CSUMB announced that the Black Box Cabaret will close its doors for good at the end of this semester to the shock and disapproval of many members of the CSUMB community.

The Black Box or BBC was originally considered a temporary building in 1941 during World War II. It was to be used for around 5 years by the U.S. Army but residents of Fort Ord and their guests later used it as a small dinner theatre. The building was eventually closed and later rediscovered by Phil Esparza, TAM faculty. Esparza and students worked on the building and eventually made it useable in late September of 1996. The building was a temporary arrangement and not part of the university's master plan. The building was never fully in compliance with all state and federal safety codes.

The decision to close the BBC was made by the CSUMB Foundation. The Foundation is an independent financial enterprise headed by CSUMB President Peter Smith. A student coalition angry about the closure quickly formed the day the announcement was made. The coalition, led by students Aaron Bileyu and Brandon Blomquist, felt it was not fair to decide the fate of the BBC without prior notice or negotiation with students. "Had there been some sort of dialogue beforehand, we would have known that the students would not allow closure of the BBC as an option," said Bileyu, "In my eyes, it's now up to the students, and the Black Box Cabaret coalition, to keep ourBBC, my box...my choice!"

According to Manager Tina Gularte, the BBC was closed for a number of reasons including the building's lack of ADA compliance, the need to be completely rewired and the need for major upgrades in the kitchen. "I think what it boils down to is that they cannot pour that much money into building 8," stated Gularte.

The building would eventually become too small for our rapidly growing university," said Beverly Wood, Associate VP of Campus Planning and Development, "The uses for the building are exceeding its physical constraints."

According to Wood, the university feels that is not fiscally sound enough to spend the estimated $350,000 cost of bringing the building up to code when it may soon be too small to accommodate the projected student body of 5,000 in the 2005 school year.

There is currently no replacement building or plans to build another BBC, but a planning group has been formed. Kevin Saunders of Campus Planning and Development is hoping a new facility plan will be developed in the very near future. "I understand the decision and I want to work quickly to fill that void," stated Saunders, "The new location needs to have a sense of permanency. It needs to have the atmosphere that the BBC created. It needs to be a place that works."

If you would like to be a part of the new planning group, contact Becky Rosenthal via firstclass@mbca.csun.edu

"My Box, My Choice!" was heard throughout campus late Thursday afternoon as a group known as the Coalition of Concerned CSUMB Students marched from the Bookstore to the Black Box Cabaret (also known as the BBC). The protest was in lieu of the February 21st announcement of the closure of the Black Box. The goal of the protesters was to voice their concerns to CSUMB President Peter Smith at his weekly mixer known as "Peter's Party".

Students started arriving at the library with drums, noisemakers and French baguettes around 5:30 to a light drizzle. A crowd of over 70 students marched and sang, "Keep your hands away, this is my box!" As they made their way through campus, more students joined the peaceful march.

As the protesters arrived at the Black Box, they were informed that President Smith would not be in attendance. The Outer realm tried to contact Smith via email and received a statement from News and Public Information Officer, Holly White. It read, "While people from the cabinet and several administrators did attend the rally, the evening belonged to the students. It was their chance to express their concerns. Protests and rallies are intended to provide an opportunity to air grievances and vent emotions. It is not generally the best time to attempt to problem solve as groups might do in a 'roundtable' type setting."

Although Smith was not at the protest, he was in attendance of the Foundation Board meeting along with members of the Cabinet and members of the Foundation. At that meeting it was decided that representatives from the Coalition to Save the BBC, the Residence Hall Association, Student Voice, the Cabinet, and the planning staff would meet the next day to start the process of finding solutions.

The Black Box was filled to capacity with protesters, students, staff, faculty, police officers and the media. Several people stood out in the rain and listened while the protesters spoke against the closure of the Black Box.

The speeches started out with student Brandon Blomquist discussing why they had organized. Several students and faculty spoke out against the closure of the BBC. "What we have here at the Black Box is a family, said student Domenic Manchester, "The students have spoken, save the freaking Black Box!"

The coalition believes that CSUMB is not supporting the wants and needs of its students. Faculty member Raymond Gonzales spoke passionately to the crowd about CSUMB and pride. "There's pride involved in this building, what you have here is principal, it's what they talk about in the vision," said Gonzales, "What we have here is an imperialistic presidency, Foundation and administration that does not walk the walk."

Phil Esparza echoed his words when he exclaimed, "This university exists for you!"

The rally ended peacefully as students prepared for the Thursday night BBC tradition, Open Mic.

The reactions to the rally were positive. "I wish to express my appreciation to the organizers and participants of last night's rally in support of the Black Box," said Campus Police Officer Joe Maltby via an email to open forum, "I attended the event and was very impressed with the approach and conduct of all participants."

Miguel Carillo (above left) donned fake teeth, a cheesy suit and a baguette for the protest. We are working on finding out why.

Photos by Robert DeLaRosa

The peaceful protesters braved the rain to express their outrage, banging kettle drums and singing the protest song, "My Box".

By Robert DeLaRosa
Referendum to Separate Student Voice Fees
by Sarah Hussain

Wednesday, March 15, in the CSUMB Dining Common, voting will take place on the Student Voice Fee Referendum. Currently, each student pays a mandatory materials, services, and facilities fee of $94 per year as part of tuition. $46 of this fee is then allocated to Student Voice through university accounts. If passed by a 2/3 vote, this referendum would allow the $46 Student Voice fee to be placed in a trust account, separate from the University’s general fund. In addition, the referendum would assist Student Voice in its goal to become incorporated.

If passed, the referendum will be sent to President Dr. Peter Smith and signed into place. Financial Director of Student Voice, Farah Hussain stated, “Dr. Smith has assured us, if the students pass the referendum, he’ll sign it.”

Student Voice is confident the referendum will pass as it does not increase or decrease student fees.

The Referendum to Unbundle Student Voice Fee recommendations are as follows:

1. The mandatory materials, services, and facilities fee should be reduced from $94 to $51 per academic year.
2. A mandatory Associated Students Body fee of $46 per academic year ($18 per semester) should be established to support the program and operations of the Associated Students of CSUMB also known as Student Voice.
3. The associated Students’ allocation should be held in a separate trust account that will allow funds to roll over at the end of each fiscal year.
4. The recommended modification of the fee structure should be effective with the 2000-2001 semester.

Prop 20: Remember the Spearhead concert here at CSUMB? Well that had to do with Prop 21, called, “Juvenile Crime.” Prop 21 allocates more money towards juvenile crimes. Among other things it will require adult trial for juveniles 14 or older charged with murder or certain sex offenses. Prop 21 also increases punishments for gang-related murder and indefinite life sentences for “home-invasion” robbery, intimidating witnesses, car jacking and drive-by shootings. This proposition would also get rid of informal probation for juveniles who have committed a felony.

Prop 22: Prop 22 is officially called, “Limit on Marriages,” but is commonly referred to as the Knight Initiative. This proposition is one of the most controversial on the ballot. It states that the only marriages to be recognized legally would be that of a man and a woman. A “yes” vote on 22 means you agree that only men and women may be legally recognized as a married couple. A “no” vote does not legalize same sex marriage in California, but if a same sex couple gets married somewhere outside of California where it is legal, a “yes” vote would mean their union would still not be legally recognized in California.

Prop 23: This proposition, called, “None of the Above” Ballot Option,” makes it so that California voters can choose “none of the above” instead of a specific candidate. The votes for “none of the above” will be counted and listed in the official election results but only votes for named candidates will count towards election results.

Remember, these are just some of the propositions you will vote be voting on March 7. There are twenty all together. Take some time to look into these propositions so you can decided what you think is right. Use your voice wisely and never forget: you can make a difference!

Y'all Otter be more Careful!
In the last edition of the Otter Realm, Greg Newhall was listed as the author of “Pick a career, any career.” The real author was Bonnie Burnell. In a similar vein, the review of American Beauty was not written by Jason Sanchez, but by Errol Rimando.

Your voice counts and pretty soon, you will be asked to use it. There are twenty propositions coming before California voters on the March 7, 2000 ballot. A current ad campaign says people should vote because there is no good excuse not to. Your opinion counts and if you don’t exercise your right to choose, someone else will speak for you. One voice may not seem like a lot in the often times confusing world of politics, but are you really willing to let someone else’s agenda and opinions become your own? When you don’t exercise the right to speak out, you are giving someone else the power to speak for you.

Feeling overwhelmed yet? It is not hard to imagine in the intricate and complex world of politics. But it is time. It is time to get educated and involved in the world around you. Just to help you out, here’s an overview of some of the twenty propositions coming up before California voters. Educate yourself and then make some decisions. It’s your right.

Your local library is a great source of political information. There are booklets breaking down the propositions one by one and giving other voter information as well. There are also several student political groups here on campus that can serve as a source of information. And the February 17-23 edition of the Coast Weekly breaks down the props and gives the paper’s opinion on each one. Finally the Internet can serve as a great resource! Make sure you get to legitimate sites and remember that some sites will be biased. Find out the facts first and then decide. Make sure you clearly understand what a “yes” or “no” vote would mean. Often the language used is somewhat confusing and takes some poring over to decipher. Ask for help! There are plenty of folks out there who are well informed and more than pleased to educate others. Talk to your friends about it. You might be surprised about how much they know, and if they are a little lost too, you can help educate each other. Voting is an important right and it is imperative that you respect and value this upcoming opportunity.

Some of the sites you could check out include:


California Secretary of State descriptions of the initiatives: http://www.sos.ca.gov/elections/elections_l.htm


Some of the propositions include:

Prop 13: The "Bond: Safe Drinking Water, Clean Water, Watershed Protection, and Flood Protection Bond Act" would provide a bond issue of $1,970,000,000 for, among other things, safe drinking water, protecting watersheds, encouraging recycling and conservation, flood protection and water reliability programs.

Prop 16: This $50,000,000 bond issue, called, "Bond: Veterans’ Homes Bond Act of 2000," would provide money to the Department of Veterans Affairs to design and construct Veteran care homes in California.

Prop 18 and Prop 19: Both of these propositions have to do with increasing the number of serious punishments for murder cases. Proposition 18, called "Muder: Special Circumstances," would make it a capital offense to murder someone after you, for example, kid-napped them or committed arson. There are several "special circumstances," including "hate" motivated crimes, in this proposition but basically it increases the amount of crimes that can be considered "capital" offenses.

Prop 19, called "Murder: BART and CSU Peace Officers," makes the punishment for mur­der in the second degree of a BART or CSU peace officer on duty a life sentence without the pos­sibility of parole.

Prop 21: Remember the Spearhead concert here at CSUMB? Well that had to do with Prop 21, called, "Juvenile Crime." Prop 21 allocates more money towards juvenile crimes. Among other things it will require adult trial for juveniles 14 or older charged with murder or certain sex offenses. Prop 21 also increases punishments for gang-related murder and indefinite life sentences for “home-invasion” robbery, intimidating witnesses, car jacking and drive-by shootings. This proposition would also get rid of informal probation for juveniles who have committed a felony.

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Props to Those who Vote
by Tracy Anne Burke

Y'all Otter be more Careful!
In the last edition of the Otter Realm, Greg Newhall was listed as the author of "Pick a career, any career." The real author was Bonnie Burnell. In a similar vein, the review of American Beauty was not written by Jason Sanchez, but by Errol Rimando.
Vote No On Proposition 22
In the March 7, 2000 California Primary

Proposition 22, the Limit on Marriage Initiative, would require the state of California to discriminate against same-sex couples legally married in other states by changing the present wording in the California Family Code to say "Only a marriage between a man and a woman is valid or recognized in California."

This Initiative is Divisive: Playing upon Prejudice, this initiative polarizes voters and is one in a series of similar initiatives that depend on prejudice to pass. When one group is attacked, all are more vulnerable. Insidiously, it intrudes upon families, setting members against one another in judgement of their lesbian and gay counterparts, and it attacks established gay and lesbian families.

It's Unfair: If passed, this initiative would contradict the written state mandate of equal protection for all groups and conflict with the federal Constitution's Full Faith and Credit laws. It would write unequal treatment for a specific group into California law.

And It Is Unnecessary: The California Family Code already defines marriage as a civil contract between a man and a woman, and same sex marriages are not performed in any state. If they ever are, California should recognize marriages honored in other states.

Join us in refusing to write bigotry and intolerance into California law. Vote No on Proposition 22!!
Men's Basketball Team Ends Season on a Bittersweet Note

by Chris Lee

The Otters 1999-2000 season came to a bittersweet end because they won their final home game vs. Bethany Bible College of Santa Cruz on February 19th, but lost the season finale to Menlo College of Menlo Park the next evening in an overtime thriller.

In the last home game of the season the Otters played with a high energy level and fed off the spirited home crowd to turn in a near flawless 1st half effort. The Otters shot well from the floor in the 1st half. Led by seniors Jon Breazeal, Will Chavarin, Matt Dalhamer, Noah Winters, and Taji Tirmazi, playing the final home game of their college careers, the Otters raced to a six-point halftime lead.

CSUMB proved to be very efficient on offense the entire evening, making most of their shots from the floor. On the defensive end, the Otters forced Bethany College into taking bad shots, and limited the Bruins second shot attempts holding them to few offensive rebounds.

The Bruins managed to stay relatively close on the Otters on the scoreboard in the 2nd half and made a run for the lead late.

Bethany came within one point of the Otters with less than a minute left in the game. Any chance of a Bruin comeback was halted when Matt Dalhamer nailed four crucial free throws in the game's final 30 seconds to preserve the win. Dalhamer, the Otters leading scorer had a team high 22 points, as he and his fellow seniors led an inspired CSUMB attack to the victory. (watch for a story on these super seniors in the next edition of the Otter Realm)

In the Otters final game of the 1999-2000 season they played and fought hard but ultimately came up just short of victory losing to Menlo College in overtime.

The Otters started the game hot and put Menlo behind early with a 17-2 run. The Bruins managed to recover from the early lapse to make the game close.

In the 2nd half the game tightened up and the two teams took turns exchanging the lead. As the game neared the end the Otters trailed by six points with 30 seconds left to play. Consecutive three point shots by CSUMB tied the game with under a minute to play. Jon Breazeal stole the ball late in the game and was fouled. He made both free throws, to give the Otters the lead. Menlo would not go away as they came down and tied the game. CSUMB had the ball and a chance to win with 1.7 seconds left, but they were whistled for a questionable five-second out of bounds call and the game went to overtime.

In the overtime session, the Otters turned the ball over and could not execute on offense. The Otters finished 1999-2000 campaign with an overall record of 9-19 and failed to qualify for the playoffs.

Women's Basketball Comes to an End

by Chris Lee

The Lady Otters brought their 1999-2000 season to an end with a loss to Menlo College on February 19th. The Lady Otters however, did win their final home game the previous evening vs. Bethany Bible College by eleven points.

In their last home game of the season, CSUMB had only seven players available for the game, which wasn't bad considering Bethany only had six players available for the game. Bethany College was no match for the Lady Otters as they won easily. Led by Malia Johnson and Odessa Greggains, CSUMB controlled the game's pace throughout.

The Lady Bruins of Bethany never got closer than eleven points in the 2nd half. The Lady Otters encountered a healthy Menlo College team in the season finale.

The Lady Otter were eliminated from all post season play.
Proposed  50% Cut in CSU and UC Tuition
by Jason Sanchez

Senator Bruce McPherson announced his proposal to cut tuition fees in half, during a press release in the University Center on Feb 18.

Senate Bill 1450 is the piece of legislation Senator McPherson introduced. The bill would reallocate a total of $432 million to the California State University and the University of California.

The CSU would receive $181 million of that amount and CSU tuition fees would be cut in half from the average of $1,428 to $714.

McPherson believes Education should be one of California’s priorities. He proudly emphasized, “We have the best higher education system in the nation, and I intend to keep it that way.”

Senator McPherson represents the 15th Senate District, which includes Monterey, Santa Cruz, and San Benito Counties, and the southern portion of Santa Clara County.

This legislation would legally lower tuition costs in the CSU and UC. One of the main supports for this legislation is the fact that California has a surplus of money in its budget this year and is expected to have another surplus next year.

It is important to note that within the last ten years the tuition costs of the CSU and UC have doubled. In that time period, Financial Aid has also doubled.

In the press release, McPherson identified how he wanted to use the surplus. According to him, “It is only right that we use part of that money to lend a helping hand to those who would otherwise not be able to attend college.”

He talked about the dept that some students accumulate by graduation, and asked if that is really the way we want our college graduates to start out their careers.

Senator McPherson is very confident that Governor Gray Davis will support this legislation in the California state budget.

Most Students are welcoming any kind of tuition cuts, yet there are some students are apprehensive about the bill.

Richard Ingram, California State Student Association executive officer thinks it is a great idea, yet feels stand-offish. He sternly claimed, “There is no way it’s going to have long term budget support.”

Ingram identified that the allocation for the CSU may barely cover the CSU student population even after financial aid and loans are factored into the equation. With the projected growth of the CSU, funds may become tighter.

Some students are afraid that there won’t be enough money in the budget of California in the next few years to support the tuition cut. They are also concerned that without adequate funding University programs may be negatively affected.

Legislative Aide to Senator McPherson, James Jack pointed out that Governor Gray Davis is proposing a 6% increase in the allocation to the CSU and UC. It’ll help support the greater financial needs of these universities if legislation if passed.

Jack eased the concerns that CSU and UC may end up with less money in the long run. He identified a proposition that was passed. “Prop 99 says once an education funding reaches a certain level it can’t go below that level.”

If SB 1450 is passed tuition costs will be lowered without affecting current financial aid spending, so it appears that the CSU and UC will have tuition costs of ten years ago, and the financial aid benefits of today.

This legislation could take affect as early as July 1, 2000 if it is approved.

Spring Enrollment
by Theresa Mendoza

“This past fall, for the first time, we did not meet our target number of full-time equivalent (FTE) students. It’s essential that we get back on track with those FTE numbers,” said Dr. Peter Smith during his State of the University Address 2000.

According to Admissions and Records Director Beth Appenzeller, enrollment numbers for Spring 2000 currently stand at about 2500 students, with approximately 300 being first time CSUMB students. As posted on CSUMB’s homepage, Fall 1999 enrollment was at its highest at CSUMB with 2269 students.

“Our applicants for next Fall 2000 are up almost 30% over Fall 1999,” said Appenzeller.

Appenzeller also stated that many factors stand between Fall and Spring enrollment numbers. Where Fall is much more likely to attract first time freshmen, Spring is much more likely to attract transfer students. That’s where obstacles lie, providing for the needs of the average transfer student. From understanding CSUMB’s ULR guidelines to meeting pre-admission requirements, to finding suitable class times to fit the working hours of a transfer student, the needs of transfer students are often met with much difficulty or not met at all. CSUMB then becomes a frustrating institution to comprehend.

Attracting Fall freshmen students is also quite a challenge according to Christina Garcia, who is CSUMB’s Student Outreach Peer Advisor Coordinator within the tri-county area. “One of the main difficulties in the recruitment effort is the fact that the high schools that our program serves are too close to the University, and the majority of those high school students would rather go away to school, away from home,” said Garcia.

Garcia has seen some negative reactions by the students she has tried to recruit for CSUMB. Prospective students assume that the campus is directly by the beach, similar to UC Santa Cruz and UC Santa Barbara. According to CSUMB’s homepage, the beach is “about 10 minutes” from campus, which can lead to various assumptions on the actual physical location of the campus by those who have never visited CSUMB. Prospective students and parents are also often confused by the majors and CSUMB terminology and acronyms. Unlike traditional universities, General Ed’s are called ULRs. Terminology such as Human Communication, Capstones, and Major Proseminar just do not ring a bell. Most of all, the vacant buildings on and around campus create mixed feelings of safety. Insuring parents that safety will not be an issue for their student can at times be difficult because of certain parts of campus that appear unsafe and isolated.

Meeting the needs of CSUMB students appears to be the major reason why FTE enrollment goals have been a challenge to achieve. This issue was one of the major topics in Smith’s Address for 2000. In Smith’s Address, the development of alternative scheduling such as more evening classes, weekend courses, and distance learning programs, is one big issue that will be tackled this year. Also, the under-utilization of space will be closely monitored as class schedules for Fall 2000 are put together. Another is the management and planning of the physical space on campus. With more evening classes, weekend courses and new physical developments on campus, Smith hopes to increase FTE target goals each year.
Brew your own
by Steve Zmak

You can legally brew 100 gallons of beer each year. Do it on your stove top or a camping stove (rent one for $2.50/day at CSUMB Outdoor Recreation). Brew it in 5-gallon batches in 3 hours for less than $30 in ingredients. Only 4 ingredients are necessary to brew dozens of international beer styles (California common, or “steam beer,” is the only native U.S. style). Need I say more to convince you?

Buy a starter kit for about $90 which includes the ingredients for a 5-gallon batch. Get 7 gallons of water from the vending machines (reverse osmosis filtered water is best) at your nearest market. Add 6 pounds of malt extract to 2.5 gallons of water and bring to a boil. Add 1 ounce of hops and boil for 45 minutes. Add another ounce of hops and boil for another 15 minutes. Remove from heat, strain out hops, and pour contents into a 6-gallon food-grade bucket. Add enough water to create 5 gallons. Chill wort until temperature drops below 80 degrees Fahrenheit. Add yeast and shake well. Seal wort-filled bucket with lid fixed with an airlock that allows CO2 to escape but prevents outside air from getting in. The wort ferments for about a week, then is ready to bottle.

Like a caterpillar emerging from its cocoon as a delicious butterfly, the wort is now beer. To bottle, siphon the beer into another bucket leaving the sediment behind. Add .66 to .75 cups corn sugar dissolved in 1 cup of water and enough water to create 5 gallons. Siphon beer into bottles and cap. Wait what seems like a lifetime but is actually 4 weeks for carbonation and share with your friends.

Different beer styles are brewed by using the many varieties of each of the four ingredients from the many regions of the world in different combinations. Malt extract is a condensed form of barley that has been "mashed" to convert its starch into fermentable sugar. It contributes a sweet flavor. Advanced brewers make their own extract.

Hops added at the beginning of the boil bitter the beer. The more hops you add toward the beginning of your boil the more bitter your beer (India Pale Ale is the most bitter style). The hops added toward the end of the boil are for flavor.

Yeast comes in many strains designed for specific beer styles. It comes in dry form or liquid, and is divided into two categories: ale (ferments 1 week at 60 to 70 degrees Fahrenheit) and lager (ferments 3 to 4 weeks at 46 to 58 degrees Fahrenheit).

Water is the foundation, so if your water tastes bad, guess what... (Ford Ord well water, mm mm good).

There are only 2 critical things to remember when making beer. Number 1 is you can never be too clean. Clean everything thoroughly with a bleach-water solution, iodine-water solution, or by boiling, and thoroughly rinse away any sanitizing solution. Cleanliness is important because your yeast can react with unwanted bacteria and infect your beer. Infected beer won't make you sick but it tastes terrible.

Number 2 is if you do something wrong, "relax, don't worry, have a homebrew" (coined by Charlie Papazian, author of The Joy of Homebrewing). Just about anything you do wrong is fixable. And, "doing something wrong" is usually like accidentally adding white chocolate chips to your cookies instead of semisweet. Your beer will still taste great, it will just be different than how you intended.

Steve Zmak is a CSUMB staff member in University Advancement. He will be teaching a basic homebrewing course this summer through CSUMB Distributed Learning and Extended Education. Call for a free Homebrew Equipment and Supplies catalog: U of Brew, San Diego, CA, 800-863-9873; William's Brewing, San Leandro, CA, 800-759-6025; Brewers Resource, Camarillo, CA, 800-827-3983.

Although hops are a hemp they may be legally bought, sold, and grown. These Yakima Magnum hops are a hybrid variety grown in Washington.
Attention! Are you looking for some fun to help cure the doldrums? The Santa Cruz Beach Boardwalk is absolutely one of the best places to go and actually interact with your friends.

Offered at the Boardwalk is the "Get Out of the House Adventure Package" for $10. This is an all-inclusive value which includes one game of Sector 7 Laser Tag, one round of Buccaneer Bay mini-golf, one game of bowling (includes shoe rental and automatic scoring) at Surf Bowl, $5 in arcade tokens, two for one pool at Captain's Game Deck in Neptune's Kingdom, and two for one Cobra Virtual Reality, located in the Casino Fun Center with Sector 7 Laser Tag.

Boardwalk aficionado Tom Kane enjoys the fun with his two children, Kalen, 12 and Kaleena, 13. Kalen, a sixth grade student at Happy Valley School, said his family comes to the Boardwalk almost every weekend. The youngest Kane recently played a game of Cobra Virtual Reality and learned that the game is not for the queasy. He had to take a break for a few minutes after playing the game because all the spinning made his stomach slightly upset. "It is like being inside the game," he said, "it is fun".

The "high-tech hide and seek" known as Sector 7 Laser Tag game can be played by all ages and with large groups of people. Laser Tag is a game in which two teams shoot laser guns at the opposing team in order to score points. "It was like war without getting hurt," said Nicole Alexander, 14, "I shot a lot of men."

Another brave warrior Jessica Rudholm, a California State University Monterey Bay senior said the game was really fun. "It reminds me of futuristic tag and I always had a good time playing tag," stated Rudholm.

Most games last ten minutes, however the games can be shortened to five minutes if there are many people waiting to play.

After playing laser tag, golf, and spending all day bowling, the fun continues. The Boardwalk is open every day.

Danielle Gibson, 11 of Marina, appeared to be pleased with the strike she rolled with her pink bowling ball. It didn't appear that the ball would make it down the alley, but cheers erupted from people on all sides as every pin fell.

Jessica Riley, arcade operator at Cobra Virtual Reality said, "Most people don't realize the Boardwalk is open every day."

Cobra Virtual Reality and Sector 7 Laser Tag are located in the Casino Fun Center. Buccaneer Bay Mini Golf and the Captain's Game Deck, where you can play pool and air hockey, are located in Neptune's Kingdom. Both are located near the Boardwalk on Beach and Cliff Street in Santa Cruz.

The Boardwalk is open weekdays from 8:30 a.m. to 5 p.m., however Neptune's Kingdom and Casino Fun Center are open from 11 a.m. to 11 p.m. most days. Call for more information at (831) 426-7433 or go online at www.beachboardwalk.com.

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**Hurricane**

by Kyle Squyres

I'm glad that the story of Hurricane can finally be told. Without the happy Hollywood ending no studio wanted to touch the issue of improper, unjustly, and illegally imprisoning an innocent man. Now that Ruben "Hurricane" Carter is free and nationally recognized it seems that everyone wants to jump on his bandwagon. I wonder if he wonders where all these people were when he was locked in a cage, stripped of human dignity and freedom. I don't see people lining up to make a movie about Mumia's struggle with our injustice system. In any case, Hurricane has been made; the story has been told. It's my job to dissect how well the storytellers did.

Overall, I think this is a movie that every American should watch. It brings to light how easily our justice system can be manipulated to fit the needs of those with power. What is unfortunate about the way these film makers told the story is that they focused on one rogue cop who did everything necessary to lock up Hurricane. In reality it was an entire web of prosecutors, cops, lawyers, judges, witnesses and jurors who convicted him in a racially charged environment. The message is softened when we can blame one evil man for perpetrating these crimes and not the entire system which was responsible. The only other negative was the pacing of the early half of the movie. It was as slow as some of the human punching bags.

Ruben beat up in the ring. Denzel Washington deserves the Oscar nomination for Best Actor that he received. He brings out every bit of frustration and focused anger that an innocent man spending his years in prison would have. Without his superb portrayal this movie sinks like Titanic. Overall, though, this movie gets a thumbs up. Three out of five stars, add a little excitement throughout and it gets a 6.8 on my shake up the world scale. Wait for it to come out on video, but don't miss it there.

**VIDEO TO LOOK FOR:** Breakfast of Champions!
This is the best movie I've seen in years! If I would have seen it before I made my top ten list it would have found a spot in there somewhere and The Godfather II would be knocked back to number eleven. I'm going to tell you only two things about it. 1) It's based on a novel by Kurt Vonnegut Jr. and 2) WATCH IT!
To the Editor of the Otter Realm,

Reading the most recent edition of the Otter Realm (Feb. 16), it occurred to me that not having an English department is an article detailing the lack of skills in writing. Typos are to be expected in “news” articles but the total disregard for grammar is not. I would be embarrassed to show the Otter Realm to students at other universities.

I felt that almost all of the articles were poorly written or uninteresting, yet there was one that really stood out. Leon Smith’s article about the language requirement here at CSUMB was down right laughable and painful. That is, if you were able to wade through all the laughable and painful. That is, if you could comprehend the article. By the time I made it to the final paragraphs later he states that Japanese is no harder than Spanish. Isn’t Japan part of the Pacific Rim? I am by no means an expert on writing, I am also not on the Otter Realm staff, which is why I am able to get my subjective view. Either the writing has got to have a whole lot better or some people have got to go.

Matt Perluss

To the CSUMB Campus Community

Recently, the campus has experienced extreme lack of civility on e-mail and Open Forum. The targets have been people with disabilities in our community. I am deeply concerned by the blatant insensitivity demonstrated towards these members of our community.

Like many of you, I have very strong feelings about these acts and the issue of civility in general. Civility is everyone’s responsibility and any singular breach affects the entire campus and external community. The Cabinet commits to providing leadership in and responsibility for sustaining a culture of civility towards all of its campus members including persons with disabilities.

CSUMB strongly protects an individual’s right of free speech and the first amendment. In our community, this comes with a responsibility to practice speech that is constructive and respectful of others. While the intent of the speaker may not be to offend, we should be sensitive to how others receive our messages and aware of how our actions can affect the campus at large.

I am proud that as a member of Congress I was a sponsor of and advocate for the original Americans with Disabilities Act (ADA) bill. As President Clinton stated:

“If America is to continue to grow and prosper, if we are to lead the challenging global economy of the 21st century, we cannot afford to ignore the talents, energy, and creativity of the 54 million Americans with disabilities.”

Towards this end, CSUMB prohibits and actively discourages discrimination against people with physical, learning and mental disabilities. CSUMB is committed to providing equal access and reasonable accommodations for people with disabilities so that our campus can be a stronger and better place for all of its members. In this effort, we will continue to develop and coordinate our campus policies and procedures such as the Facilities Transition Plan. In addition, our newly established Disability Advisory Committee will play a key role as advisors in these activities.

At a time when our society defines people by categorical “identities,” people with disabilities come from all racial, gender, and socio-economic groups. There is a good chance that all of us may acquire a disability in our lifetime. What more powerful statement is there to illustrate our common humanity than the words of John Gardner who wrote,

“To speak of community implies some degree of wholeness. What we seek at every level is pluralism that achieves some kind of coherence, wholeness incorporating diversity. I do not think it is venturing beyond the truth to say that wholeness incorporating diversity is the transcendent goal of our time, the task for our generation.”

I believe that the CSUMB community shares this goal for all its members.

Sincerely,
President Peter Smith
Hello everybody! We have put together a report on our progress here in Ecuador. It has been a long and very interesting week, and we wish to share a little bit of our experiences so far. Freedá is writing a quick excerpt on how the real-life learning experiences are going for us students, Rhiannon is sending several excerpts from her rapidly growing journal, and Marc will be focusing on how the experiences are relating to his MLO's. We want to thank you all for the support and interest we have gratefully received, and please contact us through e-mail if you have any questions or suggestions.

Freedá Alida Burnstad-- (paraphrased by Marc)
Well, it's been over a week now and very intense. I have been able to watch as each student follows their learning styles. This first week has been crucial to understand the amount of input and structure that I as a teacher should impose. I have been following each student's progress through a weekly interview which I shall do throughout the experience. We have met great people and good connections this week, including a microbiologist interested in contributing to the program in the future, the son of a prominent politician, and the director of USAID-Ecuador, to name a few. It has been very exiting watching and evaluating the experience so far.

Rhiannon Gillespie-- Feb 6, Feb 9
Ecuador is a country rich with economic and political distress. I have noticed that unlike the people in the U.S., Ecuadorians are conscious of their economic and political structures with strong opinions on alternatives. It seems as though the general population of the U.S. is sheltered without opinion or knowledge. I have also noticed the military in fatigues on the streets with big machine guns driving around in pickup trucks. Here grafitti is legal. Unlike the U.S., the grafitti is a mirage of statements that portray political unrest. For example: Cae Jamil, y... (Mahuad–the ex-president-- falls, then what) Dolaramuer (dollarization equals death)
No seremos otro estrella en la bandera yanqui (We will not be another star on the U.S. flag)
Feb 10
I am starting to feel the stress of dollarization.
Last night we were robbed by the people who ran our hostel. They stole cameras, money, and most important, a passport. A couple of nights later my friends wallet almost got stolen. Thanks to another tourist noticing, we got it back. Generally in a country like this, an American is a target for wealth. But as time goes on, things are starting to get more and more aggressive.

Marc Holbik-- Here is a little example of stuff that real life learning provides. For my MLO's for Kathryn Poething, I have been able to get background information by reading the assigned books, while conversing with the director of USAID here in Ecuador. We talked about how USAID contracts northern NGO's (such as CARE) because they can deal with the formalized fiscal and project reports required by the governmental organization. CARE in turn contracts local NGO's. Also, when USAID stops funding a project, CARE can survive, in contrast to smaller NGO's who might have to call it quits when a big funder does. I will meet with her again tomorrow for a more in-depth talk. On Wednesday we start attending a three day service learning conference which I am really excited about. For my world communications class (Richard Harris) I found an excellent book written by Ecuadorians on the importance of and trends in communication. With that book and reading the newspapers, I learned about a banker from Guayaquil who stole tons of money, but because he owned the biggest local newspaper, he made the public believe it was the government's fault the money was gone and he led a protest of hundreds of people against the government. Later, another newspaper (owned by a rival bank) exposed his crimes and he is now on trial. A friend I met from the public university told me not to believe anything the papers say. Not suprising, when 6 families own over 50% of the media here in ecuador.

There is also a strong movement against privatization, which I will meet with her again tomorrow for a more in-depth talk. On Wednesday we start attending a three day service learning conference which I am really excited about. For my world communications class (Richard Harris) I found an excellent book written by Ecuadorians on the importance of and trends in communication. With that book and reading the newspapers, I learned about a banker from Guayaquil who stole tons of money, but because he owned the biggest local newspaper, he made the public believe it was the government's fault the money was gone and he led a protest of hundreds of people against the government. Later, another newspaper (owned by a rival bank) exposed his crimes and he is now on trial. A friend I met from the public university told me not to believe anything the papers say. Not suprising, when 6 families own over 50% of the media here in ecuador.

In order to asses our out of Vibrancy I have been implementing a wellness plan. It has kept me conscious of my health, and I think my beer belly is getting smaller too. Yesterday I hiked down into a lush extinct volcanic crater. It was beautiful! The hike out of it took about an hour of uphill switchback, and my lungs could sure feel the altitude (and all those cigarettes I smoked last semester).
CSUMB's Gospel Choir Sings Out

by Theresa Mendoza

CSUMB's gospel choir sang audiences to their feet Saturday Feb. 19 in the second annual National Naval Officer's Association (NNOA) Monterey Chapter, at King Hall Naval Postgraduate School.

The choir developed in spring of 1999 with six to eight people, directed by Music and Performing Arts (MPA) assistance professor of vocal and choir music, Paulette Gissendanner. Although the group held only three rehearsals this semester, this night's performance was the third in the last week and a half.

"I feel that the group is growing. It is an outlet in several ways for students seeking a multi-cultural experience in the area of music," said Gissendanner. She also stated that the new group has built a reputation for themselves just in the recent semesters.

The choir group began with a few selections for the crowd, then continued on with Gissendanner and senior Alice Thompson, who is an MPA vocal major, vocally leading the group through other selections.

The choir group members were junior Hiroko Inoue, seniors Naoko Yamamoto, Alice Thompson and Marisa Mercado, and staff Jackie Morales, and Tim Farber, Waymen Leinryston, Mary Buck Scannell, Sabrina Coetscher, freshman James Richard and pianist Carlos A. Tottress.

"We had three times to prepare for this so I feel a little nervous, but I think we can do it," said junior Japan-exchange student Inoue before their performance.

The goal of the concert was for NNOA to bring something to the community that would be uplifting and different. One purpose of the NNOA is to improve and identity minority problems within their community. The Monterey Chapter of NNOA is dedicated to helping students K-12 in achieving their educational goals through tutoring and financial aid. All profits from the concert are used as scholarship rewards to deserving seniors from Monterey Peninsula High School ranging from $500-$1500 each.

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Getting from Here to There: Making the Career Connection

Take it for a test drive...
Your career, that is!
by Bonnie Burnell

Buying a new or used car is a major purchase: a fair amount of cash up front, on-going expenses, insurance, upkeep, safety, etc. Generally, it is not something done impulsively. Most of us have some idea of what we look for in a car: reliability, style, good mileage, color, or size. Before the rubber hits the road, most people do some research about certain makes and models, compare prices, ask their friends and finally, take a few different models for a test drive.

Our careers are the same. Before jumping into something, it is a great idea to check it out first; take it for a test drive if possible. Is it something that will take us somewhere we want to go, are we comfortable in it, does it match our personality is it reliable, is it exciting and challenging? Do we hope to hang on to it for a few solid years or are we anxious to trade it in?

When deciding on a career direction, the first step is getting to know oneself. Once a direction seems to be mapped out, the next step is explore different careers and types; and discover which ones best match who you are.

There are several avenues to making this happen. The simplest is to talk to people. Arrange for an informational interview with someone in a job or career that you are considering. Ask questions about how they got there, what their days are like, what they like and dislike the most, what kind of future does this job have, what kinds of challenges and opportunities for future learning or any other questions you might have.

Attend career panels on campus or informational sessions about specific careers in the community. The panelists are usually people who have been successful in their careers and have a lot of insight and information that they are happy to share. Career Panels are a great start to learning more about a particular industry and meeting people in the career you are considering. You might even be able to set up an informational interview with one of the panelists!

Apply for a part-time job, internship, service learning experience, or co-op. On the job experience can't be beat. Just like getting into the car and finding out how it handles on a tight curve or in the rain, actual experience will tell you the most about whether or not a career is a good match for you. It is also invaluable in terms of your resume the more on-the-job experience you gain now, the more you have to offer employers after graduation.

The Office of Student Activities and Career Development can help you research careers. We have the Eureka Software that allows you to look up literally thousands of jobs, find out what the outlook is for the future, salary ranges and any kind of preparation or training required. It also can help you research graduate schools. We also have an incredible database called INFO USA that contains over 11 million current listings of companies and organizations and very detailed information about the size, location, financial standing, contact information of each company.

To use either of these programs, check out career listings, or just to get more information, drop by the Career Development office in Bldg. 44.

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This is the way departments at CSUMB handle the Capstone Project. The information was obtained on line via the campus home page. The SBS Senior Capstone is a highly individualized and intensive yearlong learning experience. During the yearlong experience, students carry out approved projects and/or research activities. The activities in each student’s proposal are customized to meet individual educational and career goals. In addition, the activities of the Capstone are augmented with complimentary readings from their Senior Reading Lab.

Explicit goals or learning outcomes are provided for the students based on their proposal. Aside from the explicit goals, the nature of the Capstone activity provides the opportunity for students to gain process-oriented skills. By successfully completing their Senior Capstone students will not just have acquired explicit knowledge about their field of study, but will have implicitly gained necessary real-life skills. Some of these skills include problem-solving, critical analysis, logical thinking, time management, and resourcefulness. Your presentation should clearly state each of the elements below. How much time you spend on each one will depend upon your particular project and your personal preferences after consultation with your advisor. You should go over your presentation with your advisor in advance to make sure you cover each element adequately. The total time of your presentation of elements 1-6 should be no more than 12 minutes.

1. State the general topic or subject on which your project focuses. In other words explain what your project is about;
2. Give a statement of your purpose or goal or state your research question. This may include a brief statement of why you have a personal interest in this topic;
3. Explain your theoretical or conceptual framework;
4. Describe your methodology. In other words, how did you go about conducting your research? Be specific about the actual things you did to acquire, assess and analyze your evidence;
5. Explain what you found and what conclusions you have drawn;
6. State why you think your findings and conclusions are important additions to our knowledge within the Social and Behavioral Sciences.
7. Graciously accept applause;
8. Answer any questions;
9. Sit down.

The ESSP senior capstone experience is designed to give students an opportunity to further develop and demonstrate their ability to analyze in depth how an integrated ESSP approach can address current environmental issues. It should combine rigorous scientific analysis, proficient use of technological tools, and careful consideration of environmental economic and policy mandates. It should also provide students the opportunity to explore potential career options before making commitment to a specific career position or graduate program. The HCOM Senior Capstone project is one that answers a question, solves a problem, or addresses a topic that is too broad or complex to be dealt with adequately by a single discipline or profession, by integrating the disciplines to construct a more complex understanding of the issue as a whole.

The HCOM Senior Capstone is the opportunity for the Graduating Senior to design, produce, and present a project that rouses her or his curiosity and creativity. Through this project, the student demonstrates depth of knowledge and integrative skills. Capstone projects must demonstrate complex and integrated transdisciplinary knowledge, understanding, and application to the topic of choice. Students integrate 3 MLOs of choice (one must be the Research MLO) into the Capstone Project.

The Senior Capstone Project provides a forum where students present their projects to the public as a means of fostering communal participation and awareness. Capstone projects will be presented in a final public forum: once to the class and guests at end of semester, and again, campus-wide, prior to graduation.

Language Requirement
by Pat Kuhl

CSU Monterey Bay subjects its students to rigorous schooling through the outcome based system. Outcome based education is one of the many unique qualities of CSUMB. In our multicultural community, we communicate in many different forms but the most binding is language. Language is one thing that separates us from animals, just as the language requirement separates CSUMB from other Universities. But is this second language really necessary? The arguments for and against the foreign language requirement both have valid points.

Within each major there are various pathways to choose from. However, regardless of your major, you are still held to the general education requirements as documented by Title 5 of the California State University system. All CSUMB students are also required to complete the Graduation Learning Outcomes or GLO’s, which are sometimes associated with the general education package. But contrary to belief, the GLO’s are different from general education. While our general education requirements, or ULR’s, are all applicable to other school’s general education requirements, the GLO’s are unique to CSUMB. The Graduation Learning Requirements consist of Technology and Information, Culture and Equity, Service Learning, and Language.

Every University has graduation requirements but many students believe that ours are too intensive. At the stem of this controversy is the language requirement. In order to receive a degree from CSUMB, you must show competency in a second language through the fourth level. Transfer students with over 56 units are required to show competency through the third level. Either way, this equates to three or four years of foreign language comprehension.

Valid arguments are being made against the language requirement at CSUMB. Various majors, such as CST and ESSP are making the argument that they learn second forms of communication through their major requirements. ESSP major Paul Chua claims, "I have to learn a universal language, Math, through like the fourth level." CST majors, like Phil Carrillo who says, “The computer programming I learn in my CST classes can be used to communicate just like any other language, make similar arguments. For example, C++ is just like a foreign language. Our communication just isn't as old and probably gets phased out faster than most foreign languages like, say, Spanish. But I only give Spanish about 10 more years before it gets upgraded.” Another downside to the language requirement at CSUMB is lack of language options. If you wanted to take a language CSUMB doesn’t offer, you go to another school like MPC or Hartnell. Another interesting fact is that most majors require students to complete three classes for their concentration, while they are held to four classes of foreign language. Students practically earn a concentration in foreign language as well.

However, not every student is disgruntled with the language requirement. Some students are embracing their love for language, as it is very appropriate in such a multicultural community as CSUMB. Levi Hanzel-Sello, a Liberal Studies major exclaims, “As a teacher, in California especially, I think my Spanish will play an important role in my communication with students and their parents.” The language of choice appears to be Spanish, with about 10 to 15 different sections offered each semester. Other languages offered at CSUMB include Japanese, American Sign Language, Chinese, Italian, and Spanish.

While not all CSUMB students like the idea of learning a foreign language, all are required to do so. Unless they can convince the CSU Chancellor Charles B. Reed otherwise, they’re going to have to learn a second language, like it or not.
What's Up This Week

March 2
What: Jazz Summit, featuring Art Davis, John Purcell, Hamiet Bluiett, and MPA Faculty.
When: 6:00-8:00 pm
Where: Music Hall, Bldg 30
Parking and Admission Free

March 11
What: Spring into Action: Spring Leadership Conference
When: 8:00-9:30AM
Where: University Center, building 59
Cost: $55 for CSUMB students, $55 for community college students, $95 for non-students
This is a leadership conference for CSUMB students designed to build skills in public speaking, facilitation and consensus building. Lunch, breakfast and a T-shirt are included.
For more information: Please contact Bonnie Burnett at 582-3465

March 13, May 6
What: Call for Papers: California State University Graduate Student Conference
When: May 6, 2000
Where: Cal State Los Angeles
All CSU grad students invited. Double-spaced pages in 12-pt. font papers on any type of English studies will be considered, including literature, critical theory, and composition/rhetoric. Submit two blind copies, with your name appearing only on a cover sheet and essay title, your mailing address, email, phone number, and institutional affiliation.
Deadline for submission: March 13, 2000
SEND SUBMISSIONS TO:
Graduate Conference Committee
Department of English
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90632-6060
For more information: Contact Mary Ann Nichols at (323) 342-2410 or marnichapacabell.net for registration materials.

March 21
What: Harpsichordist Igor Kipnis
When: 10:30 AM-12:00 PM
Where: Music Hall, Bldg 30
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To live in the Barrio is to know that you are different. That because of who you are you will always be more than less. A part of something more.

To be from the barrio is to be bused to another school. Because yours is already too full. And to have the other kids look at you as if you're from another world.

Who are you? I reply, with strong emphasis on "American." Just like my father taught me, "No silly," they reply giggling, "What are you?"

Being from the barrio you get that a lot. Or to tell someone you're from the east side of Salinas, and they go "Oh that's nice" as their face drops. Or they ask "Have you ever seen anyone shot?"

Are you part of a gang? "What do you claim?" I sit there in my shirt and tie and my all-American good looks and reply to them yes, yes, and no.

To be from the barrio is to be ashamed of where you live that you have your after school chess club drop you off at the neighborhood park so they won't know where you are from.

And after classes in college your friend Jesus gives you a ride home. And every time you cross the line he mutters "We are in the east side now." And his mood changes so does yours.

In the barrio, you find good and bad. Sometimes you can't tell the difference. So you learn to identify what is real, and what is real in the barrio.

Like what is real, is that you don't feel good. When you see a cop, "Serve and protect," that's what the sign says, but in the barrio you learn to read between the lines, lines you know not to cross.

Even my mother knows this lesson, "Mijo, be careful with all that Chicano stuff, Don't you know I had a tio in Texas who disappeared because he was trying to change things. It was a licea place you know."

To be part of the barrio is to survive. Is to live. Is to die. Knowing you can never escape the barrio of your mind...

Too young
You shouldn't
Too poor
You can't
Too brown
You won't
Too stupid
You never will...

Amount to anything