

Century
College's

NEW

Vice
President



Joyce Coleman

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Come to the News Room W1340
if you would like to become a part of our staff!

Woody Is Hiding Again!

Help us Find Woody!

Woody is hiding somewhere in the magazine. If you find him, send The Century Times an email to be entered into a drawing to win a prize!

Email should include:

- your name
- page number
- location of Woody



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Photo Taken By:
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The Medallion Clue # 1

Ker Moua | Lead Copy Editor

The TCT medallion has disappeared!
Help us find our lost medallion and
receive a reward!

The TCT Medallion Hunt Rules:

Must be a Century College Student

Faculty members are exempt from finding the medallion.

The medallion can be located on either campus.

No destruction of school property is allowed.

The Medallion must be brought to the TCT Office room W1340 and handed to a TCT staff member.

The reward may not be given at the time of delivery but you will receive your reward.

Let the hunt begin!



The Century Times Medallion has a new look.

Photo Credit: Ker Moua

Clue # 1

With limbs and feet
With arms and hands
Our little medallion
Has run off once again!

To the outskirts of the woods
To the lowest of pools
But with winter here and spring near
Our friend is wary of cold

So put away that coat, the hat
The mittens, the gloves
And focus your eyes
Gather your wits, your thoughts

For Junior is sneaky you see
Observing as you stand near by
Snickering while you walk
Still, it cannot stay lost forever
So on Facebook, come noon
Another day, another clue
Until the medallion is found anew
A reward awaits the lucky winner!

13 Executive Orders in the First 11 Days: Century Weighs in on the Latest

Paul John Hemann | Staff Writer

President Donald John Trump has, since the time of taking the oath of office, begun making good on the promises he had made during his campaign. The very first of was an official document signed after his inauguration ceremony on January 20th.

With the guided scribbling of a pen, President Trump waved the Affordable Care Act, commonly referred to as “Obama Care” with an executive order. Twelve more of these executive orders followed within the next week and a half. Each one had something to do with the fantastic promises he made on the campaign trail.

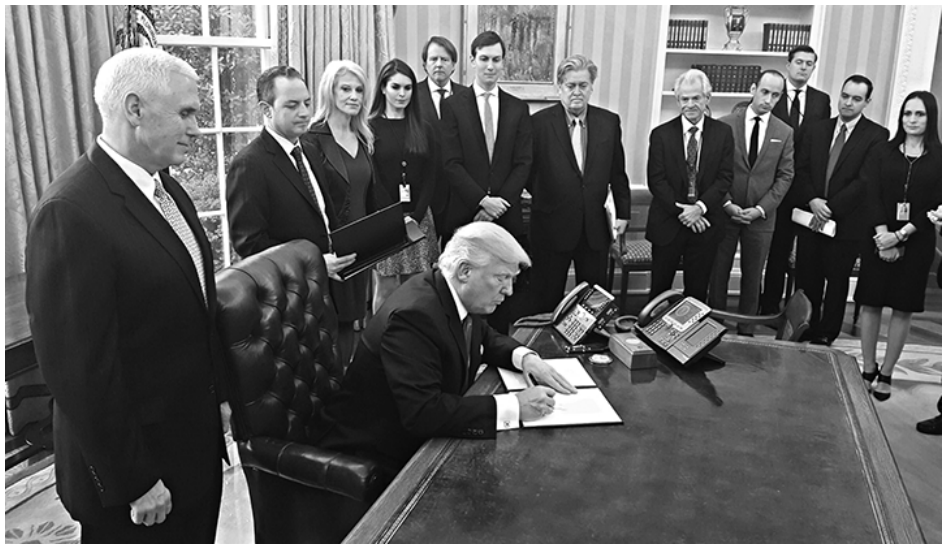
An executive order is a legally binding demand that can, for the most part, bypass Congress. The U.S. Constitution gives allowance for this in Article II where it states that the executive branch of the government has a duty to ensure the other branches are executing the law as described in the rest of the constitution.

Every President since George Washington has used over 13,000 wordy proclamations stating how the constitution supports their specific executive order. These executive orders can also overrule the executive orders of previous presidents.

One of Century’s student athletes, Carson Deal, discloses that he voted for President Trump because “he stands for change, and people want change”.

Lauren Said-Moorhouse of CNN.com reported that the last three executive orders sign by President Trump dealt directly with immigration and more specifically the prevention thereof. These deal with:

- 1.) Deportation and demands of tighter laws and increased enforcement with 10,000 more enforcers.
- 2.) The demand of immediate construction of a wall (or wall-like structure - i.e. fence) along the southern border as well as 5,000 more detention facilities.
- 3.) The immediate ban of citizens of Iraq, Syria, Iran, Libya, Somalia, Sudan, and Yemen from entering America for the next 90 days and the 4 month suspension of the current U.S. refugee program.



Credit: “Donald Trump signing executive orders” image by Karl-Ludwig Poggemann, used under CC BY 2.0

When asked about these policies, Carson Deal admits that he “really didn’t think the wall thing would work.” However, Deal affirms that these policies will “keep the country safer and he’s at least trying to keep terrorists out.”

In contrast to Deal’s view, another student, Moneh Smith immigrated from Liberia and has full, legal status. With compassion in her voice, Moneh laments that “immigrants are not coming to America to take advantage of the system, but they want to establish a better life for their families.” Moneh continues, “I don’t hate the guy, but he seems to be ignorant of immigration [altogether].”

Century College’s Chancellor, Steven Rosenstone, sent a mass email to the entire Century community Tuesday morning, January 31st in an attempt to ease anxiety over this issue.

In the email, Rosenstone states the Minnesota State’s Board of Trustees has long-standing and “enduring commitment to enhancing Minnesota’s quality of life by developing, and fostering, understanding and appreciation of a free and diverse society, and by providing equal opportunity for all its students and employees.”

Rosenstone includes that the board policy declares “no person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression.”

The Chancellor continues by emphasizing that “the state of Minnesota – its businesses, its industries, and its economic vitality – has long benefited from the scientific, cultural, and economic contributions

of international students, scholars, and immigrants from around the globe.” He finishes by writing, “It is critical that Minnesota remain steadfast in its commitment to recruit this talent to our state.”

Another Century student, Kenny Thao, happens to be an active service member of the United States military. As his Commander in Chief, Thao admits that he “doesn’t always agree with [Trump’s] decisions.”

Thao also knows first-hand what it means to be a refugee. In Thao’s early life, he found himself fleeing Laos to take refuge in Thailand before making his way to the USA and eventually serving in the Army Reserve.

“As a refugee myself,” Thao recalls of his war-torn nation, “I can relate to the refugees and what they are trying to get away from.”

On that same day, Century’s Interim President Patrick Opatz also sent an announcement, two hours after Rosenstone’s, addressing the concern voiced by the student senate regarding the recent changes in the Federal Immigration Policy.

In his email, the Interim President insists that Century College’s stance has not changed in its commitment to provide a safe, welcoming, and inclusive environment for all of the students, including those who may be impacted by these recent changes.

Both the Chancellor and the Interim President of the college have not indicated whether there is a plan to make further statements or enact any college policy changes in response to Trump’s legislation. Neither has it been verbalized that Century will draw any type of line in the proverbial sand if federal law ever crosses campus policy.

Pumpin' Ducks Get Tough: Kickboxing and "Boot Camp" at Club's Core

Paul John Hemann | Staff Writer

The Pumping Ducks, Century's fitness club, has really taken shape since its birth – only six months ago.

The club consists of three days of intense physical training per week, tons of encouragement, respect, and high-fives. It is open to anyone who is up to getting in shape or simply looking to add more exercise to their routine.

The atmosphere within the club is very inviting and all-inclusive, and you feel welcomed from the moment you step in. The club "regulars" are true gentlemen and are extremely patient with you as you learn new techniques, form, and routine. Having said that; however, this club IS NOT for the half-hearted.

If it is not for you, there is no pressure. You will not be ridiculed or shamed in any way, and you will most likely be encouraged to come back. However, if you show up to work out, that is exactly what you will get. These guys do not mess around when it comes to fitness. They are, after all, a fitness club.

Jordan Zunker, one of the club's founders, grew up in a small town. By the time he was 19 years old, he found his way to Phuket, Thailand to study Martial Arts. Zunker then moved to Duluth, MN and continued his training in kickboxing and Muay Thai, a form of Martial Arts he learned in Thailand.

"I knew about three people in the whole town," Zunker remembers, "my Mui Thai coach inspired me and said 'you should go to school', so I did" he declares, as a matter-of-fact.

Jordan received an Associate's degree at Lake Superior College when he decided to come to Century to take some engineering classes. "That's when I met Joe in Dec. 2015" Zunker beams.

Joe Held is a student that worked at the connection with Zunker in 2015. The following summer, Held, Zunker, and Hoang Nguyen, a student worker in the Fitness Center, came up with the idea to start a club. They went before the Student Senate and gained approval.

About this time, the Fitness Center hired a brand-new lab assistant named Tory Vanschoyk. Tory jumped on-board, and the four were off-and-running with a new, official, Century club named "The Pumping Ducks."

Over the next few months, they built a routine and welcoming environment and the people began to come. Presently, the core group has grown to nearly ten men and women.

The Pumping Ducks are gearing up for the Tough Mudder Half, an intense race/obstacle course taking place July 15th in the Twin Cities. The PDs are trying to get as many people involved as they can and are advertising half-priced entry fees.

The Tough Mudder Half has limited space so, if interested, take a trip to the Fitness Center and speak with Vanschoyk to gain more information or take advantage of the half-priced entry fee.

Vanschoyk is also excited about a strong-man competition coming in April. So, keep your eye out for posters around campus in the next few weeks.

Due to conflicting schedules and facility space, the PDs are only focusing on lifting weights at present but intend to unleash the full power of boot camp and kickboxing when the weather warms.



Members of the Pumping Ducks fitness club pose for a photo at the Fitness Center, Room W1605-1610.

Photo Credit: Ramon Varela

Be sure to keep up on the latest updates and announcements at the PDs Facebook page: [FB.ME/PUMPINGDUCKS](https://fb.me/pumpingducks)

CONTACT THE PDs DIRECTLY
pumpingducks@gmail.com

Restrictions barred, the Pumping Ducks will meet:

MONDAY 2:00pm - 4:00pm – Weightlifting

WEDNESDAY 2:00pm – 4:00pm – Kickboxing (outside if weather permits)

FRIDAY 1:00pm – 2:00pm – Boot Camp (outside if weather permits)

(weightlifting only until weather warms)

The Everyday Student's Balancing Act

Tirzah Joy | Creative Writing Director

Drowning in homework, you, the diligent student, digs into the next essay before you.

"Gotta work, gotta work," you'll mumble to yourself.

A brief clear thought escapes, one line of thirty-four words constructing a sentence, then a vibration against your thigh breaks your concentration. The worry lines in your forehead deepen as your teeth clench into your bottom lip with your fingers retracting from the keyboard and into a fist.

"Hey babe, just wondering how you're doing. Text me later! Love you, bye!"

You love your partner, but they- every time you decide to start your homework- always text, or call. Though their little messages always seem to brighten your day.

Worse yet, another text follows: "Need you to come back to work ASAP, we need someone to close!"

Defeated, you grab your jacket and take one last look at the clear coherent sentence

on your document. A sigh escapes your lips as you tap "Save" and grab your work items, before heading out the door. Your footsteps make a nimble sound as you walk down the hallway, but they still rouse your family members who glower at you from whichever room you pass.

A grimace, held on your face, the guilt of another night spent not with them- nor the homework-but actual work. It pays the bills, keeps you surviving, but everyone swears that when they see you on the phone during work, that you're being lazy.

The truth of the matter is, sometimes, you need Facebook just to catch up with everyone in your life. You keep that phone next to you, ready to text whoever else you may have missed tonight. At the first sight of downtime, you pull that phone out and scroll down your feed- watching once close friends living their lives and feeling distant- almost numb. Everyone you know- living- but you slaving away.

A friend you messaged a week ago hasn't texted you back. They left you hanging, again. You once used to be close, used to share jokes in class or in the cafeteria. Now that they're done with college, it almost seems like they're done with you too.

Another friend hasn't even bothered to reply back, nor start up another conversation. But you know they have the power to. You would start up the conversation, but every time you'd be left wondering, what on earth to say.

Work- though you work so hard- it's the time when the weight of all the friendships and relationships gone awry falls upon your head. *What's wrong with me?* You mull over that question a bit, before a petrifying reminder settles in.

Oh no, that assignment was due tomorrow!

Like a snail, the clock ticks by slowly. Closing time couldn't come fast enough. When it does, you dash out the door, locking it behind you, run into the car, and drive home. By the time you get home, your eyes are heavy and you feel like death. You walk pass closed doors and hear the sound of family snoring.

Entering into your room, you sit back at your computer and start it up again. That project due tomorrow is still hanging in the air. Somehow, you muster enough energy to work on it some more, but find yourself going back to Facebook again. Your friends are offline, some catching up on sleep you'd die to have right now.



What a shame. Even the fast lane can be caught in a frame.

Photo Cred: Tirzah Joy.



Sleep, your brain sighs as eyelids close.

Sleep, until you have to wake up and repeat this over again. Maybe tomorrow you can regain balance.

Does that event sound similar to yours?

Here are some tips in order to keep friends while attending college and the job:

Make a schedule and set aside time for your loved ones, be it family or friends. For instance-why not try to text one person/call a person, you haven't talked to in a while, once every week. If something reminds you of a person, let them know. In other words, snap a pic, share a post.

Conversations should be consistent. However, be aware it's not frequency that matters, it's the content of your messages. If someone doesn't respond back right away, that's okay. Let them take their time, but if the recipient takes longer than 3 days to respond, it will show where you two stand in terms of friendships.

Sometimes it's better to leave certain situations alone and let that person deal with their own issues, that is if they don't normally talk to you. If they do, though, be aware that you should probably check in on them to make sure they're okay. Maybe surprise them with a spontaneous visit and gift.

Alex M, an engineering student, advises fellow students to at least once a month or every other week- try to connect with your friends face to face."

Another student, who wishes to remain anonymous also relates to those with online friendships, to "game with them, set up a time to Skype/ Facebook chat on both of your schedules."

When dining out with friends, play a game with them, put your phones face down on the table and whoever checks their phone first- has to either pay for the entire dinner or for drinks. This can lead to a good laugh, and perhaps may become a routine in your future.

Do not answer to work on your downtime, if you have scheduled the time for friends, honor that and avoid discussion topics relating to a big project you're working on at work or school. Often the workaholic can only bring up work in their conversations being that work is something that they believe brings true happiness and a sense of satisfaction.

Alyssa, a student going for her generals, sums this up nicely:

"Remember work for work; school for school; friends for friends."



1. Be attentive to the person who is speaking.

2. Distractions during the phone call, can often come across as though you're distant to the person who's expressing their concerns.

3. Talking about work can often make people fall asleep or cause them drift towards their phones while face to face.

4. Put the phone down, talk about something other than work, and listen attentively.

Comic credit: Kristy Dong

Issue of Elder Care Housing for LGBT

Lyn Kamrath | Contributing Writer

Aging in the United States is challenging to say at least. It is estimated that a shortage of housing for the elderly, age 65 or older, will peak within the next five years. The subculture of lesbian, gay, bisexual, or transgender (LGBT) population faces an even more daunting crisis of aging in the United States.

In “Home at the End of the Rainbow,” B. De Vries estimates that the current LGBT population over the age of 65 is at three million and could increase to four million by the year 2030. LGBT elders are challenged to find elder care housing that is safe and accepting of diversity.

After collecting data from scholarly journals, newspapers, and LGBT websites, I have determined that there are few elderly care communities that currently exists today that are designed to uphold the norms and values of the LGBT community. De Vries writes that the presence of gay and lesbian support and services are rare in North American senior centers. There is no evidence that our current institutions, geared towards the primary group, are prepared to provide the necessary services to the aging LGBT population.

LGBT elders still face discrimination in respect to elderly care housing and have few options when considering an elder care community. De Vries says options are limited to developing housing that nurtures the needs of LGBT or rendering existing housing LGBT friendly-what some have termed the “queering of elderly housing and care environment.”

De Vries says older gay men and lesbians who have struggled to openly acknowledge their sexual orientation often experience resocialization and end up having to go “back to the closet” when they begin to require healthcare services. An issue facing LGBT elders is whether to adopt a façade of legitimacy in order to fit in with the primary culture of elderly housing or live independently with its consequent risks.

LGBT Subculture

Accurate data about older LGBT lives is hard to come by and research is limited. Gabriel Arana in “Log Cabins and Lost Souls: Retirement can be Sweet for Well-Off LGBT Elders, but its Fraught with Perils for Most,” mentions that federal law requires eldercare institutions to report statistics on other groups of minority residents; they are not required, nor do they ask about sexual orientation.

LGBTs are often afraid of the service institutions that support the aging. Linnell Smith in “Gay Boomers are Wary of Homophobic Retirement Care,” mentions a 2006 study of gay and lesbian baby boomers by MetLife Mature Market Institute, more than a quarter of those surveyed were concerned about discrimination as they age, while less than half expressed strong confidence that health-care professions will treat them with “dignity and respect.” Arana says urban centers are usually the heart of gay culture, and the trend is for increasing demand to reside in retirement communities in urban centers.

Research and on-the-ground experience show that the LGBT older adults as a group are at high risk for severe social isolation according to Michael Adams in “An Intersectional Approach to Services and Care for LGBT Elders.” Queer seniors are more likely than their heterosexual peers to live alone; more likely

not to have children, or an extended family; more likely to be living in poverty according to Victoria Brownworth in “Looking After Our Lesbian Elders: Where will We Live (And How Can We Afford It?).” The relative absence of partners, adult children, and traditionally defined family members often results in thin social and care networks writes Adam.

In general, studies have found that for LGBT seniors a “chosen family” of friends and neighbors, including heterosexuals, supplements the biological family. In contradistinction to the value of a chosen family, one recent study found that LGBT seniors with close relations with their biological family were more depressed than those who did not maintain those relationships. Douglas Kimmel in “Lesbian, Gay, Bisexual, and Transgender Aging Concerns,” says the challenge for LGBT elders appears to be maintaining a positive chosen-family support network, replacing aging and deceased members with younger members, and excluding non-supportive biological family members.

Moreover, Adams writes that LGBT elders face heightened risk of financial insecurity in their later years due to historical inequalities in benefits like Social Security and lower retirement savings reflective of a lifetime of wage and benefits discrimination. They now face a new challenge; remaining openly gay in old age. For many aging gays and lesbians, the notions of senior housing or assisted living revive memories of the ostracism and prejudice they faced in high school. In fact, Smith says some worry old age may mean struggling to pass as heterosexual again.

Elder Care Facilities

A 2011 study conducted by six LGBT advocacy groups provides a snapshot of what life looks like in old age. Arana writes that in long-term care facilities, 43 percent of residents, relatives, and staff members reported that they had witnessed or experienced harassment based on perceived sexual orientation.

Current literature indicates that LGBT older adults desire services to support them as they age. At the same time, they fear the intolerance, ridicule, neglect, and sometimes even violence of the professionals and social institutions that provide these services. Laurie A. Carlson in “One Facility’s Experience Using the Community Readiness Model to Guide Services for Gay, Lesbian, Bisexual, and Transgender Older Adults,” says a majority of LGBT older adults in one qualitative study indicated that they feared the reception they would receive if they sought admission to a traditional long-term care facility.

Arana says according to a 2011 report from the National Academy of an Aging Society, less than one-third of elder care agencies offer gay-sensitivity training. Most nursing homes do not ask on their intake forms if a person has a same-sex partner. Worse, active discrimination drives some back into the closet.



Lyn Kamrath

Photo Credit: Ramon Varela

Arana mentions Robert Espinoza, a senior director for public policy and communications at SAGE stating, “You go from a life that is independent and with friends and open and proud and enter a space where you have to re-enter the closet.” This is a deeply troubling pattern, not only because it denies LGBT elders the opportunity to age in place, but also because evidence indicates that the long-term-care sector may be the least prepared to effectively address the needs of LGBT people with culturally competent care according to Adams.

Analysis

LGBT elderly housing is an issue as it affects over three million elderly LGBT and by outside factors that are not controlled by any one person, but by a society in whole. The heterosexual culture, or primary group, views this subculture of elderly LGBTs as non-existent. LGBTs are a subculture of the heterosexual elderly as they share similar parts of the primary group, but they do have different norms and values.

Our society does not ask about sexual orientation; therefore, it is perceived that it does not exist. The perception is that all elderly fall into the norms and values of socially accepted behavior. LGBT norms say it is okay to hold hands, affectionately hug, or have sexual relations with someone of the same sex. The values of LGBT affirm that it is acceptable for women to have very short hair and dress manly; for men to wear dresses and heels; that men or women can change their physical appearances to change their sexual orientation. The current housing for the elderly is not prepared to

acknowledge the altruistic lifestyle of the LGBT community.

LGBTs feel that the only way they can truly live their lifestyle of choice is to remain immersed with the LGBT community to avoid discrimination. As in any social economic group, those with financial means par better than those who struggle with financial means or lack financial stability. Those who have financial stability have access to nurturing elderly retirement communities and have strong family support. This is evident with the current LGBT elderly housing crisis.

There are few gay retirement communities that have been built. Those that have been built are in areas that have shown to be more accepting of the LGBT culture. They are expensive and exclude a large population of LGBTs. The remaining LGBTs most either stay in their homes and accept outside help that may not accept a gay lifestyle.

The elders may leave their homes where they have felt safe and accepted to be immersed in a culture that is not prepared for them, or go back into the closet and portray a “façade of legitimacy” to be accepted. The façade of legitimacy for elderly heterosexuals is that their norms, values, and beliefs are the only acceptable lifestyle, that a LGBT lifestyle is deviant and unacceptable. Therefore, an LGBT would have to give up their lifestyle, go back into the closet, live a false lifestyle, and accept resocialization in order to fit in and avoid discrimination.

Conclusion

Our current society is not prepared to handle a diverse aging population. We do not have the data to address the housing crisis for the LGBT community. As a society, we do not want to collect this data. By accurately collecting this data, we would then have to address the issue that there is a vast population of people who we do not want to acknowledge. We need to start extensive diversity training for all elderly housing communities and health care systems in regards to sexual orientation and gender identity.

My greatest concern is for the LGBT elderly, over age 70, that are now entering long term facilities. They will be facing the greatest discrimination from the primary heterosexual providers and residents of elderly communities as they have had little or no interaction in their lifetime with the LGBT community. Hopefully, our next generation of elderly will have more understanding, acceptance, and compassion for the LGBT community. If I could develop this research paper, I would like to implement policies to collect more and better data to provide more recent studies on LGBTs.

Dear Century College students,

It seems to me that a new atmosphere has come to our campus. Even though, the college had made public that its campus has a welcoming environment to all students, a percentage of students feel afraid and unwelcome. For this atmosphere to change we must create among students a sense of unity, understanding of others culture, and to see each other as one. It is important to focus in humanizing immigrants. For this to be possible, we have to learn from our past. The way US history is taught in some sense is wrong and has to change. The way people demonize immigrants lack the knowledge of the past and present. Other than Native Americans and Latinos, the rest of us immigrated to this continent. For the same reason as many refugees and others which is to have a better life and more opportunities. Let's make this ambiguous argument clear. When we hear politicians say that "Mexico is not sending their best" and the term "radical Islamic terrorism," it starts the demonization of a certain population. This kind of language fuels hatred and ignorance because all Latinos become Mexicans in the eyes of nationalist Americans and all Muslims become terrorists. We must see how each culture and ethnicity influence the way of US life. This melting pot (diversity) has made America great. Just imagine that in the 1600s, Native Americans referred to English settlers as not being their best from England. The first colonizers from Europe were not the winners in England. That is why they leave their land and everything they own to survive in another territory. Being the losers of England does not mean an insult to them. Rather it is something beautiful because they stood up and emigrated to a new land and for that reason they created (although through indigenous genocide) this country. Our history is beautiful, but it is more beautiful when people from south of this artificial border add to it (people from Guatemala, El Salvador, Honduras, Mexico, the Caribbean, and South America).

About the statement "radical Islamic terrorism," it seems that Nationalists forget about the home-grown terrorist that bombed abortion clinics in the 1990s. They forget about the mass shootings (all of them US-born citizens). The ban on seven middle-eastern countries is unconstitutional and thanks to the courts, now is blocked. Nationalists forget that the main hijackers during the September 11 attack in New York were Saudi Arabian born. Due to a few Muslims, an entire religion is punished. The actions taken by American-born terrorists do not label all Americans as "radical terrorists." Once again, the language in use in the political arena creates the rise of hatred and ignorance.

Let's make clear that Native Americans are the rightful owners to this land and yet, they are the most repressed minority in the US. Other than the Native Americans, Latinos are the second owners to this land because they are the creation of a mix-blood between Indigenous and European settlers.

The recent actions taking by the present administration on immigration has shown a big misunderstanding on how America is seen abroad. Demonizing people, in this case Muslims and Undocumented Immigrants, is a big remainder that history repeats itself. The hard language used today has been used in the past from the 1930s to 1960s, and even to the 2000s. It is clear that is up to us, the new generation, to come up with a solution in order to change these actions against minorities. A change in the perspective on how to see history can help us to create an inclusive and diverse country.

And the list goes on, but the purpose of this open letter is to create unity among students from different cultures and ethnicity. We can differ in many norms and values, but at the end we are nourished by the same important concept of all humanity which is "family."

In order to unite people, we must start changing the way we see our past and how we teach history. Moving forward, it is important to interact with others. After Trump's announcement of his executive orders on immigration and the Muslim ban, entire communities started to worry about the future. Fortunately part of the US society brighten and began to protest these actions. That was amazing to see and it made us feel that we still have people favoring a diverse US. They come out and talk about their feelings.

I am a student here at Century. I am a Mexican. I am an American. I am an immigrant. I am a Hispanic. This cannot be changed by putting a wall on the border, or a ban on seven predominantly Muslim countries. Students here at Century will stand up too. We will show our nation and politicians that we are bigger than their agenda. Please, if you are one of our immigrant allies, you can help our fellow immigrant scholars by talking to them and by let them know that they are welcome here. Adding that as students, we must share our stories and our connections as humans. We, students at Century, are always and will stand together, regardless of political ideology or the color of skin. Unity will be our present and future. I believe that unity can impact our planet in a better way.

Please, connect, and share with an immigrant (undocumented, refugee, or international student).

Sincerely,

Leonel Mejia

"Build bridges not walls"

EXPRESS ENGLISH EXPRESS ENGLISH EXPRESS ENGLISH EXPRESS ENGLISH EXPRESS ENGLISH



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Hope for Tomorrow: The Opioid Overdose Epidemic in Minnesota

Jacquelyn Schlee | Contributing Writer

Opiate overdoses are not an uncommon occurrence in Minnesota. According to Brent Palm at 5 Eyewitness News, in October 2016, Anoka County saw six overdoses in the span of twelve hours; two resulted in deaths. The day before Anoka County's overdoses, Jennie Lissarrague, also at 5 Eyewitness News, mentioned the city of Bloomington had three overdoses. The seven-county metro area has been the hardest hit, but greater Minnesota is catching up quickly.

According to the Minnesota Department of Health, in the year 2000 there were 23 deaths in the state related to opioid use (including both prescription drugs and heroin), whereas in 2015 there were 216. There are many causes and effects to explore to see if there is hope for tomorrow in Minnesota.

One of the causes of the increase of opiate overdoses in Minnesota has to do with prescribed drugs like OxyContin, Vicodin, and Morphine.

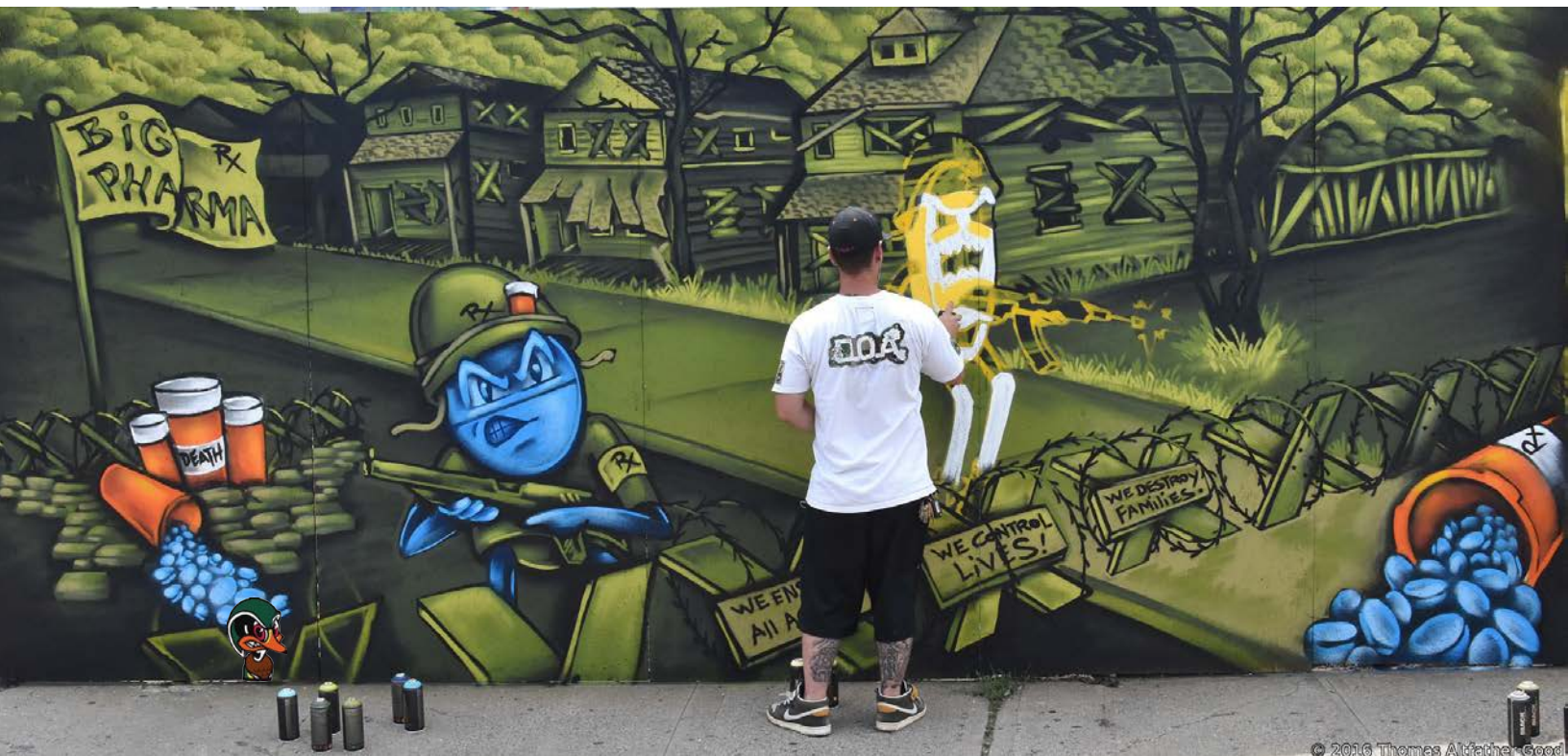
In 1996, the manufacturer of OxyContin, Purdue, spent thousands of dollars convincing doctors that their drug was not habit forming and the prime treatment for patients with chronic pain. Until this time, doctors were very hesitant on prescribing opiate medications for long periods of time. Doctors had known previously that opiates were habit

forming.

In the 2012 Youtube video, "OxyContin Poster Children 15 Years Later," Andrew Kolodny, says Purdue Pharma decided to do their very own study with six different patients and their experience with OxyContin to promote their drug. At first, the patients described how they got their life back after chronic pain. Two years later, Purdue followed up with those same patients and showed how all of them had a better life. This is where their study ended.

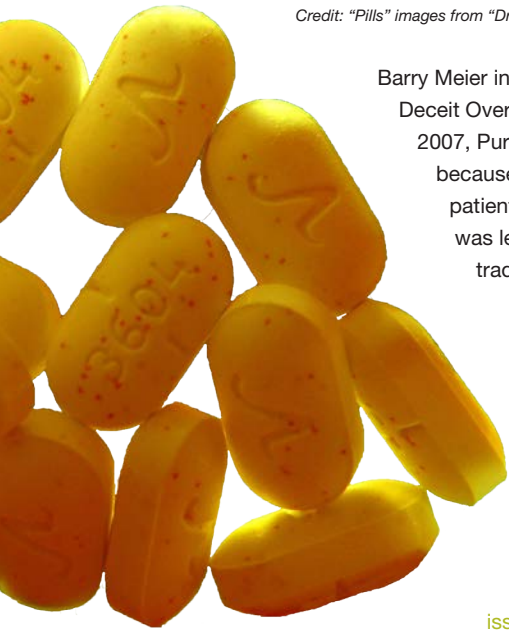
Kolodny says that had Purdue continued the study, they would have found that in 15 years, at least one of their patients was dead after falling asleep behind the wheel; others had lost their life savings, homes, jobs, and one was found dead after struggling with addiction to opiates.

Purdue's patients had developed a tolerance to the opiate medication and needed stronger doses in order to get the same relief. Purdue's gross misrepresentation and misinformation about what their drug was capable of was one of the beginnings of the opioid overdose epidemic.



A muralist named PREZ paints a mural on the opioid epidemic.

Credit: "Pills (Wide Angle View)" image by Thomas Alfater Good, used under CC BY-ND 2.0.



Barry Meier in "Narcotic Maker Guilty of Deceit Over Marketing" wrote that in 2007, Purdue Pharma pleaded guilty because Purdue "misled doctors and patients when it claimed the drug was less likely to be abused than traditional narcotics."

Purdue's campaign had a lasting effect on society. Due to the misinformation given by Purdue, doctors started prescribing opioids at record rates. **In the year 2000, there were 43.8 million opiate prescriptions issued. Currently, there are around 260 million prescriptions for opiates written every year.** According

to Ben Haggerty in the YouTube video, "Prescription for Change: Ending America's Opioid Crisis," that is "enough to give every adult American a bottle of pills" and also almost a 500 percent increase in fifteen years.

In the Kolodny's video documentary, it showed a parallel increase of the number of opioid overdoses and the amount of sales of opiate prescriptions. These prescriptions cause addiction to opiates to skyrocket, thereby causing increases in overdoses and deaths related to opioids. Minnesota saw an increase of opioid overdoses in the past fifteen years of 839 percent, thanks in part to Purdue Pharma's campaign.

Recently, many states have legalized medical cannabis in the hopes of reducing the number of opiates prescribed. Sharon Begley, in an article from STAT news, states that **"about 3 out of 5 opioid overdoses occur in people with legitimate prescriptions for pain pills."** Imagine if those people switched to medical cannabis.

The same article references a study by Marcus A. Bachhuber from the Journal of the American Medical Association stating that thirteen states that had medical cannabis legal before 2010 had seen a 25 percent decrease in opiate deaths.

Minnesota has recently added Post Traumatic Stress Disorder (PTSD) to the short list of conditions that can receive medical cannabis (Medical Cannabis.). Chronic pain is not on the list, unless it comes with cancer or a terminal illness where you have a year or less to live. Which begs the question, what are we waiting for? Minnesota can implement a proven non-traditional therapy for pain and decrease the number of opioid overdoses.

One of the most devastating causes of this epidemic is that users feel they cannot stop. If they do, treatment will not be available.

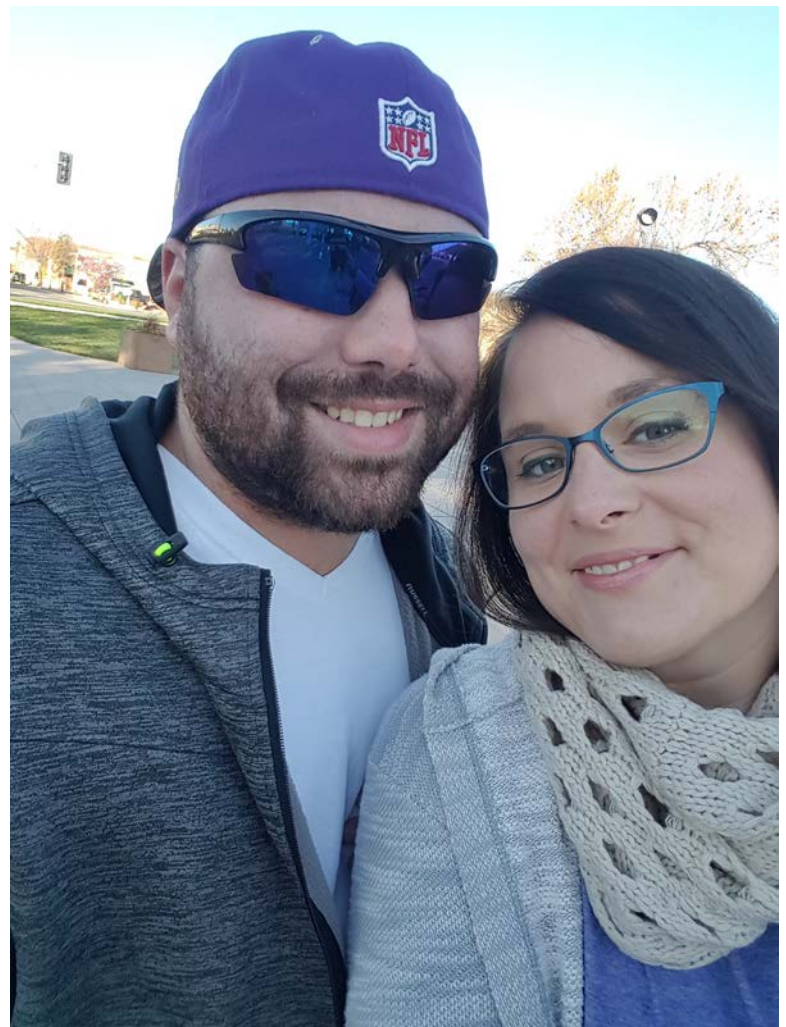
In the Haggerty's documentary, it states that one in ten people with an addiction will actually get treatment. Many believe that this is related to the stigma of being an addict. In society, today, there is a mentality of shaming people for their addiction rather than seeing it as a disease that can be treated.

treatment facility. **In the Minneapolis area, most treatment facilities have a wait list of at least a month to get in and get help.** Help needs to be available when the person asks for it, because that is when it will be most successful.

Longer treatment times for opiate addiction is another approach that is coming out of the opiate epidemic. Many insurance companies will only approve four weeks of treatment for those seeking help.

The problem lies in the number of treatment facilities available for those that need help, and the willingness of the insurance companies to pay for said treatment. Legislators are seeing the benefit of having a long-term treatment facility available when people decide they need help.

The startling causes of not only Minnesota's epidemic, but the whole nation's epidemic with opiates, are starting to be realized. The Surgeon General lays out much of what is already discussed here: prevention, treatment, access, etc. **Treatment needs to be available to those that want it at the time they need it, not six months later.** The opioid overdose epidemic can be slowed and possibly reversed if we start looking at people as having a disease and stop focusing on addiction being a crime. Slowly, reversing the damage that has been done over the past twenty years can give us a hope for tomorrow.



Jacquelyn's fiancée Dustin, inspires her to go back to school to help people with addiction.

Credit: Image courtesy of Jacquelyn Schlee

The fact of the matter is that there are often long waits to get into any

Timeless Beauty: A Hair and Makeup Show

Sarah Knieff | Staff Writer

Last month, Century's own cosmetology students along with high school students from Minnesota showcased their designs of hair and makeup at the Timeless Beauty Hair and Makeup Show. The event was put together by SkillsUSA, chapters of Century College and Northeast Metro 916, as a team effort where all proceeds went to the SkillsUSA students in the competition.

A quote from the SkillsUSA.com website states, "SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel." The partnership with Century College and high schools around the state for the fashion show was to help students get experience in the field that they want to go in; this time it was around hair, makeup, and fashion.

The theme of the event was fashion through the decades to show how beauty has changed over time as well as what has stuck around. The show was a mixture of a history lesson and catwalk, where the models wore what their designers came up with for their specific decade.

North St. Paul High School senior Hollee Towner was one of the designers for the show. She chose the fifties to showcase on her model Bailey Haider. While interviewing Towner, she explained why she chose the fifties saying, "Honestly, I thought it was going to be the easiest one to do, which turned out not to be as easy as I thought it was going to be." However, Towner persevered through the creative struggles and came up with her design of tight curls with a big red bow headband.



Designer Hollee Towner with Model Bailey Haider Photo Credit: Sarah Knieff

Towner would like to go to Aveda Institute Minneapolis to study makeup. She can take this great skill of continuing to the finish line even when times get tough to help for college next year or the following.

SkillsUSA continues to help students be well prepared for entering the workforce, while fashion keeps on changing through time. Who knows what the new fashion trends will be in the future, maybe metallic fabric will make a comeback, or even bell bottoms? We all will just have to wait and see!



Members of the fashion show pose for a shot.

Photo Credit: Ramon Varela

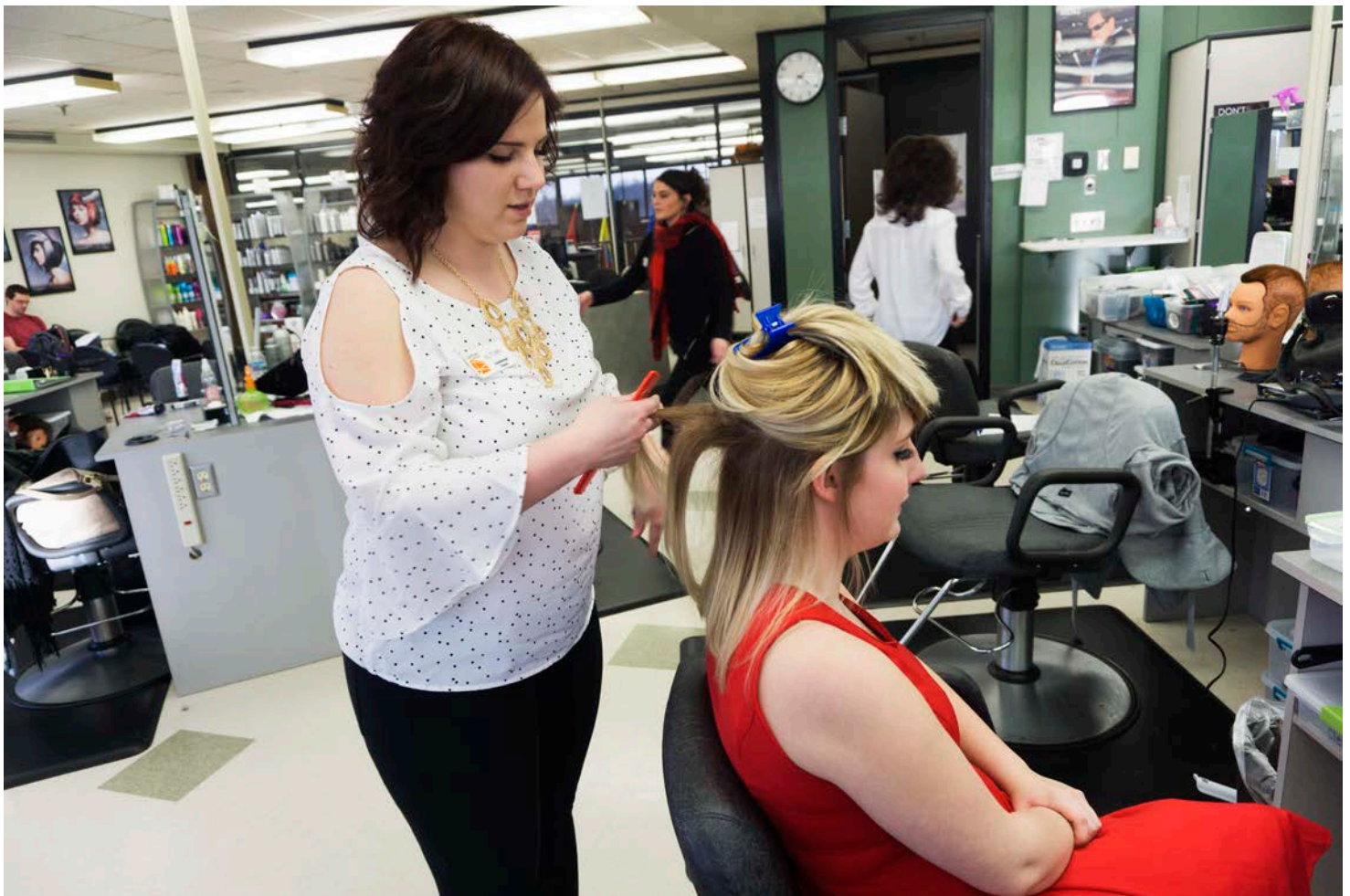
Timeless Fashion, Perpetual Achievement

David Kjeldahl | Staff Writer

Ramon Varela | Photographer

Every year, the cosmetology students start preparing for the show early in Fall semester. The SkillsUSA chapter at Century College collaborates with the 916 program to produce the event. The fashion show is completely student run; they choose a theme, organize the event, prepare their styles, and finally host the event! Alumni of the cosmetology program are also involved, and the proceeds are used as a fundraiser to support cosmetology student attend events such as SkillsUSA leadership programs.

This year, Maddy Hovorka became a SkillsUSA state officer. Maddy comes from a long line of success stories. Since the charter was founded at Century almost a decade ago, students from the cosmetology department have consistently established themselves as state officers. For such a relatively small program have such a consistent presence at the state level is truly a testament to the passion and dedication of the students and staff involved. Sporting timeless hairstyles, the program looks like it'll be showing off for years to come.



Century College's New Vice President: Joyce Coleman

Vladimir Cruz | Editor-in-Chief



Photo credit: Vladimir Cruz

The search for the Vice President has ended. **Joyce Coleman has officially started on January 23, 2017**, as the Vice President of Enrollment Management and Student Services.

Joyce Coleman has tremendous amount of experience in higher education. Coleman went to Sam Houston State University in Huntsville, Texas. Graduating with her bachelor's degree in criminology within three years.

After some time, Coleman decided to go back to school and get her master's degree. She explains, "At some point I decided I wanted more than just a good job, I wanted to make a difference in the world, but to do that I needed a master's degree." Coleman worked hard, and earned her master's degree in social work from the University of Houston. "Since that time it's been the best decision I ever made," Coleman adds.

Coleman has many visions on how she wants to help improve student lives here at Century. She explains that, ultimately, her main goal as Vice President is to, **"be available for students, work on student retention, and to make sure we have an equity literate campus that supports students"**

"I'm always excited about finding new ways to help students figure out what they want to do and be successful. I want to really build upon what we are currently doing to add some more resources to support students."

While discussing ways to find a solution to having students here at Century College finish their intended major, Coleman explains that one way to fix that is to have students, "identify what they want to be for the next 4 or 5 years early on in the semester so that way they aren't wasting their time taking classes they don't need."

Coleman elaborates with, "I want to build on our career resource center so when students don't know what they want to be can go there and get some assistance and assessments and even do some job shadowing."

Coleman adds that, "if students had the opportunity to do job shadowing they can figure out what they really want to be quicker because it's only two or three days, as oppose to an internship. An internship means you have to commit to all these hours and sometimes students have jobs, family, and school, so they can't commit to volunteer to be an intern, but you can find a few days for job shadowing."

Any busy college student can relate to that to some degree. Coleman also indicates, "When students know what they want to do, they're more focused, and they tend to stay. If students are unsure of what they want to do for their career they are more likely to drop out."

For some students, having trouble deciding what they want to major in is only half the battle. Many times, students may find themselves having to choose between a job or to attend school.

Coleman emphasizes, "I really have a focus on people who live in poverty because I know that when you live in poverty one of the best ways out, is to get an education. When you do that you not only change your life, but the lives of your family for generations to come."

"In America, we make poor folks feel ashamed, and that's wrong. You don't have to be ashamed to be poor." Coleman adds.

Another huge goal Vice President Coleman wants is to strongly endorse equity among all students. Coleman points out that, "A lot of colleges will talk about equity, but they don't walk their talk, they just talk; when I worked at colleges and they didn't walk their talk, I'm like 'bye Felisha' I have to go. **Life is too short, I need to be able to make a difference."**

"You have to decide what's important to you, to me, it's always about equity. It's always about making sure that students who are historically marginalized who haven't been accepted to college, are accepted and have the resources they need to be successful," Coleman emphasizes.

Students who just graduate automatically assume that a college won't offer any extra support. Not with Century College, or Vice President Coleman. She asserts that, "just because you graduate from here or get a certificate, I'm not about kicking you out of the nest. You're still attached to us. We want to help you to get that job in your field, or get you to the college of your choice. We don't want to get rid of you."

Having good advisors plays a big role for students who think they don't have anyone to talk to, or ask for any type of extra support. Coleman states that, **"I think it's so important students have someone on campus they can relate to, someone they can call by name.** [Century] has embedded advising, which is why I love it here."

Vice President Coleman comments, "I came to Century College because this college has a focus on equity, the number one goal is to eliminate the racial achievement gap. This is where I wanted to be after knowing that Century walks their talk."

"I feel like all my life I've been on a journey to find a destination where I wasn't the only person saying **'what about diversity, what about equity.'** Here we are all focused on eliminating the academic achievement gap for historically marginalized students, and help students be successful."

Vice President Joyce Coleman wants all students here at Century College to know that, "my door is always open. On my business card I have my cellphone number because I am about students, I always say if you have a problem, text me. I will help you find the resources if you need. Students are at the focus of what I do."

Don't be shy! Give our new Vice President a warm welcome in office W1480.

The Century Speaker Series Presents: A Good Time For The Truth Race in Minnesota

Tirzah Joy | Creative Writing Director
Vladimir Cruz | Editor-in-Chief
Ramon Varela | Photographer

“You hold in your hand a book of visions. Memories. True stories. Shock. Grief. Dreams. Activism. Recognition. A call for us to listen and learn about one another’s real lives in Minnesota. It is time for this book. It is always a good time for the truth.”

These four lines written by the editor, Sun Yung Shin, open the book “A Good Time for the Truth” which spurred the event on Thursday February 16th 2017.

Two thoughtful discussions were held that day. One for the students at 2:15pm to 3:30pm, the other, an open for the public one, at 7pm to 9pm. Four authors attended. Including editor Sun Yung Shin, these five formed a panel open to discussion of their work. Among these authors were: David Mura, IBe, Shannon Gibney, & Diane Wilson.

After the first event, the authors and student volunteers headed out to dinner at Rudy’s Redeye Grill, in White Bear Lake.

In the book, each essay opens with a brief introduction of the author before it reads on. The first essay in the book is Gibney’s Fear of A Black Mother. Twenty pages away from the last word in Gibney’s essay, Mura’s essay appears. It’s entitled A Surrealist History of One Asian American in Minnesota. Soon to follow those two essays, is Trouble In Mind, as written by IBe, and Diane Wilson’s essay, Seeds for Seven Generations, concludes the book

Echoing the discussion’s overall message closely, Sun’s introduction concludes:

“We want truth to see the light of day; we want a fair system.

Niceness is not fairness.

Peace (or the absence of open conflict) is not justice.

Comfort is not guaranteed.

Until we dismantle this system, we will insist, in words and actions: Change is necessary. We offer this book to speed that change.”



Do you like watching anime?



Do you like meeting new people?



THEN JOIN US IN ANIME CLUB every THURSDAY
FROM 3-5PM IN ROOM W2490



Century Baseball Debuts at U.S. Bank Stadium

Tony Harringer | Staff Writer

In the wee hours of the morning on Friday, Feb. 24, something happened for the first time in the history of U.S. Bank Stadium. College baseball started, hopefully, a long-lasting tradition.

The players on Century's team bus were pretty quiet and focused on the early morning ride to the stadium. As players got off the bus and walked onto the field, their eyes popped open and their heads were on a swerve. Taking in the whole stadium in one glance was too much.

Four and a half hours later, the first official games, between Century College and Iowa Central Community College, ended in a split series.

The first game, at 6 a.m., matched up sophomore Austin Suhr from Iowa Central and sophomore Josh Gaworski from Century College. The first inning did not start well for Century, as the first three Iowa Central batters got on base. With the bases loaded and nobody out, Gaworski settled down and refocused. He struck out the next three batters to get out of the inning unscathed.

Austin Suhr brought his game as well, retiring the first seven batters from Century College. The teams traded chances, but the first game was really a pitcher's duel. Finally, in the fifth, Iowa Central broke through. Jared Renken laced a double into the left field gap, and two batters later, Austin Halligan hit another double to drive in Renken for the first run of the game.

In his three innings of work, Suhr did not allow a hit and struck out four batters. Gaworski did as much as he could. He had six solid innings, allowing three hits, and impressively striking out seven batters. Century's dugout was quiet and filled with frustration of not breaking through on the field in prior at-bats. Century was able to get a couple of men on, but couldn't score in the late innings. Iowa Central shut them down to win the first game, 1-0. There was about a twenty minute "intermission" in between game one and two.

The second game would match up freshman Maxwell Steffens for Iowa Central and freshman Ryan Hennen for Century College. Similar to game one, it was another pitcher's duel. Despite both being freshmen, the pitchers didn't seem fazed by the big stage. Steffens went four innings, allowing three hits, and striking out four batters in a great effort for Iowa Central.

Neither team could string together more than one hit at most per inning. Anderson DeLeon came in to pitch for Iowa Central in the fifth and used his scolding fast pitches to keep the Century bats quiet. At one point DeLeon struck out five of six batters during the sixth and seventh innings.

Both teams were tied 0-0 after seven innings, equivalent to nine innings in a professional game, so the teams were going to extras. Hennen pitched outstanding, going seven innings, allowing three hits and striking out seven batters.

Going into the top of the eighth, Century's bats had been silenced both games to this point and the pressure was high for some offensive production.

Hushed by DeLeon, who had not allowed a hit since he came in for relief, Century batters had seen his pitches a few times now, and began to recognize them.

With one out, sophomore Zach Walz got on with a single. The dugout came alive and filled with energy. Up next was freshman catcher, Mike Schiller. He battled into a 3 and 1 count, and sent a pitch down the left field line for a double. Walz came all the way around from first to score. When Walz crossed home plate, Century's dugout exploded and every player went to high five Walz.

With a run in and Schiller on second, freshman Bryce Jorgenson had a huge at bat coming up. Once again like Schiller, Jorgenson got into another good count at 2 and 1. Jorgenson let it rip on a pitch and hit it in between two outfielders for a single. Schiller was on his horse to home from second base and scored easily to double Century's lead to 2-0. The dugout once again erupted and celebrated.

DeLeon had lost the command of his pitches that at one point seemed unhittable. But Iowa Central's coaches left him out there to continue. Freshman Griffin Schneider was next to bat. During Schneider's at bat, Jorgenson took off for second and slid in safely for a stolen base.

Now, a single could do damage, and that is what happened. Schneider sent a pitch into the right field gap for a single, and Jorgenson raced around from second to score Century's third run of the inning.

Going into the bottom of the eighth, Century stood three outs away from their first win at U.S. Bank Stadium and a split series. Listed as a pitcher/outfielder, Walz came in to close — yes, the same Walz that got everything going with a single and scored the first run of the game.

The first batter hit a fly ball to the outfield, but not far enough as it was tracked down for an out. Walz struck out the next batter for Iowa Central, Rodney Rodriguez. The final man came to the plate for Iowa Central. Walz started Felix Martinez off with a strike. On the third pitch, Martinez bounced a pitch to the second baseman, who threw him out at first for the final out. Everyone came out of the dugout and gave hugs and high fives to congratulate each other on the nice win.

Postgame, Walz said that it was a great feeling to close out the game and get the win. "I was so exhausted (from playing offense to quickly getting warmed up to pitch), I just tried to stay calm out there and make my pitches," said Walz.

Century Coach, Dwight Kotila mentioned that it was a great and fun experience for his players. "Being able to play well and win one of the games and be able to play right away (in February) is a nice bonus," he said. "I just think being able to play in U.S. Bank Stadium for the first time is always going to be the memorable part."

Schiller was ecstatic about his go-ahead hit that gave Century its first run of the season. "I was just like, 'Oh, my god' we might actually be able to score and get the lead.'"

Schiller was happy with the win, but stressed the need to improve: "We need to swing the bat better as a team, but it was just a great team win."

The players got back on the team bus to travel back to Century, and each of them had a smile on their face. It almost seemed like they had won both games rather than a tie series.

Instead, they got to make history as one team, together, in an incredible setting.



Century College players line up in preparation of the first game between Iowa Central Community College and Century College at 6 a.m.

Photo credit: Tony Harringer

Red Bull's

Sarah Knieff | Staff Writer

Crashed Ice

Over 100,000 people gathered this past week at the St. Paul Cathedral to attend the free Crashed Ice sporting event put on by Red Bull. The world championships were once again held in this beautiful city, having the second to last race here and starting off in Marseille, France last month. The Mississippi River has been the back drop for this event for 5 years now, with 2017 marking it the 6th year.

This event is based on sport Ice Cross Downhill, where skaters ride down a 1,200-foot-long track that has many obstacles to make it a difficult task down the icy path. Carter Jung on the Red Bull Crashed Ice website describes it as “a combination of hockey, boarder cross, and downhill skiing . . . To determine a champion, consecutive heats of four skaters race head-to-head in a double elimination in a race to the bottom of the ice track.” The riders skate down the track at speeds more than 40mph. Resulting in one tough sport and an entertaining show.

New to the sport this year was the addition of the Junior World Championship, which replaced the team runs that was performed the years past. It is for aspiring youths to take a shot at the sport and gain much needed experience and practice.

On February 4th, a race took place for both the men and women divisions and the results were highly unexpected.

Last year Cameron Naasz, a Minnesota native, took home the first ever world series championship for The United States. Naasz tried to defend his title by placing first in his home state again this year, but Canadian skater Dean Moriarity surprised everyone by winning his first ever title. It even

surprised him when he crossed that finish line. “It’s an amazing feeling to finally win first place. I say every race that I’m going to win, but this time it happened,” Dean Moriarity said after winning. Marco Dallago from Austria took second and Cameron Naasz grabbed third.

For the women’s division, Myriam Trepanier from Canada placed first, with Sadie Lundquist (US) and Tamara Kajah (CA) following close behind.

One of the highlights of the night for the crowd was the “fight” between the Dallago and Croxall brothers over a bad call on their race down the track. Kylie Croxall pushed one of the Dallago brothers to the ground, but shortly after the four brothers were shown talking it out. The hosts chalked it up to high stress and tension, but it sure made for a show for the closely watching fans.

The warmer temperatures and surprise ending made for a great night at the Red Bull Crashed Ice sporting event. Now the skaters are on to Ottawa Canada, which is hosting the Ice Cross Downhill World Series Season Finale. This event will take place on March 3rd and 4th.

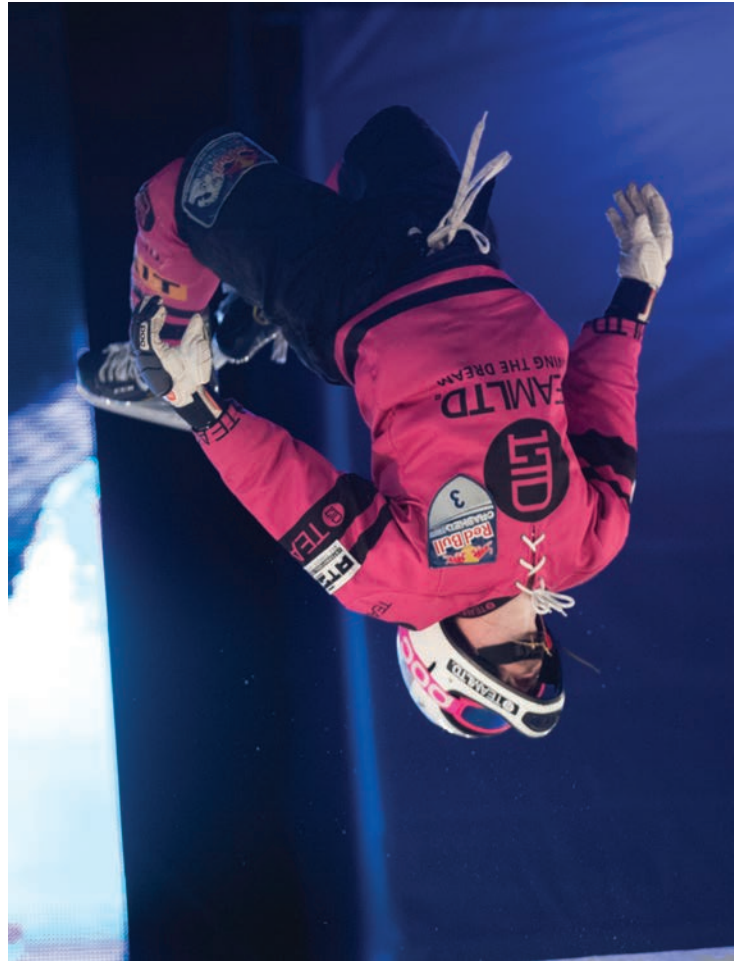
All eyes will be on Cameron Naasz as he is in the number one standing with 2,350 points. Maxwell Dune is following closely in second with 2,160 points. Tune in on Red Bull Tv online to watch who takes the World Series Championship title.

*St. Paul Cathedral
Photo Credit | Sarah Knieff*





Dean Moriarty and Derek Wedge
Photo Credit | Christopher Juhn



Dean Moriarty Doing A Flip
Photo Credit | Christopher Juhn



Dean Moriarty Crashed Ice Practice and Time Trail

Photo Credit | Christopher Juhn
Finish Line

Photo Credit | Sarah Knieff



Dead Mans Cell Phone

Tanita Cronk | Staff Writer

Makes Audiences Roar



Hermia and Jean drink their troubles away.

All Photo Credits | Ramón Varela

Krystal Kohler charmed the audience of Century College's Theater with her witty delivery and unconventional personality in her debut performance as Jean in Sarah Ruhl's play "Dead Man's Cell Phone."

"Dead Man's Cell Phone," the theater program's first of 2 productions this spring semester by Sarah Ruhl, tells the tale of a woman that answers an incessantly ringing cell phone on a diner table only to find out that the owner, sitting at the table, is dead.

As director, Paul Aberasturi, says in his director's note in the play's bill: "We are presented with a comically odd situation that in, an off-beat way, may be considered plausible until we are unexpectedly swept into moments of absurdity."

Also, making their stage debuts at Century were Ellen Engleson (Mrs. Gottlieb) and Anastasiya A. Nartovich (Hermia).



In the audience, students and non-students alike laughed the night away as they watched the tale unfold before them.

Alexis Willcox, a Century student, said, "It's not what you'd expect, but in a good way."

She brought a friend with her to the performance who was not a Century student.

Kenzie Black said, "The play was intriguing. Did not expect the plot twist."

The highlight of the evening was Deville Grier's sexy dance as Gordon as he attempted to seduce Jean as she comes to term with the realization that he was not the person she made up in her head.

Overall, the play was intelligently funny and with all the amazing women making their stage debuts this spring. This semester's performances from the theater program are bound to be some of the most exciting we've seen yet.





White Bear Area Emergency
Food Shelf



Mobile Market

Spring Break Food Distribution



Wednesday, March 8

1:00 – 4:00 PM

Shop free for healthy food!

Interested? Please stop in at the Resource and Support Center (W2450) or write to michele.jersak@century.edu as soon as possible as space will be limited.

Century College in partnership with the White Bear Area Emergency Food shelf is hosting a Mobile Market on campus (W2510) which will provide students the opportunity to stock up on some groceries before the end of the semester. A selection of produce and non-perishable food will be available. You need to sign up in order to participate.



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My Deepest Regret of My Embarrassment

Sia Moua | Contributing Writer

I regret I never got the chance to explain to my dad about why I was embarrassed of him as a child although he was my supporter through life. He brought the family to a foreign country where he knew nothing about in hopes that his children would have a better way of life. He would become nothing more than just a provider for his children, in comparison to those who would become everything for his children, his children's educator.

Why did I want to be like my smart educated teachers and not like my dad, an uneducated Hmong man who spoke broken English? Why did I have to separate myself from him and revolve my life around my teachers instead of him, much like Richard Rodriguez?

Richard Rodriguez, an internationally scholar, discusses the challenges he faced with his family and his education as a Mexican Immigrant in his book *Hunger for Memory*. In the chapter "The Achievement of Desire," he explains how his academic education distanced him from his Mexican immigrant family culturally and linguistically. He mentions how proud he was of himself when he lost all his Spanish accent and how embarrassed he was by his parents' lack of education.



Sia's family posing for a photo back when she was very young.

Image courtesy of Sia Moua

Rodriguez wanted to be like his teacher and devoted his time reading books above his grade level, which separated himself from his family. He explains how he thought his teachers were smart because they knew everything and complimented him on his achievements compared to his parents.

My journey in education shares a striking resemblance to Rodriguez's because from the time I was old enough to understand that I was not American, I tried so hard to change who I was. I would try to speak only English around the house, stayed in my room instead of helping my parents out in the kitchen, and even changed my hair color. When my dad tried to talk to me, I would answer in English even though I knew he would not fully understand what I had just said.

Rodriguez's parents told him to "keep up [his] Spanish." I recall my dad saying similar things to me, "You are Hmong, you should never forget that even though you are living in a foreign land!" Examining my dyed hair, he continues, "No matter how hard you tried, the color of your skin would give it away. You are not American!" I did not understand him then, and I did not want to look, act, nor be uneducated like him, so I studied hard.

I dedicated myself to my education because of my embarrassment of my dad. According to Rodriguez, "He is enormously obedient to the dictates of the world of school, but emotionally still strongly wants to continue as part of the family circle." In other words, Rodriguez says that he dedicated his time to following rules of the school, but he longed to enjoy family time.

I did the same locking myself in my room for hours doing homework and avoiding to talk to my family, especially my dad. I wished I had taken a little time off to talk to my dad. It's not that I didn't want to spend time with him or that I hated him; I didn't want to be an embarrassment of myself by having a language barrier.

I didn't want to be uneducated like my parents growing up. Like Rodriguez, I wanted to be just like my teachers: smart, educated, and someone

who knew everything. I felt my parents weren't like them; they didn't know anything that I asked. I know my dad was a teacher when he was in Laos, and he taught everything from math to reading and writing in Laos for kids ages 7 to 10. His way of teaching was different from how I was being taught by my teachers. When I have math questions, he would use the Laotian techniques counting in Laotian. It only made it harder to understand.

According to Rodriguez, "I was oddly annoyed when I was unable to get parental help with a homework assignment." I felt the same way when I couldn't get help with my homework assignment. I would complain to my siblings about how dumb I thought my dad was. Because he was a teacher, he was supposed to know everything like my teachers.

At some point, I just stopped talking to him and telling him about my days at school. I started to pay more attention to my teachers instead of him. I listened to everything my teachers said: reading more, rewriting my spelling words, anything that would better my education, and spending less time watching television. All of the above meant spending less time with my family.

I joined many after-school programs to avoid going home, but that did not last long. My dad had to pick me up after work, and when he was late, my teachers had to wait outside with me until he arrived. When he arrived, he would apologize to my teachers for being late and thank them for staying with me. I would get irritated, complaining about his lateness and not realizing that he was the reason why I had food on the table. Even when I was acting like a selfish daughter, he just smiled at me. He wouldn't say "sorry for being late," which I had been taught to do by my teachers. He only said a simple "ok," which would infuriate me even more. With everything that dealt with school, I increasingly saw my dad as a huge embarrassment to me.

My dad was always a person who was soft spoken and not jumping to conclusion before he understood the whole situation. He asked in a calm

voice why I didn't give him the slips, I felt guilty and scared that he knew about the conference. The guilt gradually transformed into shame, but I still got irritated with just that one question.

As a father, even if he was disappointed in me, he wouldn't tell me, and at a young age I never asked either. My dad grew up as an orphan, so he did not have parents to praise him on his success, nor did he have any support from siblings and relatives. I think, for this reason, he kept his feelings to himself. He did not discipline us even if we were out of hand. He always smiled or laughed at our resentment towards him and walked away, which made me feel guilty at times. However, the guilt I had could not be overcome by my shame towards him because I hated it when he did go to my conference.

My dad had to communicate with my teachers through interpreters and if they were late, he had to use his broken English to communicate with my teachers. As a child, I felt embarrassed because I could see that my teachers and dad did not quite understand everything that was being communicated between them. He spoke slowly, pausing in-between words and so would my teachers.

Looking at my dad, I remember how nervous and embarrassed he looked, his face turning red and becoming quieter and quieter. He would speak, but without making eye contact with my teachers. Occasionally he would look at me as though he wanted me to rescue him, but feeling ashamed I would ignore his look.

Rodriguez explains, "I was not proud of my mother and father. I was embarrassed by their lack of education." Here he is saying that he was ashamed of his parents because of their absence of an education. I would feel the guilt, the shame, and nervousness when I saw my teachers trying to use hand gestures to explain something for my dad. The more slowly they spoke, the more lost they both became. I often got angry at my dad when he became completely quiet or just smiled and nodded because he didn't understand what was being said. I often had to step up to help them communicate.

I would be the interpreter for my dad when there wasn't one present, and I got irritated because this was supposed to be a conference about me. Since I was trying to avoid talking in my native tongue, I interpreted to my dad what I felt he needed to know about me and do the same for my teachers. If I interpreted something that he didn't understand in Hmong, when he asked me to repeat myself, I'd get mad and just tell him it was really nothing important.

I think some of my teachers understood that I wasn't interpreting everything because one of my teachers asked me why her explanation was so long, and my interpretation for my dad was only two words. For example, my teachers would say slowly "She's a wonderful student to have. I really enjoy having her in my class, and she is doing so well. As you can see, on the report card these numbers represent how well she is doing. She is doing very well in math, spelling and reading and I hope she continues to read every day at home." My interpretation for my dad would be "Kuv kawm ntawv zoo heev, which means "I am learning exceptionally well." When it came time for questions for my teachers, I would always tell them that my dad didn't have any questions and tell my dad it was time to leave.

I think he knew that I was embarrassed of him because my lack of willingness to let him engage with my teachers. The tone of my annoyed voice when interpreting for him and the disrespectful look I had on my face when talking to him must have given it away. On the other hand, I would always thank my teachers in appreciation for their patience towards my dad's lack of English, but I never thanked my dad for his patience towards my teachers.

My dad never complimented me when I accomplished something good as my teachers always did, pushing me further from him and more towards my teachers. My dad never verbally told me how proud he was of me for getting a hundred percent on my spelling, math, or reading assignments.

In Rodriguez's perspective, he says, "My mother had to remind him to 'say something' to one of his children who scored some academic success." In other words, his mother had to tell his father to give his siblings and him some words of encouragement after they have accomplished something at school. I wanted to hear my dad say it directly to me, as my teachers were doing. Because my dad didn't tell me directly how he felt about me then, now as a parent, I tell my children how proud I am of them every day.

I know that one day I will become someone who will only annoy my children, as I felt with my dad at their age. I learned from my experience with my dad, to acknowledge their work, so that they will not feel the need to impress their teachers or me. I would like my children to have the same admiration for me as they have for their teachers.

I wanted to feel the same respect I had for my dad as I had for my teachers, but it was hard for me to understand at that time just how smart and caring he was in his own ways. I regret till this

day that it did not occur to me that he lowered his educational reputation to please me by going to my conferences.

The first time I went to my first child's conference, the look on his face told me how proud and happy he was that I came to his conference, and that I loved him enough to take a few hours out of my busy schedule to sit there and listen to his teacher talk about him.

It was at that moment that I realized, as a parent myself, how much my dad loved me even though he never said it directly to me. He would go to all my siblings' and my conferences after a long day of work, never complaining about why he had to go to our conferences. Instead, I was embarrassed about his lack of English speaking skill when I should have been proud of him for trying.

My dad was the man of the house, the one everyone was to respect at all cost; however, slowly I started to stop talking and losing my respect for him. Because I disconnected myself from my dad and heritage by trying to impress those who I wanted to become, I became a confused and lost person.

It was in high school that I matured and really understood who I was and wasn't. Then it was too late for me to tell my dad that it was foolish of me to be so embarrassed of him. He passed away before I could come into terms with my foolish thoughts of his broken English and education. He had gotten his high school diploma; however, because he learned English at an older age he always had an accent.

I realized that I could be as educated as my teachers were, but I would always be treated as Hmong. I was ashamed of my actions and feelings towards my dad. No matter how hard I tried, I could never change who I was. As my dad once said to me, "You could change the color of your hair, the color of your eyes, but you'll always be known as a Hmong girl." It just took me a long time to realize that.

I could speak perfect English without any accent, but when others look at me, they'll always ask where I came from even though I don't have any accent. I may represent myself as an American, but I know deep within my heart my roots will never change. I'll always be a Hmong who became an American.

The Value of Education OVER Experience in Employment

Thach Hoang Nguyen | Contributing Writer

Thanks to the development of educational systems, especially technological application in study place, education now has claimed its vital roles in all aspects ranging from science to humanity and society. According to the National Center for Education Statistics (NCES), application to tertiary education has increased from 5.2 million to 20.5 million in the last ten years. Moreover, NCES emphasizes that in 2015, the employment rate of young adults between 20 and 24 with bachelor degrees or higher exceeded the employment rate of those who attended colleges but had no bachelor degree.

There may be some thoughts that experienced employees perform tasks more productively in the workplace than well-educated students do. There are stronger beliefs that highlight high performance from educational institutes which can validate an applicant's potentials and abilities, help them develop outstanding opportunities to continue their academic paths, and thus draw more attention from employers, companies, and organizations.

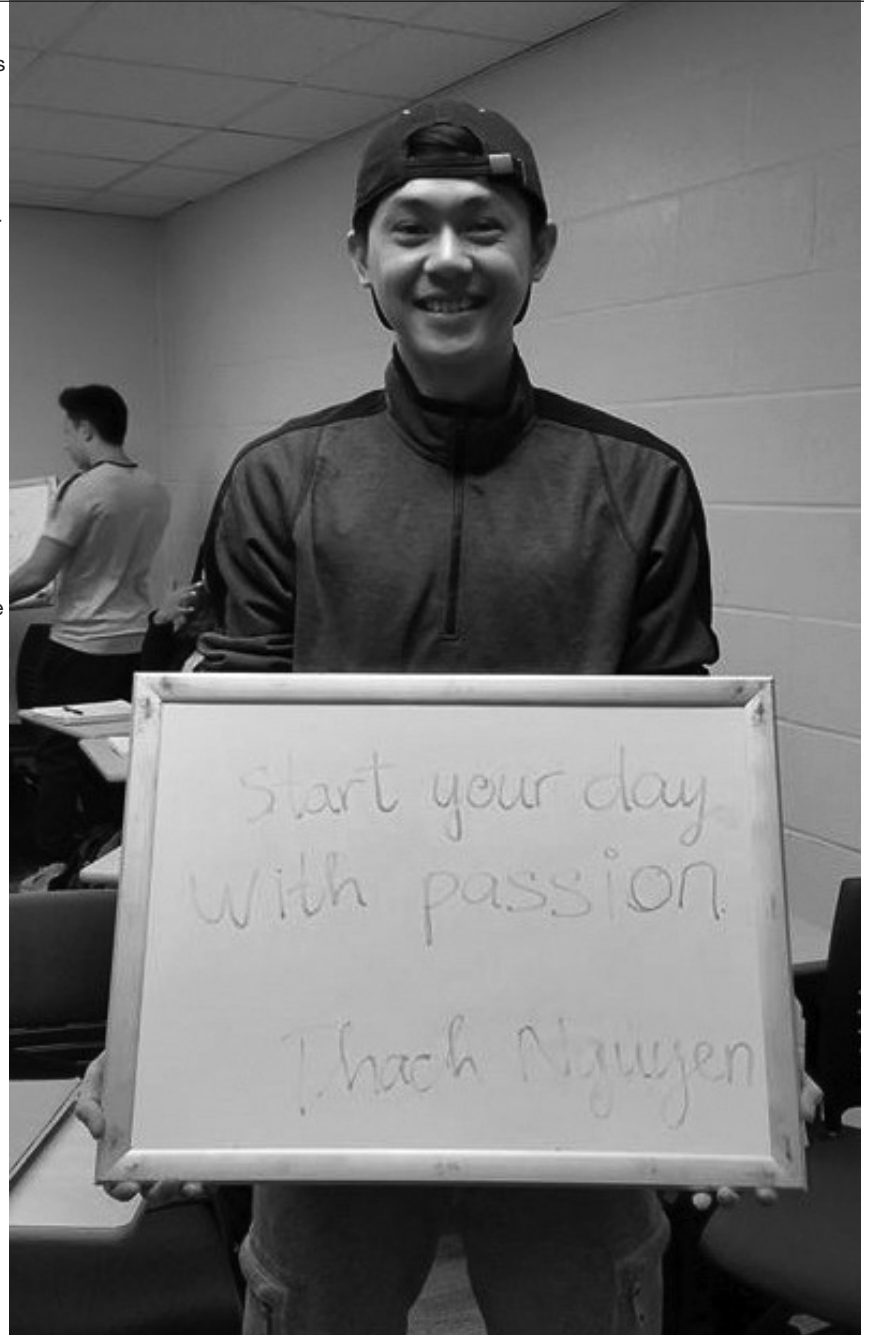
Therefore, rather than experience, education can play an influential role in obtaining a career as it can offer students professional knowledge and substantial benefits of the present and future lifetime. It can be acceptable to say that education helps students pursue their passion and abilities which can prove their potential for the jobs that they are applying for.

Steve Jobs once said, "You have to be burning with an idea, or a problem, or a wrong that you want to right. If you're not passionate enough from the start, you'll never stick it out." What can be inferred from the quote is that passion is the most important element that individuals are required to have if they really want to achieve success.

At school, students should find out their enthusiasm, strive for it, and then they will get some good grades. Nowadays quizzes, tests, and homework are trickier. Concepts, theories, and formula are more complicated. Teachers are strict. Therefore, schools are becoming more challenging environments which can train well-rounded students.

For example, students can learn abilities to manage their time, which is essential in today's world. Abu-Nasser Fathi Mohammed wrote "Perceptions of secondary school principals in Saudi Arabia of time management techniques" in the Journal of Instructional Psychology, which describes that with massive decisions to make in a day, knowing how to organize tasks reasonably makes people be efficient. Students are taught to understand principles of collaboration in a team.

What's more, it is schools which help students be accustomed to deadlines and stress which are monsters at your workplace. They manage to think critically to find the best, quickest solution for a problem. Nowadays, most universities and colleges are equipped with modern facilities, which cures



Thach Hoang Nguyen pens an inspiring message.

Image courtesy of Thach Hoang Nguyen

boring lessons of the past and changes them into more vivid lectures. Besides preparing academic knowledge for learners, schools can nurture a student's standard morality.

In "Labor Training in Today's Schools" in the Russian Education & Society, Vasil'ev I.A writes that prestige of a laborer should be built on his or her ethical and patriotic values. Through this example, schools resemble the workplace almost perfectly except that schools accept mistakes from learners.

In Studies in Higher Education, writers Uppal Nishant and Sushanta Kumar Mishra of "Moderation Effects of Personality and Organizational Support on the Relationship Between Prior Job Experience and Academic Performance of Management Students" confirms that "academic performance at the higher level of education becomes more similar to job performance." It means that if the tasks at schools can be done well, students pocket plenty of essential skills for the upcoming jobs as well as future lives unconsciously. Therefore, performing well in the simulated workplace establishes a good foundation before getting a job.

Typically, the grades can be the determinant of how likely students will be qualified for scholarships or have chances to continue higher academic pathways. No matter what backgrounds students come from, a scholarship is a fundamental target that should be aimed at due to the facts that the higher education costs more.

Based on statistics noted from the National Center for Education Statistics (nces.ed.gov), between the 2013 and 2014 academic years, annually undergraduates' wallets had been lightened by tuition, fees, room, and board estimated to be \$15,640 at public institutions, \$40,614 at private nonprofit institutions, and \$23,135 at private for-profit institutions.

Seeking a suitable scholarship is not a piece of cake, but the key is the grade-point average (GPA). For example, under some special circumstances, a freshman at Baylor University whose ACT test score is 36 can be awarded up to 41,996 USD a year to afford tuition fee only, which will be renewed annually by the GPA 3.5 or higher (Baylor University).

Students tend to look for the community named Phi Theta Kappa (PTK). The PTK provides students with a ton of scholarships under the condition that their GPA of all college-level subjects is 3.5 or higher. Being a member of the PTK is a big plus point adding to one's resume.

Obviously, grades do play a sacred role in learners' opportunity to maintain their current academic classes, as well as be promoted into higher education, or even find the way to transfer to other institutions. One of the favorite questions asked that students come up with before they apply for master-degree curriculums is, "Is there a minimum grade point average (GPA) needed for admission?"

Stony Brook University answered, "Yes. An applicant must have a minimum cumulative grade point average of 3.00 on a 4.00-point scale. If the student attends a college that only gives Passes or Credits for the first year of study, then these grades will be evaluated as C for GPA admission purposes unless the student provides actual grades." Grades do not tell the whole characteristics or perspectives the students carry; however, it is the most judicious evidence compared to social attendance, leadership, etc.

In particular, it is true that during a job interview, the grade-point average (GPA) which is attached to an applicant's resume is one of the vital elements that make many employers regard. According to Susan Adams, a Fobes'

staff, career services directors at four schools, New York University, Brandeis, Rochester Institute of Technology, and Purdue, all concur that grades do attract staff seekers. Getting good grades is the student's duty if they want to control their future and not take it for granted.

Since we are living in the world where modernization and industrialization are expediting production, the need for well-educated workers is tremendous. Susan Adams also mentioned that the career services directors mostly see eye-to-eye that staff seekers prefer to approach a GPA of 3.0 or higher, and many build the foundations on 3.5. To meet this need, students should understand that employers do care about the GPA.

On the other hand, there are some that believe an employee with hands-on experience can prominently perform work more efficiently than a good student does. Experience indicates that individuals can deal with familiar situations efficiently because they face them day-by-day. Also, they are able to handle the fickle conditions that had happened before or warned by others. They may be able to predict what would happen next or the results of some phenomena.

However, when it comes to the ability to revolutionize the processes and creativity, experienced employees may stay behind the graduates. Experienced employees without good educational bases are often middle-aged or older so that they seem to be slower than the youth in terms of updating working style. In other words, they prefer the traditional methods to the currently fast and accurate ones which are mostly conducted by advanced technology.

The workplace is stressful, competitive, and litigious so that it is hard for the workers with low awareness of morality to act smartly. Moreover, illiteracy causes social problems. Many graduates with poor degrees end up with careers which are not related to what they studied at schools. Even worse, many of them suffer the unemployment, which possibly increases the frequency of society's vices.

Abayomi Adebayo Anthony in "Youths' Unemployment and Crime in Nigera" for the International Journal of Sociology, wrote that the rampant growth of youth unemployment has contributed to the increase in criminal activities such as armed robbery, kidnapping, and many other vices.

On the other hand, good students are always curious about new things. They try to learn and apply cutting-edge methods in the process in order to make sure that the labor's efforts are made the most. As mentioned above, education helps students acquire the abilities to learn and to handle any struggles reasonably. Every coin has two sides, experience brings employees proper benefits; nevertheless, the lack of education seems to generate more serious disadvantages.

In conclusion, education does stand out over all the criteria, especially experience, that employers ask from applicants. Employee records at school show how much they love the job, and how they are resourceful at work. With good performances in current school, students can create more chances to achieve higher and better education.

Moreover, it is the GPA that is the very valuable point in the candidate's resume. Despite some opinions that an experienced worker can perform work better than a graduate does, the importance of education has been proved through the ability to learn and adapt to the changes of society. However, one had better show his or her amazing education background and prior experience on the job to gain sympathy from employers.

Student Parent Center Acknowledges Needs of Non-Traditional Students

Staff Writer | Tanita Cronk

Non-traditional students, such as student-parents, often struggle with hectic and busy lifestyles. They frequently struggle with balancing careers, school, and families.

Thankfully, Century College recognizes the need for non-traditional students to have resources and support that will help them to succeed.

Located on the East Campus in room 2261, the Student-Parent Center offers a family friendly space where students can find resources and support for a variety of needs.

Anne Turnbull, the center's coordinator and a certified social worker says, "Non-traditional students wear many hats."

Student parents are trying to fill many roles at once and often need additional assistance in order to be successful both on and off campus. This is why it is essential for these students to have a place to go that understands their individual needs and offers the kind of assistance that they need.

Inside the center students will find assistance in all kinds of areas such as: limited financial help, a food pantry, limited personal counseling, support group, lactation rooms, and parenting resource library.

In addition to these services the center also provides a free monthly lunch event called Lunch n Learn. This event includes educational presentations for parents on topics such as handling stress and mental health activities for parents and their children and eating healthy. They also offer monthly reminders and information sessions about Well Child and Teen Checkups.

The center collaborates with both the counseling center and the health services center to provide students with resources and support.

Some of the services provided to students by the center include: monthly lunches, presentations on great topics, support groups that meet regularly, financial and supportive services, and referrals to other support services on and off campus.



Kendra enjoying her lunch at the Student Parent Resource Center, while she waits with a student worker Photo Credits: Ramon Varela

Nicole Alt, who is not only a student worker at the center but also utilizes its services, says her favorite part of the student parent center is “being able to meet other parents and making friendships with other parents that you can connect with.”

Alt says that overall there is always an answer to be found to help with whatever you need and that is a big part of what she thinks people should know about the center.

All you need to enroll in this program is to be a current Century College student with children. Both moms and dads can be a part of this wonderful program.

The Student Parent Center is located on the East Campus in room 2261 and is open Monday-Thursdays from 9am-3pm and on Fridays in which times vary.



Nicole and Kendra having fun in the Student Parent Center

Photo Credits: Ramon Varela

Other Student Resources on Campus:

Student Health Services E2232

Wednesdays 9 a.m. – 12 noon

651-779-3954

Busy Bees Child Care Center E1251

Monday - Friday: 6:30 a.m. - 5:30 p.m.

651-779-3468

Resource and Support Center W2450

Monday – Thursday: 9a.m. - 4p.m.

Friday: 9a.m. - 2p.m.

651-747-4098

Dental Clinic E3651

Hours

651-779-5787

U Matter: Campus Suicide Prevention Program

Contact Anne Turnbull 651-773-1785 or Katie Vadnais 651-779-3274



A Poem of the Seasons: The Spring Renews

*When the land calls for a breath of renewal,
The soft touch of spring melts away a season,
The season quite cold,
The season quite cruel,
The green reappears,
The white fades away,
The birds migrate back,
The beasts reawaken to play.
The tale I am telling has an excellent part,
The season of spring reawakens nature and the heart.*

Todd A. Schouweiler | Contributing Writer

Photo Credits: Ramon Varela

Century College Theatre Presents:
The 50th Anniversary of

HAIR

The American Tribal Love-Rock Musical



April
21-22

April
27-29

May
3-6

7:30PM

\$12
General

\$10
Senior/Student

 **century.edu**

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This production contains brief scenes of artistic nudity which are non-sexual in nature. Audience members must be 16+.

FREE
ADMISSION

**Century Students,
Staff, & Faculty**



Century College's

Resource and Support Center

Stop by W2450 to learn about a variety of helpful resources. The Resource and Support Center makes connections with community resources to help you succeed in and outside of the classroom.



- Food Pantry
- Bridge to Benefits Screening*
- Housing Information
- Legal Assistance Information
- Child Care Resources
- Campus and Community Services



* The Bridge to Benefits Screening connects you with applying for food assistance, health insurance, energy assistance and more!

This is a child-friendly space!

Hours: Mondays - Thursdays at 9 AM - 4 PM, Fridays at 9 AM - 2 PM

651.747.4098



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