

DAILY SUNDIAL

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Living without a safety net



PHOTO ILLUSTRATION BY CHARLIE KAIJO / ASSISTANT PHOTO EDITOR

MONA ADEM
DAILY SUNDIAL

College students are known to have a costly array of personal possessions when leaving their parents' home for a dorm room.

In addition to clothing, furniture and books, many students bring personal electronics and sports equipment.

In fact, according to the July report by the National Retail Federation, students and their families spend over \$907 million on everything from dorm furniture and collegiate gear to personal care items.

Many students assume their belongings in the dorms are protected by the university housing's insurance, which is not the case. Students who live in the dorms are strongly encouraged to maintain personal property insurance because the university does not cover or replace any items lost or damaged, according to the university housing website.

"I didn't even know you can or (that insuring your property) was something you should do," said Andre Gomez, 18, a freshman who studies marketing and lives on campus.

Jody Van Leuven, a manager in the Insurance and Risk Management office at CSUN, said students do not think about it so there is not enough awareness for how insurance can protect them. It should definitely be high on students' priority list, Leuven said.

"Today, you have computers, game systems, tablets, TVs and many other technologies that can be very expensive, and replacing them can cost you," Leuven said. "We all know insurance is boring to understand, but when you need it, it's great."

One way students can protect themselves is through renter's insurance.

Renter's insurance protects students personal property against damage or loss caused by fire, smoke, windstorm, theft, vandalism, riot, civil unrest and much more, according to the National Association of Insurance Commissioners. It can also protect the policyholder for liability in case someone is injured while on your property during a party or other occasions.

The premiums for renter's insurance

average between \$15 and \$30 per month depending on the location and size of the rental unit and the policyholder's possessions.

CSU schools do not require students to live on campus, therefore they cannot be required to purchase insurance.

"We also want to keep the cost low as possible, but I can't think of anything better you can do as a student," Leuven said.

A 2010 report by the U.S. Fire Administration's National Fire Data Center said an estimated 3,800 university housing fires occur in the United States every year, resulting in an average of five deaths, 50 injuries and \$26 million in property.

At CSUN, the 2010 annual police report shows that 23 fire alarm calls were made and most of the fires were cooking-related (hot plates, microwaves, portable grills, etc.). The report also showed that property theft is the most common crime on campus.

Jessie Ochoa, 19, a sophomore who studies recreation tourism management, used to live in a dorm. He wished he had insurance while staying there, he said.

"I got my laptop and other stuff stolen, and insurance would have helped me a lot," said Ochoa.

Some students who live in dorms also assume obtaining renter's insurance and liability will not be necessary.

"I think I am covered by my parents insurance, so I don't need it," said Marrison Borovard, 19, a freshman who studies English literature.

But Gretchen Cathey, an operational manager at National Student Service Company (NSS), said in most cases, students are not protected under their parents' insurance.

"The big problem is that parents' homeowner's insurance often really has a high deductible and it can be anywhere from \$500 to \$2,000," said Cathey. "So if students had their iPhone stolen, they cannot make a claim because it wouldn't cover the deductible."

The NSS is one of many companies that provide property insurance for students. Cathey said they currently serve more than 3,000 college campuses nationwide.

"Our most popular policy is \$6,000 of coverage with \$25 deductible, which means that if you have to file a claim, you are only going to pay \$25 out of your pocket, and the premium for that is \$146 a year," she said.

Cathey said people do not necessarily know rental insurance is an option and it is already overwhelming and stressful for many parents to send their kids to college, so insurance is not on their mind, unless the school is pushing it.

"But when most parents and students know it is an option and they see how inexpensive it is, they know it's the right decision," said Cathey.

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When: Dec. 4 to Dec. 13

from 7:30 a.m. to 10 p.m.

Where: USU, Plaza del Sol, and Student Housing (Community Center)

Demand for remedial courses evens out

Several different factors play a role in CSUN students not being prepared for college-level courses

CHRISTINA PEMBLETON
DAILY SUNDIAL

The number of enrolled students in both English and mathematics pre-university, or remedial, courses has slightly increased, according to reports from CSUN's Office of Institutional Research.

The 2012 remedial courses, or basic education courses that are required for students who are not yet at college-level performance, are determined by students' scores on the entry level mathematics exam (ELM) and the english placement test (EPT).

The Office of Institutional Research reports that there are between 3,800 and 3,900 students enrolled in remedial courses.

Institutional Research reports show that out of the 36,164 enrolled CSUN students, about 21 percent compared to 18 percent in 2008.

In the past, many more students were enrolled in the developmental math courses than English.

David Klein, a math professor at CSUN, said that one possible reason students are unprepared for college level math is because high school educators encourage too much calculator use.

"Students develop a dependency on calculators, and most of us (college educators) who teach

don't allow calculators on final exams," Klein said.

CSUN remedial math enrollment numbers could be lowered if high school teachers taught the principles of algebra rather than teaching that calculators are the solution, Klein said.

"CSUN has some culpability, too," Klein said. "In math 105, pre-calculus, there is a heavy reli-

ance on graphic calculators. But when they come to calculus, we don't allow calculators and students don't know what to do."

Even the remedial courses are not always the fix for college preparedness, according to Klein.

High school educators are making active attempts to absolve remedial coursework with the Early Assessment Program (EAP),

said Kathleen Rowlands, a professor of secondary education at CSUN.

Rowlands said the California State University EAP is an optional preparation course for secondary education seniors seeking to earn a degree after high school.

This program gives students a signal for how prepared they are to enter a college setting, accord-

ing to the EAP website.

Even with these preparation tools for incoming college students, English remedial enrollment for the 2012 school year was about 11 percent of CSUN's student population, the institutional report states.

"It is a very different mindset," Rowlands said.

With all remedial classes, students have one year to complete them or they will not be allowed to enroll in CSUN coursework until they complete the requirements.

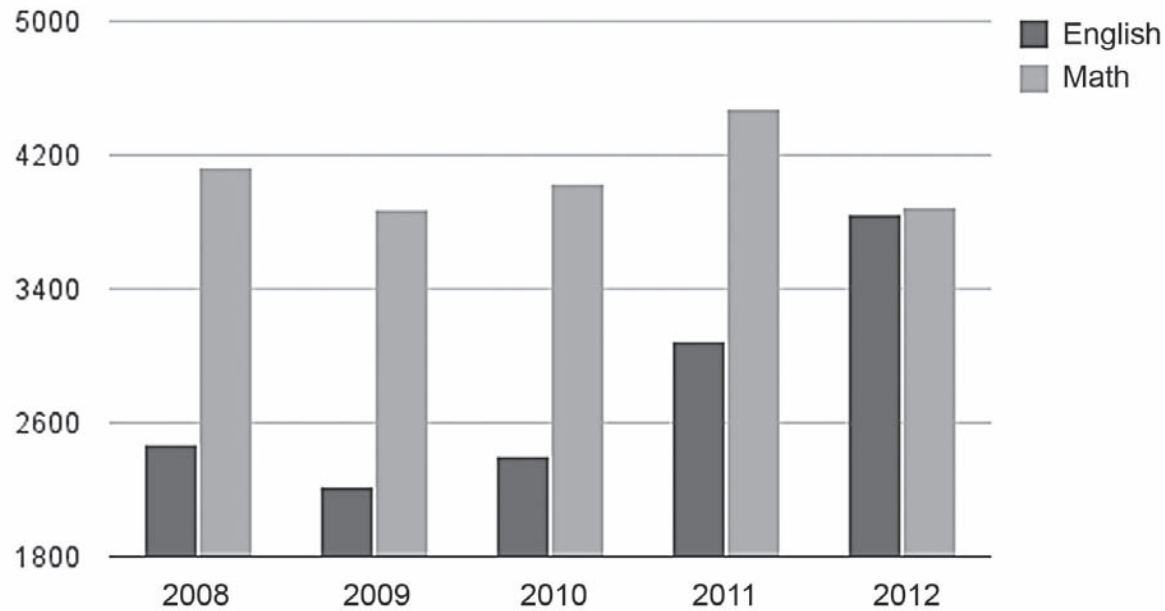
University policy states, "If the developmental courses (math/writing) are not completed within the first year of enrollment the student will be 'stopped-out.' Being 'stopped-out' means that the student must complete these requirements at a community college before they can return to the University."

Many students that enter the CSU system are the first from their families to attend college, and when they are placed in developmental courses, it discourages them, Rowlands said.

Both Rowlands and Klein said the percentage of students in remedial coursework is much smaller.

"A lot of kids (who are enrolled in basic classes) end up dropping out in the six years that we consider the average graduation time," Rowlands said.

Students enrolled in remedial courses



INFORMATION FROM CSUN OFFICE OF INSTITUTIONAL RESEARCH

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Students lament six-year college plans

Community colleges implement limits to cut down on adds and drops, but students still see slow down

MAYRA ESCOBEDO
DAILY SUNDIAL

Community college students are being shut out of classes by other students who continuously drop courses after the add deadlines.

"I remember the first days in my speech class there were people standing around trying to add, but in a few weeks, a little less than half of the class dropped," said Sergio Reveles, 19, nursing student at Mission College and Valley College. "It was ridiculous how many students missed the opportunity to add."

Sam Lingrosso, adjunct associate political science professor at Valley College, said in the five years he has been teaching he has seen this happen every semester.

This fall, one of his political science classes started out with 47 students and had 17 drop; another course saw 42 enroll, then had 10 students drop.

Students are taking seats in classes they do not intend to stay in, which prevents a lot of students from being able to transfer said Pierce College student David Avila, 20.

"When I go sign up for the classes that I need, they're



PHOTO ILLUSTRATION BY CHARLIE KAIJO / ASSISTANT PHOTO EDITOR

full — so I don't bother trying to add because I know I won't get in," Avila said. "That's why it's taking longer than I expected to transfer."

Pierce College student Fatima Jimenez, 22, has been a witness to this during her three years at the college.

"I see it happening more. It is a problem because students who need a specific class miss

out on the opportunity to take it and have to wait a whole semester for it again," said Jimenez, a biology major. "It's happened in at least half of the classes that I have taken. English and math are the (classes) that I've seen it happen the most."

All community colleges in California are now using a three-attempt policy, said

Doreen Clay, public relations manager for Pierce College. This new policy limits students to three attempts at taking a course. If a student has not successfully completed the course by the third attempt, they are no longer eligible to enroll in that class at the same college or community college district.

In addition to the three

attempt policy, College of the Canyons in Santa Clarita also uses the Standards for Progress Probation.

"What this means is that a student will be placed on progress probation if the student has enrolled in at least 12 units and the percentage of withdrawals, incompletes and no credit entries recorded reaches 50 percent," said Wendy Trujillo,

public relations and marketing coordinator for College of the Canyons.

Lingrosso said budget cuts have worsened the problem of scarce seats.

"Now they don't open new classes, so students are left with no options," said Lingrosso. "The last year and a half to two years, I've had 60 or 70 students that have tried to add each class."

He thinks many students are taking community college classes in the first place for reasons that are not strictly academic, Lingrosso said.

"Some students, I'm sure, can be there for the (financial aid) money. Others because mom and dad said, 'Hey you either go to college or you have to go find a job,'" said Lingrosso. "There's no way for us to know what the intent was for any student when they enroll in class and so the hard part is we can speculate."

Students like Reveles think that nothing can really be done to successfully prevent students from dropping classes and that the focus should be on getting students seats in courses they need to transfer.

"Students who need the class for a major requirement for transfer should get priority registration," Reveles said.

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Songstress seeks out solo success

CHRISTINA COCCA
DAILY SUNDIAL

Painted fingernails hit the guitar strings, and her hands strummed the chords to Coldplay's "The Scientist." As she sat at the kitchen table with her guitar in her lap, the notes left her vocal chords in perfect tune.

Miranda Mendoza, a 19-year-old communication major at CSUN with the gift of music, decided to take her feet out of the music business pool to focus on the discovery of what other talents college could highlight.

Mendoza's mother, Jennifer Moss, was a recording artist in her 20s. She decided to leave the business after her image was at the mercy of industry executives. This would become the tale of Mendoza's own experience in the entertainment machine of Los Angeles.

For a moment, she thought she made it. During her junior year of high school in 2009, Mendoza released a single on iTunes and a music video on YouTube.

While other teenagers were at the movies or parties, she was in a recording studio. With headphones on her ears and her mouth to a microphone, Mendoza visualizes herself on the road to success.

"You see kids growing up saying they want to be famous, and a lot of them don't do anything to get on the path there, while I was spending Friday nights in a recording studio," Mendoza said. "Not only was I excited because I gained legitimacy from making money from it, because that's when you become a professional, but I also felt proud of the fact that I was taking the reigns on my future."

Moss encouraged her daughter with caution.

"I checked myself to make sure I wasn't the typical stage mom and made sure music was something she wanted to do, not something I was imposing upon her," Moss said.

Her manager at the time continuously tried to change her image and even pushed her to sing country music, a genre with which Mendoza did not resonate. The manager went so far as to urge Mendoza to drop out of high school and to restrict her from posting her relationship status on Facebook for fear of disappointment by fans.

"I had just started dating someone, and he was my first boyfriend," Mendoza said. "She said I couldn't be with him or post about my relationship."

"You can't tell me who to be with" was Mendoza's response,



Miranda Mendoza, 19, described music as something that's always been there for her and a way for her to express her emotions. Mendoza, sophomore communications major, sang Coldplay's "The Scientist" in her bedroom.

and she said the blowout event combined with her lack of control over her song choices forced her to dissolve the contract with her manager.

Unhappy with the bubble-gum-pop image she was forced to portray, she even removed her music video from YouTube.

"I had an emotional breakdown," said Mendoza, who feared she would turn her back on the only talent she loved.

Her mother watched the struggle and hoped her daughter would realize a musical career was not the end-all-be-all of success.

"She's beautiful and she has brains, so I'm hoping as a single mother that I raised her to want to be cherished for everything she is, and not just her looks," Moss said of the image-obsessed business.

Mendoza, now a member of CSUN's a cappella group

Acasola, remains positive about her future with music.

"I thought if I was going to have anything to do with the music industry, I wanted to be close to L.A., because that was only logical to me," Mendoza said. "I figured CSUN gave me a choice of being able to do something professionally with music."

Estefania Padilla, a long-time friend of Mendoza and fellow Acasola member, said she could still visualize her friend in the entertainment business.

"I can totally see Miranda as a pop star," said Padilla, 18, communications. "She has the look and the sound."

Although Mendoza may have not completely ditched the idea of pursuing a future singing career, she now focuses completely on her college education and satisfies her hunger for music through Acasola.

"I'm still very positive about music. I don't feel like it let me down at all because it's still always there for me, and I feel very content with how I have it in my life through Acasola," Mendoza said. "I really want to find myself outside of music and figure out what else I am good at...I'm excited to find out what other things I could possibly do."

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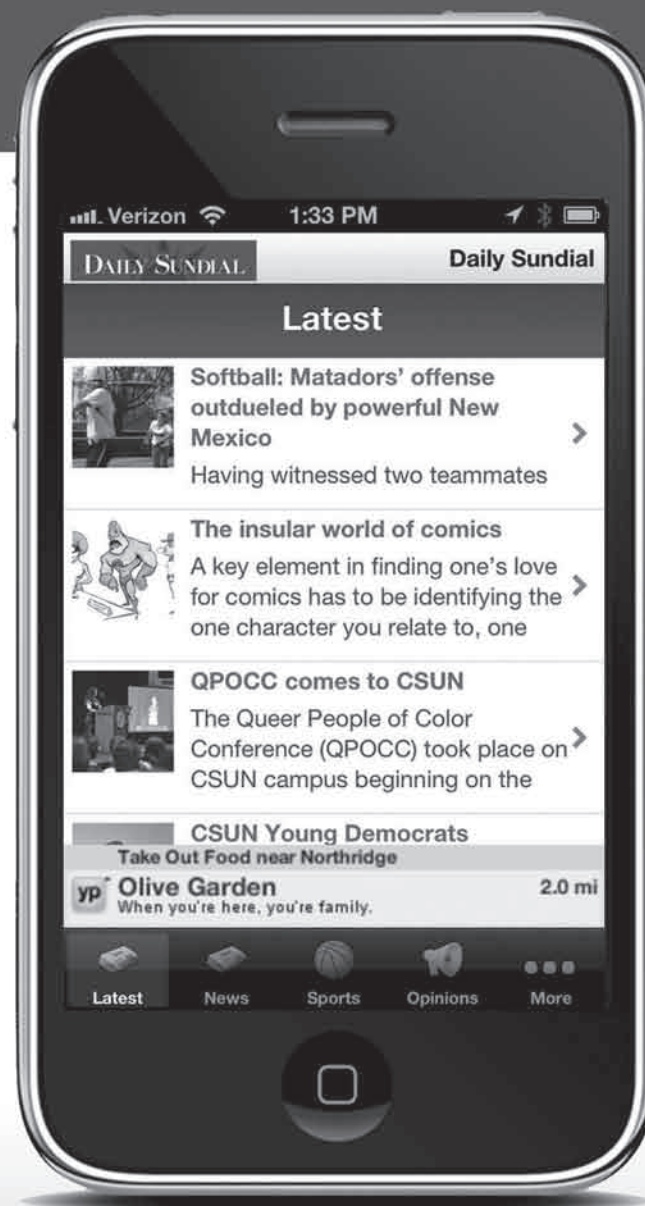
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Opinions

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Autism

Is not something to be feared,
but embraced

ANDREW CLARK
NEWS EDITOR

The Keck School of Medicine at USC and Children's Hospital Los Angeles released a study and a video last week that claimed there is a correlation between the development of autism and the amount of air pollution a mother is exposed to during pregnancy, as well as pollution exposure during a newborn's first year of life.

"What we found is that moms who live in areas with higher levels of particulate matter are about twice as likely to have a child with autism if they are exposed to higher levels of pollution, compared to moms exposed to the lowest from traffic," said Heather Volk, the study's principal investigator and assistant professor of preventive medicine at the Keck School. "You can live in a place with generally clean air quality, but if you live by a busy road and you're exposed to a lot of pollution from traffic, you can be at risk to have a child with autism and if you live in a place where you live far from the road, for example, but an area that has generally lower air quality, you might be at increased risk to have a child with autism, as well."

The problem is that no matter how many studies are done, researchers treat autism like it is a villainous disease and do not focus enough on how people with autism can contribute to the world.

According to Autism Speaks, the leading fundraiser and advocacy organization for people with autism spectrum disorders, autism is found in 1-in-88 children and 1-in-54 boys.

I was diagnosed with Asperger's syndrome, sometimes called AS, in the early 1990s, before it was fully recognized in the

Diagnostic and Statistical Manual of Mental Disorders, better known as the DSM-IV, the unofficial psychiatric bible. This past weekend, the American Psychiatric Association voted to remove Asperger's syndrome from the DSM-5, the latest version of the manual, and merge Asperger's with autism.

When I was in junior high, I thought of Autism like the X-Men of comic book fame. In the third X-Men movie, one of the mutants nearly gets "cured" of his ailment, having bird wings growing out of his back, at the insistence of his father. Many people associate autism the same way, a disorder that parents see their children in emotional agony and want to be rid of the "ailment," so money gets thrown around to find the cause, which would naturally lead to a search for a cure.

The problem with that thinking is that with kids who have Asperger's and milder forms of autism, the emphasis is on the negative, rather than the positive. Society then views the "disorder" as this horrific malady that isn't understood but feared by the average person.

Autism has a variety of "disorders" on a spectrum, and Asperger's is on the higher-functioning end. People with AS have intense, obsessive interest areas with fast memory recall. When I was younger, I memorized the Thomas Guide map for metro areas in Los Angeles and Phoenix, my birth city. Adults would call me asking for directions when I was in elementary and junior high school. If only Google Maps hadn't come along. As a result, kids with Asperger's are sometimes referred to as "little professors."

But those talents come at a price. For starters, a social functions can be severely impaired including little eye contact, difficulty with conversation and difficulty interpreting body language. Also, my motor

coordination leaves a lot to be desired. It took me years to learn how to tie my shoelaces. All five of my senses have heightened sensitivity, which leads to all sorts of problems. My skin is super sensitive to temperature and touch, while my food palate is limited because I can feel the texture of the food along with the flavor and the smell more than others.

It was rough from elementary school all the way up to high school, with teasing and bullying by kids who didn't understand and parents didn't know what autism was. There were times where I was cornered and spat on. In my sophomore year of high school, I was pantsed during volleyball practice by someone on my own team.

Through all that, I had, by the grace of God, proactive parents who used services available from the state and other agencies. I went through years of speech therapy to improve the lisp and how to have conversation. Occupational therapy was administered to improve hand-eye coordination and balance.

For years, people have come up with a variety of potential causes for autism, most famously when a study concluded vaccines can cause autism because of the mercurial preservative thimerosal. The study, written by former British surgeon Dr. Andrew Wakefield, has been flatly disproved by multiple groups, including the Centers for Disease Control. But thanks in part to celebrities like Jenny McCarthy who publicly blamed vaccines for her son's autistic condition, many parents have withheld their children from getting vaccinated. This trend has led to diseases like measles and rubella to come back into America, where the infections had largely been eradicated.

Many parents have claimed that gluten-free diets have helped their kids. Seeing the clamor online, my parents had me tested for gluten allergy, the supposed sign that helps

trigger autistic-like conditions. As it turned out, I didn't have the allergy — only pollen and a mild cat allergy. A study in 2010 by the University of Rochester debunked the link between gluten and autism.

Much of the focus on autism has been in children, but there is a whole generation of college and high school-aged people that are on the cusp of trying to live independently with autism. So here's a novel idea. Rather than put all of our resources on what causes the "disorder," spend the bulk on helping those that have autism and help integrate them into the world.

When I was diagnosed, my parents were given dire predictions that I wouldn't live a normal life. They were told I'd never drive a car or graduate college, much less high school. Thanks to their proactive nature and insistence on having me learn in non-"special education" classes, I'm on the verge of graduating with my bachelor's degree. Am I scared of how to live in the real world, outside of a parental unit or school structure? Yes. Do I fear not being able to adjust to the expectations of society on my own? Sure. Do I worry about the next phases of life like marriage, if I'm lucky, or having children, especially at the possibility of having an autistic child? Absolutely. But I will face those challenges with open arms.

The Psalms say, "For you formed my inward parts; you knitted me together in my mother's womb." Such is my perspective for high-functioning autism. It shouldn't be about the pains of autism, but about making life as rewarding and fulfilling as it can be.

— Andrew Clark is a graduating senior who is thankful for all those that have helped keep his life's compass pointed true north.

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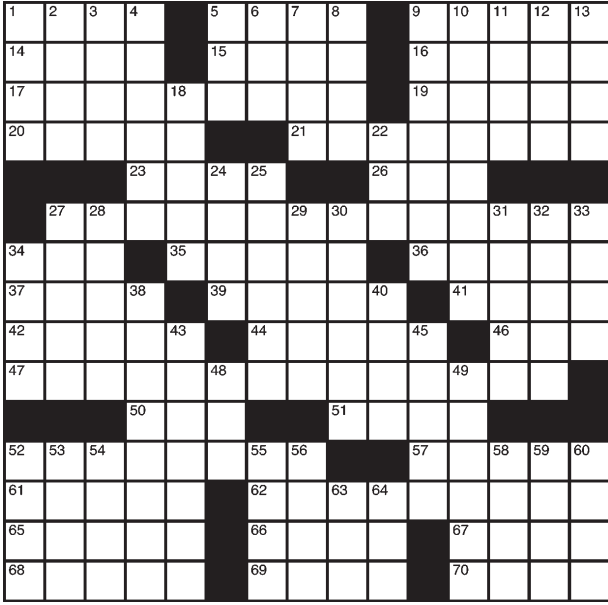
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Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Lewis

ACROSS

- 1 Ho-hum time
- 5 Ship's command post
- 9 Zip preceder
- 14 Really-really
- 15 Verdi's "Celeste Aida," e.g.
- 16 Hypothesize
- 17 Quits worrying
- 19 Oohed and
- 20 "Luncheon on the Grass" painter
- 21 Law firm bigwigs
- 23 Group with many golden agers
- 26 Failed firecracker
- 27 Like 56 minutes of each hour of The Masters telecast
- 34 Federal Web address ending
- 35 Office betting groups
- 36 Curaçao neighbor
- 37 TV's talking horse
- 39 Drum kit drum
- 41 "Want the light off?"
- 42 "Stick Up for Yourself" nasal spray
- 44 Glittery topper
- 46 Molecule with a + charge, e.g.
- 47 "Get off my back!"
- 50 Mischief-maker
- 51 Hose fillers?
- 52 Wide-awake
- 57 Wanted poster word
- 61 Longish skirts
- 62 Unfinished business, or, in a way, what 17-, 27- and 47-Across have in common
- 65 Temporarily unavailable
- 66 Sask. neighbor
- 67 Macro or micro subj.
- 68 Help desk staffers, usually
- 69 Hornet's home
- 70 Tebow throw, say



By Marti DuGuay-Carpenter

12/4/12

DOWN

- 1 Quarter of a quad, perhaps
- 2 Perlman of "Cheers"
- 3 Part of YMCA: Abbr.
- 4 Pep rally cry
- 5 Possess, in the Hebrides
- 6 Christian
- 7 Speech impediment
- 8 Honduras native
- 9 Patty Turner
- 10 How a pendulum swings
- 11 Tennis great Arthur
- 12 Row at Wrigley
- 13 LAX guesstimates
- 18 Email doesn't require one
- 22 Nutritional abbr.
- 24 1920s-'30s Flying Clouds, e.g.
- 25 Chop-chop
- 27 Greek vacation isle
- 28 For all to see
- 29 Insurance case
- 30 Knesset country

Monday's Puzzle Solved



(c)2012 Tribune Media Services, Inc. 12/4/12

- 31 Written in mystical letters
- 32 Kindle download
- 33 Deservedly get
- 34 Former car-financing org.
- 38 Dwindle
- 40 Hebrides tongue
- 43 Archrivals
- 45 Aquarium accumulation
- 48 One seeking intelligence
- 49 In dreamland
- 52 Leave out
- 53 "Ponderosa" tree
- 54 PTA's focus
- 55 Lust for life
- 56 Charitable distribution
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2	3	6	4	1	5	7	8	9
4	6	7	8	2	3	1	9	5
8	9	1	5	6	7	9	2	3
5	1	9	7	3	2	6	8	4
6	9	3	1	8	6	5	9	2
3	1	9	4	6	5	2	8	7
7	5	8	1	9	4	6	2	3
1	2	4	8	6	3	5	7	9

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	2			3		7		
		3		4				8
		8	1	9				
	1	9						2
		5		8		3		
	4					9	1	
				7	9	1		
	6			2		7		
	8		5					3

sudoku

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The 'engine' of CSUN athletics

LUIS RIVAS
FEATURES EDITOR

The sound of industrial washer machines and dryers turning, with the clanking of sport pads and uniforms tumbling on each other, is the only noise coming from Redwood Hall's equipment room. Upon entering there is a faint smell of cleaning chemicals and musk. On the inside of the door is a poster of CSUN's mascot Maty the Matador riddled with sloppy signatures praising a person named Izzy. Some read, "Izzy, I love you!" or "Izzy, you are the best!"

Isidore Gold, 39, who insists on being called Izzy, is the head equipment manager since 2001 for all of CSUN's athletic teams. His face looks smaller with his huge prominent eye glasses, a throwback to the 70s. He is a thin man, weighing a proud 140 pounds and standing at 5 feet 8 inches. He comes into the equipment room pushing a cart of dirty baseball practice gear, hunched over with determination.

He is always on his feet. A man that is rarely seen not working, let alone outside of CSUN. However, it is rumored that he sleeps—albeit only for a few hours a night.

"I wouldn't say it's a hassle but it's a lot of work. Your body has to be adjusted to being there those hours, being on your feet non-stop," he said. "It's constant, but I'm adjusted to it already."

A typical day for Izzy usually starts at 7 a.m. He gets the uniforms ready, which usually takes two hours. Afterward, he does inventory throughout the day. Then comes the afternoon where there are usually a few CSUN games that he has to make sure the uniforms are prepped (cleaned and checked over to make sure there are no defects or damages). Izzy, then, puts the uniforms in the lockers and gets the towels ready. Towels, by far, are the most used items from the equipment room.

"Basketball games usually use 200 towels. If it's a back-to-back game like Friday, Saturday, I usually stay until 1 a.m. or 2 a.m. Sometimes later, depends," Izzy said.

In addition to maintaining all the sports teams at CSUN, Izzy is obligated to clean and prepare the visiting teams uniforms and equipment as well. It's a demanding job with extensive hours that leaves social life outside of work marginalized or non-existent. But Izzy is fine with that.



LUIS RIVAS / FEATURES EDITOR

Isidore "Izzy" Gold, 39, has been the head equipment manager for CSUN's athletics department for 11 years.

"Sometimes I work Monday through Sunday, seven days a week, [usually] when there are practices that go from Monday through Saturday, which is a lot of the times when they get back from a road trip," Izzy said.

In his spare time he enjoys watching TV, usually ESPN. For college basketball, he follows UCLA. In the NFL, it's the Chargers. For the NBA, it's the Lakers. In the MLB, he has always followed the Mets. Having grown up in Brooklyn, it was mandatory to hate the Yankees and root for the Mets.

Despite his constant contact with athleticism every day, he doesn't play any sports regularly, although he might shoot the basketball around every now and then. But he was younger, Izzy was an up-and-coming bowling prodigy.

When Izzy was 13 he bowled with a league in Brooklyn. Once during a youth league tournament in Queens, New York, he met and bowled with Brian Voss, former number one bowler of the nation. Voss went on to tell Izzy

and his mother that he could go professional. Although he was honored, Izzy wanted to go to college and concentrate on education.

Izzy, his mother and grandmother, moved out to California in 1991. He finished high school in Chatsworth and started going to CSUN.

He was going into his junior year in 1993 as a kinesiology major when he first landed the job as a work-study student in the athletics department under the equipment manager at the time, Ruben Avila.

"And all of the sudden I just worked my way up," Izzy said. "The department basically made a part-time position for me in 1999. I did two years as a part-time assistant staff while I was still going to school and got the job when he [Avila] left."

Izzy is grateful for the opportunity, especially at a time when the family was struggling to make ends meet. He had to stop attending class and accepted a full-time position with the athlet-

ics department to help his mother out financially.

Although he is consistent in singing praise for the department and the position, Izzy regrets not finishing college.

"Not graduating in four years, on time, that was my biggest regret. Getting the job right in the middle kinda screwed me up," Izzy said. "I would have loved to have done that."

Izzy knows that it wasn't really a choice. His family needed him. His grandmother was bed-ridden and his mother needed help.

"But eventually I am going to go back and finish up. At that point there was too much going on. I just didn't have time. I'll probably stay in kinesiology."

In 2005, Izzy's mother passed away from cancer. He got thin right after and dropped weight from 250 pounds to 140 out of a desire to live a healthier lifestyle.

But Izzy is not alone. He is helped in his duties by 18 work-study students.

"They're a blessing to me. I love them to death," Izzy said. "They go beyond the call of duty for me. They're a blessing to me. You can go ahead and put that in quotes. They're a blessing to me."

Jessica Moran, a sociology senior, who works in the equipment room, enjoys working with Izzy but the sports teams are another issue.

"Something that I've learned here is to work at a fast pace. Sport teams expect things to be done quickly—some of them are rude, some are nice. One of the nicest people I know is Izzy. He's always here, late. Never says no to anyone," Moran said.

Venet Ellison, assistant equipment manager and graduating senior majoring in sociology and journalism, is going to miss working for Izzy. She has been working for him for five years.

"He's a great boss. He's very flexible and understands that school comes first," Ellison said.

She cautions that Izzy is too nice and lends himself to being taken advantage of for being the guy that can never say no.

CSUN's head volleyball coach and self-described "Volleyball God and Izzy Worshipper" Jeff Stork described Izzy as the driving force of the entire athletics department.

"He's the hardest working guy in show business, the engine of the athletic department," Stork said.

Facilities coordinator for the college of health and human development, Geoff Stocker, who has been coordinator for 15 years at CSUN was Izzy's boss at one point. Stocker always sees Izzy working. Izzy is one of the most—if not the most important person—in the athletics department. Yet you don't see him out in the field.

"You know the Wizard of Oz, the guy behind the curtain? Izzy's that guy," he said.

Michael Abalos, senior and goalie for CSUN's men's soccer team, knows Izzy by first-name basis. He points out the hard work that Izzy does, all behind the scenes.

"He's here after every game, whether we win or lose," Abalos said. "He asks how we feel at the end of every game. He supports us. Overall, he's extremely important. We use jerseys and just leave them and we expect them to just be there. And they are, somehow. We rely on him. We have to play a game. We have to wear a jersey. Thirty-plus bags that he has to pack individually for our team: it's a tough task. He's the man."

WOMEN'S BASKETBALL

CSUN stumbles against San Jose State

RON ROKHY
ASSISTANT SPORTS EDITOR

After a good shooting night that resulted in a win against Santa Clara, the Matadors (4-3) couldn't keep their momentum going as they shot 32 percent from the field in a 73-63 loss to San Jose State (3-3) to close out the first road trip of the season.

Northridge went into halftime with a 29-24 lead but a jumpshot by Spartans' Alexis Hill sparked a

9-0 that gave San Jose State a four point lead just four minutes into the second half.

Later in the half, San Jose State went on another big run (13-0) behind the scoring of opposing forwards Riana Byrd and Emily Schill to give them a lead in which they never looked back on.

The Matadors were buried by their inability to hit outside shots, going just 6 of 25 from beyond the arc. Northridge's two leading scorers -- freshman forward Marta Masonia and sophomore guard Janae Sharpe -- combined for 29 points on 28 per-

cent shooting from the field. Sharpe also finished with three rebounds and three steals in her second game back.

Masoni, who has shot 49 3-pointers in the first seven games, is shooting a blazing 40.8 percent from downtown despite going 3 of 11 in Saturday's loss. She's averaging 14.3 points and 4.4 rebounds per game on the season.

Sophomore guard Randi Friess also had a bad shooting night as she finished with six points, hitting two out of her 10 attempts (1 for 6 from downtown). She also nabbed a team-

high seven rebounds.

Offensively, CSUN's one bright spot was sophomore guard Ashlee Guay, who had a good all-around game, putting up 11 points, six assists and five steals on 55 percent shooting.

Northridge was outrebounded 47-38 as they allowed Byrd to haul in a game-high 19 rebounds, but they pounded the offensive glass, grabbing 18 offensive rebounds to the Spartans' 17.

The Matadors return home Wednesday when they face off against San Francisco.

CSUN Game Highs

Points- Sharpe (16)

Rebounds- Friess (6)

Steals- Guay (5)

Minutes- Masoni (35)