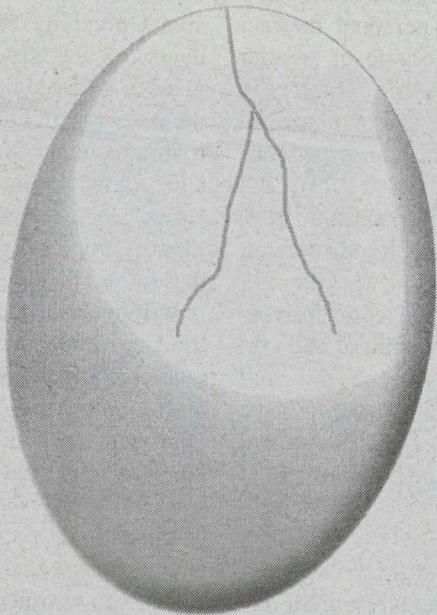
Ron’s Angels editorial statement at his website boasts the “opportunity to bid on eggs from beautiful, healthy and intelligent women,” and at the same time offers us “the miraculous possibility of improving ourselves.”

While Harris believes his egg auction is a benevolent bargain by bringing “beauty and brains to the highest bidder,” he has prompted the nationally recognized organizations, Society for Assisted Reproductive Technology (SART) and the American Society for Reproductive Medicine (ASRM), to release official statements strongly disagreeing with the

ethics of an egg auction.

On, 10/29/99, SART issued a press release stating that they were “greatly disturbed by the creation of the ‘Ron’s Angels’ website offering donor eggs for auction,” and added, “We find this approach to a very sensitive area of medicine to be entirely unethical. Furthermore, it trivializes the donor egg process and blatantly exploits the recipient couple.” The statement issued by ASRM was similar: “The ASRM finds ‘Ron’s Angels’ website, [www.ronsangels.com](http://www.ronsangels.com), both offensive and unethical.”

There is an uncanny truthfulness in Harris’ description of our society, and perhaps it is time for our society to redefine beauty and its value.





# [THE]: UCSD Music Ensemble

Victoria B. Segall

PRIDE STAFF WRITER

A musical performance by [THE] at noon on Monday may have resulted in a few audience members scratching their heads trying to make sense of what may be described as [THE]'s "experimental," "avant-garde" or "d'alba"—a mix of comedic and musical theatre. [THE], formed approximately in 1977, is composed of Dr. Edwin Harkins and Philip Larson, music professors at UCSD. Professors Edwin Harkins and Philip Larson worked together at the Center for Music Experiment in UCSD in the 70s and also worked in the Extended Vocal Techniques Ensemble. The professors continue to perform for musical ensembles, like the SONOR Program of UCSD, and have toured worldwide from Canada, to Europe, Japan and Scandinavia. In addition, [THE] has more than thirty works in their repertoire, including music with John Cage and Anthony Braxton.

The November 29 performance in ACD 102 began with a brief lecture by the professors on musical devices and terms used in their music. Their shows, which usually last from one-and-a-half to two hours, have included lasers and lights. As a result, [THE] uses various methods of communication during their performances. Some of the methods included syllable exchange, the "Esperanto language," and another form of communication where hats and shoes were involved to signal specific actions.

"It's very odd," said Harkins, referring to their methods of communication. For example one of the forms of communication Harkins demonstrated was ventriloquism. He also disengaged his voice from his word formations. This action may be best described as saying a word, like "hello," without moving your lips, but five seconds later mouthing "hello." Harkins' ventriloquism and outgoing disposition resulted in a round of applause and chuckles from the audience. "You can have fun with that kind of out of synchness," commented Harkins. The duo described how their own codes and language derive from "the rhythm of mispronunciation."

After the brief lecture, [THE] began their musical performance. The first part consisted of the duo putting together two tunes, "Beautiful Dreamer" and Gershwin's "I've Got Rhythm," to create a new piece of their own. Perhaps the highlight of the noon performance was when [THE] performed "Body Parts." The audience, individuals ranging from confused to engrossed, had smiling faces, and burst into laughter as the duo tapped different parts of their body, making hand gestures, and grunts, sighs, shouts, and other vocal noises to a set rhythm. It may be surprising to discover that this "music" had

a melody, even though their only instruments were their bodies and voices. "The sound is something that happens naturally," said Harkins.

The professors also told the audience that they know what their goals are and where they are going when they compose music, but they tell of how there is also freedom in their composition. They discussed how there is a level of abstraction in their music and that they come from avant-garde music, but have also headed in other directions.

[THE] mentioned that their performances bring up many questions from the audience and certain issues may arise that they may choose to side with or not. Harkins and Larson also note that [THE] is on the borderline of comedy and tragedy.

At the end of [THE]'s performance, one of the questions asked by the audience was what first time viewers should expect from a [THE] musical performance. Professor Harkins responded, "Something extremely unusual, yet good."

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# The Reorganization of Student Affairs

Leiana Naholowaa

PRIDE EDITOR

The Student Affairs reorganization was accomplished with three goals in mind: to become easier for the student, to make better use of experts, and to maximize resources.

A discussion began almost two years ago among Dr. Francine Martinez, Vice President for Student Affairs, and the managers within the division. Much research was conducted and feedback solicited from staff members within the division's various departments on ways to improve the organization.

Dr. Martinez tied the reasons for the reorganization to meeting the needs of a growing campus. "Student Affairs wasn't organized from a service perspective," stated Dr. Martinez. "We wanted to move to an organization based on services, and not necessarily management." Student Affairs has outgrown the "facial familiarity" and close-knit atmosphere associated with a small university community. All departments were once housed in Craven Hall. The need for service familiarity as departments have moved to the PPHS and Rancheros offices and people can no longer rely only communicating by keeping up with "who you know" exists as the campus continues to grow.

Student Affairs had also conducted a survey last Spring to find out if students liked having CAPS (Counseling and Psychological Services) across the street at the Palomar

Pomerado Hospital Building, and not on the main campus. Over 80% of the students surveyed approved of CAPS' location noting that the privacy and confidentiality maintained by its isolated location outweighs what may be seen as a geographical inconvenience.

Part of the reorganization process included the creation of "professional service teams" where professionals who have experience and expertise can collaborate together. This creation of new teams is seen in the example of Health Counseling and Disability Services (HCDS). In the new reorganization, Student Health Services is now grouped with CAPS and Disabled Student Services. Since the recent passing away of Sandra Kuchler, Sandra Punch serves as Interim Director of HCDS and oversees what was once separate.

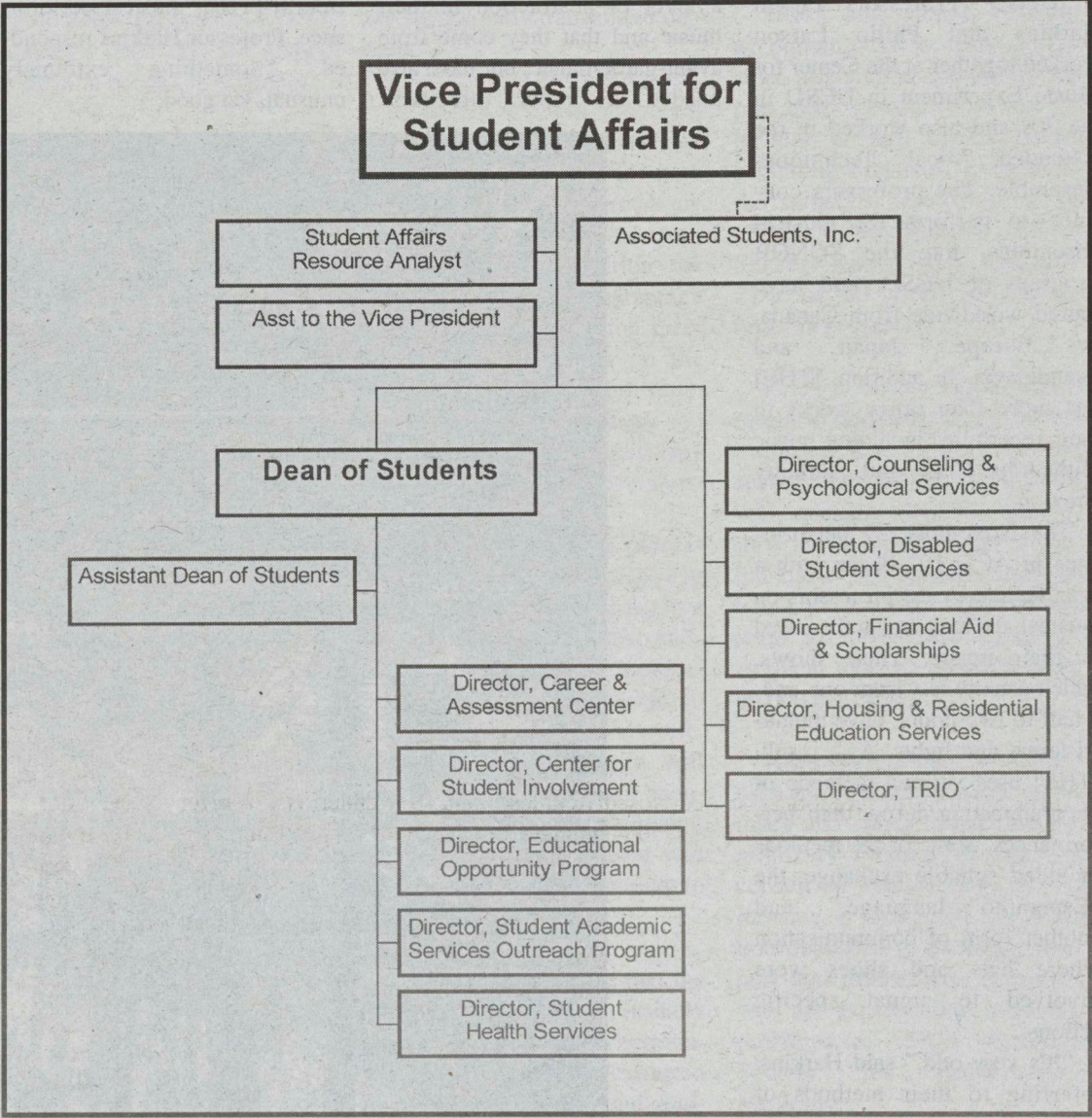
College Success Services is the largest department within Student Affairs that offers a breakdown of Outreach programs within ACCESS, academic support through Educational Achievement and Retention Services (EARS), and Student and Residential Life. Carolina Cardenas, Director for ACCESS faces future challenges with the recent addition of "Gear-Up," a federally funded program that will to begin in January 2000. Gear Up will target 300 seventh graders in the local community and monitor their academic life until they reach the college level. Though their offices will mostly

be off-campus and at the actual secondary school site, Gear Up's collaboration with similar outreach programs like Upward Bound and the Student Academic Services and Outreach Program (SASOP).

As student population continues to expand, the division looks to a future with Campus Housing which will be built by 2002 to

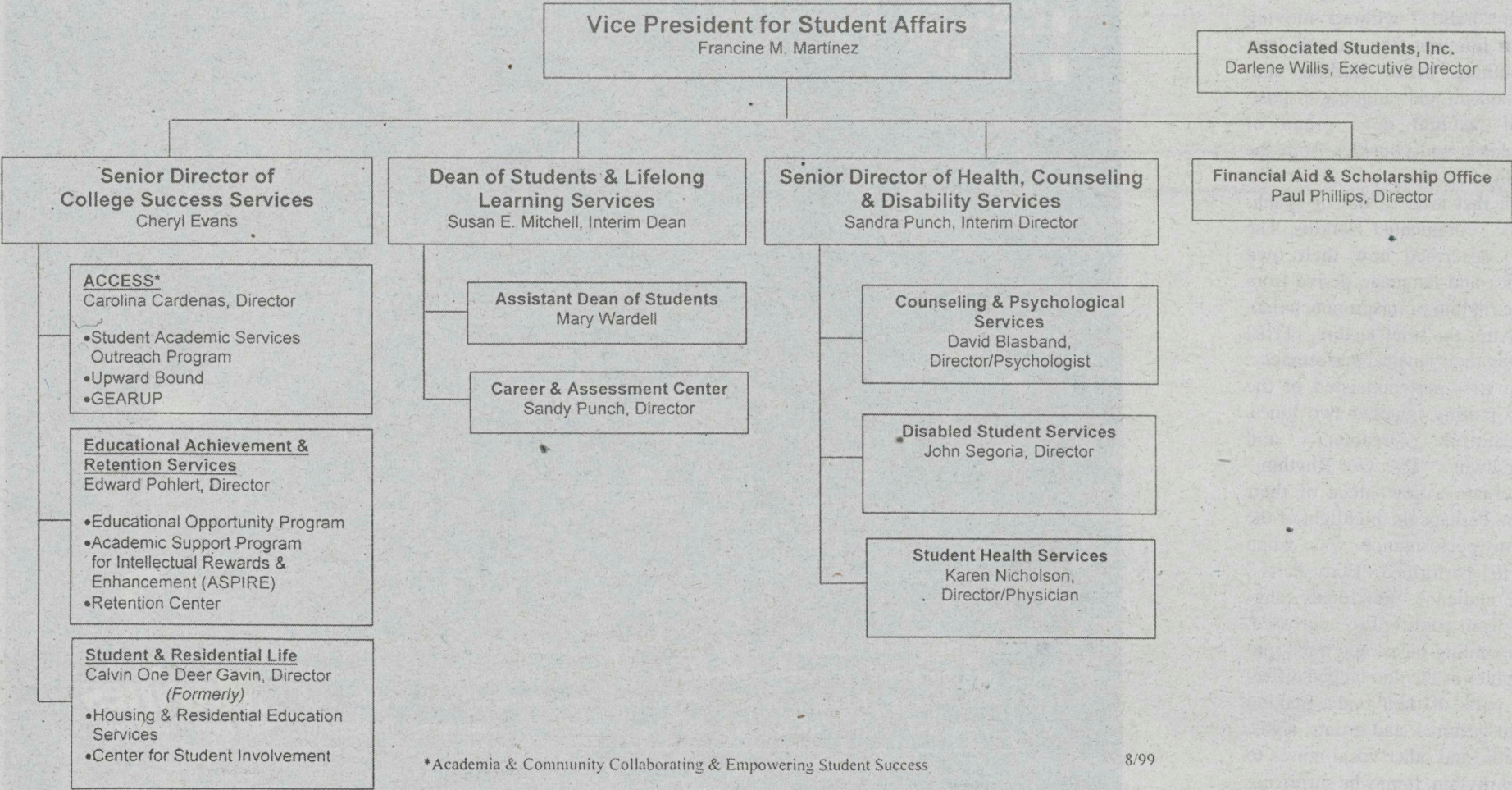
complement campus life and the former Center for Student Involvement's presence at the beginning of each student experience with Orientation Day. The culmination of a fieldhouse and Student Union opening, a new campus building that expands eastward, and the prospects of a new library prompts Student Affairs to reposition itself within the university community.

Several weeks ago, according to Dr. Martinez, the Student Affairs staff had a ½ day retreat on how to deal with change in relations to the process of the reorganization. She notes, "Change is always difficult. Part of any change is needing to support and educate people through the process."



## VICE PRESIDENT FOR STUDENT AFFAIRS

Organization Chart  
1999/00



\*Academia & Community Collaborating & Empowering Student Success



## Ballet Folklórico Mixtlán

Trevor Knudsen

PRIDE STAFF WRITER



Although many students may only know of Ballet Folklórico Mixtlán through their dance performances at campus events such as the Cinco de Mayo celebration (which they also organized), Mexican Independence Day and Caesar Chavez Day (both co-sponsored by Ballet Folklórico Mixtlán and MEChA), their dances are only a part of Ballet Folklórico Mixtlán's activities both on campus and in the community.

Ballet Folklórico Mixtlán has three main goals according to club president Yesenia Balcazar: the promotion of Mexican culture, community service, and the promotion of higher education. The traditional Mexican dances that Ballet Folklórico Mixtlán performs help to preserve and celebrate Mexican culture and

keep their heritage alive both on campus and in the community.

As part of their community service goal, every other Sunday, Ballet Folklórico Mixtlán, with assistance from university programs such as EOP and SASOP, goes to Vista to donate blankets, clothes, and food to the local farm workers as well as teach English and health classes. In addition to this, the club recently donated toys to an orphanage in Tijuana.

To promote higher education, Ballet Folklórico Mixtlán has a tutoring program at La Costa Canyon High School, primarily teaching English as a Second Language. They also intend to start an outreach program where they will go to local high schools to perform traditional Mexican

dances and give presentations meant to motivate students, not only to come to college, but also to remember their heritage and give back to their community.

Ballet Folklórico Mixtlán has accomplished all of this in just over a year (they celebrated their first anniversary October 1st). President Balcazar credits the great success of Ballet Folklórico Mixtlán to the dedication and teamwork of the members as well as the supportive environment that they have created. The club meets every Tuesday from 6:00pm – 8:00pm and Thursdays from 6:00pm – 10:00pm. By the way, president Balcazar points out that they are looking for more male members to even out the 3 to 1 female/male ratio in the club.

## Jewel's Joy: A Holiday Collection

Penny Lanese

PRIDE STAFF WRITER

The soothing sounds of Jewel's voice make the holidays complete. I was pleasantly surprised by her renditions of "O Holy Night" and "Ave Maria" where Jewel sings operatically. In contrast, in her playful sounding "Joy to the World" and "Hark the Herald Angels Sing" her childish voice takes away from the beauty of the music. I love listening to "Rudolph the Red-Nosed Reindeer" and "I Wonder as I Wander" because it is reminiscent of a 1940's radio commercial where two women sang in harmony.

*Joy: A Holiday Collection* also includes a medley of the hymn "Go Tell it on The Mountain," Jewel's "Life Uncommon," and Bette Midler's "From a Distance." The medley sounds unconnected, and it's obvious that three different songs created the piece.

*Joy: A Holiday Collection* doubles as a CD-ROM, allowing users access to a special Jewel video upon buying the CD.

As a fan of Jewel, I enjoy *Joy: A Holiday Collection* for background music, something that will not distract me from my homework or studying. For those who don't like Jewel's nasal sound, give "O Holy Night" and "Ave Maria" a listen before making a final judgment.



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If you need books, an even faster way to get them is through the San Diego Circuit, where it usually takes only one to two days to arrive. Search for and request Circuit books at <http://www.csusm.edu/library/electronic.htm>.

### THESE SERVICES ARE FREE!!!

If you don't have access to the Web from home or are unfamiliar with using it, stop by the Library to get help requesting Interlibrary Loan and/or Circuit materials. The Library also provides free research consultations.

This Holiday Season, Circle K International CKI is sponsoring its 8th Annual Angel Tree Project. Two years ago CKI collected gifts for AIDS victims (187 children at Christi's Place in San Diego), last year they collected over 200 gifts for migrant children.

This year, CKI's goal is to provide gift for St. Clare's Home, (non-denominational) a place for needy mothers and their children. You can change a child's life by participating in this special event...

### 3 Easy Steps to Participate...

1. Pick up an Angel ornament with a child's gender and age from the Christmas Tree located in the Dome.
2. Purchase a gift for the child.
3. Return the gift unwrapped to the box located next to the Christmas Tree located in the Dome.

Please bring your gift no later than December 16, 1999 to allow enough time for wrapping and distribution.

CKI is also accepting gift wrap paper, tape, bows, or any monetary donation (tax-deductible) to make this event as successful, if not more, than the previous years.

Make checks payable to: CKI of CSUSM  
Send to: Susana Gonzalez, CKI Advisor, CSUSM Associated Students, Inc., 333 S. Twin Oaks Valley Road, COM 205, San Marcos, CA 92096-0001

If you have any questions, please contact:  
Roberto Ramirez (760) 714-1447, <ramir016@csusm.edu>



## Experiencing the Pacific Islands

Leiana Naholowaa

PRIDE EDITOR



mats. The coconut husk is used in the making of rope. A miniature replica of an island home was displayed near cups that were used to serve kava, an herbal drink made from the kava root. Kava has natural qualities that relax the body while clearing the mind, unlike alcohol. It is featured in certain ceremonies and social occasions within island cultures like Samoa and Fiji.

A musician from Samoa and another from Hawaii sang island music with acoustic instruments as a guest speaker educated the crowd about a particular island's tradition and way of living. When the time came to talk about the *kate'a*, or triton shell, the performers were happy to attempt the famous blowing of the shell-horn that was once used to announce important village meetings.

The event that everyone waited for finally arrived as the dancers took their positions at the foot of the stage. Four drummers provided the musical accompaniment to dances first melodic and slow, and to ones that gradually increased in tempo. Three female dancers in bikini wear of mini-sarongs and coconut shells, as well as the trademark grass skirt, performed intricate movements that incorporated the swaying of hips and the expression of the hands. Their costume included floral and green vine-like garden adornments on their bodies as drummers and acoustic musicians alternated the music for the dancers performances.

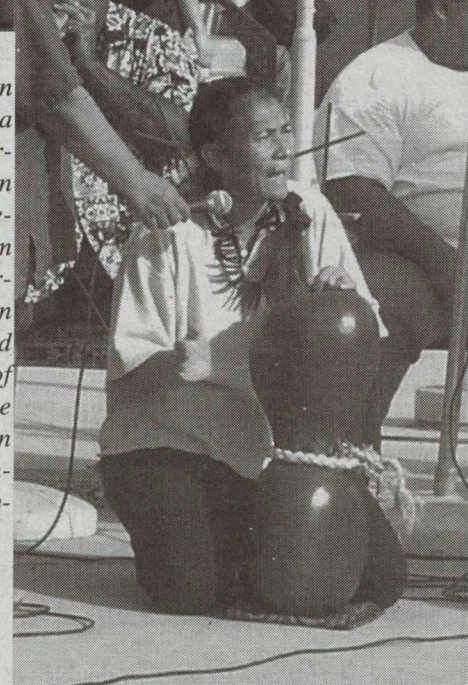
A Polynesian Cultural Fair took place in front of the Dome on Wednesday, December 1, around noon. The event was sponsored by the Latter-day Saints Student Association (LDSSA) and co-sponsored with Associated Students and Global Affairs. Emcee Charlie Bird, a member of LDSSA, said that he had the idea for the cultural fair for over a year and decided to finally put on the event since he will soon transfer to Brigham Young University next year.

The Pacific islands of Hawaii, Tahiti, Samoa, Tonga, Fiji, and New Zealand were represented

through island music, artifact, and dance. Display tables were set up so students could get a first-hand look at how a *lei* (flower necklace) is made, various musical instruments, glimmering clothing made of sea shells and fabric, embroidered *tapas* from Fiji, Samoa, and Tonga and a more modern stitched Hawaiian quilt that took hours to create. The coconut tree is the main plant in the Pacific since its components helped sustain ancient island cultures. The actual coconut was used to transport freshwater, while its leaves and branches have served as roofs for homes, brooms, and

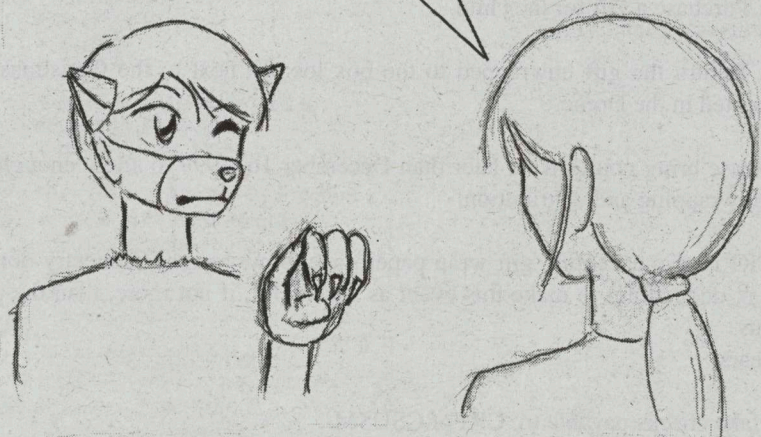


The *kahiko* is an ancient Hawaiian hula dance that was performed by a woman singing and simultaneously playing the drum while her daughter performed a solo dance on stage. The song and dance told the story of Pele, the goddess of the volcano, who ran down the mountain in a rampage, consuming everything in her way.



## "The Pride" Newspaper Mascot Tryouts

I'm sorry You can't be our mascot, Tukwuts don't group in 'Prides'



How about some REAL Pride then?





AIDS Cont. From Pg. 1

California. He is the youngest male of five siblings. He grew up in the era of hippies and the Vietnam War. He said that he abused drugs and had a lot of unprotected sex during that period. He commented that in the past if you contracted something you could go get a shot, but that there isn't a shot for HIV.

He was married at the age of 18 and now has two children. The marriage only lasted for four years because he was an abusive husband. He claimed that all he wanted to do was "get high and have sex." He frequently got into trouble and was in and out of jail. This behavior lasted for years until he finally turned his life around in the 80's. He was doing fine until he hurt his back and

could no longer work. He turned to alcohol and became depressed. He turned his life around again and was going to AA meetings. He was sober from 1990 to 1995.

In 1990 he began dating a young female from his AA support group. Just when he thought that things were going great, his girlfriend revealed to him that she was HIV positive. It was a secret she had carried for three years. They broke up 18 months later. He tested HIV positive in 1991. He tried to commit suicide and ended up in a mental ward.

He swore that he would never put anyone at risk, like what happened to him. He now goes to HIV/AIDS support groups and travels, lecturing youth about AIDS awareness.

The third guest was a young woman named Molly. She works as a caregiver at Fraternity House in Escondido, and at Michaelle House in Vista. She has worked at both facilities since last July. Molly has a deep understanding for people afflicted with AIDS since she lost a beloved brother to the dreadful illness. She said that both facilities provide care to a variety of ages and race groups.

She said that the people in the facilities become extremely depressed around the holidays and encouraged people to volunteer their time by just being a friend. Volunteering can be as simple a task as running someone up to the local grocery store.

DRUGS Cont. From Pg. 1

and alcohol-related injuries in the hospital trauma room. "It's not what you see on TV," Blatner stated, "Needless injury and death result from people making poor decisions."

Peter Pham, a campus police officer, discussed the legal aspects of driving under the influence. Two members of the audience tested their ability at a field sobriety test using glasses that simulated visual impairments to a person under the influence of alcohol.

Detective Ed Wells from the San Marcos Sheriff Station spoke about the physiological

effects of alcohol on the body. He stated that there are 23 separate body functions needed to drive a car. After one drink, a person has only seventeen of those functions working properly. Emnis Jackson, a paramedic, provided a "sobering" slide presentation of drug- and alcohol-related accidents.

The audience was treated to refreshments and give-aways that included No Fear T-Shirts, gift certificates to the Gap, Target and Glamour Shots. Abeyta said that this was the first of several seminars that Student Health Services had planned. Future topics include Date Rape, Aids, and Crime Prevention.

GEW-Opinion  
By Penny Lanese

There is one fatal flaw with the General Education Requirement for Writing (GEW) program that will ultimately cause the demise of the California State University San Marcos code for the writing requirement and the very foundation that the mission statement stands upon. Even though the Writing Center requirements may help students succeed in their written communication skills, the requirements can also cause an otherwise exceptional student to fail.

The majority of the students entering the University from high school do not have the skill to write academic papers at a college level curriculum. The Writing Center is an excellent place for those students to go and share their ideas with trained tutors who enjoy literature and want to help. For the most part, there is nothing wrong with the relationship between the student, the course and the Writing Center.

However, there are students who fail the GEW requirement, not based upon their level of academic writing skills, but rather because of the lack of attendance to the Writing Center. Those students who succeed in academic writing are punished for their talents.

On the other hand, the University has a reputation and academic integrity to uphold. The weekly GEW class length is only two and one-half hours long and the one Writing Center appointment completes the weekly total of three hours for "class time."

Completely removing the Writing Center from the requirement is a possible "solution." However, those who truly need the Writing Center to improve their writing will not willingly spend their free time reviewing their papers unless it were mandatory. Another "solution" is to make visits to the Writing Center a part of a lab section, instead of an open-ended appointment system. Taking

away the student's choice to schedule his or her Writing Center tutoring sessions limits the student.

So I offer this solution to the GEW Staff and Faculty: Allow the student to appeal the failed grade in a personal meeting with the current director and the professor. This appeal will consist of a thoroughly written minimum ten-page report of why the student did not attend the Writing Center and an argument for why they believe they should be able to pass this class. Based upon the report done by the student and the arguments the student makes for their defense, the director and the professor decide the official grade of the student. The standards of the University are still in tact, for a complete report and argument will take more than the seven hours lost in the semester in Writing Center visits. The student chooses to take the responsibility into their own hands, and Writing Center is still required for the GEW class.

PACIFICA Cont. From Pg. 1

remaining group members have carried on the tradition by performing all along the Pacific coast. They have recorded two CD's and plan to record a third release next summer.

The music, mostly in Latin, is sung in the tradition of the early Roman Catholic Church. Gregorian chant originated during the era of Pope Gregory I in the sixth century, and much of the original music continues to this day. The program performed at CSUSM consisted of two parts, the first derived from the traditional Latin mass and composed of "ordinaries," or hymns written in the style of the Renaissance, which are sung at every mass. The second part of the program was in celebration of the season of Advent, the four weeks preceding Christmas. Chodos said that although the music stems from a Christian tradition, "it speaks to everyone." He pointed out that the group members come from three religious backgrounds: Catholicism, Protestantism, and Judaism. "The music stands on its own outside of the church setting," Chodos said.

The lyrics have a profound and solemn nature that transcends the noise and clutter of our everyday lives. Latin verse tends to have that mysterious effect on those who don't know the language, but even translated into English, the lyrics seem to be calling from a distant plane. "Ask of me, and I will give you the nations as your inheritance and the utmost parts of the earth as your possession," reads the translation of one of the chants.

Chodos spoke of the "body of mysticism" found in the Christian church, with which many people are unfamiliar, and the reflection of this music on that tradition. The Gregorian chant, Chodos said, "speaks to everyone on a deep spiritual level." And it seemed to be true. From the moment the members of Schola Pacifica filed onto the stage, until they took their final bow, the audience was given a glimpse of that mystic tradition, and the result was amazing.

On Campus With State Assemblyman Howard Kaloogian

Andrea Cavanaugh  
PRIDE STAFF WRITER

Fifteen students gathered in The Dome on Wednesday, December 1, to hear State Assemblyman Howard Kaloogian air his views on a variety of subjects. Kaloogian, who is also the Honorary Chairman of the CSUSM chapter of the Young Americans for Freedom, or YAF, addressed the students at the invitation of the College Republicans. He was joined by State Assemblyman Tony Strickland from Ventura.

Kaloogian stated that "involvement in government is down to an all time low" among college students. He cited the number of people attending his address on campus as an indicator that college students are not interested in politics. "There should be a great deal of political activism on campus," Kaloogian

said. "A lot of kids aren't that concerned. They don't realize how much they are going to be impacted by the government."

One way in which people are impacted by the government is taxation, Kaloogian said. When payroll taxes are combined with gasoline tax, sales tax, automobile licensing, etc. they total more than 50% of an individual's income, he said. "In the days of the kings and queens, the serfs and peasants would revolt if the king took more than a third!" Kaloogian exclaimed.

Kaloogian warned his audience to beware of politicians claiming to be "progressive." The word "progressive" is merely a "code" for those who want to "advance the communist line," he said. "We are the true

progressives," he told his audience. "We are the ones who are going to advance the progress of freedom. Anyone who supports the expansion of the freedoms we enjoy are the true progressives."

Speaking on public education, Kaloogian voiced his disagreement with efforts to solve problems in the schools with additional funding. "The 'educrats' cannot show you how more money will solve the problem. They don't have a plan" to improve education, Kaloogian said. Instead of allocating resources to mainstream public schools, he advocated the support of charter schools and voucher programs. He cited the approximately \$7,700 spent annually on the average public school pupil and suggested the

money would be better spent on private education. "For that amount of money, you'd like to have the kid be able to read his diploma when he graduates," Kaloogian said.

Although Kaloogian advocates literacy, both he and Strickland believe that funding for libraries shouldn't come from Sacramento. Funding should come from local governments, Strickland said. Apparently library funding will become a dead issue because, Kaloogian claims, "Libraries will soon become obsolete because of the Internet."

Kaloogian, who will be forced out of his Assembly seat next November because of term limits, represents the 74th district, which stretches from Carlsbad to

Del Mar on the coast and east to Escondido. He has endorsed fellow conservative Mason Weaver as his successor, out of a large pool of Republican hopefuls. The 74th district is considered to be one of the safest Republican assembly seats in the state. "If you win the Republican primary, you can go to Sacramento and look for a house," Weaver was quoted as saying in the San Diego Union Tribune.

One of Kaloogian's goals for the remainder of his term is to "convert Social Security into a program that will be around for you and me," he said, without giving specific details. Asked about his plans after leaving office, Kaloogian replied that he "hopes to be working in the Bush administration."



## IMPORTANT NOTICE

### Traffic Detour Twin Oaks Valley Rd & Hwy 78

On the evening of **December 14th**, CALTRANS will **shift westbound Hwy 78 off-ramp traffic at Twin Oaks Valley Rd. (T.O.V.)** onto the newly constructed off-ramp loop. **Left-hand turns for southern destinations will no longer be possible.** Traffic for northbound destinations will be unaffected by the traffic circulation change.

CALTRANS will direct traffic desiring southbound T.O.V. destinations to exit the highway at San Marcos Blvd. When exiting at San Marcos Blvd., traffic will have two options after turning left. Drivers can

- 1) backtrack to South T.O.V. via eastbound Hwy 78 or
- 2) proceed westbound on San Marcos Blvd., turn left on Bent Ave. and then continue on Craven Road, which intersects South T.O.V.

**CALTRANS indicates this detour shall remain in effect until November 2000.**

For more information, please contact CALTRANS directly at (760)510-7944. Your patience and cooperation are greatly appreciated.

## CSU SAN MARCOS CALENDAR OF EVENTS

Wednesday, December 8

### Library Book Sale

The monthly Library Book sale has a great selection of used books on a variety of subjects. New selection every month! Prices start at \$0.25.

8:00am - 4:00pm

Library Courtyard

### Javanese Gamelan Concert

7:00pm

ACD 104

## CLASSIFIEDS

### General

**MALE RESEARCH PARTICIPANTS NEEDED!**

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**Dec. 13-18**

### Hours:

Dec. 13-16 9am-7pm

Dec. 17 9am-3pm

Dec. 18 9am-2pm

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**UNIVERSITY  
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