By Jennifer C. Wilson

"The Court," the fourth and final installment of the Leo T. Cantetti Lecture Series sponsored by CSUMB, was held in the Steinbeck Forum of the Monterey Conference Center on May 4, 1998. The Series, entitled "Governing Our Democracy into the 21st Century: Soundbites or Solutions," has brought prominent politicians, news reporters, and government officials to the Peninsula. This final installment featured speakers United States Supreme Court Justice Antonin Scalia, and Former White House Counsel and Former Chief Judge on the U.S. Court of Appeals for the District of Columbia Circuit, Abner Mikva, with Leon Panetta moderating.

Scalia and Mikva agreed to an exclusive interview with the Otter Realm May 4, 1998. In the Larkin Room of the Monterey Conference Center Justice Scalia, Judge Mikva and Leon Panetta relaxed in armchairs, drinking soft drinks, joking and reminiscing over past cases they presided over together in the U.S. District Court of Appeals and answered questions.

Justice Scalia was appointed Associate Justice to the Supreme Court by President Ronald Reagan in 1986. The father of nine children, Scalia was a professor at the University of Chicago and the University of Virginia, as well as a visiting professor at Georgetown and Stanford prior to his government service. He is widely known and admired as brilliant as well as conservative. He does not go beyond the words of the U.S. Constitution to imply a right which he believes the founders of the Constitution would not have intended. He is quick to condemn those who would interpret the Constitution as a "living" document.

Abner Mikva was the White House Counsel to the President, and prior to this he was appointed Chief Judge on the U.S. Court of Appeals for the District of Columbia Circuit. Mikva, the father of three, has taught courses in "The Legislative Process" at Northwestern University, Georgetown University, the University of Pennsylvania, American University and the University of Chicago.

When Justice Scalia was asked which of his cases he felt to be the most memorable, it was Mikva who answered. "...would have to be the "term limits" case, which was an enormously import-ed issue. He wrote a thoughtful dissent," said Mikva. Bobbie Hill filed suit in an Arkansas state court challenging the constitutionality of Section 3 of Amendment 73 to the Arkansas Constitution. The trial court held that Amendment 73 was constitutional because it a ballot access restriction rather than an outright disfranchisement of congressional incumbents. Scalia said, "Although I was on the losing side, this was an important case nonetheless."

However, Scalia believes, "Out of the [cases] I've written, the most important was on the California Coastal Commission." The California Coastal Commission granted a permit to a property owner on Pacific Coast Highway, so he could replace a small bungalow with a large home. Scalia believed that it was "extortion" and there was no relation between the California Coastal Commission and the homeowner.

In response to a question about the effort the media has had on the U.S. judicial system, Mikva said that "The media can help by ignoring [a case] except in unique coverage."

"Most [media] comes in for high profile cases. They always send in a cub reporter for issues such as the Pentagon Papers. Sometimes the law is much more complicated than the media can understand," he said. More often than not, "The media could get it wrong when they try to describe judicial decisions," he said. Scalia added, "Judges aren't free agents. The media are interested in telling people what they want to know and they only want to know if the good guy won. If so, then it's a wonderful judge!"

When asked if the Supreme Court too often takes a legislative role in our nation, Scalia quipped, "I'm one of the people who originated that! People like to use power to do good things." Scalia, well known for his constitutional philosophies of textualism, believes judges should be constrained by the text of a statute or the constitution. "There are some human vices, and this is one. It's a vice because it reduces democracy," he said. He believes that if people feel the need to change an issue they must pass a law or work together to solve it. "Stick to the text... then it can be left to the people," said Scalia. He believes the only way to ensure that judges do not legislate is to "adhere to the text. It's not a liberal versus conservative fight," he said.

Mikva disagrees. "Judges should not legislate. An appointed judge who makes policy is wrong." Sometimes when a judge feels that something violates the constitution, it "changes the history of our country," he said. "Of course, some people don't perceive it as legislating power where others do." Scalia believes that the U.S. Constitution is "unrecognizable" since he first began college in the years of the Warren court. "Democracy should persuade people to decide," said Scalia.

Mikva says that they were taught in school that "the court should not try to change constitutional questions." He believes that the court should avoid constitutional questions. He says that when the court rules something as unconstitutional it cannot be changed. Said Scalia, "For instance, in Brown versus Board of Education, no one wanted to touch that issue. Yet, if the court didn't step in we might still be there. Did the court do it well? That should be the real question."

Mikva believes that the courts should not make up things that aren't there.

Mikva states, "When the court is interpreting a law, they can change it." If a case comes before the court where they are asked to change the constitution it "federalizes it," says Scalia. "We can convey the complexity of various issues relating to the judiciary," he said.

Mikva states "Even though, the court has worked well and has a remarkable way of checking the political process. It is acting as an appropriate balance most of the time."

"Once in awhile, issues like abortion makes it sound like things are in disarray... Our job was to interpret what the law was."

Mikva believes the role college students can play in facilitating or shaping society on crucial issues facing the nation is by direct participation. "I wish that young people understood better how the judicial system works," he said. Scalia disagrees. He believes the "primary role is to learn. Spending too much time in political activism is wasting the years they have to learn. [They] will never have a chance to do it again."

Mikva said he hopes that the evening's lecture and presentation will allow students to gain a better understanding of the government and its court.

The lecture, which was attended by 77 students from Tri-County high schools, community colleges, and CSUMB, was not only entertaining but delightful for attendees. Panetta, Scalia and Mikva shared great chemistry that made the evening a success.
High-Tech Science Curriculum the Focus of New NSF Grant

ESSP professor's project develops bilingual high school science curriculum based on elephant seals

by Mary Patsten

If you believe that a starving male elephant seal roaming down the beach in search of a harem is just about one of the most exciting things in the world, then you would have a lot in common with ESSP professor Henrik Kibak and his colleagues. As a matter of fact, Kibak had so much faith in the ability of these huge, dramatic animals to capture the attention and imagination of students that he and his colleagues applied for, and were granted, a $535,000 award from the National Science Foundation to prepare a bilingual science curriculum based on these amazing marine mammals. Northern elephant seals are extreme in all their pinniped accomplishments: they dive the deepest, for the longest periods of time; they migrate the farthest, and they go for weeks, sometimes months, without eating during the mating season. The amazing physiology of the elephant seal, along with its impressive physical presence and loud, exciting behaviors, convinced Kibak that they were the perfect vehicle for a bilingual, interactive, web-based curriculum aimed at getting kids hooked on science.

The curriculum will be computer-based, and distributed through the world wide web. Live images of the northern elephant seal rookery on Año Nuevo Island north of Santa Cruz, updated every 5 minutes, will provide students with the opportunity to observe the seals in action. Associated weather data such as solar irradiation, wind speed, air and sea temperature, and tides will be relayed with the images. "We hope to provide students with an opportunity to actually do science—to experience the process of science, rather than simply be presented with a bunch of facts resulting from the thinking and imagining of scientists who came before," said Bruce Stewart of the Watershed Institute, who will assemble a team of experts to develop curriculum content.

HDT, a local software company, will build most of a VRL (Virtual Reality Language) model of Año Nuevo Island. Based on accurate, real-time data from organizations such as NOAA, NASA and USGS, the virtual model will allow students to explore the island from three different perspectives: a 'pelican's eye view' (aerial), a 'young bull elephant seal's eye view' (chased off the island, a defeated bull explores the underwater realm around Año Nuevo Island) and a camera's eye view. "It will be a virtual field biology lab which trains students to go out and do their own projects," said Kibak.

The curriculum will be a boon for teachers, who are familiar with the challenges of introducing the fundamental skills of field biology research. The curriculum will give teachers a way to uniformly expose students to a virtual environment where they can learn the basics of scientific field methodology without wrestling with the uncertainties of the natural world. Once the skills are learned, students will have a good understanding of how to use them during future in-field projects. Pam Miller, biology teacher at Seaside High School, believes the curriculum will offer exciting insights to her students. "It will give them the opportunity to participate in animal behavioral studies almost as if they were directly observing the behavior in the field. That's something we can't do in the classroom," she said. The project is further dedicated to developing a bilingual and bicultural curriculum. A study by Suarez-Orozco published in 1995 shows that, though teenagers in Mexico and the U.S. say they would like to become scientists in equal numbers, teenagers who are the children of Mexican immigrants show decidedly less interest in becoming scientists. Researchers believe that Latino teens may think their educational achievement does not bring the same rewards to them as it does to the majority population. Another possible factor raised by the study was that Latino students who are using the curriculum.

CSUMB students will also be able to participate in development of the project. Opportunities for students will include putting the finishing touches on the virtual model of Año Nuevo Island, building and maintaining the image database and virtual model, and mentoring local high school students who are using the curriculum.

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Let's Ask Thea

If you have any questions, personal or of the paper, you may send them in confidence to dear_thea@monterey.edu or through first class by typing "dear thea."

Dear Thea: I have caught my roommate masturbating several times over the semester. The thing that bothers me is that he doesn't seem to care. He even told me that if I ever wanted to masturbate while he was in the room it was cool. But to me this is sick. How can I tell him I don't agree with his opinion without hurting his feelings.... Worried

Dear Worried: Your roommate is doing nothing wrong. He has even opened the issue to you so that you may feel to exercise your personal choice. If he chooses to practice safe sex in this manner, then it is his right to do so. If you have your own personal convictions about masturbating, then simply state to your roommate that you would rather keep your personal time personal.

Dear I am an Adult: As long as you are in someone else's home, then with respect to them, you must obey the rules of their house. You can sit down and discuss, like adults, compromises to the current existing rules. Furthermore, if you truly feel that you are adult enough to make your own decisions, then maybe you should emancipate yourself and get your own place and prove this. Being a responsible adult is more than being over the age of eighteen.

Dear Thea: I live with my parents and they are unaccepting of my relationship with my current boyfriend. They have told me that since I live under their roof I have to obey their rules. I am okay with that, but they are taking this too far. When would be a good time to say, "Just because you don't accept the decisions I make doesn't mean you have control over my life"?... I am an Adult

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Defining a Cult

by Kimberly Woods

Students at CSUMB may have more to worry about than meeting ULRs, police cruisers and toxic waste. Rumors of cult activity on campus are slowly leaking into the foreground. The San Francisco chapter of the International Church of Christ (ICC), a religious group widely recognized for its cultist behavior, has moved into the Monterey area and is actively recruiting CSUMB students. Whether this group is a cult or just a congregation of devout Christians remains to be seen as their local activities increase.

Finding a singular definition for a cult is a difficult job. Religious, psychological and sociological definitions vary but do share a common understanding of cult behavior agreeable to most groups: A cult is a group or movement exhibiting a great or excessive devotion or dedication to some person, idea, or thing and employing unethically manipulative techniques of persuasion and control (e.g. isolation from former friends and family, delusion, use of special methods to heighten suggestibility and subservience, powerful group pressures, information management, suspension of individuality or critical judgment, promotion of total dependency on the group and fear of leaving it, etc.) designed to advance the goals of the group's leaders to the actual or possible detriment of members, their families, or the community.

The ICC started as an off-shoot of the Crossroads Church of Christ in Florida where a young Kip McKean attended college and became an active member in collegiate evangelism. In August of 1985, McKean assumed full spiritual leadership of the church which was shortly moved to Boston where the church's practices became known as the Boston Movement. As observed by the outsider, the church may appear to be a very benign group, although slightly zealous in the group ambition to seem to be no different from other devout Christians. Beliefs held by all members of the International Church of Christ (ICC) can be found listed on the group's home web page (www.icc.org), in a study penned by McKean entitled "First Principles: Basic Studies for Making Disciples." The core beliefs of ICC members include: the belief in one god, Jesus Christ; that the Bible is the sole authority of Christian doctrine and practices, and was inspired by the Holy Spirit and recorded without error; only baptized disciples are members of Christ's church; after baptism, new Christians must be disciplined by another member of the Church on how to obey Jesus' teachings, and that every disciple must be committed to . . . making disciples of all nations.

Those individuals raised in Christian homes may not see anything wrong with such beliefs. The core principles do come straight from the Bible. It is very easy to interpret the ICC as being just another non-denominational, fundamentalist Christian organization. However, ex-members of the religious group paint a different picture of the group and the word "cult" often finds its way into those descriptions.

"In the back of my head I always knew that something was wrong," said "Steve," whose name was changed for this article to protect his privacy, an ex-member of a Hawaiian chapter of the International Church of Christ. "Every tactic sounded because it was from the Bible, but the group's tactics were wrong. They just seemed too concerned with the statistics of how many people were being converted and how much money was being raised."

Steve has been out of the group for seven years now, but memories of his experience still haunt him. "When you're in the group, you want to do the right thing as defined by disciples of the group. You want to be a good Christian."

Leaders of the ICC have made public responses to critics' claims of the church as cult.

"People who do not understand spiritual unity attempt to explain it away by calling us 'cullic' or 'brainwashed,'" wrote Al Baird, spokesperson for the Los Angeles Church of Christ, in an article ("The Twentieth Century Church") for Upside Down Magazine. This article, in its entirety, is available on the ICC homepage.

"Deprogrammers, like Satan . . . try to destroy the faith of disciples by undermining their trust in the leadership and doctrines of the church," continued Baird. "If you, as a disciple, have qualms or quiet reservations or attitudes or hurt feelings, do not let the lion, Satan, get a foothold; open up and get help, because you are a prime candidate to fall away and be devoured by him (Peter 5:8-9)."

Critics claim that statements like this one reinforce the church's cultlike status. In fact, over two dozen universities, primarily private schools, have banned them from operating on their campuses. The group is recognized as a cult by a majority of these schools and at other institutions, it has been kicked off campus for using false information on the club information sheet.

Several students at CSUMB are members of this group and thus far no complaints against the group have been registered.

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**Heidi**  
*By DeBorah Gadson*

Heidi Kristen Zuercher, the youngest of three children, is one of our upcoming business world leaders. In her search for a college, she found that CSUMB was one of two schools that offered Environmental Studies as a major. She packed up her truck and took the long drive to the Monterey Bay. Heidi spent her first year as an Earth Systems Science and Policy student, and became co-director of the Planet Otter club on campus. She then realized that she was just too much of a "people person" and that ESSP was not her best choice. While Heidi is still very concerned with the environment, she just felt that her skills, and the fact that she likes dressing nicely, would be much better used in the world of business. "I still want to be ethical in my decision making and environmentally conscious, but ESSP is just not me," states Heidi.

Heidi therefore switched her major to Management and International Entrepreneurship. She feels that at another university she may have received a better book education; however, she praises the department for the real life scenarios given her. "The department would just throw a case study at you and you had to just go out there and do it," remarks Heidi about assignments in the past.

Heidi is also on the CEHI project committee and is the Finance Manager for Student Voice, the student government at CSUMB: "I was greatly involved in searching for opportunities that were thrown at me and used them to put myself in a better position for my future," says Heidi.

**Paul**  
*By DeBorah Gadson*

Paul Tomasi is a 29-year-old student who has gone from carrying rifles to carrying books, all on the same soil. Paul spent three years stationed at Fort Ord and now has completed three years as a CSUMB Liberal Studies major. He has enjoyed seeing the change from a military base to a school. "Seeing this place go from a full-running military post to a college campus, the transition, there is no parallel, they're just so different," exclaims Paul. Paul holds himself very fortunate to have been a part of all the changes. As a pioneer student, he can remember when there weren't any classrooms here on campus, and now smiles at all the changes of the here and now. Paul is currently going for his elementary school credential and may one day also teach high school.

Paul is the eighth of the nine children in his family to receive their bachelor's degree. "Education has always been really important in my family" says Paul. Paul is originally from Michigan, but moved out here with the military and just stayed. He attended Sacramento State for a year and a half, later went to MPC, and then transferred to CSUMB.

Paul has worked for housing and was one of the very first Residential Assistants. He has also worked with campus police for three years. He was a Community Service Officer for a year and a half and then was a Parking Officer for a year. Now Paul is currently a half-time staff member who runs the transportation system here on campus. He has hired and trained nine of our shuttle drivers. Come this summer, Paul will be the full-time transportation aide. Paul is also one of the first recipients of the Fort Ord Alumni Association scholarship. Paul states, "That was really exciting because it tied together my roots with Fort Ord and the campus." Paul was also in the American Sign Language (ASL) club for two semesters, one semester as a member and the next as the President. As president of ASL, he helped get the club recognized on campus. "I've been really busy here on campus," expresses Paul.

Paul deems that CSUMB is a great place for anyone who wants to go to school. He feels that he has received a private school education at the cost of a state school. "I'm thoroughly impressed with the class sizes, and the one-on-one you get with the instructors," says Paul. He perceives he's learned more here on this campus in the last three years than he has learned at all of the other schools he has attended. Paul would tell everyone, "If you want a good education, it can be found here, but you must apply yourself." Paul senses that the hardest hurdle for people to get over here at CSUMB is the fact that this is a new school. He senses people have a hard time adjusting to the always changing and the newly presented policies and rules that come about. Today, Paul stands extremely pleased to be graduating. For him, graduation has been a goal for ten years. With a proud grin, Paul exclaims, "The reality of graduation is gradually hitting me. It may be hard to keep back the tears."

Heidi has been instrumental in the production of the Otter Realm. Since fall of 1997, Heidi has been the Business and Advertising Manager and helps keep the school's first newspaper running smoothly with the sales of advertising space. "Watching the Otter Realm grow and then moving into the new building has really been exciting for me," expressed Heidi.

However, Heidi has not been all business while a student here at CSUMB. Heidi was one of the students captured by the spell of the hypnotist at the recent Monte Carlo Night celebration. Heidi laughs when she tells the story, but says it is something she will always remember about her college years.

So what is Heidi's next step? She says she has been interviewing for her career and is really hoping to make a difference in the business world. Heidi's word to the community is: "I feel that I have gained the strength, motivation, courage, determination and ethical foundation that will stay with me always, about her college years.

She then realized that she was just too much of a "people person" and that ESSP was not really a fit. She then switched her major to Liberal Studies major. He has enjoyed seeing the change from a military base to a school. "Seeing this place go from a full-running military post to a college campus, the transition, there is no parallel, they're just so different," exclaims Paul. Paul holds himself very fortunate to have been a part of all the changes. As a pioneer student, he can remember when there weren't any classrooms here on campus, and now smiles at all the changes of the here and now. Paul is currently going for his elementary school credential and may one day also teach high school.

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**Student Voice Election Results**

On Wednesday, April 22, an unprecedented 300+ students cast their ballots in the Student Voice election for next year's Board of Directors. The results are as follows:

**President:** Sarah Lerma  
**Chair:** Bethina Woodridge  
**Judicial Director:** Eric Shellburn  
**Public Relations Director:** Melissa Ainsworth  
**Financial Director:** Danny Belitski  
**Academic Senator:** Feidra Alida Burnstad  
**Environment and Campus Planning Senator:** Kendia Herrington  
**Residential Life Senator:** Kelly Lynn Osborne  
**Technology Senator:** Richard Ingram  
**Multicultural Senator:** Merlyn Calderon  
**Events Senator:** Jon Edmonds

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CSUMB’s Rick Humm Leads USA Rugby Team on Tour of Pacific Rim

Rick Humm, Director of the Wellness, Recreation, and Sport Instruction Program (WRSI) at California State University Monterey Bay (CSUMB), will guide the US National Rugby Team on a three-week tour through Japan, Hong Kong and Canada. As tour manager, Humm’s role is one of the traveling rugby team’s most vital positions. Humm will manage the team’s travel logistics as well as coordinate its day-to-day schedule, concentrating on training requirements, medical stipulations and meal planning.

Undertaking his first international tour, Humm has served on the staff of USA Rugby’s All-American program since 1993. Humm is a member of the National Technical Panel, USA Rugby’s principal strategic planning body, and serves as head coach of the Pacific Coast’s collegiate all-star program. One level below the All-American squad, the Pacific Coast has captured seven straight national championships at the expense of other regional all-star squads.

Humm was appointed tour manager by the US Rugby Football Union and National Team via its General Manager and Head Coach Jack Clark. Recently, Humm commented, “I am honored by the appointment and overwhelmed to be called on to represent my country.” According to Humm, this distinguished position was influenced by his employment here at CSUMB: “Vice President Bert Rivas, President Peter Smith, and the rest of the cabinet are wonderful supporters of our athletic program. Dr. Bobbi Bonace, Head of Athletics, has also allowed me to continue my experiences with coaching Rugby and my involvement in the leadership of the sport in America.”

As Head Coach for CSUMB’s rugby team, Humm plans to continue building both the men and women’s programs with the help of Betsy Hill, Assistant Coach. Humm is excited about the prospects for his players. “The men’s programs has met with competitive success this year, with a winning record of 6-5, and women’s rugby is the fastest growing sport on college campuses across the country.”

Voices Against Abuse

By DeBorah Gadson

On April 22, CSUMB sponsored their first “Take Back The Night” here on campus. Take Back The Night was started as a peaceful protest opposing violent crimes against women. Today, this event is held throughout the country at many colleges. It is a night where both men and women can feel safe and bring voice to the violence that has permeated their lives. There is usually a candlelight march held which represents bringing out the light and shedding the fear of violence. Everyone has had abuse or sex crimes committed in some way against someone they know, be it their mother or sister or a friend. Jill Dionisio was one of the organizers of Take Back The Night and she felt that it was needed to “bring awareness to people about domestic violence and rape that is occurring.”

For many people, it has been hard to speak about the rape, incest, molestation, rituals and sexual abuse that has been committed against them. On this night, many of our own CSUMB community stood up and courageously spoke to the crowd. “Violence is violence, whoever the perpetrator is” said one of the men in the crowd.

Some Take Back The Night’s don’t allow men in attendance. With the growing statistics of men raped and assaulted, it was felt men as well as women needed to be a part of this event. There were about fifty people total who slowly showed up in groups of two and three. For many of the speakers, it was the first time they had ever told their stories. The majority of the crowd spent the better part of the event in tears. “You could just feel the positive energy coming from the crowd” stated one woman. “It was a place where people were able to open up and have confidence and feel in control of some uncontrollable situations, probably for once in their life” stated another woman in the crowd.

It is desired to have a Take Back The Night every semester to remind the community of these crimes and as a way to keep up the struggle against violence. It is an event where everyone who has been a victim can feel that they are not alone. Since the outspreading of voice about this subject, programs have been started to help educate the community and there will be more programs and literature for people to read in various places here on campus.

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Yolanda Garza Wins the Prestigious CSU Research Competition

By Otter Realm Staff

For the first time in CSUMB’s history, four students competed in the annual CSU Research Competition. The competition took place on April 24th at CSUMB’s Harbor Center. The competition is an annual event where students from throughout California present their research work to a panel of judges.

Yolanda Garza, a human communication major, won first prize in the Humanities and Papers division with her senior capstone video documentary, “Prisoners Without Trial.” The documentary is the never before recorded historical account of Japanese-Americans at the detention center, yearbooks, video archive clips, FDR’s famous speech announcing the bombing of Pearl Harbor, four government documents, lists of lands owned by the Japanese from this area prior to detention, the identification tag worn by prisoners, and a document released by the Chamber of Commerce that showed negative sentiments of local residents to the return of the Japanese Americans at the end of the war.

Her secondary sources included music, clips from motion pictures and over 20 books, including those written by Sandy Lydon, a HCOM instructor, and Dr. David Yamata, who teaches at Monterey Peninsula College. She used 286 special effects and music throughout to make her documentary not only educational, but entertaining.

Garza wrote, directed, and produced the video documentary with assistance from Americans at the detention center, yearbooks, video archive clips, FDR’s famous speech announcing the bombing of Pearl Harbor, four government documents, lists of lands owned by the Japanese from this area prior to detention, the identification tag worn by prisoners, and a document released by the Chamber of Commerce that showed negative sentiments of local residents to the return of the Japanese Americans at the end of the war.

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Ballet: Students Embrace Passion for Dance
By Mary Ann Rinehart

Passion moves Natasha Kaigel. She grew up listening to classical and operatic music, and she found her love for ballet at a young age. Kaigel has been passing her love for dance on to others, inspiring them to embrace their passion for ballet.

Kaigel grew up listening to classical and operatic music, and she found her love for ballet at a young age. She studied ballet at the CSUMB Dance Studio. Currently training with Frspect Atkins of Spector Dance, Kaigel reserves the time in her already busy schedule. In addition to her classes and studies, she works two jobs.

"It's great to take a ballet class after a week of studying all day," Kaigel said. "It clears my mind a lot and then I can go home and study. It's a de-stressor."

Kaigel will be among a field of dancers scheduled to perform at 7:30 p.m. Friday, May 15 at the Spring Dance Performance of Spector Dance. The performance will be held in the CSUMB Dance Studio, located in Building 84-F. Other CSUMB students to appear in the performance include Rachel Perez and Heidi LaFranboise.

LaFranboise may look like your average university student assistant, but she's driving the CSUMB shuttle around campus, but the liberal studies major makes a remarkable transformation when she takes off her shuttle brakes and places it on a dance floor. Like Kaigel, LaFranboise links her dance to music. "Music's everything to me," LaFranboise said. "When I dance, I'm interpreting music with my body. I always have music in my head. I love ballet because of the way it makes me feel when I move, not because of the way I move."

LaFranboise encourages others to try ballet and to overlook stereotypes that have been linked to it. "Anybody of any body style can come in (to a ballet class)," she said. "There's a big difference between the professional world and ballet as an art form. My friend just started ballet and she's willing to laugh. If you're willing to have fun with it, it's a great experience. To have the ability to watch or perform changes your perspective."

Perez elaborates on the perspective of dance with her own preference for modern dance. "Modern dance has been my dance with her own preference for modern dance. "Modern dance is very free and spontaneous. It's about expressing yourself. I love the movement and the freedom." Perez said. "The piece that I'm in has a combination of four sections and it's quite modern. This would be a good introduction for people to see if they haven't seen a lot of dance."

Perez believes that ballet has helped her make a smooth transition from San Francisco State to CSU Monterey Bay. Ballet takes tremendous discipline and has enhanced her motivation.

Perez is happy to be busy with 20 units right now and three final projects in the works. She was attracted to CSUMB through Teledratic Arts & Technology and is pleased to continue to keep dance in her routine along with her emphasis in film.

"Dance class and rehearsals with Fran take some time. I've been really busy since I arrived here (two semesters ago)," Perez said. "You have to be self-motivated. That's the key to this campus."
questions concerning financial aid, family
have provided valuable information for the
bachelor's degree is just another certificate
families to walk a university's halls.
They truly are pioneers to be the first in their
education to their communities. Therefore,
motivate students to return the fruits of their
in higher education, and bring important
dynamic to college campuses. They repre­
stamped on the assembly line of education.

They are small they took me to work and I had
the得出 way to go to college, and what has
helped them get to college, and how to
insure their success.

In this semester's Oral History and
Community Memory class (HCOM 314SL), students interviewed first genera­tion college students at CSUMB and in the
surrounding community and they not only ful­
filled their research requirement for the
major and a service learning component, but
have provided valuable information for the
students, which will become part of the
Oral History and Community Memory Archive.

Working with Upward Bound, a federally
funded college readiness program for high
educational Talent Search, a target­
ed recruitment program for first generation
college students; and AVID, Advancement
Via Individual Determination, a middle and
high school program to help underrepresent­
ed youth get to college, and F.O.C.U.S.,
CSUMB's Freshmen Orientation for
College/University Success, the class recorded and analyzed life histories of stu­
dents who are currently or prospectively first in their families
go to college.

One Oral History class knew the profile of the average
first generation college student and the special challenges they
face, interview questions designed to explore how they coped with
these challenges. The interviews contained
questions concerning financial aid, family
support, peer group networks, educational
background, and support. Students may
have received from programs dedicated to
insuring educational success for college-bound students.
The goal of the oral history project was to discover what programs were most effective in helping students to over­
come the obstacles they faced.

Many first generation students enter college
to get a degree or for the prestige. Merlyn
Calderon, CSUMB freshman said,
"I wanted to start a new tradition for my
family... I wanted my nieces and nephews,
because they are twelve and thirteen, to look at me and say, 'I'm supposed to go to college.'
That is the main reason why.

Family motivation is often a strong impe­tus
to return to college a priority in life.\n\n"Ever since I found out my mom was diagnosed
with leukemia, I wanted to become a doctor
for young children. That's when I wanted to
go to college, and try to find a cure for it—
because of my mom... During that time I
found my mom only had a 20 percent
chance of living. I hated the doctor who was
treating my mom, because he couldn't make
my mom better. You know, when I was
eightynine years old that's what was coming
through my head," said Sun Kang, a
CSUMB sophomore.

Following the college dream can be diffi­
cult, especially after spending years in the
working world. However, there is nothing
like a reality check as motivation. Judie
Swartz, a senior and returning student
explains, "I'm in college now because it's...
the culmination of a life long dream. I've
always wanted to do this and I have gone to
junior college... but I really had a desire to
finish my education and receive a BA. But,
the main reason I absolutely am in college at
this moment (laughs), is... working as a waitress for about 20 years or
so. I had to wait on a gentleman, that's a very
generous term for this person, who had bad
teeth and couldn't eat a hard toasted muffin.
[He] was in general a real creep and a
grupp, and never left a tip... It just hit me
one day that if I didn't do something, get
school, get my degree, I was going to have a
proper job or I would be spending the rest of
life checking muffins and making sure that
they were just the right consistency for
crappy old men with bad teeth. I just wasn't
going to do that for the rest of my life. That's
why I'm here right now."

Maricela Cisneros, senior, says her moti­
vation to go to college was from seeing the
struggles her parents have gone through to
make a living and from her own childhood
memory of physical labor. "I think it comes
from the way I see my parents working. My
school, she just gave me the classes she
wanted. She never said, 'Oh, this is a col­
lege course. Oh, this is not going to help
you.' Basically, I got it myself. I guess she
me... I want you to do this, and that. I'm
tell him do other stuff, take college prep classes,
upper math classes and Spanish and not just
electives. Just be careful in choosing classes
because that's the main thing. You
choose the right class so you can get good
grades and stuff. Like I mean there is some
classes that don't even count. I took like a
cafeteria class, it was just for credit, it was a
class where I would just mess around. I could
don't count that for college. It...was just
a waste of my time."

In high school you enter at 14 or 15. You
Don't know. Your counselor says "If you
want to go to college I recommend you take
this and that' and you're like 'No, I don't want to take
this. I want to take this' and you're like
'Okay then' and that's it. High
school is like you do your own little
thing and if you pick something...
"That's good. All right. Just get out. I don't
want to see you.'"

Family expectations sometimes conflict
with a desire to attend college. When asked
"What path did you take after graduating
from high school?" Judie Swartz replied:
"What path? Well, I grew up in this family
that...really stressed marriage and family
life. I'm sure you can imagine being a
Roman Catholic Italian girl-- that's pretty
much the message you get, so I was really
kind of looking for a husband [laughs].
Because I thought, that's what you did, so I
It's a big life style change. College
readiness programs like Upward Bound and
Educational Talent Search inspire students
to choose college, familiarize them with col­
lege life, and help with the application
process. Krishna, from Upward Bound,
explains how Upward Bound has helped her
got into college. "It's given me a really
good look on the college environment and life.
Because we go to different colleges and stay
there like UCLA, San Diego State and we
to visit it and see how everybody does
things. So it's given me a really good look on
that. Plus it helps me with tutoring and
SAI's, its really helped me a lot."

When asked if she thought the program
broke a lot of students, she said yes, because
I've seen certain kids, they didn't
have a life set for themselves. And they
just come and get involved in the Upward
Bound program and it just shows them a dif­
ferent way of how they can set goals for
themselves, and it helps me too. It's just a
great program, I wish everyone could be in
it, or have a chance to get in it."

Educational Talent Search makes contact
with prospective, low income, college stu­
dents as early as middle school. The process
of applying to college can be intimidating.
Organizations like ETS can help students
cope with the unfamiliar application
process. Merlyn Calderon agrees. "I think
that ETS served a really good motivational
part of me... When the application period
came and I was really busy and they really
helped me.

Other programs, like the Migrant
Education Program, have played an impor­tant
role in orienting and guiding students.
One student remarked: "I was part of the
Migrant Program. I was even in the Migrant
Student Association Program, which is the
club and they do help you a lot... It seemed
like I was moving away from my friends and
Continued on page 9
First In My Family... (continued)

what seemed to be the right thing to do. I think that the Migrant Program helped me to focus and say, you know, find my way back on the right track," cause they kept pushing me and saying, 'Here are people like you. Even though your friends are not doing it...these people believe in you,'...So I had that support from them and they were always there...I'm very thankful for it. I don't know what I would have done if they weren't there. Cause they did. I have to be done and we kept putting it off... As far as college was concerned, I wasn't really sure when I needed, I needed someone to be there and talk to. Another example is when I was applying for college and universities, they offered a lot of workshops and even for my parents. When I had to...make the application for financial aid, they had offered a workshop in Spanish for them [parents] and someone sit down with them and go through the whole application, fill it out and you know, get it done. It was something that had to be done and we kept putting it off cause we didn't know how to do it. Not knowing on the first time what to do. [You] Look at those applications and its like Okay, what do I do? Sign where? [Laughs] So, with the help of this program, it helped my parents to understand a little bit more what college was about...

With the proper encouragement and structured guidance, first generation college students can overcome whatever obstacles they face. Many who never considered college a realistic option have gone on to become successful college graduates.

Expectations of College

Expectations of college can play a major part in determining how a student performs in college. When asked, some AVID students at Los Angeles Middle School imagined that college would be "A lot of work," that you would have to study hard," and you would have to "do all your work."

While these were the responses from eighth graders, CSUMB students reflect back on their expectations with very similar conclusions. As Patty Delgado explains, "Expectations? I thought it was going to be really hard. I thought the teachers were really going to be really mean. That I wasn't going to get that much support from other people, I wasn't going to meet a lot of people. I was going to be a loner.

As students get closer to college, they may become overwhelmed by the thought of being alone in a large student body and wonder if they will be able to survive in such an environment. Ms. X shares a more positive realization of her experience: "Hmmm... Not what it is. [Laughs]. What did I expect it...? I expected actually to be a lot harder. I think my junior college was a lot harder than it is here. Community college, actually, the classes were harder. I don't know. They had test and I'm not very good at taking tests. So I always freaked out. Like they had Scannit on, everything was Scannit on. So I was in the classroom that it was just multiple choice and they are tougher than they are here because here there's projects and presentations. And at Moor Park, which is where I went, we did everything for me. You didn't like the teachers. They didn't even know your name; it was just your number so your social security number and that was your name I guess (laughed). But coming

"Coming to college is not all about partying. It's about the people you meet, the different experiences, the education... so living on your own to the point where you're making your own decisions." — Sun Kang

And coming here, that's what's changed.

Financial Support

Most first-generation-to-college students come from working class and low income families. The pressures of combining school with work, and the shrinking availability of loans and scholarships, place low-income students at risk of completing college. Students were asked how their family's economic status affects their college experiences. Most explained that lack of financial resources did not mean that education was not a priority in their families. As one student stated, "I come from a low income family, so I didn't have the money. But, my parents would always tell me 'Just because we don't have the money are you not going to go to college... You are going to college.' So, that wasn't really a problem because for me... when I was still going to college, if had the money or they didn't have the money. But even so, my parents sometimes struggle for the money to get me here to college. I got the loans, I got financial aid, I got grants, I got some scholarships. So, it wasn't that hard for me... But I think it wouldn't be that hard for me later in the years."

None of the students interviewed mentioned dropping out for financial reasons. To the contrary, many emphasized the need to get financial aid and to work in order to stay in school. Moreover, many of the Mexican-American and Chicano students support themselves and their families. Juanita, a junior, has a similar perspective to Pedro on her family's assistance. "I'm on financial aid. About my work, well I knew I had time left over and I knew somehow I needed to help my parents out and I am right now with the job that I have, I'm the one who makes the paychecks for the school. So, I'm working to be here... for being here. My parents provide me with gas money or with food sometimes and I really don't need that money because of my meal card. So, this way I'm really helping them, the money they would be giving me they are using it for any bills or anything they need for the house."

One graduating senior found another strategy for staying in college the whole time while I'm in college because that's the only way that it will work and plus loans now. And... I'll just find a job or a part-time job, because they don't want me to go away, it's a year off and did the Americorps which helped me with last year's tuition and this year's all about loans... Americorps, its kind of like an Urban Peace Corps and we did community service around San Jose, that's where my, I did City Year, and my chapter was in San Jose. And we worked a lot with kids and the environment and it was a lot of fun, it was really hard, but it was good for me.

Re-entry students like Judie Swartz have no expectations of family support. In fact, many support their own children: "My college experience has never been supplemented by anybody but myself and grants and loans... So, I had to make that decision knowing that daddy wasn't going to pay for college... and if I really wanted to make the commitment, I was going to have to work for it. So, financially speaking, there is been no impact on my family, but at the same time... there was no help."

Mentoring and Other Supports

Financial aid is not the only support that first generation college students need. Often, counseling, mentoring, advising roles, modeling, play a more significant role in college success. Interviews with a group of students supported by Educational Talent Search, a CSUMB program, revealed the importance of bridge programs in students' transition from high school to college, and their success in college. These students felt that these programs provided role models and mentors who have given them important moral support and guidance. Mireya and Juanita discussed their experience with the ETS and F.O.C.U.S. programs.

Mireya explained: "Then they had the FOCUS program. Since I worked for ETS, I was staff, I was an RA. But I was also in the program as a freshman. So, I had the opportunity of both organizing it as well as being part of it... I didn't know the effect it [FOCUS] was going to have... They chose really good people, the people that had the FOCUS, they dropped me off at the dorms [in the fall], I was really excited. I had gotten to known some people, so I didn't feel uncomfortable. They already knew a lot of the students because of the cases they gave [during FOCUS]. I knew a lot of the incoming freshmen and students like me. So, I felt that I could talk to them and ask them questions without them thinking I'm dumb."

Juanita recalled, "It was the first time I visited campus and I had no idea what was the main vision on the campus... I had no idea what was going on. I just found myself with an opportunity of attending a campus and being with someone I knew. It wasn't just my cousin, it was all the other students that participate in the [FOCUS] program. Jose Saldana and all the staff. We really got to know each other and I felt like I was at home and that that would be the right place to be. And also that it's really small, I wouldn't have that fear of getting lost."

Other students value the support they receive from faculty at CSUMB. Samben, Benjamin Jimenez said: "I have a math teacher and I was going late to class. It's an 8:00 class and I wasn't use to waking up like because my first semester I had a 10:00 class, and an 11:00 class and I used to sleep late. So, 9:00. Now I have to wake up at 7:00. I missed like two days of class. Like I went late and then another time I went a half-hour late. And she was like 'You know what? I'm

Continued on page 10
CSUMB Supports

Many students feel that CSUMB lacks the necessary assistance and programs to help students succeed. When asked about what kinds of supports, other than financial, exist for students at CSUMB Sun Kang, a sophomore stated: "A lot of the students here, who have problems, don't think they have problems. But, maybe if they talked to someone who could trust, maybe they could change that direction in their mind. And maybe they would understand that they have a problem. Maybe I need a change or something bad's going to happen."

When asked what her first day at CSUMB was like, Sun Kang replied: "I was really shy and quiet. I stayed in my room for a whole week. I just went into the Dining Commons, got food, came back. 'Cause I didn't know anyone, my roommate left. Then as soon as classes started I started meeting more people."

"I have a friend who graduated from here; he says he was the first person ever to graduate from CSUMB, Frank Lopez. He is a teacher in Cesar Chavez Elementary School."

—Kristopher Ortiz

Other students referred to the comfort and support students can get in a small college campus. When Maricela Cisneros, who transferred from SJSU, was asked about the advantages of going to CSUMB, she responded: "When it's at Salinas it's a lot more personal... I came from the country side and I'm afraid of the city. They have everything. And, I think my parents have suffered a lot though the years. Especially when they lived in LA. They found themselves in hard situations, they thought I would never, never, would have stand for it. I just think they are my number one role models."

Because when they came here, they didn't have anything. They came with nothing and they surpassed that. They have a home, they have a friends, they have everything. And, I think my parents have suffered a lot through the years. Especially when they lived in LA. They found themselves in hard situations, they thought I would never, never, would have stand for it. I just think they are my number one role models."

Kristopher Ortiz was inspired by one of CSUMB’s own graduates who returned to teach in his Salinas community. "I have a friend who graduated from here, he says he was the first person ever to graduate from CSUMB, Frank Lopez. He is a teacher in Cesar Chavez Elementary School."

When one student was asked if she ever considered quitting school she responded, "No I haven't. And I don't think that would be my option. Because I know I can't quit. I can't blame. And I think I would let my parents down, because they really look up to me. And the people that are around me, that know I am in college, that know I am capable of doing. And if I quit I would let them down and I would let myself down."

CSUMB as part of Educational Talent Search (ETS). Photographs courtesy of ETS.
I was supposed to start in the fifth grade, but started out in the fourth grade. Even though I stayed there for about three days... And I started 6th grade year... Before that I wasn’t doing good, you one not expected to go to college or become me to go to college. And it also shows that like one-hundred different committees and I have picked her?” And everybody said, “Is that right?” And everybody said, “No.” So that showed me that I was prob­ably labeled, but I proved a lot of them wrong or made them think about labeling somebody else they actually knew them.

And while I was a student, I got the impression from her peers: “It was kind of weird. It was my first semester and it wasn’t my first class we’d you know we’d been through two, it was me, four people, and then there were 3 or 4 Mexicans they’re all females. And they sat behind me and I sat not directly in front of them but like two people in front of them. And I just heard them talking about me because I don’t know remember exactly how it went. But I could hear them talking about me and they automatically figured I didn’t know Spanish. But I could understand so they were talking about me how I don’t remember specifically what they said but I do remember I like saying that’s not very cool. You know I didn’t like it all because they just automatically figured that I didn’t know Spanish. I don’t remember exactly what they said but um something to the point that like oh she’s not going to do anything. You know she’s not like us but she’s pret­ending you know she doesn’t know Spanish. No one has ever come up to me and asked me that. Like you know none of those girls ever. They never tried to talk to me ever. So that hurt. That was my first semester here. So I was like wow, like I was so shocked. And I think that was because my roommate is Caucasian and we get along great. And everywhere we go we are together because, we just go together. And you know and I think that had something to do with them saying that. And I turned around, that day I turned around and asked them something in Spanish and they kind of looked at me like going “oh wow” (laughs). I turned around and asked them a question about class some
dumb question I don’t even remember. It was just like they knew I knew Spanish. They just looked at each other and they were like “okay... and like when that happened it was so weird... I couldn’t believe it I did it (laughs) just turned around and casually asked them a question Spanish but I was thinking I was talk­ing to a friend and I told him “You know I don’t need to go through this. I’ve done this in high school or whatever.”

Professors can also contribute to stig­matizing students. Another interviewee relates: “...I mean, I never thought, I was see that. In one of my classes we were all schedule to do an essay so, we all turning in the essay the teacher just after he read them, I guess, he was kind of disappointment. Even that he said, he wasn’t. But what I didn’t like, was that he went in that day, and he started to talk in Spanish. And there are some of us, there are like five or six Hispanics, some of them Mexicans, and the rest are different race, but they don’t speak Spanish. So, he started speaking Spanish and I was like... then, what did he try to say, you know, that we are not that good as the other people, that our papers were not that good. So, he didn’t have the right of speaking in Spanish. He could talk to us in English. Then, what did he try to say, you know, that we are not that good as the other people, that our papers were not that good. So, he didn’t have the right of speaking in Spanish. He could talk to us in English. Then, what did he try to say, you know, that we are not that good as the other people, that our papers were not that good. So, he didn’t have the right of speaking in Spanish. He could talk to us in English.

The interviews confirmed that if students have enough support to respond to the negative impacts of sexism and racism in their own experience, they are able to focus on their goals and futures.

Future Goals and Plans

Many students have ideas about what they want to do once they leave CSUMB Monterey Bay. Once a student graduates, it is time to put their education to work. Freshman Pedro Gonzalez is thinking about what his education will mean to his family. When he graduates he wants to, “Get a career in my major, ART. ...I’m not sure what kind of job it will be, but as soon as I start, as soon as I get that job, I will try to make life easier for my parents. In other words, ...helping them with their payments and ...encourage[ing] my brothers to keep on going... to the Universities.”

Senior Jessica Haag commented on when she wanted to be one of those four years in­ other thing that I’ve taken from this experience. The testimonies collected in this oral history project show that structured supports to get to college, to stay in college, and to graduate are critically important to the future success of first-generation college students. The information collected serves as a resource for those who study issues of access, retention, and graduation at CSUMB.

Conclusion
CSUMB’s Vision Statement speaks about the need to achieve a more diverse learning environment. Part of this vision includes specifically serving the surrounding communities from which first-generation college students come. The project provided CSUMB students an opportunity to reach out to the community through service learn­ ing. They found that middle schools, high schools, and community colleges have important programs in place, such as Upward Bound, AVID, and ETS. The members of the class came to understand the importance and effectiveness of these pro­ grams in helping first-generation college students turn their dreams into reality. The question then became how does CSUMB continue to support these students to insure their success in college and in their future goals? Students concluded through this research that CSUMB needs to implement more strategies of support and mentor­ ship, particularly for those students who are charting new paths for their families and communities. The testimonies collected in this oral history project show that structured supports to get to college, to stay in college, and to graduate are critically important to the future success of first-generation college students. The information collected serves as a resource for those who study issues of access, retention, and graduation at CSUMB.

More students and faculty support these programs, the more students can make life easier for their families and communities. The testimonies collected in this oral history project show that structured supports to get to college, to stay in college, and to graduate are critically important to the future success of first-generation college students. The information collected serves as a resource for those who study issues of access, retention, and graduation at CSUMB.
CALENDAR OF EVENTS

April/May

4/29 Wednesday
Job Search Workshop Sponsored by Career Development
Building 44, 12 noon 582-3845

4/29 Wednesday
Association for Students with Disabilities
Building 19, Room 170, 12 p.m. Connie 884-9065

4/29 Wednesday
African Students United Weekly Meeting
Build. 6, Room 110, 12 p.m. Va Shone 883-2788

4/29 Wednesday
Bands in the Quad, noon to 1:30 p.m. Kristian 582-4067

4/29 Wednesday
Inter-Club Council, Club Recognition Reception
Wellness Activity Center, 6:30 p.m. RSVP by 4/22/98

4/29 Wednesday
Otter Christian Fellowship Building 4, Room 110
7 p.m. Kristi 582-2941

4/30 Thursday
Teachers of Tomorrow Building 44, 6:30 p.m.
Katharine 884-9514

4/30 Thursday
S.A.F.E.S Weekly Meeting Building 44, 6 p.m.
Carrie 394-7170

4/30 Thursday
Israel Independent Interfaith Celebration
Meeting House, 7 p.m.-9 p.m. Contact Jason 883-0201

5/3 Sunday
Newman Catholic Community at CSUMB
Mass and Social Building 44, 10 a.m.
Giovanna 582-2703

5/3 Monday
Drop-In Step Aerobic 5:30 p.m.-6:30 p.m. Dance Studio/84-F

5/4 Monday
Student Voice Inauguration Meeting House, 7 p.m.-9 p.m. Contact Jason 883-0201

5/4 Monday
Drop-in Resume and Career Counseling
Building 6, Room 110, 12 p.m.
Va Shone 883-2788

5/4 Monday
Students Hungry 4 Change
Building 44, 7:00 p.m. 582-4386

5/5 Tuesday
Cinco de Mayo Celebration CSUMB

5/6 Wednesday
Association for Students with Disabilities
Building 18, Room 170, 12 p.m. Connie 884-0965

5/6 Wednesday
African Students United Weekly Meeting
Building 6, Room 110, 12 p.m.
Va Shone 883-2788

5/6 Wednesday
Bands in the Quad "Dogwood Moon," 12 p.m. to 1:30 p.m.
Kristian 582-4067

5/6 Wednesday
Inter-Club Council, Weekly Meeting
Building 44, 6:30 p.m.
S.A.F.E.S (Service Availability to Every Student) Weekly Meeting.
Building 44, 6 p.m. Carrie 394-7170

5/7 Thursday
Newman Catholic Community at CSUMB
Mass and Social Building 44, 10 a.m.
Giovanna 582-2703

5/7 Thursday
Drop-In Aerobics 5:30 p.m.-6:30 p.m. Dance Studio/84-F

5/11 Monday
Drop-in Resume and Career Counseling
Building 44, 12 noon 582-3845

5/11 Monday
Students Hungry 4 Change Building 44, 7:00 PM
582-4386

5/12 Tuesday
Teachers of Tomorrow Building 16 room 170, 6:30 pm

5/13 Wednesday
Association for Students with Disabilities
Building 18, Room 170, 12 p.m. Connie 884-0965

5/14 Thursday
Barbeque on Da Green 2pm-8pm
Res Halls. Live Bands

5/14 Thursday
Teachers of Tomorrow Building 44, 6:30 PM
Katharine 884-9514

5/15 Friday
Spring Dance Performance 8pm Dance Studio/84-F

5/15 Friday
Commencement 1998 Spring Formal Naval Post
Graduate Ballroom, 6:00 PM 582-3845

5/17 Sunday
Baccalaureate Service Spiritual Celebration of Graduation
Building 44, 10:00 AM Giovanna 582-2703

5/17 Sunday
Drop-in Aerobics 5:30 p.m.-6:30 p.m. Dance Studio/84-F

5/20 Wednesday
Association for Students with Disabilities
Building 18, Room 170, 12 noon Connie 884-0965

5/21 Thursday
S.A.F.E.S (Service Availability to Every Student) Weekly Meeting.
Building 44, 6:00 PM Carrie 394-7170

5/22 Friday
Commencement Awards Luncheon
Stilwell Center, 11 a.m. to 1 p.m. Contact 582-3845

5/23 Saturday
Commencement, Quad 10:00 AM
Chicana Raza Graduation Celebration 6 p.m. to Midnight
Wellness Activity Center Mary Caballero-Martinez
771-7399 (page)