



The Countless Ways Students Show

16

Students Show up to Learn Despite Lack of Food, Housing

BRAVERY

22 Unique, Not Different

10

Changing the Face of Domestic Violence

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Please submit your email to
TheCenturyTimes@Century.edu

Email should include:

- your name
- page number
- location of Woody`

Congratulations

Pa Kou Kong

last issue's winner



Front Cover Image By: Rose Vanyo

Century Veterans are Brave

From left to right: Steven

Schmidt, Kristi Anthony, Antonio

Colon, Ricky Phengphaeng,

Daniel Shinnick, Pat Kincade in

the Veterans Center.



A Note from the Editor:

There are many ways the students of Century College show bravery. It can be seen in those who show up day after day to learn in the face of tremendous odds, heard in the words when students open up about a painful past, or by speaking out against what they see as wrong. It can also be seen by those visiting new places, or enduring the painstaking process of explaining one's identity day after day.

During my time here, I have met career heroes and heroes—veterans, firefighters, and nurses. I have also spoken with students whose courage is not as visible, like the victims of drive-by shootings and domestic violence, those who have overcome 20-year addictions and are now clean, and students trying to step out of the shadow of poverty through education. I have learned that these students want what we all want—to be themselves and gain access to a solid future.

It is my hope that by showcasing these stories, we shine a light on both the obvious and obscure acts of bravery committed by students.

Check out the fun stuff, too. Search for TCT's missing Medallion on campus and win big!



— An Garagiola
Editor-in-Chief

THE CENTURY TIMES

MAGAZINE

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Free

EXTRA! EXTRA! TCT's Medallion has disappeared!



We are hoping that
someone can find it
for us, and in doing
so the lucky hunter
shall be rewarded!

Check The Century Times'
Facebook page at 1:00 p.m.
for the daily clue. Clues
will be uploaded until the
TCT Medallion is found.

In order to participate,
students must follow some
general rules:

- No destruction of school property.
- No disturbing classrooms.

If you are the successful
discoverer, you must return the
TCT Medallion intact to W1340.

Clue #1

Come one come all,
Seek out our prize,
Better use your head,
Especially your eyes.

To find the treasure,
Which you pursue,
Listen to the words
Inside of this clue:

It is not outside,
It is not in the snow,
Read tomorrow's clue,
To know where to go.

There are places galore,
Where the Medallion could hide,
The best place to look,
Is definitely Inside.

Find out more on www.facebook.com/centurytimesonline

Get Published!

The Century Times is now accepting student submissions for Spring 2016.

Visit TheCenturyTimes.com/submissions for more information.



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Student Opinion: Forced Marriage

Samantha Moua | Contributing Writer

When hearing about forced marriages, many thoughts come to mind, such as why force someone to marry another person when they are not ready to settle down? Countries with high poverty rates have higher occurrences of forced marriages. Forced marriages do not only happen in those countries; they also happen here in the United States, even today. Although forced marriages are not meant to put shame onto families, they violate the human rights and lead to abusive marriages.

Many young children and teens are getting married. Not because they want to, but due to their parent's decision. Individuals can reject the marriage, but with emotional pressure from their family, it may be hard to say no. International law recognizes the rights of men and women of marriageable age to be married: "no marriage shall be entered into without the free and full consent of intending spouses" (Forced Marriage). If a victim of forced marriage disagrees to the arrangement and is forced to get married without the victim's consent he/she is in danger of being physically or sexually abused by the family.

It is indicated in The Universal Declaration of Human Rights in Article Five that, "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." Furthermore, the victim may be forced to be with someone who is significantly older than him/her, which violates human rights. The minimum age to be married is 18 or above for most countries, including the United States. We all have human rights and they should be respected, no matter the age.

Growing up and seeing others marry someone who they truly love will eventually make you want to follow that path as well. For many young children and teens around the world it does not seem to go as planned. Instead of marrying someone who they love, they are forced to marry a person who they do not know and do not love. Being forced to marry a person who they do not love may lead to an abusive relationship. Sexual intercourse may be expected, if they are not willing to have sexual intercourse, it could result in getting physically abused. Also with having intercourse with the spouse, can cause a high risk of contracting HIV or getting pregnant.

Many young children and teens are more likely to have difficulty with childbirth since their body is not ready to care for a child. It may cause the mother to die while giving birth. Many young girls are scared to run away, knowing that running away may lead to getting abused or threatened. Domestic abuse results in the victims having thoughts about killing themselves, thinking they are worthless. The victim does not have the confidence to run away from an abusive marriage, which is why abusive marriages continue to happen.

Saving the family honor is very important, which is why forced marriages still happen today. The parents of the victim want them to marry someone who is within the family or community circle to prevent assimilation of the host society. By not marrying the person who they are forced to marry, they are putting shame onto their parents and ruining their reputation. In the Hmong culture, someone may be forced to marry a family's daughter because they either got her pregnant or was caught sleeping with their daughter. If the person does not marry their daughter they are ruining their family's reputation and will be talked down by other clans.

The victim would not want to be seen by others as the son/daughter who has put shame onto their family because they did not marry the person their parents wanted them to marry. Despite this the victim is forced into the marriage to avoid shaming the family. The victim is also being told they are selfish and bringing shame onto the family's honor.

Another issue with forced marriage is the victim is tricked into visiting their family's country of origin, only to find out about an arranged marriage. The victim may be isolated, with no access to a telephone, money, and their passport. Individuals who are being forced into marriage face many problems, such as feeling lonely and the feeling of withdrawing into themselves. This may also lead to mental and physical health problems including depression, eating disorders, and self-harm. This is why being forced into a marriage is bad. The victims are emotionally, physically, and mentally trying to endure all the weight that is being put on them.

Even though forced marriages are not aimed to put shame onto their family, they violate

the human rights and may lead to an abusive marriage. Being forced to marry someone without the victim's consent and being abused is also violating the human rights. Getting into a marriage with someone who they do not love may cause many problems.

One example is the relationship may become abusive because they are not satisfying their spouse's needs. In many cultures or countries it is very important to save the family's reputation and also to not put shame onto the family. Many of the families do not want others to talk down on them, which is why they value their reputation so much.

Overall forced marriages are not the best ways to settle down your child's life even though the parents may want to save their reputation. All it does is take away their child's youth, not being able to have their own personal experience of finding someone they truly love and having a future with them. Forced marriages should not be accepted just because of parents, need to keep their name intact. Everyone has the right and deserves to be with someone who they will love waking up to every morning with no regrets.



Contributing writer Samantha Moua Image courtesy of: Moua

The Neverending Story of Coming Out

Nico Van Ostrand | Contributing Writer

Two friends, I had to tell in person. One was my then best friend, John. We'd done all the teenage shenanigans together, and I have an incredible amount of great memories with him. But I could also tell that we were outgrowing each other.

When I came out to him, he laughed in my face. He told me that "gender fluid" wasn't a real thing, along with several other more hurtful things. He has called me just once since then, asking me to come by so that he could explain and apologize, but then he texted a few minutes later saying something came up. I haven't spoken to him since, nor have I deleted his number. I still hope he'll come around.

Recently, it came to light that someone, whom I had recently come out, was asking around to find out whether I would be getting a sex change operation. Now, I don't think there was anything malicious in this person's question, but it hit me hard all the same. I have not discussed my genitals with anyone other than doctors and lovers, which I suspect is not uncommon.

When I came to terms with being trans, I did not suddenly become okay with speaking openly about the state of my genitals. Nor did I become okay with other people discussing them behind my back. Again, I suspect I am not alone in this. There is an obsession with the genitals of the transgender community that makes even strangers forget their common courtesy.

I am very frequently asked why I changed my name - an innocent enough question on the surface, but every time it's asked of me, I cringe. I have half a second to decide if this person is someone I know and trust enough to come out to, or if I must make up some half-truth to answer their question without disclosing so much about myself.

To me, a name is a very personal thing. Asking me to justify changing my name, to one, which fits me better than my birth name ever did, is an extremely intimate question. I do not enjoy answering such questions. Nor do I appreciate the implied expectation that I have some gripping story to explain where I got the name "Nico."

I picked my name for the same reason my mom picked my birth name: because I like

it. I like the way it feels in my mouth, and I like the way it fits over my skin. I like the way it sounds, the way it's shaped in my handwriting, and the way I feel at home when it's used to address me. Again, this feeling is too intimate for me to explain to everyone who asks. Even when I decide to explain, "I just really like it" doesn't nearly cover how much the name truly feels right.

My job puts me into contact with a large number of people. I work most closely with children, who have accepted that I am now called Nico without question. As is typical of kids, they didn't care much about my backstory because it wasn't directly relevant in their lives. When they accidentally "dead name" me, which they inevitably do, they apologize sincerely and correct themselves. I've found this to be nearly unique to children. Adults, it seems, could do with a lesson from their children.

I've also learned that some of the parents have told their kids that Nico is my nickname, by way of explanation. To me, this is a striking invalidation of who I am. Nico is my name, not a nickname. My name. In my mind, it should not be difficult for parents to say, "They changed their name; they used to be (birth name), and now their name is Nico." Perhaps someday I will figure out how to explain this to children and parents alike in a way that they will understand and respect.

Each of these experiences has weighed and worn on me, bit by bit. Much of what I deal with is ongoing; I will never be done with the risky task of coming out, and I will never be able to escape people's curiosity. I recognize that I have been very lucky in not having to deal with much direct or hostile transphobia. And I hope that by sharing my personal anecdotes and explaining the pain these non-hostile experiences have caused me, people will understand that trans folks with more brutal experiences than mine are affected even worse than I am.

We can face a very dire outlook because we are trans, which makes it all the more important to change the culture surrounding the trans community. We are people deserving of the same respect and dignity as everyone else. It's time we are treated as such.

Student Reflects on English Member Dr. Doh

Krista Herrera | Contributing Writer

When Dr. Doh walked into our Gender in Global Perspective classroom, I had no idea what he was going to talk about. I had read his bio online for class, but I was still interested in what he would be discussing. With a Ph.D. from a prestigious university, Dr. Doh has taught and published internationally since 1990. He currently teaches in the English Department at Century College. His voice is loud and proud. He wears a nice dark suit, and he grabs attention as soon as he enters the room.

Dr. Doh began his talk by discussing his personal experiences, his accomplishments in the U.S. and at Century College, as well as his opinions of Americans and the U.S. school standards compared to those in his own place of origin, which is Cameroon.

Dr. Doh vocalized a fair amount about his family and food; both of which he seemed to be very passionate about. When he talked about his family, he spoke with vigor. He is devoted to his family and cares about them a lot. He also spoke about how he paid for his children's tuition and bought them cars, which according to him, was part of their cultural tradition. He says that food is also very important and that, "An African man's joy is to eat the food his wife makes at the dinner table with his family.

Dr. Doh said that he went to what he would call the "Harvard of Africa," which was the University of Ibadan. He left Cameroon to make a better life for his family. At first, Dr. Doh's father would not let him leave Cameroon, but after Dr. Doh promised his father that he would still take care of his family, his father gave him the permission to leave the country.

Dr. Doh went to a conference in Michigan and was gone for what he thought would be two weeks, but instead it was two years. While in search of work, he gave a talk at the Department of African American Literature at the University of Minnesota. His talk was so well received that he was offered a job as an adjunct professor.

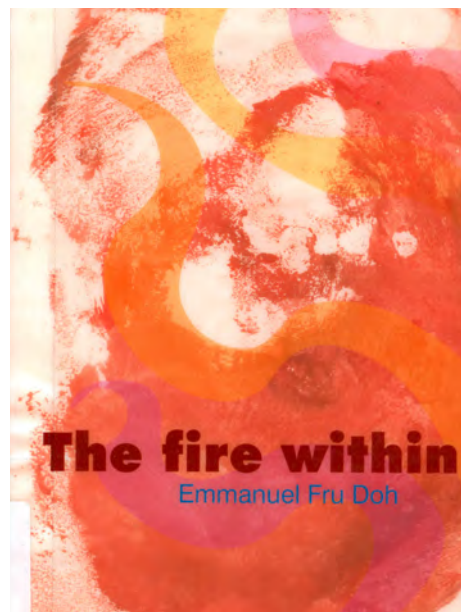
After that Dr. Doh tried to bring his wife and four young children to the U.S., but their visas were rejected many times, which drove Dr. Doh to the brink of a mental crisis. As a result, he packed up his belongings and resigned from his teaching position at the U of M. He planned on

going back to Cameroon to be with his family after years of waiting. Two weeks before he was supposed to fly back, his family got their visas. They were able to come to the U.S and it was finally happening.

In the midst of his desperate effort to find work to support his family, the magical thread of life brought him to Century College. He likes teaching at Century College because the students know why they are here. He understands that these students do not need to be lectured; they need to learn. Lecturing and learning can be two very different things. If a professor just lectures and gives students straight information, they might not take it all in and learn to their best abilities.

Even though I have never had Dr. Doh as a professor, I believe that he is teaching students in a way that they can actually learn and grow from. He doesn't just throw information at them and expect everyone to learn from that. He gives his knowledge, personal experiences, and personal viewpoints.

When divulging about teaching in the U.S. and teaching American students, he says that teachers are taken for granted in the U.S. and that education is taken for granted. Americans have educational privileges that that some take for granted and some don't even know that we have those privileges. Some don't think about kids or adults in other countries who don't have the same opportunities as in the U.S.



The Fire Within is one of several books that can be found at the CenturyCollege Library.

When discussing the way American students are graded versus students in Cameroon, Dr. Doh says that American students are graded very leniently because an "A" paper in the U.S. would be a B paper in Cameroon. In Cameroon, only the best of the best would receive a high score. When he graded his first paper in the U.S., he called his friend who was also a professor because he did not understand our grading system and didn't think he should give out better grades than people deserved. When talking about students' papers, Dr. Doh says, "If I do not learn from your paper, I would not give it an A."

Dr. Doh expressed his feelings about all of the challenges he faced when trying to fit into the American society and all of the things he didn't like here in America. He had to go through a cultural shock of realizing how disrespectful some American students were. He explained, "In my home country, when you see your professor in the hallway, you greet him respectfully to show your appreciation. Here in America, some students just ignore me as if they did not see me at all."

Dr. Doh talks about how some American students do not know what they need to learn, but they know how they should be taught. He also comments on how uptight some Americans are: "They do not smile or talk to you." This was reason why he felt so lonely when he first came to America.

In his home country, people talk to each other, showing their love and appreciation of each other with expressive language and gestures. Here a lot of people walk by each other without a single glance or even a simple hello. "The society will be in big trouble if you only stare at your phone rather than connecting with people around you," Dr. Doh admonishes us on the danger of losing our humanity as a result of the disconnection among us.

Our society is in trouble because we don't pay attention to one another and don't communicate how we should. This is very true. We need to change how we talk and express to each other; otherwise, our future generations are also in trouble. Hearing him discuss how people are in his hometown, I felt very jealous. People there might be genuinely happier since they have a better mindset on everything in life because they all cherish one another and love more deeply than we do.

(continued on page 8)

*(Student Reflects on Faculty Member
continued from page 7)*

I am missing out on something very important—the desire to connect with other people, the world, and myself. I am in a place that is holding back my own personal potential because of the societal constructs that are in place. We may have more materialistic things and more personal freedom but we lack the very basic, essential things. We are losing our own humanity. In his deep, sonorous voice, Dr. Doh urges us to reconnect with each other. “Put down your phone, smile at each other, talk to

each other, learn from each other, and create the world you want to live in together!”

Dr. Doh makes me think of how much we really take for granted in our lives and in school and in everything that we do. We have things that people would literally die for. We have personal freedom that some may never even have. We live a privileged life and we don’t even realize it. That’s very sad to me.

Dr. Doh’s stories and his life experiences are very interesting. His critical view of Americans is

rightfully so due to what he has seen and what has happened to him here in America. Dr. Doh stated, “I gained my rights to criticize America because my two sons fought for this country.” His two sons fought in Afghanistan and Iraq.

Dr. Doh has a personal filter and all the things that he has experienced have gone through the filter and that has created the lens that he currently looks through. Now that he is a grandfather to an American born grandchild I’m sure his perspective is even different now. The lens is always changing.

JOIN *TCT* in Three Simple Steps

ONE: Attend a Staff Meeting

Tuesdays 1:15 – 2:05PM

Wednesdays 1:10 – 2:00 PM

TWO: Email Us

TheCenturyTimes@Century.edu

We will add you to our D2L page where you can submit your work for publication and workshop with other writers, photographers, and designers.

THREE: Dive In

HAVE FUN!

*You can earn college credits for your work on TCT by registering for the Newspaper Practicum class (ENGL 2027).

Honors Students Tackle Poverty

Mitchell LeGrande | Contributing Writer

ENGL 1022.16 is an honors composition II class. The main focus of the course is to research poverty. The students taking this course are required to research different topics related to poverty.

Currently, a survey is being offered to explore how poverty affects education. Data will be collected on students in Minnesota.

Century has a large population of students that receive federal Pell grants, which means we have a lot of students under the poverty line. That sounds like a bad thing, but it is a huge population of people that are trying to get an education despite facing adversity!

This research is intended to help students that are facing poverty and look for solutions that can be implemented to help those students in their educational pursuits while living in poverty.

If you are interested in participating in the research, you can take a survey that will take you less than ten minutes to fill out. You will be entered for a chance to win a \$25 Visa card!

Just email: centuryeducationandpoverty@gmail.com. The survey will then be sent to you.

Students who want to help the research in another way are also welcome to send an email to the same Gmail. Ideas are always welcomed!



M.A.D.I.K. Needs Century Students

Stephen Bruce | Staff Writer

A lot has changed regarding programs or institutions available to help out our local youth. My name is Stephen and I run a non-profit called MADIK, which stands for Making A Difference In Kids. I became passionate about the youth in my community at a very young age. As a child, I had to overcome distractions growing up without much. As an adult, I quickly realized that I needed to do something about that and MADIK was created.

Here at MADIK, our main focus is steering kids in the right direction to be successful at all stages in life. We support them through better decision-making, homework, and relationships similar to that of a big brother or big sister. And the list goes on. MADIK's focus is to help inner city youth and other children to be successful in life and to accommodate them to the best of our ability.

I think Century College students have the ability to help youth in a major way. A lot of students have or may be experiencing the same problems in life. Century students have the opportunity to help these kids in our afterschool program.

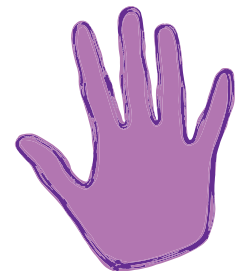
We, as Century College students, can provide a different perspective of school life by showing the positive accomplishments one can achieve. We, here at Century College, are a diverse

group of people: different races, color and backgrounds. This gives us the upper hand to be able to relate to any of these children. Helping the youth, I believe, strengthens our communication skills for the career paths we will eventually take in life.

Providing services to these students will also help us with problem solving and giving positive feedback. It is personally rewarding when a student is successful, and you had something to do with it. The unemployment rate for graduating students is at an all-time high; Minnesota and Massachusetts are the highest educated states. Minnesota is also one of the highest states with unemployed adults with degrees. Helping out your community and the kids is a great thing to put on your resume and employers love it.

MADIK is a program a few friends and I started in 2014 with a dream to help as many kids as we possibly could. We have never given up on that dream to guide as many kids in the right direction as possible. With help from you students at Century, our milestone can continue surpass any goal.

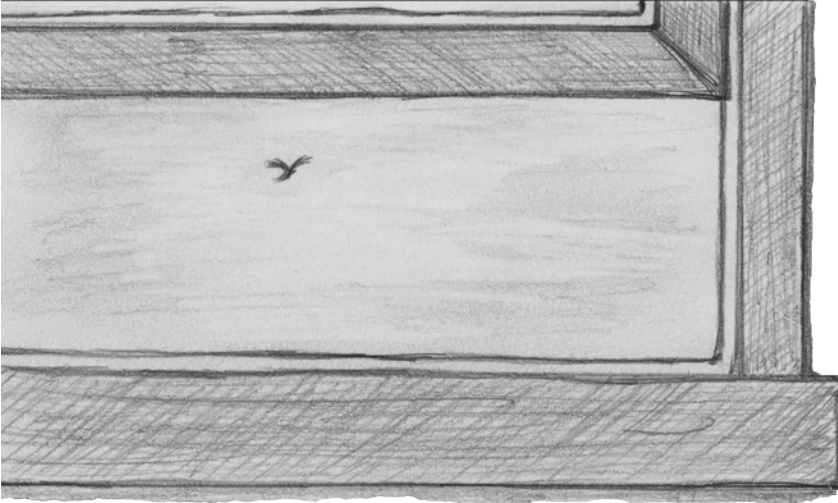
For more information on how you can volunteer, please contact me at TheCenturyTimes@Century.edu.



Century College: Changing the Face of Domestic Violence Part I

Rosetta Peters | Creative Writing Editor

Illustrator | Ker Moua



This is the first installment of a two-part story intended to break the stigma surrounding domestic violence. This story will bring to light five unique stories from survivors. None of us fit the stereotypes of a battered person. For those who think their situation is different, or that they are alone, don't believe it. We are here. Here are our stories.

Sympathy

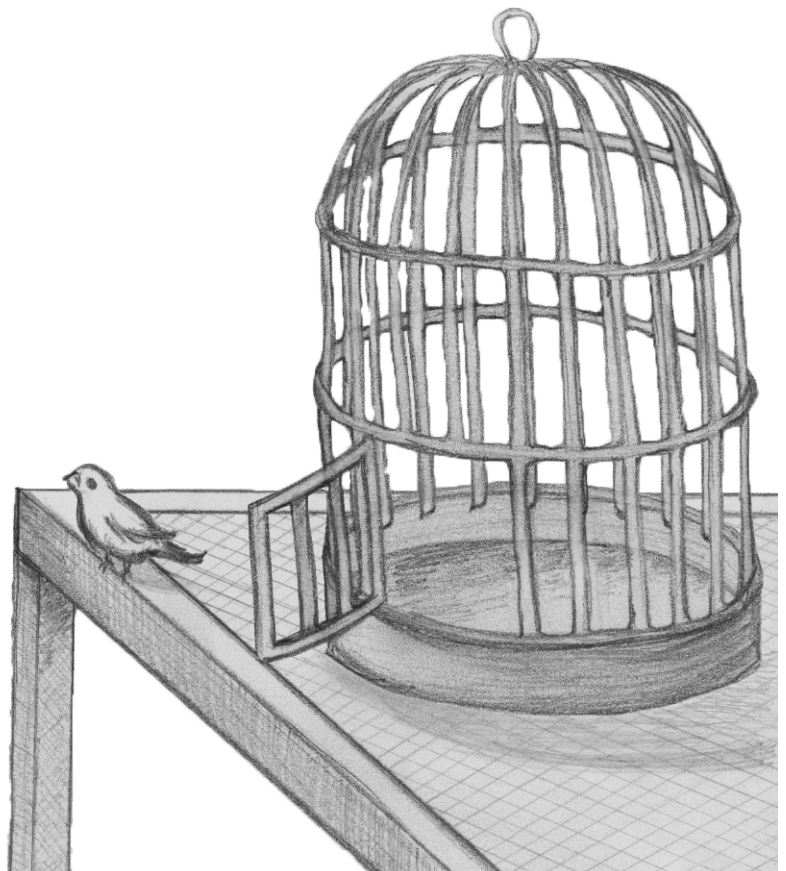
I KNOW what the caged bird feels, alas!

When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
When the first bird sings and the first bud opens,
And the faint perfume from its chalice steals —
I know what the caged bird feels!

I know why the caged bird beats his wing
Till its blood is red on the cruel bars;
For he must fly back to his perch and cling
When he fain would be on the bough a-swing;
And a pain still throbs in the old, old scars
And they pulse again with a keener sting —
I know why he beats his wing!

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore, —
When he beats his bars and he would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart's deep core,
But a plea, that upward to Heaven he flings —
I know why the caged bird sings!

— by Paul Laurence Dunbar



Domestic violence is and always has been somewhat of a stigma in our society. There are many assumptions that are made when the subject of domestic violence is raised which generally leads to a trickling off in the discussion and then silence. People get uncomfortable when domestic violence is brought up.

Why is that? It's simple really; we don't want to see it. We are content looking the other way. We don't want to hear the stories or see the wounds.

Current victims don't want to talk about it because they are living it, and survivors don't want to talk about it because they are trying to get past it and it's hard to relive those moments and to be vulnerable. The truth of the matter is, we don't like to be made to feel uncomfortable because we don't like change.

Having a discussion about a topic has the potential to change the way we look at it and to change the way we look at each other. But friends, I ask that you be brave, because we need to change the face of domestic violence.

Domestic violence transcends all boundaries; race, ethnicity, culture, religious affiliation, social or economic class, gender, sexual orientation, and even the nature of the relationships where it festers. It can happen within the realm of an intimate partner, a parent, a child, a sibling, any relative, a friend, or stranger. Domestic violence is insidious and needs to be looked at and treated like an infectious disease in this country.

Abuse breeds abuse.

I know this because I've lived it. My father was an alcoholic and a heroin addict who abandoned my brother and I when we were very young. It was after he awoke one night with my mother atop him wielding a butcher's knife that he decided to leave. (I can't say that I blame him.) My mother was a diagnosed schizophrenic with dissociative disorder who also struggled with alcoholism and addiction. She was molested as a child and raped by a family "friend." One of my earliest memories as a child was of her attempting to sell or trade me in a bar to an old man. She was also a prostitute and I've witnessed things that no child should. (Be brave, stay with me...) The same man that molested and raped my mother also molested my brother and I. And our great-grandmother, who assumed custody of us, was both verbally and physically abusive.

Abuse and violence were normal. It only seems fitting that my brother and I would continue the cycle. And we have. I went on to enter into a relationship where the father of my five children abused me for 13 years. My brother went on to become an abuser that is still battling alcoholism and addiction and who is also absent from his children's life. He has even attempted suicide and my heart breaks when I see the scar that runs up his forearm. In many ways he still clings to the bars of his cage.

My ex was abusive in every way. It started out gradually. Verbal at first, a shove here and there. Before I knew it he would beat me to the point where I would have to miss days of work on end. I'd lie. I did so because I was embarrassed. It was humiliating. I lied to everyone. I lied to work, to family, and to myself. I got so good at lying and covering up what he had done, or at least I thought until I started to walk in on my co-workers conversations and hear the whispers, "Why doesn't she just leave?" "She can do better." "Well, if she's dumb enough to stay, she deserves it." "Shhhh, here she comes. Don't say anything, it's none of our business."

I left four years ago and today I tell people that it took an F5 tornado for me to leave and it literally did. The tornado hit Joplin, Missouri on May 22, 2011; he hit me for the last time on July third, and on the fourth I left. I ran away, only taking my kids and we completely started over.

I broke the cycle of abuse. I am raising my children to be strong, independent women and men who know that they deserve to be treated with the upmost respect from their partner and that they must give respect. I want them to be gentle and kind and to know love. It took a strength I didn't even know I had. I mean, how do you take flight, how do you trust wings that you've never used before?

This is not easy for me. I am a yeller. In other words, I am, at times, verbally abusive and since I don't like human contact or touch, I have to make the conscience decision to embrace my children. To show them love. What comes natural to other mothers is work for me. But I work at it every day and I have help. I am in therapy, I write, and I have a good support system in place. My family is healing. Healing can happen. We can break the cycle of abuse and change the face of domestic violence in this country.

We just have to listen to the caged birds sing...

Recently, I sat down with several Century College students and a faculty member that shared with me how domestic violence has changed their lives. I'll begin with Jane. (*name changed to protect identity*) Jane is twenty-two years old and this is her first year at Century College. Jane's perspective is that of a child who witnessed her father being abused by her mother. Women can be abusers and men can be victims as well. She grew up watching her mother verbally and physically abuse her father. She shared with me instances where her mother had asked her to lie to her father. Her mother had mostly been neglectful to her children; sleeping all day, staying up all night. Jane confirmed that her mother was addicted to drugs and alcohol as well. Another caged bird. Jane said, "I hated going to my friend's house and seeing how fantastic their mothers were."

Her mother had attempted to self-abort Jane's two younger siblings with increased drug and alcohol consumption and as a result they suffered long term health problems. Jane shared with me that at the age of eleven she was administering breathing treatments and caring for her younger siblings.

Jane's father pretended that nothing was wrong with the mother of his children. He worked. He was a good man. I understand that he was trying to keep his family together. It's hard to break away and usually takes something drastic. That something happened one night when the mother's abusive behavior finally touched his children. The adults were fighting when Jane's mother had grabbed her in a headlock, placed a pillow over her face and had taken the child hostage. Jane was scared, she felt helpless, "... out of control. I knew it was wrong, what was going on, but there was nothing I could do about it." Jane can't recall much of what happened after because she couldn't see, but she said that they had fallen to the ground and her father had picked her up and ran out of the house with her. After that, he took his children and left.

Jane didn't see her mother for quite some time after and when she finally did, her mother ignored her and drugged her, causing her to sleep for two days! Jane said that she still hasn't told her father about that visit...can you imagine?

I asked Jane if she had ever been angry, "I was mad at everyone. I was mad at my mom for being the way that she was and I was mad at my dad for letting it all happen." She said that she felt as though her father was the best person on the planet when he finally left their mother. "He was doing something for us."

(continued on page 12)

For any of you that are currently in an abusive relationship and are staying for the kids and trying to keep your family together, please know that you are not sparing them, and please seek help and get to safety now. When I asked her how this impacted her life, she said, "It showed me how I don't want to be in life. My mother is my hero by showing me what not to do."

I asked Doe what she would say to others that are in a similar situation as she once was, and she said, "People need to know that they aren't alone. They aren't stuck."

Next, we have Regina Thao. She is thirty years old. Her story is quite different from Doe's. Thao and her abuser were high school sweethearts. Things were normal the first couple years and she said that it wasn't until the third year that he became verbally abusive. He had changed. He would anger easily and punch walls. She said that they didn't go out, they didn't hang out with friends, and she felt isolated, secluded. He would intentionally say hurtful things about her weight and called her lazy, even though she was the one working and going to school full time while he stayed home.

It all changed the fourth year. He had started shoving and pushing Thao when angry; it wasn't

long before he started hitting her. She said that he had always hit her in places where she could cover it up with clothing. After beating her, and after he had calmed down, he put medicine on her and rubbed Icy/Hot on her. I asked her how this made her feel. She said that sometimes the extra attention would make her happy because he was being sweet. Other times she felt frustrated at him putting medicine on the places where he had just beaten her in attempt to make himself feel better for what he had done. She said that he would get mad if she didn't allow him to put medicine on her and the cycle would repeat itself, so it was best not to argue.

This behavior continued for nearly a year until finally he had been unfaithful in their relationship. Thao said, "The only reason that he and I are no longer together is because he ended up cheating on me." I was shocked. What would possess a beautiful, smart, funny young woman like Thao to stay in an abusive relationship, but leave when he cheated?

"I think that because, in our culture, being Hmong, that happens. Even being cheated on happens but for me, being cheated on was the ultimate low." My heart hurt for her "...when it was just abuse, he was still choosing me over everyone else, so that was enough for me." I would be lying if I said that I didn't understand exactly what Thao

meant by this. When I asked her whether or not she had witnessed her father abuse her mother she said that, "...things like that happened, yes." Even her exes mother had told Thao that it was just a normal part of life that she was supposed to endure until it was out of his system and then they could move on to a long-lasting relationship.

I asked Thao how she felt about that now and her response was, "That's a ton of B.S! I think I was stupid! I can't believe that I thought that way!" They have been separated for ten years and finally Thao said that she has moved on. For a long time she focused on the fact that he had cheated as the reason that they were not together and hadn't come to terms with the way that he had treated her. It was hard to get to a place where she could open up and trust again. Now, Regina Thao would like to tell anyone else who is in an abusive relationship, "There is no justification for what they do. It is not okay...You are worth more."



**You are worth more.
We are worth more.**



I appreciate that these ladies were brave enough to share their story with us, to sing. I am proud of them for having the courage to break free from their cages. I hope that anyone out there reading this that is living in domestic violence finds their own voice to join us and sing the chorus of freedom. You are not alone. You have never been alone. I encourage you to get out and ask for help. Stop by our new resource center, talk to a counselor, or call Tubman. There are people out there that can and want to help.

Tubman Crisis Line 612-825-0000
www.Tubman.org
National Domestic Violence Hotline
TTY 1-800-799-7233 or TTY 1-800-787-3224
www.TheHotline.org



Regina Thao

Image By: Graham Wessberg

Fitness During the Frost: Tips & Tricks

Jennifer Howard | Staff Writer
Graham Wessberg | Photographer

In Minnesota, spring doesn't really start until students are able to go outside without a 10 lbs. coat shielding their body. Snow is still blanketing the ground as sharp, frigid air bites our skin. It's that time of year when everyone craves sleeping in their warm bed all day, but college students must lug themselves out of their familiar haven and be (mostly) productive. Unfortunately, it seems as though everyone loses motivation to stay healthy during the winter. But don't give up hope! Here are easy tips and tricks to staying fit at Century through the lull of cold weather.

Be entered in a drawing to win a \$10 bookstore gift card by visiting TheCenturyTimes.com and sharing your tips and tricks to staying fit during the winter!

STAIRWAY TO HEAVEN (AND EXCEPTIONAL GLUTES)

Climbing the stairs can be dreadful, especially when Psychology class is on the first floor and Calculus on floor three. However, your glutes (a.k.a your tush) will be thanking you. Research shows that students who use the stairs tend to have nicer bums than students who use the elevator.

LOW-CAL CARIBOU

Wow. Do the Caribou's on campus actually carry guilt-free drinks?! Of course they do! Instead of going straight for the Blended Big Train Drinks, indulge in a hot latte (180 cals) or Cappuccino (110 cals). But if you really want brownie points, go for a savory hot tea, Americano, or Espresso. All contain zero, zip, nada calories but are still jam-packed with caffeine for those don't-wanna-get-out-of-bed mornings.

DUMBBELLS FROM HELL

No, you don't need to go to Walmart to buy dumbbells. While walking to or during class, whip out your water bottle and do 8-12 reps of arm curls to invigorate your biceps.

ON TREND:

Fruit-infused water! Because water is just so boring nowadays, add a couple slices of lemon or your favorite fruit to your water. Lemon water detoxes and improves the immune system.



YOUR BRIDGE TO SUCCESS ...
FULL QUADS

Don't beat yourself up for accidentally making your class schedule switch buildings multiple times. Walking from the West Campus to the East and back to West is about a half mile. By hiking the concrete catwalk, you are burning over 40 calories and seriously strengthening your quadriceps/thighs.

CENTURY HAS A FITNESS CENTER??

Yes. Believe it. Century has a gym! The Fitness Center, located on West Campus, W1610, consists of 47 cardio machines and a weight training room. Physical Education instructor, Julie Gleason, enthuses that, "it is important that we provide a place for students to go to improve and maintain their health and wellness." Julie is 100percent right. Not only does the Fitness Center do that, it also supplies a free, friendly environment for students to socialize.

BALLS OF FURY

What? Century has its own Table Tennis club?! Table tennis improves one's flexibility, coordination, and reaction time, minus the joint stress. The club plays every Friday from 1-4 P.M. in the Nest. Join them!

Fitness Center Open Hours

Monday and Wednesday

7:15-9:30am, 2:15-3:45pm,
and 5:30-8:15pm

Tuesday and Thursday

7:15-9:15am, 2:15-3:45pm, and
5:30-8:15pm

Friday

7:15am-3:15pm

TRAIL OF TER-RIFIC CARDIO

Walk, jog, run around the Wood Duck Trail that stretches over three fifths of a mile. Enjoy views of nature, including ponds, trees, and woodland animals. If you're looking for some serious cardio, jog the trail five times to complete a 5K.



The Artichoke Mystery Annex of Century College

Lanie Carter | Online Editor
Graham Wessberg | Photographer



The Mysterious Annex Building

As I was following a lead for another article, I found out about a mysterious building in the back of the east campus. It isn't a maintenance building and strange animal-like noises can be heard coming from the area.

I tried to investigate just what is going on in this "building." I searched the new Century website, but all I found was a 404 error message. There seemed to be forces at work that didn't want the contents of what is behind those darkened doors revealed.

What were the strange animal noises that can be heard in the parking lot? Is Big Foot taking classes or is this the birthplace of our own Woody the Wood Duck, who we all have believed was just a student life member in a large costume. This investigative reporter decided to find out.

When I walked into the doors, I was greeted with a strong smell that was purely animal. What came to investigate my intrusion was an orange tabby who gave me a look of curiosity and annoyance. Clearly the leader of this department, he rubbed up against my legs, begging for some attention. Since it seemed I had to get his approval for further passage, I obliged.

Even though it was during the day, I felt as if I had walked into a haunted house of some kind. I heard loud noises coming from the back room that sent chills down my spine. A sudden yell, from what I assumed to be an animal, let me know that I was not alone. I walked towards the back room from where the noises continued to call to me.

I entered a large room full of cages and found the source of the disturbance. The right wall of the room was lined with cages

of bunnies and chinchillas. The left side of the room had two large cages; the far cage contained several goats and hay. The front cage held my new noisy friends: a few roosters and two very vocal geese.

I felt more at ease now that I knew the source of the strange yelling, but I still found myself ducking behind a large animal cage just in case something else was amiss.

I wandered back through the hallway and to another large room that appeared to be a classroom. Fish tanks lined the back wall, and as I started to walk into the room a green ball began to roll quickly towards me. I jumped back, but soon realized that there was some kind of rodent inside the ball, a logical explanation for the ball rolling across the room but not any less creepy.

As I made my way into what was the last, and final room, the temperature rose at least 80 degrees. The largest room of the annex, a greenhouse with floor to ceiling glass windows, was filled with plants. Two large blue kiddie pools sat on the floor and turtles swam in each one.

The far left section of the room had two large walk-in birdcages. The first cage had a curious cockatoo that gave me look of wonderment, as if to ask “Why are you here?” The second cage had a large colorful parrot that repeatedly welcomed me by saying “Hi.” He let me pet his belly, but had eyes in the back of his head and refused to let me bring my hand any closer. “That’s ok,” I said out loud, “we don’t have to be friends right away.”

The right side of the room had another large enclosure with some very large lizards inside. Beside it were several glass aquariums, some had very large snakes, and others had bearded dragons.

Even after my extensive search of the mystery annex building, I didn’t locate Big Foot. What I did find out is that the mystery building is used to offer an Animal Science class to 916 students from local high schools. The course provides students with an introduction to many animal related career fields. Students learn about animal anatomy, health, physiology, and how to care for companion animals. Students also learn about the handling and grooming procedures, sanitization, disease identification and prevention along with basic pet first aid and certification.



“Ain’t nothing here but us Chickens!”



“Can I help you?”



Bearded Dragon giving his good side.

*For more information:
<http://www.nemetro.k12.mn.us/>
Page/271*

*Later this spring,
Animal Science students
will be hosting an animal
adoption fundraiser through
Our Paws:
Rescue Pets are Wonderful
<http://www.rpaw.org/>*

*Stay tuned to
TheCenturyTimes.com
for more information.*

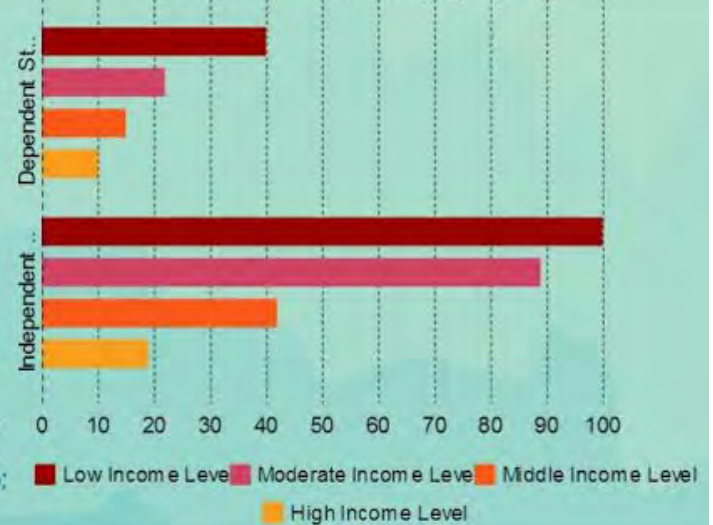
GOING HUNGRY

The Affects of Food and Housing Insecurity amongst Undergrads

Independent students from the lowest income quartile devote **559%** of their total annual income to cover the Net Price of a year of community college.

NOTE: Annual income associated with each level:
 Dependent students Low \$21,000; Moderate \$52,000; Middle \$81,000; High \$142,000
 Independent students: Low \$2,019; Moderate \$13,586; Middle \$29,311; High \$73,120

Percentage of Annual Family Income Required to Cover the Net Price of Community College



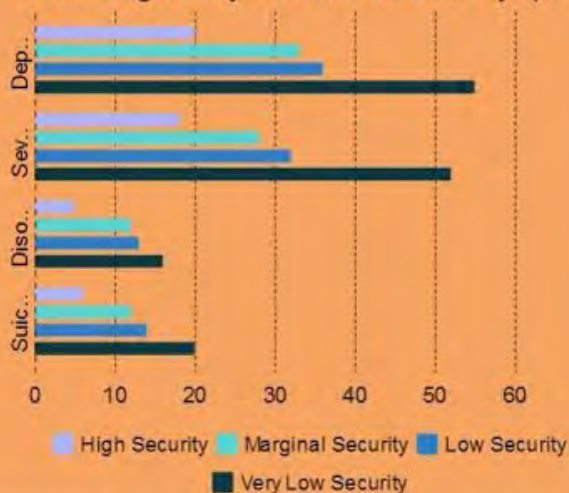
DEPRESSED
OVERALL **32%**

SEVERE ANXIETY
29%

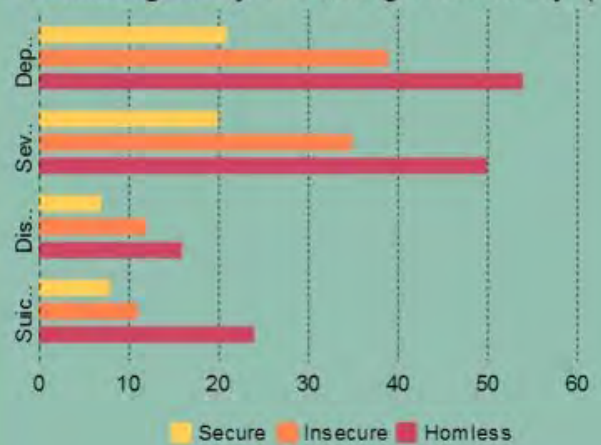
DISORDERED EATING
10%

SUICIDAL IDEATION
11%

Prevalence of mental Health Challenges by Food Insecurity (%)



Prevalence of mental Health Challenges by Housing Insecurity (%)



Data from Wisconsin HOPE Lab: Hungry to Learn, 2015

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Image By: Ha Dong

Students Show up to Learn Despite Lack of Food, Housing

An Garagiola | Editor in Chief

Among the students, walking these halls, are those facing tougher challenges than writing essays and taking tests. Survivors of drive-by shootings. Veterans trying to readjust to society. Widows forging a new future. Recovering addicts. People who have escaped domestic violence and are regaining their footing.

Others come from generations of urban or rural poverty, and some from the new and fast-growing suburban poor.

For some students, despite all their hard work and ingenuity, their paycheck just doesn't stretch until the next one. Or maybe it does—but barely. In either case, the stress of trying to learn while hungry or worried wears on people.

All of these Century College students experience poverty in unique ways, but they can all benefit from the same solutions.

Across the country, in fact, students are showing up to learn, despite inadequate supplies of basic human needs such as food and shelter. This has driven researchers in Wisconsin to study the effects that low food supplies and unstable housing have on students.

Nationwide

New research shows that 1 in 2 undergraduates are experiencing food and housing insecurity. A survey of 10 community colleges from across the country by the Wisconsin HOPE Lab, in conjunction with Single Stop and the Healthy Minds Study, finds that 52 percent of community college students are experiencing housing and/or food insecurity. This research is unique in that previously there has been little work in exploring hunger and homelessness among undergraduates, something the researchers hope to change.

The study focuses on the cost of higher education compared to student income. "While higher education has focused on helping low-income people attend college—succeeding in placing 10 million Pell recipients into colleges and universities—it has inadequately addressed the conditions of poverty confronting students as they pursue their degree," it reads.

To help combat the rising epidemic of students dropping out due to lack of support, the researchers are calling for significant changes in higher education to better help students succeed.

Katharine Broton, a Ph. D candidate at the University of Wisconsin - Madison, was one of the researchers. She said the college presidents she interviewed commented on their reasons for helping students in nontraditional ways. They told her, "Helping students have enough food to eat and adequate shelter isn't only the right thing to do morally, ethically, and as a community, it also helps retention rates. Providing these services is essential to the academic mission of colleges and helps the school's bottom line by retaining students who continue to pay tuition," she recalls.

Broton is one of the authors of the report titled, "Hungry to Learn." She is amongst the researchers pushing for changes in the way colleges think about helping students.

This study takes into account things others don't, when considering the cost of attendance. In doing so, researchers found that low income students pay most, if not all, of their income on costs associated with attending college. The majority of that is living costs—things like food, shelter, and transportation. Students lose out on what the researchers call, "opportunity costs," or wages that students are unable to earn in order to attend school. Pell grants, once the United States' ticket to higher education, no longer cover the cost of books and tuition, let alone living expenses.

To put this in perspective, an independent student making \$29,000 a year will use about 40 percent of their household income to attend college. Some students even devote their entire income to cover the costs of college. Often the response to this problem is to get another job.

Many students are already juggling a job, school, and family—leaving no time to pick up a second, or in some cases, a third or fourth job to make ends meet. There are only so many work hours in the day, and even less with classes to attend and homework to do.

What is food insecurity?

The authors use USDA guidelines and give one point every time a student answers yes to any of the following questions:

- 43% I couldn't afford to eat balanced meals.
- 39% The food that I bought just didn't last and I didn't have money to get more.
- 28% Did you ever cut the size of your meals or skip meals because there wasn't enough money for food?
- 26% Did you ever eat less than you felt you should because there wasn't enough money for food?
- 22% Did you cut the size of your meals or skip meals due to lack of money 3 or more days?
- 22% Were you ever hungry but didn't eat because there wasn't enough money for food?

Scores

- 46% 0 = High security no report of limitations or inability to access food
- 13% 1 = Marginal security anxiety over food shortages
- 19% 2-4 = Low security reports of low food quality or variety
- 20% 5-6 = Very low security disrupted eating habits and reduced eating

Data from *Hungry to Learn 2015*

(Continued on page 18)

The result is more students dropping out for the same reason they started college in the first place: to provide a better life for themselves and their families.

The researchers at HOPE Lab want to start a national dialogue about this. “We are currently planning for a national convening to take place this spring to bring together leaders on this topic, which includes academic researchers, but also people in the policy world, practitioners, and students, and a whole wide net of people,” says Broton.

The findings are similar to those in smaller studies at Wisconsin community colleges. “I was surprised that the 50 percent rate of students who were food insecure matched so closely to the numbers we were seeing in Wisconsin—at different colleges, at different points in time,” Broton points out.

She adds that it is hard to know if this research captures the scope of the problem. Many low-income students do not have consistent access to internet. Taking this technology gap into consideration, these numbers are quite possibly an understatement.

“Particularly students who are homeless and housing unstable, I think that there is a good reason to believe they are less likely to receive a web survey and respond to it than those in more stable living conditions,” Broton says.

“We have been requesting for one of the large national education surveys to add these

measures, to get a nationally represented sample. There is interest in that, but those things take time. I don’t know that we’ll have a really solid grasp on these figures until we get it on a nationally represented survey,” she says.

While researchers at HOPE Lab try to get their questions asked on a national level, they would also like to see all institutions take an active interest in finding out how many of their students are in need. “For college leaders, I think you can make the argument that the most critical information they need to know is what’s happening in their community,” contends Broton. She says the most complete information on the number of students experiencing insecurity comes from studies done on one campus.

It is hard to be a student in need. When in crisis mode, everything—work, studies, parenting, and other obligations take a back burner as the student deals with the emergency at hand. Students in crisis are more likely to drop out in order to resolve problems. Resource centers are needed—a one-stop shop where students can access a myriad of resources like food and housing, energy assistance, help writing scholarship essays, and tax preparation. This is already being implemented in some places.

Locally

The questions being asked at HOPE Lab have implications for the 92,000 Minnesota State College and University students who are Pell eligible. As MnSCU leaders meet to discuss ways to better serve students, more than 1 in 3 are in financial need.

At Century College, nearly half of the 10,000 students receive Pell grants.

The number of students experiencing housing and food insecurities is not known at the college or system level.

Century College is among the institutions to take the first steps, even before the numbers are in. Their goal is to help students succeed in and out of the classroom.

In the affluent suburb of White Bear Lake, it is hard for people to grasp the reality of the situation. Half of the students at Century are Pell eligible. What this equates to is struggle; balancing multiple jobs, school, family, and sometimes hunger and homelessness.

The college is taking strides to combat poverty on campus and the stigma that accompanies it, and students from a multitude of backgrounds are benefitting from the same approach.

MnSCU, led by Chancellor Steven Rosenstone, is taking up the initiative started by places such as Minneapolis Community and Technical and Century College. MnSCU faculty and staff have been attending for the last couple years in an attempt to experience what many of their students are going through.

“Last spring I went to a Frontline conference that Michele [Jersak] spoke at in a workshop with AFSCME and MAPE employees. I heard Michele and heard some of the clips from Donna,” says the chancellor.

Rosenstone recently invited the Leadership

The Spectrum of Housing Insecurity

What is housing insecurity?
Housing insecurity can be any number of the items listed below:

- 22% Difficulty paying rent
- 22% Not paying full amount of utilities
- 18% Not paying full rent
- 14% Moving in with other people due to financial problems
- 12% Moving two or more times in a year
- 11% Doubling up with a friend or relative

Homelessness is an extreme form of housing insecurity and is defined by experiencing any of the following:

- 5% Getting thrown out of home
- 3% Staying in an abandoned building
- 2% Getting evicted
- 1% Staying in a shelter
- 1% Having no place to sleep at night
- 1% Not having a home

Percentages shown are from the report Hungry to Learn

Board and Trustees to attend poverty training with Dr. Donna Beegle at MCTC.

“We need to get on board. We need to educate ourselves. We need to get our leadership, both our board and our presidents, and my cabinet, to have a deeper understanding of the challenges, and a deeper understanding of what we need to be doing to address them,” says Rosenstone.

The training was emotional for many in attendance. Rosenstone says that hearing student voices is invaluable. “It’s the only way that makes it tangible and real in a very powerful and moving way. It’s not numbers, it’s human beings,” he explains.

Chancellor Rosenstone presented a simple message to the board. “Action is what will make a difference. The deliberate steps we take at every single campus will matter. And I’m hoping my colleagues will take those steps,” he says.

At the end of their report, the authors of, “Hungry to Learn,” list several institutional and legislative recommendations.

Century is meeting or exceeding in many of these areas. The new Resource and Support Center now houses the college’s Food Pantry. Staff there can connect students with counselors and community partners who will help them meet their basic needs. There are also Random Acts of Kindness students can apply for in crisis situations.

There is still more that can be done. In 2014, The Century Times asked administration how many students were homeless. At the time, there was no way to tell.

There still isn’t.

Many avenues exist for this to take place. The information could be pulled by Financial Aid from FAFSA. This would, however, miss students who do not apply for federal financial aid. A survey could also be given during orientation or on the first day of class.

Another opportunity to assess student need is during Accuplacer testing. It could include questions regarding food and housing insecurity along with other helpful information that could pair students with resources. For instance, if a student responds that they are a parent, they can be given information for the Student-Parent Center, which provides support services like grocery cards and kid-friendly study space on East Campus.

According to Broton, every college needs to know the numbers to make meaningful change.

“What’s most important to colleges is what’s happening on the ground in their institution,” she says.

To continue leading the way, our administrative leaders can look to a list of initiatives drafted by students at Century. The list is similar to the one found in, “Hungry to Learn.”

The students say things like knowing the

numbers, housing vouchers, and free hot meals are needed on campus. They would also like to see more affordable housing near campus, and there is a desperate need for more dependable and timely public transportation.

Century Students’ List of Initiatives for Administration:

- ▶ Knowing how many students are in the crisis of poverty—a MnSCU-wide survey to gauge housing and food insecurity
- ▶ Housing voucher program for homeless students
- ▶ Opening Resource Centers (such as at MCTC and Century College) on all campuses
- ▶ Free meal tickets available to students through the Resource Centers to provide a hot meal from the cafeteria
- ▶ Allowing students to use SNAP benefits to purchase food on campus
- ▶ Anti-stigma initiatives to break down barriers to resources
- ▶ Mass education: Have all faculty, staff, and students take a course on poverty to eradicate poverty stereotypes
- ▶ Establish a mentorship program to help students navigate college and plan a path to their future
- ▶ Ensure all work study positions are based on professional development and goal-orientation which allows student workers to gain valuable skills for their future
- ▶ Emergency scholarships and loan programs for students in need
- ▶ Remedial courses should not count against a student’s college GPA
- ▶ Allow enrollment for students with small balances at other institutions
- ▶ Application fee waiver for students with low incomes

Initiatives Listed in *Hungry to Learn*:

- ▶ Educating faculty and staff on community resources for students, such as food pantries, tenants’ rights groups, and where to apply for public benefits like SNAP.
- ▶ Creating a food pantry on campus
- ▶ Setting up emergency aid and loan programs
- ▶ Include estimations of living costs in cost of attendance
- ▶ Partner with local agencies to provide services to campus
- ▶ Provide Housing vouchers to homeless and at-risk students
- ▶ Expand counseling services to meet demand of students in crisis
- ▶ Allow for SNAP eligibility for all students enrolled in college, and for the application to be available in an electronic format to save time and money
- ▶ Allow use of SNAP on campus so students have access to meals on campus
- ▶ More affordable housing for students

Century College Foundation to Award more than \$300,000 in Scholarships

An Garagiola | Editor in Chief

There are not many legal ways to earn \$1,000 for a few hours worked. Scholarships are one way students can work a few hours and get legitimate money for college, which means more money in their pockets every semester.

Every year, The Century College Foundation gives over 240 different scholarships totaling more than \$300,000 in funds available.

The Foundation is currently accepting applications. These scholarships will be awarded during the 2016–17 school year.

Scholarships look at past achievements, so in a way, it is like getting paid for work already done.

Like all jobs, scholarships have an application process. The application for the Foundation's scholarships is online at CenturyCollege.award-spring.com/.

Students may think they will not qualify for scholarships. The opposite is true.

"Most students qualify for more than one scholarship," says Melissa Brown, Administrative assistant with the Century College Foundation.

She tells students to apply for as many as they can. "You only get one, but why not create

more opportunities?" When this happens, the student is awarded the larger scholarship.

There are many different types of scholarships. Some are broad, such as the General Student Scholarship. Some are geared toward specific paths like prosthetics, information technology, and horticulture.

"For the last few years, the IT related scholarships have been unawarded," says Brown. In fact, several IT-related scholarships for the 2015/16 school year went unawarded. Those will be rolled over into next year's pool.

Like jobs, scholarships have an interview process. This is a personal essay. The essay can be one to two pages long. The idea is to show the reviewers how applicants have earned the money, and what their future career plans are.

Brown discloses that students often get discouraged at this point, and do not finish their application. For this reason, there are several places on campus where you can get help with the application process. Brown encourages students to not let the essay come in the way of applying. "One paragraph is better than zero," she says.

Brown is willing to help students with any part of the application process. Her office is located in E2511. Staffs in the Resource and Support

Center (W2450) are also trained to help students through this process.

Applicants will also need a letter of recommendation. Brown says when a recommendation comes from Century faculty, "it weighs more than one from an employer or coworker."

It sounds daunting, but Brown insists it is not. "All these faculty are great. They are more than willing to help," says Brown.

Also, many students may not apply for scholarships because they do not have time. Brown says, "Take time to fill it out, upload info, get a recommendation letter from someone at Century."

Brown offers tips on which scholarships to apply for. "The general student scholarship gets the most applications. A student who applied to just that one and no other has a less chance," she says.

Applications will be accepted now until April 1. They will then be reviewed, and recipients will be notified over the summer. Awards are issued as financial aid and processed in the fall and spring.

*For help with scholarships:
Melissa Brown E2511 651-779-3356
Resource & Support Center W2450
TRIO E1411 and/or W2466*

Scholarship Essay Workshop

Don't let personal essays prevent you from applying for scholarships!

Resource and Support Center (W2450)
Wednesdays from 1pm-2pm.

Stop by with your questions, get a peer review, and check out our other services while you're there.

Additionally, the Resource and Support Center offers help to students with various other resources such as: Healthcare, Credit Counseling, Food Assistance, Legal Services, Child Care, and many more!



Image By: Jacob Bernier

Student Sexually Assaulted on West Campus

Jennifer Howard | Staff Writer

On Feb. 22, a female student was sexually assaulted in a bathroom on West Campus.

The victim was followed by the suspect from the theater lobby to the women's restroom located by the Commons Lobby. Shortly after the female student entered the restroom, the suspect entered and peaked under the stall.

The assailant fled through the Commons Lobby exit after the victim confronted him.

Century's Public Safety Team reports they will boost the number of patrols on West Campus.

According to Mark Holper, Director of Public Safety, the suspect appeared to be male, 5'4",

average build, and had a shaved head.

The Century Times contacted Holper, who replied via email that he was unable to comment on the situation at this time.

We reached out to the White Bear Lake Police Department. Capt. Dale Hagar said a police report was not filed.

Students are encouraged to report any information that may lead to the apprehension of the perpetrator to campus security: 651-747-4000.

Check TheCenturyTimes.com for updates on this story.

Below is the Century College Campus Safety Alert sent February 23, 2016

Dear Students,

We received a report today that at approximately 7 pm yesterday evening (2/22/2016), an unidentified person entered a women's rest room on the West Campus and peaked under a stall wall. From campus security cameras, the suspect followed a student from the theater lobby area to the women's restroom located by the Commons Lobby. The suspect entered the restroom shortly after the female student, peaked under the stall wall, and left after being confronted by the student. The suspect then departed the building exiting from the Commons Lobby. There was no physical contact made during this interaction.

The suspect appears to be male, approximately 5 feet 4 inches tall, average build, shaved head, wearing gray colored pants and a dark colored shirt. The suspect may have entered the building around 4:30 PM.

The Public Safety Team will be increasing patrols in this area of the campus. Campus Public Safety contacted local law enforcement agencies and there have not been similar situations reported in our local area. We ask that the campus community remain vigilant and report any suspicious behavior on campus as soon as possible. The number for campus security is 651-747-4000 or ext. 4000 from a campus phone. Immediately call 911 in any life-threatening emergency.

As a reminder, the Century Public Safety team offers escorts to your vehicle in campus parking lots. The National Crime Prevention Center also offers online resources regarding personal safety.

This is a campus safety alert notice. A campus safety alert provides information about events or activities that do not pose an imminent threat to the safety or security of persons on campus. In the event of an imminent threat, the college will use multiple emergency notification systems, including (but not limited to) the Star Alert system and the campus speaker/paging system.

Thank you,

Mark Holper

Director of Public Safety

651-779-5834

Unique, Not Different

Hannah Harriman | Staff Writer
Graham Wessberg | Photographer

I am a student who happens to be blind. As the first of soon-to-be several blind and visually impaired students attending Century College, I want to make the student body aware of what blind people are capable of and the minor adaptations that we use.

I navigate the halls using a cane, read Braille, and do homework on a laptop that has screen-reading software. I can do anything you can, with minor adaptations. That makes me unique, not different.

I am totally blind, have some hearing loss, and mild Cerebral Palsy, but with minor accommodations, I can do anything you can, except perhaps drive a car. Although this campus is hard for anyone to get around, I have had much practice and training learning my way around here. Now, I can get anywhere on campus, although sometimes I will ask for assistance, mainly because my Cerebral Palsy has caused me to veer. Like you, I don't know my way everywhere. When I need help, I'll ask for it. Please don't assume I don't know. That being said, I know most people have great intentions, and I really appreciate that.

I read Braille, a system of raised dots arranged to form letters and words. There are many levels of Braille: literary, contracted (shorthand), nemeth (math), computer, music, and even Braille for other languages. For this reason, Braille is considered a code, not a language. This doesn't mean that I am fluent in all of these forms, because I certainly am not; I know literary, contracted, nemeth, music, Spanish Braille, and very little computer braille.

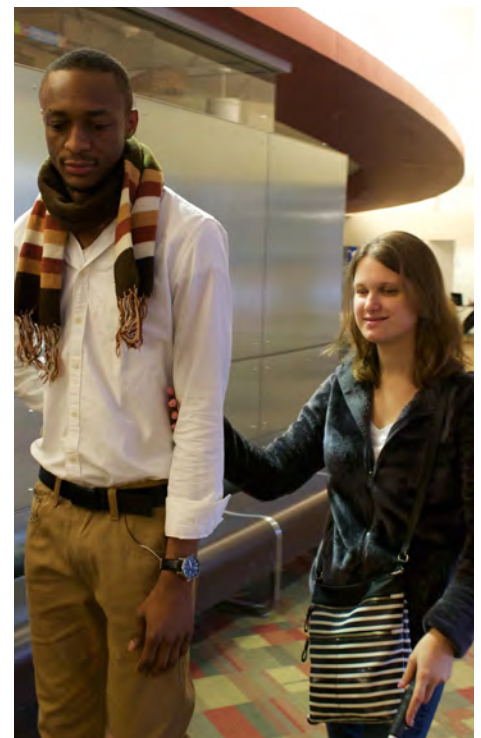
There is a wide debate in the blindness community—Braille verses digital technology. Although technological advances allow for documents and books to be read audibly, Braille is just as important. In my public speaking class, for example, I want to be able to read for myself what I have written and not have to translate over a screen-reading software talking to me. To solve this problem, I use a Braille Edge, a small device in which I can type things, but where the screen would be is Braille. Another form of technology I use is a standard laptop. It has a software called JAWS (Job Access with Speech) that reads anything from word documents to emails to the Internet.

One final piece of technology that I use is an iPhone. I know what the obvious question is: "But that is touchscreen!" I know, but with the combination of Siri, and a program called Voiceover, I can do anything you can do: texts, email, make phone calls, and use social media. I can even use apps that identify colors of objects and denounce money currency. Sometimes, I use a combination of these technologies simultaneously. If I have to send a long email, for example, and I don't have my laptop with me and I don't want to manually type on my phone, I can wirelessly hook my Braille Edge up with my phone and send the email that way.

I do have a social life. I write for the Century Times and am involved in campus life in other ways as well. I, like any other college student, desire to get to know those around me. Don't let transportation be a setback. I can meet up with people outside of school, taking transportation services like Metro Mobility. Along with this, please don't be afraid to ask questions. If you have a question or don't understand something, don't hold back. You'll never know something unless you ask first. It's better to ask and know rather than assume and never know.



Even a laptop can be conquered and be a useful tool.



A good way to be helpful.

Resource and Support Center Opens at Century

Rebecca Johnson | Acquisitions Editor

After months of hard work by dedicated students and faculty, Century's new Resource and Support Center (RSC) opened this semester allowing students to easily access a multitude of support in a single location, W2450.

According to An Garagiola, partnership development assistant, the RSC is modeled after the resource center at Minneapolis Community and Technical College. The benefit of the RSC is to provide the necessary tools and resources that students need to be successful in their education. Often times, students are busy dealing with life outside of school and that can affect their performance in the classroom.

Although at first glance it may seem that the center's services are geared towards students experiencing extreme financial need, there are a variety of resources for students wishing to stretch their budget. For example, the center has a list of businesses and restaurants that provide a student discount and tips for where and how to search out scholarships.

Garagiola states the staff at the Resource Center is working hard to "dispel the stereotypes about poverty, but it is a group effort. People need to be taught why poverty exists and provide an environment that students feel comfortable coming in to receive help." Poverty is not something that a student intentionally faces, but something that is constructed through the cost of education, access to resources, low paying jobs, and the high cost of living. The center is available to alleviate some of the burden students face when locating resources.

RSC student worker, Sabrina Cephus, is new to the center; however, she is familiar with many of the services. Cephus states, "The employees are really nice and want to help students." She adds, "Students can find what they are looking for and if we can't help, we can point them to someone who can."

The center is able to connect students with partners in the community that provide free services in financial planning or tax preparation. Staff at the center are able to assist students in enrolling for energy assistance and SNAP benefits. There are many more services that students can be connected to and the list continues to grow.



Elizabeth Turmero (left) meets with fellow students in the RSC.

Image By: Rebecca Johnson

During an interview with Garagiola, many startling facts about students and what they are facing came up. Specifically, "half of all undergraduates are struggling with housing or food insecurity." Garagiola continues, "How can a school say that students who have access to healthy food and safe homes perform better, and then tell students that every college student struggles and survives on Ramen noodles?"

Having a dedicated center is only half the battle in meeting needs. The center needs staff, supplies, and support from everyone at the college. Currently there are six student workers and openings for more. Food items come in on a regular basis; however, there is always a need for nonperishable items that students can quickly eat on campus or take home to prepare for their families.

Personal care items are in high demand and the center has a low supply. Donations of diapers, hygiene products, and other necessities are readily accepted. Donations can be delivered directly to the center during regular hours or dropped at The Counseling Center (W2410) or Student Club Center (W1210).

While there is still much work to be done in completing the Resource Center, Garagiola describes it as "a start, students are doing what they can and they should be met somewhere" by the college to ensure that they are successful.

According to Jacob Bernier, partnership development assistant, "The food shelf is the main thing students are coming for. There is a stigma about coming in for help that we need to get over." The center is available to help students regardless of their income, and several of the services are a major benefit to any student as they juggle student life with the real world.

The center is open Monday – Thursday 9:00AM – 5:00PM and Friday 9:00AM – 2:00PM. Students are welcome to stop in when the center is open and no appointment is needed. If lack of childcare has prevented students from reaching out in the past, the center boasts the only child friendly space on the west campus.

The friendly staff is eager to help and looking forward to meeting you.

Resources available:

Food Pantry
Assistance with:
Healthcare enrollment
Money Management
Financial aid
Debt relief
Financial planning
Energy Assistance applications
Snap enrollment
Scholarship applications
Tax Preparation and benefits

Creative Writing Club Now Forming

- Have you been writing creatively for as long as you can remember?
 - Do you want to take your writing to the next level?
 - Do you want to meet and connect with other writers?
- Are you interested in exchanging feedback and encouragement on your writing?
 - Are you looking for a place to start?

Then Century's newly forming Creative Writing Club might be for you!

Get in on the ground level with a new club at Century devoted to creative writing. You have the chance to help name the club, decide what activities it will hold, and help determine its future.

If this sounds like the club for you, contact Elisabeth at du9526cm@my.century.edu about meeting times.

Create, collaborate, write... here. Write Here. Write Now.



Creative Writing Certificate

Fall Course Offerings

ENGL 1027 - Creative Writing: Introduction to Creative Writing

Instructor: Kimberly Gaffney

This creative writing class intended for all students introduces the major genres: poetry, short fiction, creative nonfiction, and screenwriting/scriptwriting as selected by instructor.

ENGL 2024 – Creative Writing: Fiction

Instructor: Century Staff (to be determined)

This creative writing class intended for all students focuses on the writing and close reading of fiction.

ENGL 2025 – Creative Writing: Media Writing

Instructor: Richard Kuss

This creative writing class intended for all students covers the study and practice of various forms of media writing including personality profiles, event stories, and opinion pieces.

I Will Fight

Breezy Cephus | Staff Writer

You pushed me down, and at that time, I refused to get back up.
Stepped on for being me and laughed at for the same reason.

I felt like a clown.

I never really understood why I got picked on.

I was polite, minded my own business, quiet, and I dressed nice.

But people still poked fun.

School was a snake's cave I couldn't escape from.

Walls forever suffocating me. No longer breathing. Only drifting and floating.

Wishing for an outer body experience that only comes when I don't want it to.

How long is this supposed to last, who should I tell, and does anyone care?

Only that invisible being in heaven knows the answer to these questions.

I try to ignore these Jim Carrey want to be's but it's hard.

My mind is chasing a rabbit, trying to come up with ideas.

I settle on this.

I can fight them all.

Next time I am pushed into a cemetery colored locker, I will fight them all.

Next time I'm used as a human soccer net, I will fight them all.

As flying balls hit my already bruised face, I will fight them all.

Next time the wolves try and catch this prey, I will fight them all.

Next time my head is put into a magical white bowl, I will fight them all.

Next time they make lies and convince people I am a witch, I will fight them all.

Next time they steal my lunch money, I will fight them all.

I will not cry that river that sailed Noah's Ark or sprint as fast as Usain Bolt.

There will be no Kevin Hart jokes coming out my mouth to make myself seem cool.

You all turned me into a mockery, but I will not turn you into a clown.

I will fight them all.

Never with violence because that will make me no better than them.

I will fight them all by lifting my buffalo head and holding it high.

I will fight them all by showing kindness even when they are showing hate.

I will fight them all by showing forgiveness.

They tried to rip me to shreds and defeat me, and I actually feel sorry for them.

They must be really hurting inside to want to cause harm to someone like me.

I will fight them all by showing love and compassion because they are lacking it somewhere.

I will fight them all by showing them no matter what they say or do to me I will not shatter.

Yes, I'm tired.

Yes, I'm angry.

But not as angry as them.

I will fight them all, and they will fight me.

I thank them for making me a stronger person, mentally and physically.

I will fight them all by letting karma catch up to them.

I will fight them all every day.

They will try and hurt me and have bad things to say.

I do not care because the bullying will become less and less.

I will take back the power I used to give them when I ran away.

They will eventually get tired and leave me alone.

All because I fought back: the right way.



Finding a Lost Friend on a Community Board

Ker Moua | Staff Writer

Ker Moua | Illustrator



College student Connie passes this community board occasionally.

Connie stared at the community board, scouring for new job postings. She had been planning to get a part time job at her college. She was a student living at home. Any money she made would go towards her school related expenses like gas, food, and books. Sadly, she was particular about the type of job she was willing to take so she had not picked any of the current job openings.

Connie's eyes stopped at a flyer for a lost dog. The picture on the flyer looked familiar to a beagle she recently had. She had found Mr. Kibbles on her front porch one night. She nursed him and took care of him. Her parents were not too happy but he was a lost little dog. She eventually visited the veterinarian and found out he was sickly.

Mr. Kibbles did not have long to live. Connie had grown attached to him so she decided to keep him. He passed away a week later and Connie's parents paid the bill to have Mr. Kibbles buried at a local pet cemetery. She had promised to pay them back so there was a reason for her to find a part time job.

When Connie drove home later that day, she took a detour. She drove to the location of the house mentioned on the flyer. The address of the owner was near where Connie lived. She did not know the area well or her neighbors. The house was an old brown house with a metal fence. She saw an older woman getting into a gray car getting ready to leave. Connie continued driving and drove home.

Every few days, Connie would view the community board for new job offers and every time she would stare at the picture of the beagle.

Sure, Mr. Kibbles was a stray but he had nothing to identify his owners. He only had a cute red collar with a metal bone charm. The one on the picture had a blue collar. Just because they were the same type of dog, does not mean they were the same dog. Connie sighed and hoped the poor owner found her dog soon. Connie left for her class for the day.

A few days later, Connie finally decided it was time to return the few dog toys she had bought for Mr.

Kibbles. There was no sense in keeping them if the beagle was no longer amongst the living. While she waited for the return counter at the pet store to open up for her, behind her walked up the owner of the lost beagle.

Upon seeing the dog toys, the woman struck up a conversation with Connie. Her name was Sarah Warren. She was saddened to hear that Connie's dog had recently passed. She misses her own dog, Chipper, as well.

"My Chipper was not feeling well the last day I saw him," Mrs. Warren said. "I left to run errands for the day. When I returned home, the fence door was open and Chipper was nowhere to be found. Sometimes he would disappear for a few days and then come back. After a while, my granddaughter pleaded with me to put up a flyer, but eventually put one up herself. Still, I have faith he will come home soon so I all I can do is wait."

After Connie finished her business with the returns counter, she bid Mrs. Warren farewell and hoped her dog would return home.

Later that week, Connie went to buy coffee at her favorite coffee shop when she came across a young woman who looked almost like Mrs. Warren. She decided to strike up a conversation with the young woman.

"Are you possibly related to a Sarah Warren?" Connie asked the young woman.

"Why yes," replied the young woman. "She's my grandmother. Why do you ask?"

"I met her the other day in the pet shop," Connie explained. "You look just like her so I decided to ask."

"Ah, she must have been browsing for new dog toys," the young woman mused.

As Connie continued to talk with the young woman, she found out the young woman's name was Allison and that she was attending the same college as Connie.

Allison loved dogs so she was heartbroken when she found out her grandmother's dog went missing. Allison took out her cellphone out to show pictures she had taken of the dog. When Connie came across the first picture of Chipper, she noticed it was the same picture as the one on the flyer.

"This is the most recent picture that I could find of Chipper," Allison explained. "Grandma bought a new collar for him but I didn't get a shot of him before he disappeared. She said it was a cute red collar."

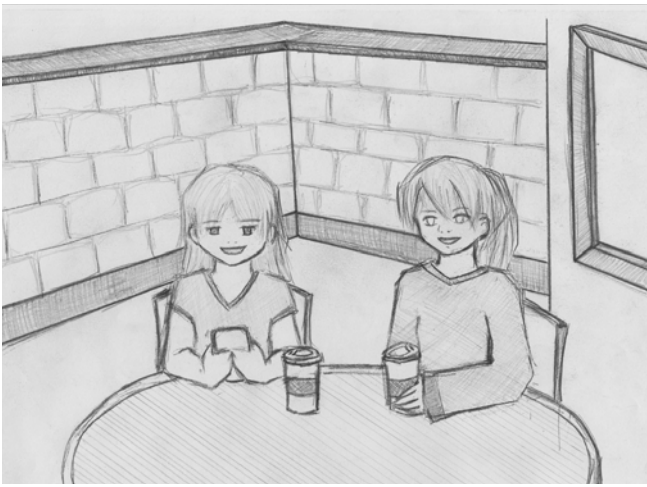
Connie paused at that description. Allison did not seem to notice as she continued to show Connie other pictures. Eventually, the conversation deviated to classes and homework.

When Connie got home that day, she pulled out her cellphone and pulled up pictures she had taken with Mr. Kibbles. Connie had held onto Mr. Kibbles while she took a selfie. There he was with that red collar with a metal bone charm.

What are the chances of a stray dog, let alone a beagle having a red collar? Mr. Kibbles was already dead so there was no need to tell his



Connie took a selfie with Mr. Kibbles.



Connie met Allison over a cup of coffee.

owners if she did find them. She decided it was just a coincidence. After all, Mrs. Warren and Allison were just strangers she recently met.

Connie became acquainted with Allison at college and they would meet and hang out. Occasionally, she would inquire about Mrs. Warren's lost dog. Still no sign of the lost dog. Every day that passed, Connie's suspicions that Mr. Kibbles may be Chipper grew but with the way Allison was talking about Chipper, Connie did not want to dampen the mood.

It was not until one day, standing in front of another community board that she saw Allison walk up next to her. Allison had a new flyer to put up. Apparently her grandmother had found a picture of Chipper that was taken after he received his new collar.

Connie looked at the collar and noticed it was the same collar as Mr. Kibbles. Her friend was smiling as she pinned the new flyer up. Connie really did not want to tell her the bad news. Connie simply wished for her friend's dog to return to them soon.

Later that night, Connie wracked her brain over whether to tell her friend of her suspicions or not. Mr. Kibbles was dead. He was six feet under. Well maybe not six feet, but he was buried. Even though he had the same collar and was a stray dog, it was not 100 percent proof that Mr. Kibbles was Chipper.

Allison and Mrs. Warren did not need to know. They did not need to be sad. But at the back of Connie's mind, she thought they had a right to know. Especially if she was to continue to be friends with Allison. Connie decided that she would call and visit Mrs. Warren the next day. It was a Saturday so Connie had no classes. There was no guarantee Mrs. Warren would be in.

Connie made a call to Mrs. Warren from the phone number on the flyer. Mrs. Warren picked up the call. Connie cringed as she told Mrs. Warren she may have information on her lost dog and if she could meet up with her to talk about it. Mrs. Warren said she was in her house so Connie said she would drop by. Connie needed confirmation that Mr. Kibbles was indeed Chipper.

When Connie arrived at Mrs. Warren's house, there was a familiar car in the driveway. Connie felt her stomach churn. She was not quite ready for this. She had only wanted to confirm if her late beagle was Chipper. Now she would have to talk with her friend as well. Connie paced back and forth in front of the front door. She could not decide if she wanted to knock or ring the doorbell.

Mrs. Warren had walked to the front door by then and opened the door. She was pleasantly surprised to see Connie. Allison had walked up to the front door as well and was surprised that Connie knew where her grandmother lived. Connie mentioned that the address was on the flyer.

Mrs. Warren then inquired on what Connie knew about her lost dog. Connie said the women would need to sit down first. The two women looked distressed, but they let Connie in. They sat on the sofas around the coffee table when Connie pulled up a picture of Mr. Kibbles.

"About a month ago, I found a stray dog on my front porch," Connie began. "He looked very sick so I took him to the vet and took care of him."

Connie handed the cellphone to Mrs. Warren. Mrs. Warren's eyes widened when she saw Mr. Kibbles.

"This is my Chipper!" Mrs. Warren exclaimed. "I was so worried. I miss him so much. Thank you for taking care of him all this time."

Then Mrs. Warren remembered what Connie had mentioned at the pet store. She realized that her beloved Chipper had passed and she would not see him anymore. She began to cry and Allison comforted her grandmother.

Connie felt uncomfortable and decided she should leave. She left them with an address for the local pet cemetery, should they decide to pay Chipper a visit. For the remainder of the weekend, Connie did not hear from Allison.

On Monday morning, Connie stood staring at the community board again. Behind her, Allison walked up and stood next to Connie.

"Why don't you pick a job at random and give them a call?" Allison suggested. "You won't get a job if all you do is stare at the board."

"I don't like any of them," Connie tells Allison.

"You shouldn't be picky," Allison joked. "If you need money, my grandma said she would like to help cover some of the costs of the vet and the pet cemetery. We are both very grateful to you for being there for Chipper's last moments."

"Allison, I have to confess," Connie tells Allison, "I suspected that Mr. Kibbles was Chipper for a while but did not tell you about it. I'm sorry for not telling you sooner."

Allison sighed and waved it off.

"Don't worry about it," Allison replies. "If it was me, I would never have had the courage to tell someone their pet had died. It would give them unnecessary grief if in the end the deceased pet was not theirs. Especially if the person was a friend."

Allison turned to look at Connie's face.

"Thank you," Allison tells Connie. "My grandma and I can finally move on from never knowing when Chipper would come home."

With that, the friends decided to pay a visit to the local pet cemetery to reminisce about Chipper's life and Mr. Kibble's last moments.



Allison's last picture of Chipper.



November 7th, 2752

Detective Robert Jones was running late for work. He knew his boss was going to be pissed. His shift started at 8 am, and it was already 9:06 in the morning. He quickly parked his car, adjusted his tie, and started walking toward the office. He already had an idea of boss would say, “JONES, my office NOW!”

Robert placed his messenger bag on top of his desk and took out his laptop. He was sure his boss would start yelling at him any second now. Robert saw Mr. White come out his office and start walking toward his direction. Mr. White was now only mere feet away from Robert. To Robert’s surprise, Mr. White talked at a normal volume. “Jones, we need to talk.”

“These transmissions were leaked to the public late last night.” Mr. White pulled up the transmissions on Robert’s laptop. Robert glanced at the files and he quickly realized what he was reading. His eyes quickly moved back and forth reading the documents.

TRANSMISSION 3

November 7th, 2752

When I woke up, there was a strange clock on my arm. I had the sense to know that this was my timer. A doctor came in acting like nothing was wrong. He sat down and said I was fit enough to participate. How could he say that? It felt like aliens had probed my entire body. After he told me all the rules, one thing stuck out at me. “We can see and hear everything you do during the program.” I didn’t know if this was a blessing or a curse at the time.

Soon after, I was led into the most advanced room I had ever seen. The room was shaped like a cube, had a wood floor, an entire ceiling of lights, and walls made of metal. Must have cost a fortune. I had to ask the doctor if this was a normalcy on other planets. He didn’t give a straight answer. What a sadistic person. I figured he was just a lab rat for the program. What do I know; he may not have even been human. The doctor said I had eighty-five minutes, walked out, and gave me a smile. Then my timer started.

TRANSMISSION 2

November 6th, 2752

The date is November 6th. I was chosen today. Mentally, it felt like all of my bones were broken and shattered. I never would have been ready for that moment. My hatred grew like a raging fire. T-minus 24 hours *until I die*. What a fun thought. Most people forget about the program until they grow old. I’m only a seventeen-year-old kid. Why me?! I have heard of someone jumping off a building when he was chosen. I guess that way the ordeal would be over more quickly. I used to think that person was just a coward, but I don’t know what to think anymore.

Instead of talking with anyone, I shut myself in my small five by ten room with only a small candle. “Will anyone miss me?” It felt like the walls themselves were closing around me. What did it matter what others thought, I was pretty much going into a slaughter

tomorrow. I tried to think of strategies to help myself for about an hour. It didn't help that specifics about the program are kept top secret. After a while, my eyes grew heavy and I blacked out.

TRANSMISSION 4

November 7th, 2752
85 Minutes Remain

There I was, standing where thousands of others had died, and I was astonished by the technology. Had I forgotten where I was? I closed my eyes as tight as I could and thought about my childhood. What was I supposed to do in a room with nothing in it? When I opened my eyes, my memory was brought to life. The cool breeze hit my face as I overlooked a wasted earth. Every small detail from my memory was there; even the rust on old swing set I used to play on. Times were simpler back then. When you're a kid you don't really notice the earth being destroyed by old water bottles.

I wondered what clean air would be like. Like magic, the air suddenly become clean and renewed. I breathed in the fresh air for a few minutes. The clean air was intoxicating. I could've sat there for hours. It was like a new world opened up. I finally understood. This room forms whatever you think of.

TRANSMISSION 1

November 5, 2752
2 Days Prior

My name is Tyler Anderson. I write these transmissions in hopes that someone on a distant world may find them. As you probably already know, hundreds of years ago, the rich were able to move to more vast and suitable planets - unlike earth. If anyone ever tells you that earth is still habitable, don't listen. The entire world is filled with scrap metal and 'biodegradable' plastic. We have over 20 billion people trying to live here every day. All of Asia and Australia are covered in landfills. With so much junk and people, water and food grew scarce.

That's why the eighty-five minutes program was initiated. You are placed in a room by yourself and then expected to perform great feats within an eighty-five minute time period. The idea is that only the strongest and wisest will be able to continue to use earth's limited resources. People are chosen at random every day to 'prove' themselves. If they can, they live. Only nine people have come out alive. Of course, it may just be a rumor to get people to behave.

TRANSMISSION 5

November 7th, 2752
79 Minutes Remain

It was ironic. I could do anything in this room for another seventy-nine minutes and yet I had no idea what to do. "What could I do?" I decided to be a superhero. The thought of giving up without a fight sickened me. Besides if I don't try anything I would die anyway. It was incredible, one minute I was jumping from a building, the next I was in a car chase. The room instantly morphed into whatever thought I had.

It was far too easy; I instantly gained powers from any comic book or movie you could ever imagine. It wasn't good enough though. My timer was still clicking. "Tick Tock," I sighed to myself. At that moment, I almost gave up. For twenty minutes I sat and thought of more ideas. Down to forty-six minutes, I decided my old plan of fighting crime was a terrible idea. A lot of people have probably tried it before anyway.

Instead, I tried to think of ways to solve the earth's issues. Shortly after, just like clockwork, my timer hit zero. Then the doctor came back and started clapping. "Why am I not dead? *Am I dead?*" The doctor started laughing. "No, you didn't die." He talked for a bit. I didn't pay attention to most of it. I was just happy to be alive. What little I did pick up was that the program was to find people that would help others. He asked if I wanted some coffee (Starbucks, of course) and said I could be on my way.

End of Transmissions

When Robert Jones finished reading, he was curious as to why Mr. White would show him these documents.

"Mr. White. Sir... these documents are beyond top secret... What do you plan on doing?"

"I want to find Tyler Anderson. And I want you to do it Jones."

Local Resources for Students

Ask Century

Century counselors have created an online resource to help students find help with basic needs such as housing, local food shelves and soon clothing.

Visit www.century.edu on the right side of the screen click on "Questions? Ask Century?"

Personal Counseling Services

Century College West Campus Room W2410

Monday-Thursday 8AM to 6PM;
Friday 8AM to 2PM
651-779-3285

www.century.edu/currentstudents/counseling/personal.aspx

Resource and Support Center

Century College West Campus Room W2450

Monday- Thursday 9AM-5PM
Friday- 9AM- 2PM

Solutions for Recovery

Room is W2270

2:30PM to 3:30PM Thursdays

Academic Resources

The East and West Academic Support Centers

Monday-Thursday 8AM to 4:30PM;
Friday 8AM to 4PM

Located on the East Campus in room E2542 and West Campus in room W2461, and provides: space for studying, access to computers and a printer, supportive, helpful staff to help with questions, connections to resources, and peer tutoring.

Quick Stop Hours

Wednesdays 11AM to 1PM

Students can use Quick Stop Hours when they have specific concerns to address with an advisor. Although these meetings are limited to 10-15 minutes, the advisor on duty will work with students to arrange follow-up services as needed. Room is W2410

Career Services

1st & 3rd Wednesdays

9AM to 11AM. Room is 2402

Individual Appointments

Students can stop by the EASC to schedule an appointment with a Career and Technical Education Specialist. This can be a good way for students to get started with resolving bigger questions/concerns.

Accommodated Testing

Students with disabilities who are registered with Access Services can use the center for test accommodations.
Contact Raquel Gudiel: 651.779.3310
Email: raquel.gudiel@century.edu.
Room is W2440

Student-Parents Resources

Student Parent Center

Century College East Campus Room E2261

A family-friendly study space with a microwave, computers, and supplies for children. Programming and resources geared toward the unique challenges of student parents.
Monday-Thursday 9:00AM to

3:00PM; Friday Times vary

For more information:

Anne Turnbull: 651-773-1785

Katie Vadnais: 651-779-3274

www.century.edu/studentlife/studentparents.aspx

Personal and Health Resources

Health Services

Staffed with registered nurses and offers a variety of free services to students. A doctor is available for students at no charge on Wednesdays. Located in E2232

Hours (during the school year):
Monday through Friday, 8AM to 2PM

Doctor on Wednesdays 9AM to 12PM

651-779-3954

www.century.edu/currentstudents/studenthealthservice.aspx

Health Care Insurance

If you and your family do not have health insurance coverage, are underinsured or need to renew coverage, ask for a health insurance referral at any of the following:
Counseling and Advising Center
West Campus, Room W2410

651-779-3285

Student Health Service East Campus,

Room E2232,

651-779-3954

Dental Clinic

Free or low-cost cleaning, x-rays, sealants, and fluoride treatments.

Call 651-779-5787 for more

information. Room is E3651

<http://www.century.edu/community/services.aspx>.

Cosmetology/ Hair Salon

Century College East Campus Room E3375

Discounted haircuts, facials, manicures, pedicures, foils, colors, perms and much more.

Monday-Friday 7:45AM to 2:30PM
651-779-3756

www.century.edu/community/cosmetology.aspx

Food Assistance

Century College Food Pantry ~ West Campus Room W2450

All current students are eligible to use the Food Pantry. Offering snacks and light meals. Students can come to the Food Pantry up to twice per month. All they need is either a student ID card or student ID number.

Monday – Thursday: 9AM to 5PM
Friday: 9AM to 2PM

Contact: Justin.martin@century.edu and www.century.edu/studentlife/foodpantry.aspx

For a complete list of food shelves in Minnesota by zip code please visit: www.hungersolutions.org/map.

Before you go to a food shelf, it's best to call and confirm hours and availability.

Off Campus Resources

Bee Hive

Assistance with gas and electric bills for St. Paul residents.

[www.esaintpaul.thebeehive.org/local/help-your-utility-bills/help-gas-and-](http://www.esaintpaul.thebeehive.org/local/help-your-utility-bills/help-gas-and)

www.co.washington.mn.us/DocumentCenter/View/209

Ramsey County Assistance Programs

Energy assistance as well as many other financial assistance programs.
www.needhelpayingbills.com/html/ramsey_county_assistance_prog.html

The Salvation Army - Stay Warm Minnesota

Resources to help you manage energy costs.

1-800-842-7279

www.salvationarmynorth.org/programs-that-help/basic-needs/heatshare/

Washington County Assistance Programs

Energy assistance as well as many other financial assistance programs.
www.needhelpayingbills.com/html/washington_county_assistance_p7.html

Housing (Emergency and Transitional)

Century Counselors are available to assist you search for housing as well as to offer you support in other areas of your life that may be affected by a housing crisis; call 651-779-3285 for assistance.

211 United Way

Search online by zip code for affordable housing, emergency shelter, transitional housing, housing expense assistance, and housing counseling

651-291-0211 or toll-free 1-800-

543-7709

www.gtcuw.org/get_help/

Ramsey County

All intakes for families needing emergency shelter in Ramsey County need to go through Coordinated Access for Families:

651-215-2262

www.co.ramsey.mn.us/hs/Housing_Crisis_Response.htm

All intakes for individuals needing emergency shelter in Ramsey County can go through the Dorothy Day Center:

651-647-2350

www.cctwincities.org/DorothyDayCenter

Financial assistance programs for residents in Ramsey County

www.co.ramsey.mn.us/hs/financialassistance.htm

Washington County

All intakes for individuals and families needing emergency shelter in Washington County need to go through the housing intake coordinator:

651-430-6488

www.co.washington.or.us/Housing/index.cfm

Programs and financial assistance available to residents in Washington County

www.co.washington.mn.us/DocumentCenter/View/209

YWCA St. Paul

375 Selby Ave., St. Paul, MN 55102
Housing and Supportive Services; Provides affordable and housing-related services for homeless women, children, and families; Empowers families to stabilize their lives and build new skills.

651-222-3741

www.ywcaofstpaul.org/housing/

Shelters

Asian Women United Minnesota Domestic Shelter Minneapolis

Support and care for victims of domestic violence; Legal and financial advocacy; A 24-hour multilingual help line; Employment assistance.

612-724-8823

www.awum.org

Canvas Health—Homeless Youth Program

Must be a resident of Washington County

Serves youth ages 16-21 who are either homeless or living in places not meant for housing and helps them develop a stable housing plan.

612-724-8823

www.canvashealth.org/specialty-programs/homeless-youth-program/

Family Place

244 Tenth Street East, Saint Paul, MN 55101

Only day shelter for families in Ramsey County with Children. Must be referred through Coordinated

Access for Families: 615-215-2262

651-225-9354

www.famplace.org/

Tubman

Two metro-area domestic violence shelters, affordable transitional apartments, and family & children's advocacy.

24-hour crisis and resource line

612-825-0000

www.tubman.org/resources-and-services/shelter-and-housing/

Union Gospel Mission

The Bethel Hotel –Men's Shelter
88 emergency shelter beds for men; Fee of \$6.00 per night; \$3.00 weekly locker fee.

651-292-1721

www.ugmstpaul.org/services-bethel.html

Women's Advocates, Inc.

St. Paul

Emergency shelter for women and children; Average stay is three to four weeks; Assistance with finding affordable housing; Support groups for women and children; Child care assistance.

651-227-8284

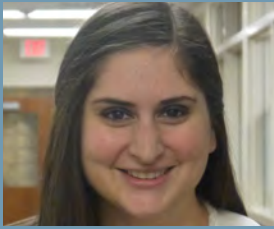
www.wadvocates.org/

For a complete list of Resources for Students please visit: TheCenturyTimes.com

Faces of Century

Rose Vanyo & Jacob Bernier | Senior Staff Writers

In keeping with the theme of our first issue this spring semester, we decided to ask Century students what bravery means to them. Here are some of the *Faces of Century* bringing perspective to the term, and what we think of when we hear it and use it.



"I'm the Veteran's coordinator and I feel like I am learning how to be brave from my time with them every day, but I would define bravery as finding the courage to do something that you find really hard."

– Shannon Kasperson, age 31, Veteran Services Coordinator for Century College



"I think it's just standing up for yourself even though there is adversity and circumstances, you just persevere through it."

– Charmelle Gonzales, age 18, Computer Science Major



"Doing things because no one else will, or doing things no one else is willing to do even though they are afraid or don't want to."

– Anthony Larson, age 21, Transfer Student A.A. Major



"Knowing that you're scared but doing it anyway..." After mentioning a game card deck this student mentioned he liked the description of one of the characters, and that it depicts bravery well as "A fool fears nothing, the courageous knows no fear."

– Vincent Anthony Becker, age 24, Computer Arts and Drafting Engineer Major



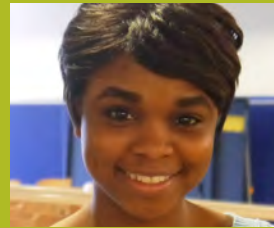
"My definition of bravery is to face adversity when things get hard."

– Ricky Phenphaeng, age 25, Veteran and Engineering Major



"Bravery is going above and beyond how far you normally do."

– Sahid Shuman, age 35, 15 yr. Veteran and Engineering Major



"Keep going regardless of obstacles."

– Hira Ghafoor, age 19, Business Major



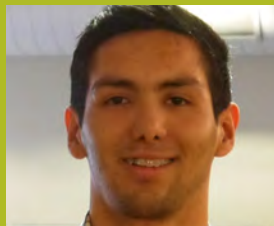
"Just getting out of your way to help someone. Trying to help others."

– Yani Gebre, age 18, Athletic Training Major



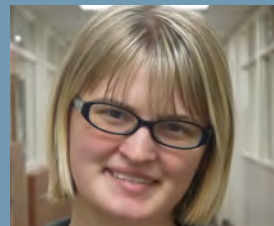
"Doing something you didn't think you would be able to do and stand up for what you want."

– Maddie Apolb, age 20, Orthotics and Prosthetics Major



"Believing in yourself and what you can do with your education, and just what you can do. Just belief in yourself ultimately."

– Francisco Arias, age 19, Engineering Major



"Doing the thing you don't want to do, but doing it because you know it's right."

– Sophie Yunk, age 22, Education Major



"Being able to firmly believe in what you firmly believe in, even when others may not agree."

– Ruby Balfour, age 17, PSEO student, future Biology Major

There is a first time for everything.



The Century Times

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