No More Child Care Fears
CSUMB to Operate its Own Child Development Center, Fall 1999

by Janet Hicks

As the final days of Spring semester 1999 draw near, students, faculty, and staff at California State University, Monterey Bay who are first- and foremost parents have expressed mounting concerns about the future of child care at CSUMB. The anxiety stems from last month's announcement by Children's Services International (CSI), the organization currently providing child care services to the university, that they will not be continuing their contract with CSUMB after May 20, 1999. In response, the Child Care Services Division of Student Affairs at CSUMB has been allocated university funding to become the new operator of the existing child development center located on the CSUMB campus. Vince Montgomery, Interim Director of Child Care Services, said, "We are grateful for all of the support from individuals who have recognized the critical need for childcare, especially the faculty senate who have passed a resolution supporting our efforts. We are working extremely hard to secure adequate resources to allow us to provide adequate, affordable and accessible childcare services."

An additional $250,000 in grants is expected to be received in mid-May that will provide money for additional educational tools and play equipment for the center. The center will close for the summer to provide time for building maintenance, parking lot renovations, and redesign of the center's interior with its new materials. It will reopen August lst. to provide an adjustment and familiarization period for children and parents.

"The services provided by CSI adequately filled the initial child care needs at CSUMB, but it became apparent to both CSI and CSUMB that the campus community needed a more diverse child care delivery system," Montgomery said. "We are planning to provide extended and flexible hours that are tailored to parent's needs."

CSUMB's 1999 Senior Capstone Festival Highlights

by Caroline Musto

The 1999 California State University, Monterey Bay graduates will soon be moving into a new century and a new stage in life. However, before they go they want to share some of their last parting knowledge that has developed from extensive research and their experiences as CSUMB students.

The Senior Capstone Festival celebrates the culminating projects of graduating seniors. These projects reflect an integration of knowledge, skills, and abilities developed over the course of a student's learning experience at CSUMB. The Capstone Festival will be held in the newly renovated University Center, building 29 on Sixth Avenue on May 19th and 20th. During the times listed below, each academic center will showcase and present projects, which reflect the academic values of the university and the unique academic focus of each institute.

Each center will present an array of projects. Three of the capstone projects are highlighted below. Three outstanding graduating seniors, Bobby Welch, Mary Robinson and Daniel Belitski created each.

Bobby Welch is a Social and Behavioral Sciences major from Duarte, California. His capstone project is a study of the Black soldiers of World War II who are, as Welch said, "invisible in the history books and should be recognized for their achievements."

Welch said, "The contributions of all-black units are either ignored or misrepresented in U.S. military history. I am researching this project so that black veterans who served in one of three all-black regiments here at Fort Ord will be recognized. I want the military accomplishments of black soldiers taught in elementary and high schools and included in textbooks. There is a sense of urgency to what many of the black veterans consider their final battle. When they go, and a lot of them are already gone, their stories go with them. Wartime service both underscored and undercut racial inequalities."

Welch will present his Social and Behavioral Sciences research on Wednesday, May 19, sometime between 2:00 and 7:00 p.m.

Welch came to CSUMB because of the Vision Statement and feels the Social and Behavioral Sciences Center in many ways has enriched him. He would like to personally thank Social and Behavioral Sciences faculty member, Dr. Gerald Shenk.

"I can't even imagine going on without all the wisdom and intellectual advice I received from my professors," Welch said.

Welch's goals are to collaborate his capstone research into book format and finish a teaching credential program at California State University, San Jose, which will enable him to teach special education to grades 8-12.

Mary-Elizabeth Robinson is graduating with a degree in Liberal Studies. She transferred to CSUMB from Sonoma State University. The variety of educational experiences has enriched her, making her a true student.

"I was continually challenged because I had gone to other, more traditional institutions of higher learning and CSUMB was a whole other perspective on how traditional education was thought about and taught. CSUMB offered me a lot of challenges. Being challenged allowed me to reach above and beyond what I thought I was capable of. Being challenged also allowed me to see improvements that I needed to make. Also, without ever being challenged myself, how would I know how to challenge the students that I will be teaching in the future."

CSUMB's Student Run University Newspaper
The Black Box Cabaret: Past. Present. Future?

by James Thomas Green

The Black Box Cabaret, located on North-South Road Behind University Services, Building 80, will be home to the teleDRAMatic arts and technology (TAT) performance activities. Live performances featuring young artists in a unique and cold beverages, sandwiches, salads, and an assortment of pastries. Enjoy the performances sipping your java in a unique atmosphere. (An excerpt from the 96-97 CSUMB catalog.)

"I've seen this place go from an empty building filled with dust and spider's webs to the place to be on Thursday nights!" -- Preston Mullins, TAT Senior

The Black Box Cabaret (BBC) is an ordinary building on the CSUMB campus. If you were to drive by, you might not notice anything to differentiate it from the other wooden buildings on the old Fort Ord. However, within its walls is a very active and vibrant center of CSUMB life.

Like yin and yang, there are two parts to the BBC. There is the Black side; its walls painted black with student artwork hanging upon the wall and student acts light up the stage. There is the White side; its walls painted white and covered with menus and beer advertisements.

The building now known as the BBC was built in the 1940s as a canteen, or nightclub, for army personnel. The BBC began its days of CSUMB, Esparza scouted through and decided that the vision issues that have recently been compounded by the CSUMB and the building's current owner, Morgan's Coffeehouse and Deli., the BBC was bought out by Morgan's interest. This is how the CSUMB foundation got involved in the BBC.

The BOSS student business club in collaboration with the CSUMB Foundation and the Institute for Management and International Entrepreneurship, set up and managed the coffee shop end of the Black Box. BOSS was given sales authority over the BBC's coffeebar. Eventually however, due to problems with Morgan's before it, the BOSS arrangement fell by the wayside and the CSUMB foundation took over control of the BBC.

Jon Edmonds, BBC employee and 98/99 Student Voice Events Senator says, "In my opinion, the real issue is this: What is the purpose of the Black Box? Is there a vision statement? Is there anything in writing that protects our interests in the BBC as a cre­ative and support services to students? If not then there needs to be." BBC Employee Marisa Mercado believes that the vision issues that have recently been compounded by the CSUMB and the building's current owner, Morgan's Coffeehouse and Deli., the BBC was bought out by Morgan's interest. This is how the CSUMB foundation got involved in the BBC.

The foundation has no published specific written and formalized plan for the future of the BBC. According to Esparza, there is a "problem in the BBC" but it has not met in over two years. It is composed of CSUMB Foundation Director of Business Development Kevin Saunders, Rich Taylor, CSUMB V. P. Hank Hendrickson, Phil Esparza and a student representative.

Edmonds claimed, "in the past students have been able to take on major responsibilities in management at the BBC. They were given that real issue is this: What is the purpose of the Black Box? Is there a vision statement? Is there anything in writing that protects our interests in the BBC as a creative and support services to students? If not then there needs to be." BBC Employee Marisa Mercado believes that the vision issues that have recently been compounded by the CSUMB and the building's current owner, Morgan's Coffeehouse and Deli., the BBC was bought out by Morgan's interest. This is how the CSUMB foundation got involved in the BBC.

The students think that the shuttle should be more than just a ride. Current students must show their CSUMB V. P. Hank Hendrickson, Phil Esparza and a student representative.

"The current administration seems more concerned about making money than in serving the purpose of the BBC," Esparza said.

Edmonds agreed, "the CSUMB Foundation is by its very nature mostly concerned with balancing the books and making money. That is not a problem when dealing with Sodexho, or Barnes and Noble, or Pizza Hut because they're also focused on balancing the books and making money. They have no obligation to the community. Whatever the BBC needs to do to make money may not necessarily be what the students need to round off their life in college. It is not important to students that the BBC makes money."

In spite of the growing pains, the BBC has come a long way. "Things are starting to change, but shouldn't have taken this long," says BBC Employee Silvia Martinez.

Most of the equipment on the BBC stage does not belong to the BBC. Much of it, i.e., curtains, props, etc., has been lent to it by the TAT department and the sound system makes work for the BBC.

The BBC stage is critically short of power. In theatre, the use of sound and light equipment is important. Currently there is only a single 20 amp line going to the stage. If more power is needed, lines have to be run from the kitchen area or a portable generator must be rented. Several requests for upgrades to the stage's power system have been made, but of as yet, there has been no action. In spite of this, a new dedicated power line was recently installed in the kitchen to operate a new stove.

Esparza fears "the biggest danger is that eventually the BBC will be contracted out and students will have to go through an outside entity to use the BBC."

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The Career Development Center: A Priceless Resource
by Leah Maxwell

If you are getting ready to look for a job or aim to graduate school and you don't know where to begin, the Career Development Center can help you. It is located on Sixth Avenue in Building 44 and can be an extremely helpful resource for students and alumni who seek information about other universities and career opportunities in the surrounding community.

There are many services provided by the Career Development Center, but unfortunately, few people have taken advantage of them. One very helpful service they provide is the Strong Interest Inventory Assessment. This 'fill in the bubbles' questionnaire can help those people who are unsure of their future career interests. It is free to students and will help them to understand their strong interests as well as areas of little interest. Through this understanding, one may be able to more easily seek a career that fits within their personal interests and compliments their strengths.

Another priceless resource is the resume critique. Any student can get help and advice on how to create a resume and cover letter. Katrina Cope, the career counselor of the center, is available every day and is more than willing to sit down with students and critique their existing resume or help them to create a new one. She also reviews for people seeking jobs or internships in the realm of experience, they would simply look at the section for their major. Cope has also created a wall of graduate school information, ranging from practice GRE tests to facts from a university that has the vision to be dedicated to the under-served communities and to emphasize a commitment to multiculturalism."

-Lydia Villarreal.

Proud Recipients of 2nd Annual CSUMB Awards

by Sondra Rees

"I am particularly proud to receive this award from a university that has the vision to be dedicated to the under-served communities and to emphasize a commitment to multiculturalism."

-Helen Rucker

New BANNER Student Information System

by

During the last year, CSUMB staff have been hard at work implementing a new software system, called BANNER, to handle student records and financial aid information. As of the Fall/Summer 1999 registration process the week of May 3rd, the BANNER system was brought online.

Previously, student information (registration, class schedule, admissions, grades, etc.) was stored on a computer system at Cal State Fresno called SIMS. Financial Aid information was on a separate system called PowerFaids. It was critical that CSUMB convert to the BANNER software for the Fall 1999 registration cycle because SIMS was not Year 2000 compliant (unable to process student records with date information past 12/31/99). The data from SIMS and PowerFaids is now combined into an integrated database (Oracle) using the BANNER software, which is Year 2000 compliant.

BANNER will offer new functionality in the coming academic year that will give students, faculty, and staff improved access to student information. During the Fall 1999 semester, it is anticipated that students will be able to log into a WEB site at CSUMB that either allows them to access their own personal registration information, BANNER, or the important to community service in Monterey County. They were all very deserving," said Dr. David T. Yamada.

Additional functionality will be offered through the WEB next year when a new, more robust release of the BANNER software is scheduled to become available.

Even without all the above WEB functionality in place as of yet, the BANNER software is allowing staff to more effectively view essential student information in the various support offices throughout campus. For example, a new feature called "expected demand" allows CSUMB to collect information about student demand for classes/courses. When a class is full, the BANNER system will ask for her contributions to Science and Technology.

Three others received the President's Medal: Beth Buchhahn for her expertise and leadership for higher education, Richard E. (Hank) Hendrickson for his guidance in CSUMB's early navigation, and Henry Mello (former California State Assembly Member and State Senator) for his dedication to community service in Monterey County.

This annual event benefits CSUMB's Sports and Recreation Program. The Distinguished Fellows and President's Medal Recipients were awarded the highest non-academic recognition that CSUMB can grant for service to the community and the university. Congratulations to all of them.

New club begins Fall '99

by Ginger Rose O'Kelley

Next semester, a new club will take the place of the dissolved Planet Otter club. The club is Monterey Bay Alliance for a Sustainable Environment (MBASE).

Ryan Unmack, the senator for Environmental Campus Planning, is also a member of MBASE. He hopes the MBASE will sponsor informative events, such as transportation/shuttles on campus. Unmack said a MBASE could organize a rally for a "critical mass ride", in which hundreds of people ride on city streets in protest to excess car traffic. Also to advocate environmentally friendly transportation, MBASE may implement a "Yellow Bike" program, in which specially marked bikes are free for use around campus.

MBASE also advocates political activism. At their table at the Earth DayFair they had provided information flyers about rallies to support the release of Mumia Abu-Jamal (a political activist), from death row. Unmack said, "Environmentalism goes hand in hand with political activism. They both have a hard fight against the general money making populace."
Capstone:

Robinson's capstone project focuses on Native Americans and the History Curriculum in California Public Schools Grades K-3.

"Even though my capstone focuses on grades K-3 I would actually like to teach grades 7-12 as I am interested in the kind of work that students are engaged in at those levels, especially history," Robinson said.

Robinson's project will be featured during the allotted time for Liberal Studies capstone presentations on Thursday, May 20 between 12:00 noon and 1:45 p.m. in CSUMB's University Center, building 29 on Sixth Avenue.

"Not only are CSUMB professors proficient scholars," she said. "They are also some of the most interesting and caring people I have ever encountered. I have matured into an individual with definite skills of communication, collaboration, and critical senses. I have a broad range of knowledge that ranges from computer skills to cross-cultural world mythology. I can write a paper that compares, contrasts, criticizes, and communicates as if I had been doing it for centuries. I could not be the person I am today without them [my professors] as the foundation I built my education on."

After graduation Robinson will be transferring to San Jose State University for her CLAD teaching credential while she substitute teaches in San Jose grade schools. After completing her education, she plans to travel and then begin a full-time teaching career.

Daniel Belitski is a Management and International Entrepreneurship major from Ventura California. He started attending CSUMB in the Fall of 1996 because of "the unique major focusing on international business and entrepreneurship. The university's focus on technology and outcomes based learning caught my eye and made my decision to attend CSUMB." His personal drive is to perform to the best of his ability and to make a distinguishing mark on the university.

Belitski's worldly capstone project integrates the American business world with the United Kingdom's.

"I'm working with the Welsh Development Agency (WDA), an economic development organization that represents the country of Wales. The WDA attracts investments from companies around the world, I have been working out of the Silicon Valley office. My job and my capstone project entails attracting semiconductor design companies from the U.S. to expand their operations and build a design facility in Wales. The capstone details our efforts from the signing of the internship agreement, to the marketing and sales efforts we are currently conducting," Belitski said.

Belitski plans to join the WDA full time after graduation, until he achieves his goal of establishing West Coast semiconductor firms to Wales.

"I plan to start my own internet company and have it go public within 2 years, to find an exciting job that I do every day and, most importantly, to find a beautiful woman to spend the rest of my life with, to have lots of children and simply enjoy life," he said.

Belitski went on to explain his experience with CSUMB's Institute of Management and International Entrepreneurship (IMIE).

"IMIE opened my eyes to the opportunities that are available for those who show initiative and are willing to take a chance; provided an extensive background of international business practices, marketing, finance, how to start my own business, management, and staff development. Most importantly, the business program provided mentors who gave me their wisdom and guidance as I stumbled through this fantasy of making a career experience."

Belitski will be presenting his capstone project 'Bringing the Fabless Semi-conductor Industry to Wales' on Friday, May 21 at 12:45 p.m. in CSUMB's Media Learning Center, Building 18, Room 120.

These Capstone Projects will feature oral presentations, table-top exhibits, and multimedia presentations.

Integrated Studies Program

May 19, 7:00 p.m. to 9:00 p.m.

University Center, building 29, Sixth Avenue

These Capstone projects will feature presentations and displays highlighting student work in combined academic concentrations.

Center for Science, Technology and Information Resources

May 20, 7:00 p.m. to 7:00 p.m.

University Center, building 29, Sixth Avenue

These Capstone projects will feature oral presentations, multimedia presentations, and computer visualizations.
How do we quell apathy and ignite activism at CSUMB, and 2. What is multiculturalism. In light of this semester's campus crisis, these became very relevant subjects to all of our lives.

CSUMB Features
Scholarship Essay Contest finds Its Winners

In order to give back to our Student Body in a direct way, Student Voice held a Scholarship essay contest Spring semester 1999. Students had two options of subjects to write on: 1. How do we quell apathy and ignite activism at CSUMB, and 2. What is multiculturalism. In light of this semester's campus crisis, these became very relevant subjects to all of our lives.

First Place
Imagine a beach. Speckled pebbles in hues of taupe and jade are interspersed among the few bits of sand. Upon scooping up a handful of sand, one will see that the shade and texture of each miniscule pebble varies from the next. Yet, when viewed together, this whole mass of pebbles, sand and beach debris sparkles brilliantly in the light.

This beach image proves helpful in describing multiculturalism. The beauty of a multicultural environment comes not only from the richness of cultural ideas and traditions, but also from the colorful diversity of the entire environment. Multiculturalism differs drastically from assimilation, is nonexclusive, and acknowledges diversity. Multiculturalism sparkles brilliantly in the light.

A common misconception of multiculturalism is the analogy so often made to the "melting pot." Multiculturalism is not about losing cultural ties in the face of a new globalized "melting pot," in which cultural traditions and distinctions melt away. It is not "McWorld." The "melting pot" image is more of a monoculture. Defined by the presence of many different cultures, each rich with tradition, multiculturalism is diverse.

On the other hand, multiculturalism exists only in nonexclusive environments. There may be many cultures present in a given environment, but they may be segregated by either force or choice. Members of a monoculture may pride in their own backgrounds and cultures while appreciating and learning about others. Members of such an environment retain their own unique identities like the diverse pebbles on the beach, yet they gleam when viewed together. Differences are bound to arise, yet when approached with an open mind and consideration these differences can sound together like the melodies and harmonies of a toccata: different, yet beautiful and symphonic together.

Multiculturalism is feared by some because it may require us to step outside of our own cultural shells and experience something new. The answer to this fear is education: academically, but more importantly, the unfamiliar ethnic foods tasted by all.

Second Place
Early America had a reputation as a cultural melting pot, a people of unicultralism by choice. As immigrants arrived as Germans, Irish, Chinese, Cubans, but worked hard to have their cultural idiosyncrasies melted away in hope of being identified only as Americans.

Today's America is better compared with a stew. New immigrants arrive and retain their individual cultural identities while simmering with other cultures in the rich broth of America, a legacy from her days as a melting pot.

The broth becomes richer as it takes on the flavors of the new cultures while the immigrants' lives are seasoned by the broth of all who went before. All change. All benefit.

My Grandmothers are prime examples of both eras. My Grandmother Stephenson's parents fled Ireland for England before she was born. The Irish were treated so badly there, that she even Anglicized her name and fought to avoid being identified as Irish. At 14, she crossed the Atlantic alone to Indiana to join an older brother, where she created a new life for herself. She worked hard to blend in as an American: no accent, no "traditional" foods, no special holidays. Her children knew of their Irish heritage, but beyond that, Grandmother wasn't talking. My mother was 48 when she moved to Phoenix when 48. My earliest memories are of her eclecticism home. It was furnished with Art Deco tables and a sleek modern nylon "davenport" alongside heavy carved wood, and wrought iron and tile pieces from Mexico. Scattered throughout were beautiful African figurines and a clothing collection of all her missionary daughter sent her from India. Mexican pottery and blue glass displayed next to Chinese vases filled with cattails, her Kachina and a dead saguaro spine. All were treasures and she encouraged us to ask questions about the history and original cultural significance of each piece. All holidays were celebrated enthusiastically, the unfamiliar ethnic foods tasted by all.

She instilled a realization that disparate cultures' artifacts could blend and work together (the Chinese vase did not become Navajo by juxtaposition but remained Chinese). So, too, people benefit by opening their minds to other cultures. All cultures have equal value. Realistically, we are all a culture of one, anyhow. We need not lose our own uniqueness by appreciating others'. We can learn from all cultures: we have contact and incorporate into our own lives the parts that touch our soul without losing our sense of self. This is multiculturalism.

Third Place
There are two things that can quell apathy, desire and motivation. Here at CSUMB we lack both. Students do not have the desire, the ganas, to take action and to make change. Desire comes from within and can be called up by the self, or pulled up by others. Motivation is that force that brings change. Desire comes from within and can be called up by the self, or pulled up by others. Motivation is that force that brings change. Desire comes from within and can be called up by the self, or pulled up by others. Motivation is that force that brings change. Desire comes from within and can be called up by the self, or pulled up by others. Motivation is that force that brings change.

Self-motivation is the ideal, and the goal. However, it is the job of the professional community, as well as fellow peers, to motivate the students. Without the guidance of the professional community, as well as fellow peers, to motivate the students, students show failure from apathy is dangerously high. In order to curtail the apathy here at CSUMB we need to learn what it is to be a community. We must decide what type of community we want to create. Do we want to live in a sorrowful or a joyful atmosphere? If we are to have a loving and open community, apathy must not be accepted. This does not mean a militant anti-apathy campaign, but rather an environment of accountability. This environment must have open and caring dialogue that is predominantly face to face. It should be free of the hateful, frivolous emails that presently pervade open forum. We should not accept purposely hurtful communication however; light should respect and honor each individual's point of view.

Another element of apathy is physical well being. CSUMB is unique in that we have a superfund site yards from the main campus and campus housing. We also have considerable disregard for the amount of waste we produce. The Dining Commons continues to use Styrofoam and in every office piles of recyclable paper can be found in the trash, a large blue recycling bin only a few steps away. If we are to quell apathy we must care for each other emotionally and psychologically, but we must also take care of each other and the earth physically.

It is a vicious cycle. We need to get people involved to work on our communication and environmental concerns, but in order to do that we need to feel safe and whole. We will only feel that completeness when we resolve those issues that effect us on campus daily. The key is to take action despite the situation. If we sit still and wait until we are ready and comfortable, things will not change, apathy will continue to absorb the CSUMB campus.

We must take responsibility for ourselves and for every area of our campus. We must not allow others in our community to be apathetic. We can do this by fostering open dialogue, motivating others and being an example. We must encourage, inspire and demand involvement from each of our community members. Motivation, desire and change through are the keys to quelling apathy at CSUMB.
CSUMB Opinions

Insomnia
Sleep, Per Chance to Dream:
by Jan Hill

Many students, faced with school deadlines and finals, find that they have trouble sleeping. For graduating seniors, worry over finding and starting a new job can also cause sleeplessness. Anxiety and stress are among the most common causes of insomnia, which is the inability to fall asleep or stay asleep, or waking up early and being unable to get back to sleep. There are three types of insomnia. Transient insomnia is a brief disturbance of normal sleeping patterns lasting only a few nights, and is usually caused by a change in sleep schedule, excitement, stress, or an illness. Short-term insomnia, lasting as long as two to three weeks, may stem from ongoing causes, like financial troubles, a serious illness, or the death of a relative or friend. Chronic or long-term insomnia lasts more than a few weeks, causing poor sleep every night or several nights a month, and is often caused by medical problems, such as depression or diabetes. Insomnia is a common malady affecting all ages, cultures and races.

The quality of your sleep is much more important than the actual amount of time you spend in bed. Ideally, you should feel well rested and ready to go when you wake up. Different people require different amounts of sleep, but most are comfortable with about seven or eight hours a night. Some people are "short sleepers" and manage fine with only three or four hours, while others need ten or more. The best measurement of how much sleep you need is how you feel throughout the day. According to studies, if you are getting enough quality sleep, you will not experience daytime drowsiness even during boring or complicated lectures. There are a number of ways to help yourself fall asleep more easily. First, try to have a good day, because the things that make you feel good while you are awake, like regular exercise and healthy eating habits, also contribute to sound sleeping. A light bedtime snack high in carbohydrates, like a plain bagel, may help you relax, and foods like milk, bananas and turkey, containing the amino acid tryptophan, have been shown to help some people sleep. Your best sleep position is usually the position you are in when you wake up. Make sure that your bed is comfortable and that you are neither too hot nor too cold, most people sleep comfortably in a room temperature of 60 to 65 degrees. The best way to sleep better is to have a regular bedtime and get up at the same time every day, even on weekends and regardless of the amount of sleep you have had) to condition your mind and body to sleep at a regular time.

There are also some things that you should avoid, because they can make insomnia worse. Don’t engage in stimulating activity, like playing a competitive game of cards or watching an exciting program, just before bed, because this can raise your heart rate and general metabolism. Avoid caffeine within six hours of bedtime, and remember that caffeine is present in chocolate, as well as coffee, tea, and sodas.

While regular physical activity is an excellent way to relax, exercising two or three hours before going to bed can keep you wide-awake at bedtime. Avoid alcohol, since the nightcap that initially allows you to fall asleep is likely to cause you to wake up later in the night and have problems falling back to sleep. If you go to bed and find you can’t fall asleep, don’t stay in bed brooding about the fact that you are sleepless. Most experts agree that it is best to get out of bed, leave the room, do some quiet or boring activity, and return to bed only when you are sleepy. Do this as many times in a night as you need, since sleep cannot be forced. Try not to worry about your inability to sleep, because your concern may actually keep you awake, and keep the clock out of sight, since clock watching can increase your anxiety by reminding you that you are still awake. If you have a poor night’s sleep, be sure not to oversleep the next day.

Many disorders can keep you from sleeping well and are oftentimes relatively trivial. In general, no formal medical treatment is necessary for short-lasting sleeplessness; however, if you have insomnia that lasts for more than a few days, or if daytime fatigue begins to interfere with your daily activities, talk to your doctor.

Andres Bermejo, Dinning Commons Cashier: Living without Breaking the Glass: Living at the End of the Millenium

Cedrick Pett, Junior SBSC: My Life

Tomas Kalmar, My Year as a Christian

Editorial Policy
The Otter Realm is a bi-monthly student publication produced by the Otter Realm club and HCOM 395. Opinions expressed herein do not necessarily reflect the views of the Otter Realm staff, CSUMB administration, faculty, staff or college policy. The Otter Realm serves two purposes: it is a training lab for students who wish to learn journalism skills, and it is a forum of free expression of campus issues and news. The Opinion section is open to students, staff, faculty, and college community. The Otter Realm Editorial Board will determine what to print on these pages. The Editorial Board reserves the right to edit for libel, space or clarity.

Letter From Peter Smith
Dear Editor,
Less than a week short of graduating over 290 students, including 33 from our first class of students who started college during CSUMB's first semester, I'm reluctant to dampen the enthusiasm of campus by responding to the recent editorial written by a dedicated but discontented faculty member. I feel, however, that I must respond because the information presented to the public and to the campus community as fact is simply dead wrong.
In the editorial, he accuses CSUMB's administration of being top heavy because of what he sees as high administrative salaries. He came to this conclusion by comparing our total for administrators' salaries with those of other CSU campuses. In doing so, he neglected to exclude salaries which are reimbursed to the campus by a variety of sources, including grants, contracts, and the CSUMB Foundation. He compared apples and oranges and allowed the misinformation to stand as truth.
This said, it won't come as a surprise to most educated readers that until we enroll a larger student body, the campus will in fact have a higher per student cost for both instruction and administration than other universities. As most of you know, our unusually small faculty to student ratio is one of the perks of attending this new university. As we increase the number of students on campus, the number of faculty and administrators per student will increase and the cost of educating each student will decrease. Salaries for all groups, however, will not increase based on the number of students enrolled. People are doing the same jobs now that they'll do when there are more students. The study of economics tells us that this is in fact normal and expected.
He stopped just short of accusing me of misappropriating money to pay for my "three houses on campus." Let's get it straight. I do not have "three houses..." Sally and I have lived on...
Childcare
Cont. from front page

The grants CSI operated under required full-time child care for all children served during the typical 7:30 a.m. – 5:30 p.m. hours of operation. Under CSUMB operation, regulations permitting, the center's during the typical 7:30 a.m. – 5:30 p.m. full-time child care for all children served.

Flexible scheduling will be available with possibilities for full-time, part-time, or hourly schedules.

CSUMB student and parent Ingrid Villeda stated, "I am excited about the environment, new and innovative programs, and curriculum of the new child care development center because I think it will allow children to play while they learn simultaneously. I see it as a positive environment where my child can not only be nurtured but grow. It will also set my mind at peace as a student to know I will be able to attend class and not worry.

With many projects on the CSUMB campus, the opening of the CSUMB operated child development center unites many people from various parts of the campus community. Students from Shane Feinman's Politics and Participation: Struggles for Justice course organized a toy and book drive for their class' democratic participation project. The event began May 3 and continues until May 14th. Anyone who wishes to donate can place items in bins located at Child care services in building 99, the library, student information center and the student voice office.

Plans are in the making for various classes, such as Marcia Karwas' Liberal Studies courses, to be involved in curriculum planning and execution allowing students to gain direct experience through the child care center. Michelle Keunnen-Apperson and Barbara Wilson are helping develop the proposed programming, curriculum and philosophy for the center as their capstone projects. CSUMB parents have also been actively involved in the development process. A child care work group committee has been designed to look at CSUMB needs of child care on campus, a child care forum was recently held on the CSUMB campus, and there are monthly parent meetings to talk about child care issues. For more information contact Jessica Haag, Child Care Services Clerical Assistant, at (831) 582-3525.

Important Tips for Your Resume

by Leah Maxwell

A well written resume can be the key to finding that perfect job. There are hundreds of people applying for every position and competition is fierce. If your resume is simple, easy to read, and appealing to the eye you are more likely to be called for an interview, and more likely to land the job you have always wanted.

Although there is no one correct way to write a resume, there are several ways to ensure that yours is concise and complete. First, be sure to write your full name and contact information at the top of the page. This is very important because the employer will use this information to arrange your interview. If they cannot find your phone number, address, or email, they will simply ignore the entire resume.

Second, state your objective. For example, "a management position in a social service agency" is a clear sentence that tells the employer which position you are seeking. This objective can be tailored to fit different companies to which you are applying.

Third, list your education and any degrees you have completed or are in the process of completing. Always list the higher education first and include the name of the institution. If you have attended several colleges prior to your current university, you may want to list only the university from which you have or will receive your degree. You may also include your grade point average (GPA) if it is 3.0 or above.

The fourth step can vary according to the type of resume you wish to write. There are three basic types, chronological, functional and a combination resumes. The chronological resume may work best for those people who have been in the working environment already and have a lot of work experience behind them. In this case, you should list your jobs, with the most relevant at the top. Remember, employers read hundreds of resumes and are looking for specific qualifications to fill the position. If they see the most relevant experience at the top, they are more likely to read further.

Under the company name and dates of employment, list the duties you performed there. Start each bulleted sentence with an action verb like, "created," "implemented," or "coordinated." Use four or five descriptive sentences for each job you list.

The functional resume will work best for students who do not have many relevant jobs to list, or for those people who want to change their career path. It puts the focus on your skills and abilities instead of your experience. With this format you want to create a section called, "summary of qualifications." Here, you will have subsections like "public relations skills," "management skills," "writing skills," and "special skills." Under these headings you want to list any qualifications that would be relevant to the job you are seeking. Again, use bulleted sentences that begin with action verbs. After this, you may include a section that shows past working experience, listing only the job title, name of the company and dates of employment.

The last type of resume is known as a combination resume, and is the most popular of the three types. It shows both a highlight of your qualifications along with a brief work history. Here you want to begin with a smaller list of your qualifications and follow with some of your past jobs and a few duties you performed there. This style of resume will focus on your abilities and experience in a complete package.

The last item you want to include on your resume is a section for any honors, certificates or awards you have received. You may also include any languages speak or computer skills you possess. This is the icing on the cake and could be what pushes you to the top of the employer’s interview list.

Lastly, create a separate reference sheet of people who know you and your ability to work. You will need to list their full name, address, and phone number. Prepare these references so that you know have given their names to potential employers. You want to be sure they are ready to give you an excellent recommendation.

For further information on creating the perfect resume, you can schedule an appointment with Katrina Cope of the Career Development Center at katrina_cope@monterey.edu.

Check It Out!

• Upon first glance, will the employer want to read it? Is it neatly laid out, easy to read, and interesting?
• Does it show understanding of the position sought, especially the need of the employer, rather than simply stating your needs and desires?
• Have you included all of your relevant information and education (paid or not)?
• Does it highlight your skills, qualifications, and strengths? Does it use action verbs to do this?
• Is your most recent, important and relevant information listed first?
• Have you written different resumes for different career objectives?
• Was careful attention paid to details such as consistency, spelling and grammar?
• Have you kept it concise (1 page, 2 at most)?
• Does it contain the jargon of the field?
• Have you avoided personal data that could invite bias?
• Did you write it yourself, to advertise your unique accomplishments and style?
• If you are not presenting it personally, is it accompanied by a cover letter?

List provided by the Career Development Center

CSUMB News cont.

Smith:

cont. from page 7

carnival. The house we are currently in was remodeled in order to allow for space in the multitude of fundraising and “friendraising” receptions and gatherings we hold. Next month, we will move to a home being renovated next door to our current home. The additional space it provides will allow us to accommodate the increasingly large groups of people who attend the community outreach and other events. The house we are vacating will be sold to a staff or faculty member with the revenue going right back to the university.

Although I’ve probably provided you more information than you want, I feel it is important to quell rumors I’ve heard about the renovations currently underway. Half of the house being renovated will be our living area and half of the house will primarily be used for university functions. I will pay rent to live in the house. The amount of rent will be substantially more than rent for other homes on campus because of the renovations and size of the house. This arrangement is fair and appropriate.

If the writer of the editorial or anyone else is still concerned, s/he is welcome to go to the library to review the budget and audit reports. CSUMB is audited every year and each year the auditors have found no exceptions.

The disinformation contained in the editorial was bad enough. But the tone of the editorial and, specifically, the unconscionable allegation that the tragic suicide of a friend and colleague in 1996, was caused by the campus environment, is unconscionable.

We all know that there are important issues on campus that need to be resolved. Members of the Cabinet and I offered our Leadership Plan to the campus community on May 14.

We have heard the serious concerns on campus and we are working with members of the campus community to take corrective action. This university has achieved a great deal to date. I am confident that, working together, we will continue to do great things.

By Dr. Peter Smith
President, CSU Monterey Bay

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HAPPENINGS

MAY

May 5  Wednesday  Simple Strategies to Live Simply  Main Quad, Noon

May 6  Thursday  MEChA Cinco De Mayo Celebration  Meeting House, 8 p.m.

May 13  Thursday  Blood Drive, Dining Commons, 11:30-3 p.m.

May 16  Sunday  Spring Formal, Aquarium, 7:30 p.m.

May 17-18  Mon-Tue  Teacher Education Capstone  Building 2&3, 8-8:30 p.m.

May 18  Tuesday  Annual Campus-Wide Photo  Flagpole, noon

May 19  Wednesday  Center Capstone Symposium,  Center, 9-9 p.m.

May 20-21  Thursday  Capstone Festival, TBA

May 22  Saturday  Commencement, 10 a.m.

May 22  Saturday  African Students United Baccalaureate  Bethel Baptist Church, 4-6 p.m.

May 22  Saturday  Chicano Commencement Celebration  University Center, 5-midnight

Reserve Your Space in the Otter Realm today to say congratulations! to a Graduate you know.

Contact Bobby Welch  582-4346

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CSU, MONTEREY BAY

STUDENT DISABILITY RESOURCES

The office for Student Disability Resources (SDR) promotes the empowerment, wellness, and full integration of students with disabilities into campus life and the campus community.

For more information, call or visit today.

Residence Hall 202/104
Telephone: (831) 582-3672
Fax/TTY: (831) 582-4024
student_disability_resources@monterey.edu
www.csumb.edu/student/sdr/

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