



Eyes on the Prize

By now, most Californians are aware that the rapidly changing demographics of our state will create, within a few more years, a society in which the majority of the citizens come from groups now considered to be minorities. Sitting at the edge of the Pacific, the ocean of the 21st century, California is attracting a marvelously diverse group of immigrants to add to its already rich mixture of cultures. The challenge of bringing existing populations into full partnership in the politics and economics of the state is now compounded by the challenge of integrating the new arrivals.

In a speech to a group of San Francisco merchants and manufacturers last April, Ann McLaughlin, the Secretary of Labor, was quoted as saying that, "In the coming decade, 80 percent of new entrants in the work force will be women, Blacks, Hispanics and immigrants." She went on to observe that although the changing demographics offered minorities great opportunities, those opportunities would be lost unless the members of the future work force acquire the necessary skills.

Eyes on the Prize, a series on the Civil Rights movement that was recently aired on the Public Broadcasting System, documented the seemingly insurmountable obstacles to equal opportunity during the 1950's and the battles of the 1960's. Even though enormous and irreversible strides toward equality of opportunity resulted from those struggles, there is still far to go.

Now, as it was then, education is at the heart of the issue. The economic and political welfare of our state and our nation, as well as simple justice, mandate that we do all that we are capable of to broaden participation in our educational system and to improve its quality.

This issue of ACACIA tells of some of the Cal State programs that are aimed at this objective. History, and my own experience, tell me that if we keep our eyes on the prize, we will find a way to provide the education and skills our citizens need.

Sincerely,

Ellis E. McCune
President

ON THE COVER—Cal State student tutors are helping junior high students prepare for college-track math and English. Asim Whitfield, an eighth grader at Willard Junior High School in Berkeley, is one of the participants in the College Readiness Program. He stands in front of a mural recently painted by students at the school.



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EDITORIAL BOARD: Linda Schneider, John Manion
MANAGING EDITOR: Linda Schneider
EDITORIAL ASSISTANTS: Esther Briano, Mary Harrington
PHOTOGRAPHY: Chris Chenard, Deanna Horvath, Porky Calado

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Opening the Window of Opportunity

by Robert S. Portillo

Nearly 50% of our tenure-track faculty will retire over the next two decades. Who will be their replacements?

We have reached a critical period in the history of this University. Presently tenured and tenure-track faculty number almost 200 in the age bracket 41–50, about 150 fall within the bracket 51–60. This means that beginning now and through the next 10 years there will be a tremendous turnover in the faculty ranks. It is vital to recognize this and to begin taking steps to insure appropriate minority representation in our faculty ranks. We cannot afford to let this window of opportunity close. It will not come again for a generation.

There are some steps being taken and there are more we can—must—take. We can build a faculty that reflects the multi-cultural nature of our student body, our community, our state. To do so, however, will mean significant changes in the ways we currently pursue our hiring practices. It means rethinking some of our concepts, holding some traditional assumptions up to close and honest scrutiny. And it means involving the whole campus community in creating an environment of enthusiastic support for racial and cultural diversity.

Let me begin by examining some of the concepts and assumptions that impact recruitment and hiring practices.

"Merit" and "credentials" are considered the guiding principles by which hiring and retention decisions are made. This

meritocratic model holds that the "best" person, according to some single, quantifiable scale, is fitted to the "highest" position. Academics and others certainly pretend to follow this model when they are choosing among applicants for job vacancies or granting tenure, but the pretense is not even thin to anyone who has actually taken part in the process. Chance, bias, personal connections, the state of the market, and inertia figure far more importantly in it than measurable considerations of ranking.

It means involving the whole campus community.

The ranking of candidates on this model has an almost total lack of congruity with what people actually do in their employment practices. The reality of most personnel decisions is what is called the "skilled pool" model. That is, those persons possessing the requisite qualifications for a given position at at least the minimal level to do an adequate job are viable candidates. They form the "skilled pool." From that point on various other factors come into play: ancestry, membership in an appropriate "old boy" network, ambition, personality, appearance, the ability to manipulate others, and character among others.

Individuals recruit people who seem to be most like themselves. Vague criteria such as leadership capability, real intelligence or all-around ability are often little more than euphemisms for the personal characteristics the person making the judgment is comfortable with.

We need then to look at what we consider the criteria for determining the "skilled pool," how such a pool comes into being and what values we are seeking when we choose among those who comprise that pool.

In the minds of most decision makers on this and like campuses, there exists a list of schools from which we prefer to hire our faculty. The list varies, but not greatly, from person to person and one's alma mater is always near the top. Given that we are anticipating hiring approximately 350 faculty in the next

Individuals recruit people... like themselves.

two decades, we will have no choice but to reconsider this criterion. A dozen or so schools cannot supply doctorates in the numbers that will be needed by Cal State and comparable institutions in this state and around the country.

We must focus on the individual not on our concept of whether his or her alma mater has or does not have prestige. We must look at our pool of applicants and ask, What does the individual have to offer to a school like ours? I have never subscribed to the idea that only a few schools produce "good" candidates. If we are prejudiced against a candidate from the beginning, because of his or her institution, we are overlooking strengths that person may possess. In the case of minority candidates, we must especially look at attributes they have which are important in a multicultural setting: the richness that comes from cultural diversity and the bonding with minority students.

As we develop our guidelines for a "skilled pool" we must consider, too, if the non-minorities we are reviewing can function well in a multicultural institution.

Faculty recruitment is a process of networking. Professor X calls up a colleague at another university and gets the names of potential hires. These candidates become the frontrunners for the opening.

We need to adopt some of the recruitment practices of large corporations.

Networking will always be an important part of recruitment, but we need to be aware of its limitations both in practice and in theory.

There are two problems with our current model. It keeps the circle of candidates limited to "chosen" universities and it perpetuates an almost exclusively white network. Some, if not many, in this network are not oriented to the needs of a multicultural community and university.

It is not enough to augment this process with ads in publications such as *Hispanic Link* and *The Black Scholar*. These are goodwill efforts, but they do not do much to increase our effectiveness in recruiting minority applicants.

We need to broaden our network and we need to adopt some of the recruitment practices of large corporations.

We must become recruiters, that is, just as companies send their representatives to Cal State to interview our students, we must go to universities and interview a range of candidates. On the individual's own turf where he or she is more relaxed, we can discuss Cal State's particular environment and how the candidate might fit in. The next step is to bring the most promising of those candidates to Cal State and continue the dialogue.

At the same time that we must implement this kind of recruiting program, we will need to go a step further to eventually get the size of pool we will need over the next decade. This will require establishing a relationship with individuals long before they are looking for a teaching job, perhaps as early as their junior year in college. And it will

require maintaining the relationship through to the stage where the individual is prepared for, and interested in, a teaching position.

The California State University system is already aware that this early nurturing must take place. It is the premise behind the Forgivable Loan Program, which this campus' administration has strongly supported. The program identifies CSU students or current faculty or staff from groups underrepresented in the system and provides loans for them to pursue their doctorates. If a doctoral student completes the degree and gains a full-time position in the CSU, up to \$30,000 of the total sum is forgiven.

It is only a numbers game if we choose to make it so.

This program is still relatively small and addresses only individuals from within the CSU system. Considering the numbers of faculty that this campus and the entire CSU will need, recruitment programs must be more extensive; they must be national in scope.

Cal State Hayward and the CSU, by utilizing proactive recruitment practices, can bring to our campuses individuals committed to the realization of a multicultural university where all races and both sexes are equally prepared to take leadership roles in our democratic society.

But this process does not rest only with those in charge of recruitment. All of us—faculty, staff, administration, involved alumni and supporters—have a role in creating a campus environment where minority individuals want to teach and commit their careers.

Some factors in the competition to get and retain minority faculty are beyond our control, i.e. salaries, but given the many cultural and social amenities of the Bay Area, individuals could be willing to forego some perks if they felt they were coming to a campus that welcomed them and provided an atmosphere where many of their values are shared and promoted.

Some opponents of affirmative action contend that people who benefit from "compensatory" programs are thereby demeaned in their own eyes. That argument, of course, assumes that the beneficiaries of affirmative action know that they are really "inferior" and have only received their position because of their race, sex or other characteristic. It rejects the assumption actually made by most minority job applicants, that they are capable persons, but that some kind of affirmative action guidelines are necessary to motivate prospective employers to recognize and reward their capabilities. The argument that affirmative action is demeaning either assumes that there has been no discrimination to begin with, or that its victims are unaware of it.

Recruiting minority faculty and faculty in tune with multicultural environments is not just a numbers game. It is only a numbers game if we choose to make it so. It can be instead a vehicle for creating a dynamic institution, one that can be a leader in a state undergoing a major demographic change.



About the Author

Robert Portillo is Special Assistant to the President and director of the Employment Affirmative Action Program. He holds degrees from Arizona State University and California State University, Fullerton. In 1973, he served on the committee which drafted recommendations to the Board of Trustees for formulation of the affirmative action policies, which now govern the nineteen campuses.

Seventh Annual Founders Day

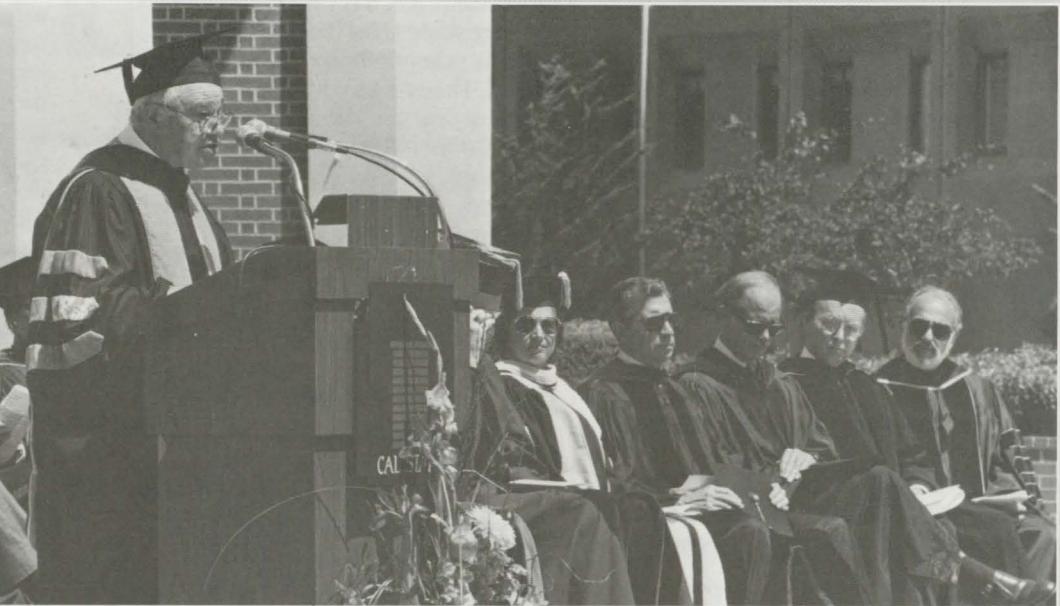
"A disciplined mind can do wonderful things."

—Speaker Louis Heilbron

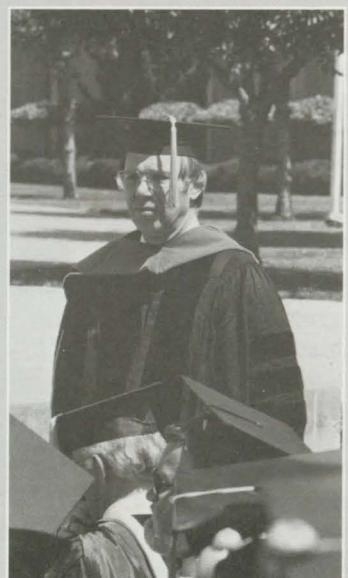
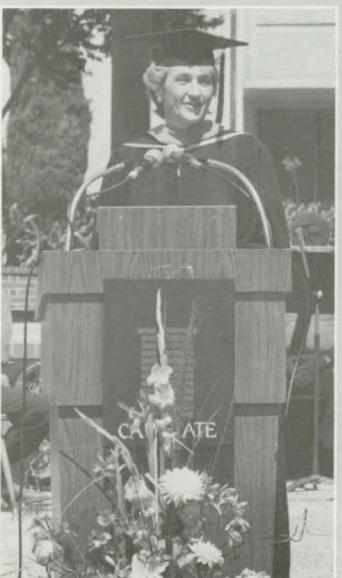
On May 11, faculty and administrators at Cal State donned their traditional academic regalia to celebrate Founders Day. Addressing the gathering, President McCune said it was a day to "celebrate academic achievements and values and the continued growth of this campus."

It was a full day of activity, beginning with the formal Founders Day ceremonies and ending across campus with the dedication of Pioneer Heights, the student housing complex.

The keynote speaker for this year's program was Louis Heilbron, chairman of the first Board of Trustees of the California State Colleges. His address was entitled, "The California State University—A Look at the Past and a Glimpse at the Future."



"You are in a special calling"—Louis Heilbron, first chair of the Board of Trustees of the California State Colleges, tells the gowned faculty members seated in his audience.



A woman of distinction—Barbara Moon Lawson, who developed a nationally-recognized vocational training program at Eden Express in Hayward, is Cal State's Alumnus of the Year for 1988.



New emeritus professor—John Belton, biological sciences, was one of fourteen faculty members recognized for promotion to emeritus.

Community, classroom connection—Jim Phillips presents Alan Johnson, accounting, with the first George and Miriam Phillips Outstanding Professor Award. The award is presented through the Affiliates and funded by the Phillips family.



Clocked at 25—Receiving a token of their 25 years of service to Cal State during the Founders Day luncheon were, back row from left Al Mathews (KPE), Robert Whitney (geological sciences), Donald Strong (counseling services, psychology), John Cambus (mass communication), Vincent Shaudys and William Thomas (geography and environmental studies), front row from left, Harold Barrett (speech communication), Phyllis Brock (KPE), Thomas Soldahl (educational psychology), Richard Monson (chemistry). Recipients not present were Jerry Bryant (English), David Chan (history), Eugene Mayers (philosophy), George Peterson (associate vice-president, academic resources), Theodore Roszak (history), and Donald Brown (educational psychology).

Pioneer Heights Officially Dedicated

Housewarming—It's been home to hundreds of students—like the one below—since January, but Pioneer Heights was officially dedicated in the sunshine of Founders Day. Left, President McCune and resident Odie Brant cut the ribbon.

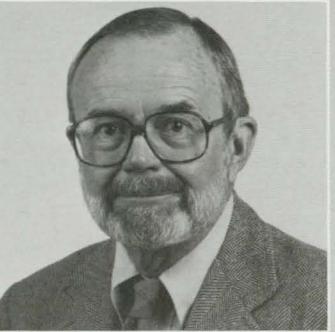


Faculty and Student Notes



Ilene Lubkin

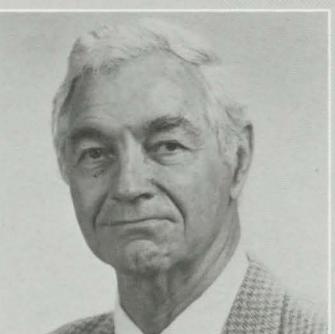
■ Ilene Lubkin, professor of nursing, had her book *Chronic Illness: Impact and Interventions* selected as one of the "Best Books of the Year" in the categories of gerontology and education by the *American Journal of Nursing*.



William Bullough



Richard Orsi



Richard Rice



Nancy Mangold

■ Nancy Mangold, associate professor of accounting, published *Changing Auditors and the Effect on Earnings, Auditors' Opinions, and Stock Prices*.



Emily Stoper

■ William Bullough, Richard Orsi and Richard Rice of the history department are the authors of *The Elusive Eden: A New History of California*, which was published by Alfred A. Knopf.

■ Emily Stoper, co-director of women's studies and professor of political science, is co-editor of the book *Women, Power and Policy: Toward the Year 2000*.

New Teacher Retention Project Receives National Recognition

The American Association of Colleges for Teacher Education recognized Cal State's New Teacher Retention Project with a distinguished achievement award for 1987. The project director for the University is Assistant Professor Louise Bay Waters of the Department of Teacher Education.

The New Teacher Retention Project provides support services for new teachers from elementary and secondary schools in low-income, multicultural areas. Support includes intensive supervision by University faculty trained in urban education. Each teacher is assigned a consultant. The consultant observes the teacher in the classroom each week and provides feedback.



Louise Bay Waters

Other elements of the project are networking with successful, veteran teachers and release time to attend seminars and visit resource centers like the Lawrence Hall of Science.

Distinction for Coach Hulst

Gary Hulst, coach of the Pioneer men's basketball team, was named the Kodak West District Coach of the Year for Division II. The award is given by the National Association of Basketball Coaches. Hulst led the team to a fourth straight

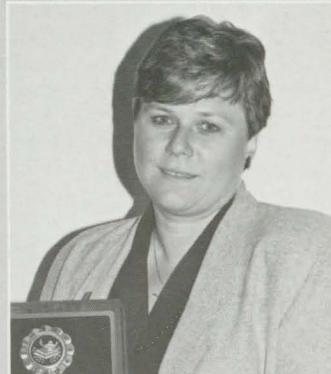
appearance in the NCAA II Western Regionals and to the third Nor Cal Athletic Conference Championship in four years. He was also named Nor Cal Athletic Conference Coach of the Year. For more on basketball, see page 11.



Calm before the storm—Coach Gary Hulst takes time out to reflect before the start of the NCAA regional playoffs.



Firehouse Faculty Club Emeritus Day—Honored guests were from first row left: James Black (art), Wlodzimierz Wrona (mathematics), Mrs. Anna Wrona, Mark Van Aken (history), Robert "Andy" Kennelly (vice president, administration), Robert Meuter (librarian), second row from left: Adele Wenig (KPE), Otto Freitag (political science), Frances Amemiya (mathematics), Harvey Scudder (microbiology), Robert Martin (speech communication), Mildred Sabath (teacher education).



Educational leadership—Linda Pearson, principal at Wells Intermediate School in Dublin, is the first recipient of the Department of Educational Leadership's Outstanding Educator Award. She received the award at the annual School Administration Leaders, Students and Alumni (SALSA) dinner.

Let's Put on a Show

Nearly five hundred members of the campus community were on hand for Faculty Follies, a first-of-its-kind fundraising event for the Faculty Club. A new faculty club is needed because the current building is on the site of the Carlos Bee Boulevard extension.

Below—The Punkettes, Gail Frey, Carolyn Spatta and Judith Stanley.

Right, from top—School of Business and Economics Kazoo Orchestra, Carol Inberg on harmonica, Doug Orr, Sue Schaefer, Harry Waters, Helen Czepiec, Bijan Mashaw, Gail Frey and Jane Lopus; Nairobi Trio and the Birds, Hal Gin, Elsa Glines, Nancy Harrison, Leroy Morishita and Eleanor Cohen; the appreciative audience, Kris Pharris, Jim Buckley, Kathy Burd and Mary Hubins.



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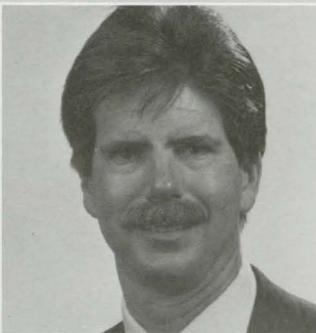
Classroom of the Future Being Created

The CSU campuses of Hayward and Northridge are part of a prestigious national consortium to develop computer-assisted instructional materials which will enable faculty and students to test questions or simulate processes that were previously too time-consuming, too costly or too dangerous.

The consortium was organized by Carnegie Mellon University and includes Brown, UC Berkeley, MIT and Stanford. At Cal State Hayward, faculty from history, physics, economics and computer science are developing programs.

will strike, in a mild wind only a portion of them. The research competition consists of nine categories. First place recipients in each category receive \$500.

Chris, left, is shown above with the wind vanes of his untitled musical sculpture. His faculty mentor was Professor James Perrizo, right.



Alumni leader—Steven Hanson is president of the Alumni Association for 1988-89. He received his B.S. in recreation in 1973 and his M.P.A. in 1980.

Curriculum Developed

Associate Professor of Foreign Languages Ken Mikos and Cal State alumna Cheri Smith have developed the first standardized American Sign Language (ASL) curriculum in the United States. Mikos and Smith and the third member of their team, Ella Lentz, are associated with the ASL program at Vista College in Berkeley.

The curriculum was developed with support from the U.S. Department of Education Fund for the Improvement of Postsecondary Education. If current trial runs of the curriculum are successful, it will be incorporated into the nearly 200 postsecondary ASL programs nationwide.

Cal State Student First in Research Competition

Chris Davis took first place in the Creative Arts and Design category of the CSU Student Research Competition. Davis, who is pursuing an M.F.A., won for his paper on developing a language in musical sculpture. His sculpture uses wind to drive hammers which strike tubes tuned to different notes. In a strong wind all of the hammers



Washington visit—Cal State students Robert Forbes, Lorie Werner, Traci Heater and Richard Jesswein along with Professor Malcolm Smith met with California senator Alan Cranston while in the capital for a student symposium sponsored by the Center for the Study of the Presidency. This year's topic was "Congress and the Presidency in Economic and Foreign Policy: A Bicentennial Appraisal." The symposium heard President Reagan speak, as well as an array of congressional and diplomatic leaders, prominent journalists and academics.



Communicating—Ken Mikos and Cheri Smith have developed a curriculum for teaching American Sign Language.

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Sports Roundup

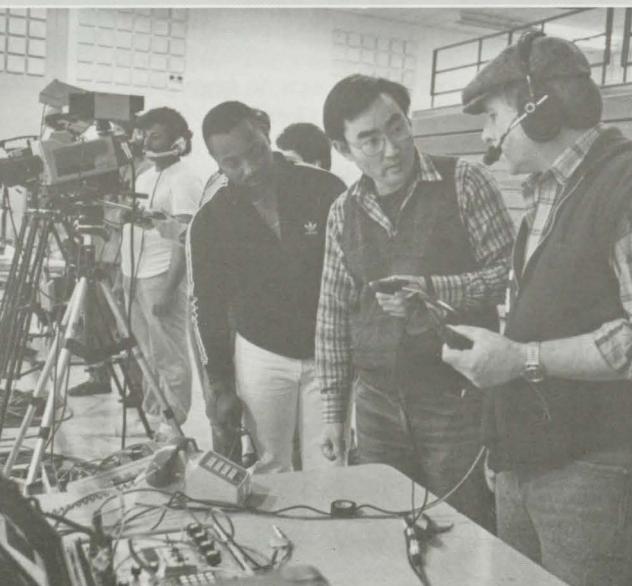
Men's tennis—Cal State's team won its twelfth conference title in the past thirteen years. Manoj Kashyap was named Player of the Year in the NCAC. Coach John Nelson was named conference Coach of the Year.

Cal State Hosts Regional Playoffs

The Pioneer men's basketball team brought excitement to Cal State with two down-to-the-wire performances in the NCAA Division II West Regionals in March. This is the second time in three years that Cal State has hosted the playoffs.

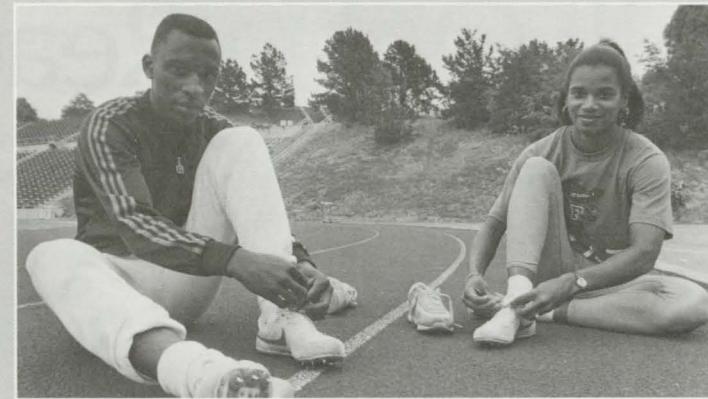
The Pioneers won the first round playoff game against favored Sacramento State. They trailed 45-40 at halftime, but wound up on top at the final buzzer 96-85. The next night they lost 72-67 to the University of Alaska-Anchorage. The fourth team in the playoffs was CSU Bakersfield.

Ryant Diew was named to the All Tournament Team.



Media center—The regional playoffs brought television and radio crews to Pioneer Pavilion. Cal State broadcast the games on three cable channels. In the foreground, John McCue, Gordon Matsumoto, and John Flowers of IMC check radio equipment.

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Speedsters—Randy Gilbert and Romy Guyse were honored as the top athletes in track and field in the NCAC.

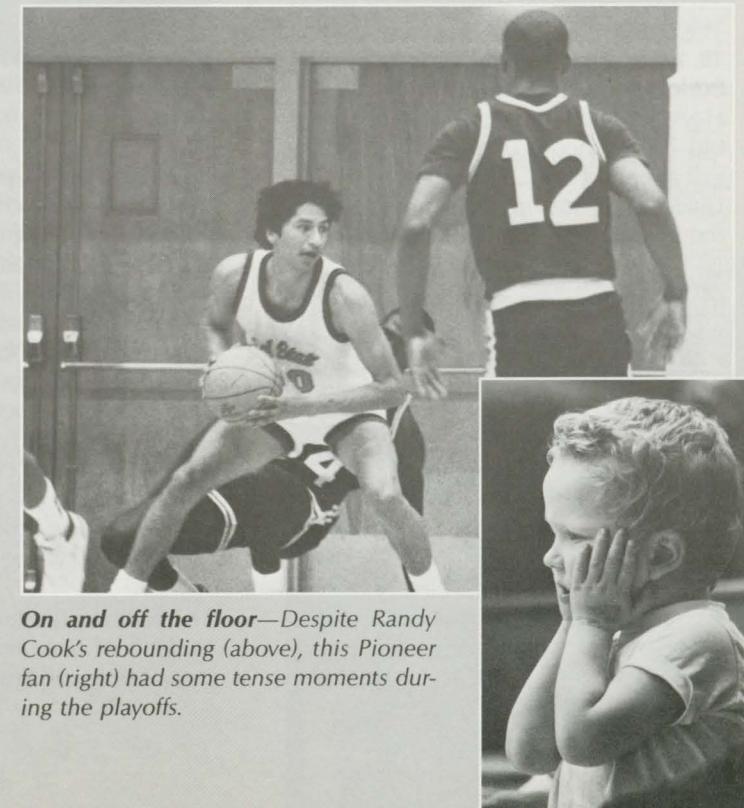
Men's swimming—Mike Jufiar placed forth in the 100 breast and sixth in the 200 breast during the NCAC Championships.

Women's swimming—Julie Radecke set a new NCAC record in the 100 meter breast stroke with a time of 1:07.29. In the Division II Nationals she was eighth in the 100 breast and sixteenth in the 200.

Women's track and field—The team won its conference championship with 172 points. Romy Guyse, who took both the 200 and 400 meter races, was named NCAC Women's Athlete of the Year. Bob McGuire was named conference Coach of the Year.

Men's track and field—Randy Gilbert was named the NCAC Men's Athlete of the Year. He clocked national qualifying times of 21.27 in the 200 meters and 47.21 in the 400 meters at the Nor Cal Athletic Conference Track and Field Championships.

Baseball—Second baseman Dirk Thompson made the All Conference first team. His batting average for the season was .341 and he broke the school record for most hits in a season with 76.



On and off the floor—Despite Randy Cook's rebounding (above), this Pioneer fan (right) had some tense moments during the playoffs.

From Walk Out to Reach Out

Outreach counselors and tutors—many of them Cal State students—are working in the high schools and junior high schools to prepare more minority students for college.

by Abraham Ruelas '80

When I began to write this article, my thoughts turned to Chicano Walk Out Day, 1970. At this event, high school students from the East Bay met to protest the tracking system that sent most Chicano high school students to auto and wood shop. From the counselors' perspectives, the college track just didn't seem appropriate for Chicano students.

I was a senior at John F. Kennedy High School in Fremont then and in charge of organizing the students at our school.

As we joined the other students in a march through Hayward and a rally at Weekes Park, we felt a great sense of commitment to progress for our community. It was also a day to voice our frustration with a system that was not meeting our needs and to develop an agenda for change.

The scene shifts and it is now March 18, 1988. I am outside of the Theatre Building at California State University, Hayward interviewing students from my old high school. These students have just attended the Chicano/Latino Youth Leadership Conference sponsored by the Student Affirmative Action office.

Students who attend this conference—like those who participated in the Black Youth Leadership Conference a month earlier—are exposed to a mixture of speeches and workshops. Some emphasize self-esteem and personal relationships, others deal with the nuts and bolts issues involved in going to college and succeeding.

At the core of Cal State's recruitment efforts are students, faculty and staff who serve as motivators and role models. The youth leadership conferences tap into that same formula.



Tutors like Cathy Sloan (center, seated) work with groups no larger than five students. Cathy, a Cal State sophomore, tutors math at Willard Junior High School.

Evelyn Cisneros, a principal dancer with the San Francisco Ballet, spoke of strength in the face of often isolating circumstances. "I was practicing a dance with five other girls," she told her audience, "and the ballet mistress took me out of the dance. You don't look like the others." she said. "You are different." At first I felt there was something wrong with me and then I said to myself, 'Good, I don't want to look like everyone else. When I walk on stage I want to stand out, to be different.' She concluded the story, "Difference can be a strength."

The youth leadership conferences attract students who are already seriously thinking about college. They provide an

added push, an extra dose of encouragement to these young people, as well as sending the students a message that they are welcome at Cal State. According to the students from John F. Kennedy that I spoke to, the conferences seem to do just that.

Ernesto Vera, a senior, told me "Being at the conference was such an inspiring experience, and I never realized what a nice campus Hayward has. I always thought it just had the tower. Unless you visit, you don't get a true perspective of the University."

Elvia Flores, a freshman at JFK explained, "Being at the conference made me realize that my study habits and achieving

my goals are my responsibility. It also helped show me how much I have to be proud of as a Latina."

"Difference can be a strength."

As hopeful as it made me to sit in a room full of Latino students, each one talking about his or her college plans, I know that the numbers of Latinos and Blacks attending college are small. In Cal State's Alameda and Contra Costa service area, 15% of the students who graduate from high school are Black; 18% are Latino. Among undergraduates at the University for Fall 1987 only 9.5% were Black, while Latinos accounted for only 7.7%.

To improve these numbers, Cal State's recruitment efforts are two-pronged. One focus is to reach those students who already have college on their minds, like the ones at the leadership conferences, and to foster their interest in Cal State. The other is to help increase the numbers of students from underrepresented groups who are prepared to attend college.

"There are students out there who want to succeed," says Danni Vilas, assistant director of Admissions and Records. "A major component of our outreach is to work on motivation. We tell students, 'If you want it, it's there for you.' We take students who have a little of it and we work on it. We ideally want to start a cycle in which some of the students we recruit for CSUH will graduate and go back and work with the schools they graduated from."

Outreach and recruitment efforts are assigned to the office of Student Affirmative Action (SAA) and the Office of Relations with Schools (ORS). Retention support services are the domain of a newly created unit, Student Academic Services, and a federally-funded program called EXCEL.

"We are responsible for outreach to selected schools within the service area," explains Sterling Sakai, director of Relations with Schools. Sakai, Vilas and Debra Victoria make regular visits, sometimes twice a week, to schools to pro-



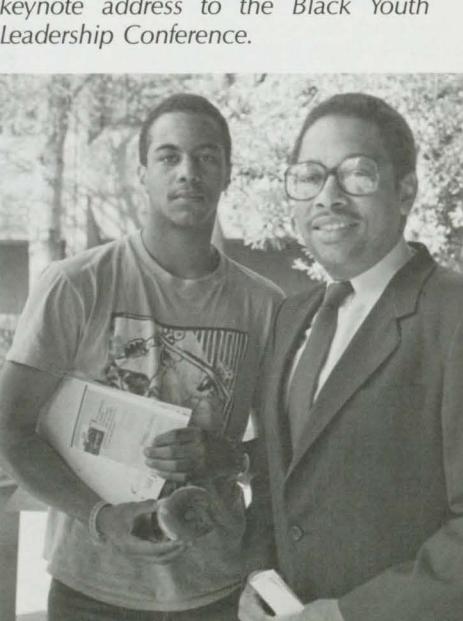
Oakland Tech Principal Dennis Chaconas, left, and Cal State counselor Danni Vilas discuss outreach programs during one of her weekly visits.

vide juniors and seniors information about admission requirements, special admissions and the academic preparations necessary for admission to CSUH.

Although Relations with Schools devotes additional efforts to schools with high numbers of minorities, recruitment of educational equity students specifically is the focus of the Student Affirmative Action office. "We are responsible for identifying regularly admissible Black and Latino students and providing the incentive for them to attend college at Cal State Hayward," says Maria DeAnda-Ramos, director of Student Affirmative Action (SAA). The youth leadership conferences are one way of doing this. School visits, parent meetings—some of which are conducted in Spanish—and participation in community organizations are others.

Adds Gilberto Victoria, academic advisor for SAA, "It's important to understand that we work with all students. Our emphasis is underrepresented groups, but when we go to a high school, we don't give information just to minority students. We are part of the whole recruitment effort."

Gradually more demanding admission



requirements for the CSU have affected the types of programming used in outreach. "Changing admission requirements means we need to reach students at a younger and younger age to ensure that they will be ready," says Danni Vilas.

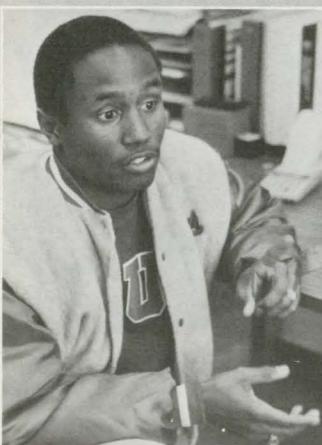
The expanded admission requirements, which were adopted after much debate within the CSU and the California Legislature, are making the recruitment of

(continued on page 16)

Students were anxious to talk with Assemblyman Elihu Harris following his keynote address to the Black Youth Leadership Conference.

Aristide Collins, a Cal State freshman, chaired the Black Youth Leadership Conference Committee for 1988. He is a graduate of Oakland Tech.

As a high school student I attended the first two Black Youth Leadership Conferences. That pretty much helped me make up my mind about Cal State.



Aristide Collins

I think most students... in Oakland realize that Cal State is here... and the majority of their teachers have come to Cal State for one reason or another—most to complete teaching credentials. That's pretty much how the idea of Cal State was reinforced in me, through teachers. I met Dr. Vera Pitts about eight years ago when I was a junior high student. I remember her being introduced as one of the few Black tenured female professors. . . . Several of the teachers said, "This is Dr. Vera Pitts from Cal State Hayward," and some of the young people in the class said, "Oh, yeah, I know about Hayward, I want to go to Hayward."

I was chair of the committee [for the 1988 Black Youth Leadership Conference]. For a student to be directly responsible for a major Cal State outreach event was unheard of, especially a first-quarter freshman, and I had to make sure

"Personal attention is real important!"

Comments from students, staff and faculty involved in Cal State's outreach.

that people understood that I could do the job if given the chance. So, my main role was trying to get people to believe that I could do it, and then show these other students and tell them, like I told the students when I did the welcome and introduction, I said, "If I can do this, and get up here and talk to you, now I know you can take the message back to other people. . . ."

think of my junior high years and it seems like yesterday. I can see what they're going through. Of course, they have more problems than I did then. When I was that age I knew about drugs like marijuana, but now there is so much more and it's easy to get caught up. It's so tempting. And there's so much violence centered around that.

About a month ago there was a McChesney student who was on a bus and he was shot in the stomach by a student from another junior high and they believe that was drug related. When I went to my students the day after I was in shock. I hoped it was someone I didn't know. The students were shocked by it . . . but to them it was an everyday thing. That was a turning point for me. I realized these kids are going through a lot.

They're smart kids. They know what's going on in the world. They're really determined to go [to college]. The program introduced more of an interest than before. They probably would have thought about it, but not as much as they do now. They're already talking about requirements.

We are starting to get more parent involvement. We went to the Warriors offices and got 40 free tickets for students and parents and we made sure that each student had a parent with them. The parents were happy to see that their child earned a ticket.



Teresa Cunha

We've also got progress reports we mail home to the parents. The parents really want to be involved and I'd like to get that emphasized more in the program.

Dr. Arthurlene Towner is dean of the School of Education and chair of the CSUH Minority Teacher Recruitment Task Force.

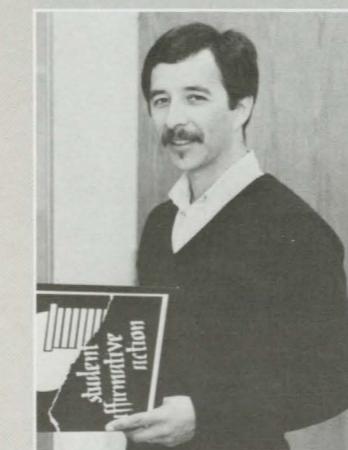
I know that I have a responsibility, as well as all people who have gone to college, to be role models for those who have not. What students need to see are people who believe that it makes a difference. That an education will provide them with some advantages. This past year I've given a number of talks to high school groups. I get calls to come just to be there so people can see



Dr. Arthurlene Towner

that a Black female is doing something. I can't even go get my hair done without someone saying to a sixteen-year-old or a thirteen-year-old, "Hey come over here. I want you to talk to her. She went to college and look at what she's doing." There is a problem with role models with ethnic minorities, certainly, in the schools. In particular because they don't see a lot of Asians, or a lot of Hispanics, or a lot of Blacks in leadership roles.

The role model issue, I think, is a very important one that Hayward can address. I've always believed that if you have a well-prepared teacher candidate who goes into situations with new ideas that stimulate students, all of a sudden they're interested in school in ways they never were before.



Gilberto Victoria

Gilberto Victoria is an outreach counselor with Student Affirmative Action.

I was born in Mexico and I was two years old when we came here. I got the idea to go to college through a counselor with Upward Bound. He was a college student working with kids from certain areas. The guy took a real interest in me. I still keep in contact with him. He's at Tuskegee now.

I really had to work to do fairly well at academics, but I knew that if I went through the steps I could do something with it.

I think there's a definite advantage to some of the life experiences I've had, because I'm able to relate them to the students I work with. I know what it's like to beat your head against the wall. But I learned from it and so can they.

Dolores Jimenez, Cal State sophomore, is an outreach counselor with the Minority High School Program. She counsels at Pittsburg High School. Dolores graduated from Fremont High School.

The students find it amazing to see that I'm so young—actually they think I'm sixteen years old. They're interested that I have to go all that way to see them. It takes me two hours back and forth and they recognize this.

Personal attention is real important. Let's say I'm doing a class presentation. A lot of students won't bring up personal questions because they're afraid they'll be laughed at. I leave a list for them to check their name off if they want to be seen on a one-to-one basis. I've found that 30-50% save their questions and see me afterwards. Questions about GPA or financial aid—questions that might make them real ashamed if they said them in front of everyone else.

I wanted some of the ninth and tenth graders to come up here and see more of campus life. Since they live so far away and the Chicano Youth Conference starts at 8:30, with the parents' permission I brought them up to my apartment Thursday night. Three students—all girls—stayed overnight in my apartment [at



Dolores Jimenez



Steve Neill and Nicole Johns

Pioneer Heights]. We went to the movies and I showed them around the campus. It takes extra effort. We have to persevere.

Nicole Johns, a senior at Hayward's Tennyson High School, enrolled in two Cal State courses through the Step to College Program. The courses were "Personal Growth and Effective Behavior" and "Police and the Community."

Taking courses [through the Step to College Program] gives you a chance to see what college life is going to be like. How intense it's going to be and that you've got to have good study habits to get your work done. And your social life, if you want to have one, you've got to work it all in together.

The competition in the class and how hard the people work is different, a lot different.

I took two courses to get the opportunity to experience different things from different teachers, to see the different techniques they use in teaching and the different types of people in the classes. Most of the people in the "Police and the Community" class were from the law. . . . it gave me a chance to hear their views on the world and a different way of thinking.

I always thought of Cal State as older students, but there were a lot of younger students. I made a lot of friends and I still have them now.

Steve Neill has been a counselor at Tennyson High School since 1973.

The connection between Cal State and Tennyson High School is really unique. **Debra Victoria** from Cal State is here every two weeks. There's follow up with the young people. Debra makes contact with the professors after the mid-terms and finds out how the kids are doing. It's not looking over their shoulders. It's a guiding hand. It's an opportunity to make the students feel welcome and to stay in school.

All of the students know Debra, many of them know the phone number at her office. That's real positive. We get tremendous services.

The students are given an opportunity to be successful. And they are successful. The winter quarter average for the thirteen kids was 3.08. That's success on paper; there are a lot of other successes.

(continued from page 13) underrepresented students more difficult. These requirements include four years of English, three years of math, two years of a foreign language, one year of United States history, one year in the visual and performing arts, one year of a laboratory science, and three years of approved electives.

"We need to reach students at a younger and younger age."

Only 27.5% of June 1986 graduates met the new requirements, according to a study by the California Postsecondary Education Commission (CPEC). That same study found that 50% of Asian graduates were CSU eligible, 10.8% of Blacks, 29.5% of Filipinos, 13.3% of Hispanics and 31.6% of whites.

Following the CPEC report, the CSU revised the phase-in schedule for the expanded admission requirements. In fall 1988, ten of the targeted fifteen courses will be required, the number increases to twelve in 1989-90, thirteen in 1991. All fifteen will be necessary for admission in Fall 1992. Cal State and the other campuses in the system do enroll a small number of students under "exceptional admissions" who lack the full spectrum of required high school



These Saturday College participants are learning about retinal fatigue with a spiral illusion used by the psychology department.

courses. These students make up the courses on their college campus.

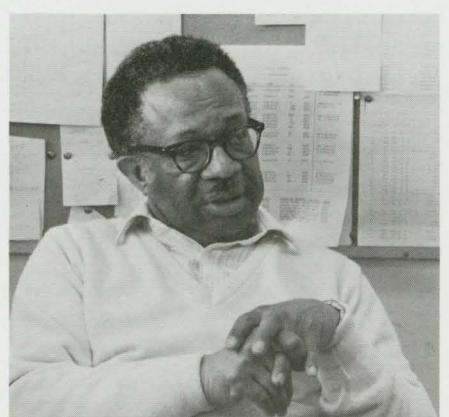
One attempt to reach students early in their schooling is the College Readiness Program. This academic enrichment program provides tutoring to Black and Latino seventh and eighth graders in Berkeley, El Cerrito and Oakland. Its focus is on students who are achieving at grade level, but who are beginning to display need for additional assistance in mathematics and English to proceed to a college preparatory track by the ninth grade.

The students in the program attend after-school tutoring sessions with CSUH students who come to school twice a week. The groups are kept small (no more than five students) and are divided by subject (English and math) and grade level. The tutors offer enrichment exercises and help the students with their homework.

Usually the tutoring sessions concentrate on areas outside of the students' assigned class. When classwork is used, however, the tutoring goes into greater depth than might be reached in class.

The interns receive training in teaching techniques in English and math through weekly sessions with Cal State faculty. Statewide, the program encompasses 21 middle schools and five California State University campuses.

The three schools in the CSUH program are Willard (Berkeley), Portola (El Cerrito) and McChesney (Oakland).



Physics professor Charles Harper is active in extracurricular science programs for junior high school students.

Stephanie Turner, eighth grader at Willard Junior High, really enjoys the tutors. "The tutors are nice. When you need help, they don't get mad. They understand you and tell jokes. Because they are younger, it's easier to communicate with them."

David Turner, coordinator of the College Readiness Program at McChesney, also has praise for the tutors. "The tutors are wonderful and enthusiastic and they can relate to the students because they are closer to their age. We do have a need for more minority tutors. One of our tutors is a McChesney alum which makes it great."

After its first six months at McChesney, Turner reported that, "Of our 60 middle-of-the-road eighth grade math students participating in the program, all but two have been recommended for pre-algebra or algebra classes when they enter the ninth grade. Without CRP they would have been placed in general math courses."

An important part of the CRP is the Saturday College. The students spend a Saturday on the CSUH campus attending lectures and conducting experiments. Saturday College focuses in the fields of science and is attended by about 120 students.

Comments Professor Charles Harper of the physics department. "Participating

in the Saturday College has expanded our own view about how we can be a resource to schools within the service area of the University. We consult with high school teachers on which experiment is most appropriate for the concept taught, loan equipment, and conduct other enrichment activities jointly with these schools."



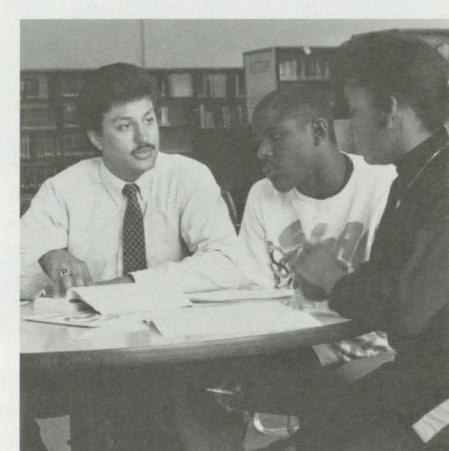
Spring Information Day brings nearly 500 high school students to Cal State for tours and informational programs.

The College Readiness Program has received a solid endorsement from Joe Coto, superintendent of Oakland Public Schools. He states, "I am proud to say that Oakland's McChesney Junior High School has more students participating in the College Readiness Program than any other school in the state. Our seventh and eighth graders are receiving excellent tutoring from Cal State Hayward students. The College Readiness Program is an integral part of our district's PROMISE college incentive program. We think it's superb."

Parents also strongly endorse CRP. Ellen Murphy, CRP parent coordinator at Willard comments, "Parents are really 'turned on.' If attendance drops, I call the parents and it goes up. Given a choice between recreational activities and CRP, the parents pick CRP. They say kids can play on non-CRP days."

Cal State students are also involved in the Minority High School Program oper-

ated by the Office of Relations with Schools and Student Affirmative Action and funded by state lottery monies. Schools in this program are selected if 60% of their students are from underrepresented ethnic groups. Trained CSUH students visit these campuses weekly to meet with tenth graders to advise them about admissions requirements and the necessary courses needed for college. They also review students' transcripts and help them make course selections. Twelve schools in Alameda and Contra Costa counties are involved in the program and each is assigned a student intern. These students supplement the work of counselors in the field.



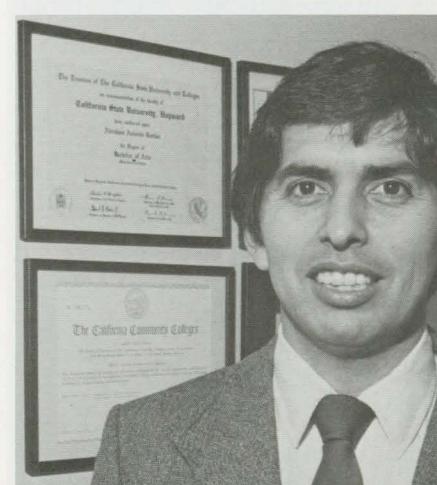
Jeff Silva, a senior at Cal State, makes weekly visits to Newark Memorial High School as part of the Minority High School Program.

Another program generating a lot of excitement is "Step to College" which the University operates in cooperation with the Hayward Unified School District. Tennyson High School is the first to participate in the program; Sunset and Mt. Eden are scheduled to be included in the program in the near future. This program focuses on students with the academic capabilities to handle college level work. These students attend regular classes at the University in subjects such as drama, speech and calculus.

According to Steve Neill, Tennyson's coordinator for the Step to College program, "It's been a great boost to some of our students. Some who weren't considering four-year colleges have changed their plans."

The quality of Cal State's programs make it inevitable that demand is going to exceed supply. "The number of requests for programs are starting to exceed available staff time," concedes Sterling Sakai. "Yet we do our best to ensure that we provide quality service where it is needed," he comments.

Eighteen years have passed since our walk out day in 1970. Some programs—like these at Cal State—are in place to tackle the issues we raised on that day. But any dreams that progress would be steady, building year by year, have been lost in the reams of statistics that tell us that while we gain in some categories, in others our representation is lower than it was five years ago or only holding even. The reformation that we seek is broad and deep. One generation is not enough to complete it. In terms of programs and approaches we are still testing: what works, what doesn't, how do we pay for this, how do we get enough staff, how can we impact the high schools, how can we reach parents. . . . What must always remain steady, however, is our commitment to equitable educational opportunity for everyone in this society—a commitment that acknowledges the variety of individuals in the educational system.



About the Author

Abraham Ruelas, Ph.D., graduated from Cal State in 1980 with a B.A. in mass communication. He also holds a degree in Biblical studies from Patten College in Oakland and a doctorate in communication research from Stanford. He is currently outreach and publications coordinator for Housing and Food Services at UC Berkeley.



Arts, Letters, and Social Sciences

Alan M. Smith, Dean

This Spring, approximately 575 students will receive Cal State baccalaureate degrees in majors within the School of Arts, Letters, and Social Sciences. The ALSS degrees will be awarded in 21 different disciplines. Approximately 70% of the recipients will be female; 70% will be Caucasian, 10% Black, 8% Asian and Filipino, and 6% Hispanic. Twenty-three percent of the degrees will be in the social sciences; 26% in interdisciplinary studies; 16% in public affairs, 14% in letters, 11% in fine arts, 8% in communications, and 2% in foreign languages. Forty-six percent of the class of '88 will be 25 years or younger; 13% will be 45 years or older.

I find these statistics interesting because they give some idea of the diversity of our students. Numbers, however, can never provide us with a sense of the many remarkable individuals who compose our graduating class. To illustrate this point, I want to tell you about four of our talented seniors.

He is a serious student of California history.

Michael Campbell of Newark will graduate with a B.A. in mass communication. In addition to excelling as a scholar (with a 3.75 GPA), Mike has found time to serve as editor-in-chief of *Escape*, the University magazine, and as managing editor of the *Pioneer*. He is a talented writer and graphic artist who is fluent in Spanish and is a serious student of California history. His department chair, Mary Trapp, writes that, "Mike is clearly a product of this region and speaks well for the 'local talent' Cal State can attract."



Escape wins—Cal State's student magazine, edited by Michael Campbell, left, won six awards from the California Intercollegiate Press Association. Shown here with Michael are Deanna Horvath, who won a photography award, and Rosanna Cusio, production manager.

Erika Nesbitt, who will graduate in speech pathology and audiology, came to the United States from West Germany in 1956, and in 1964 settled in the East Bay. She remarks that she was attracted to the United States as a country where the "mix of nationalities, races, diverse cultures, and a democratic government would result in peace for all times." She is the mother of two sons. Before coming to Cal State in 1984, she had attended a *Volksschule* and *Haushaltungsschule* in Germany, earned a GED and a regular high school diploma from Berkeley Adult School, and received an A.A. degree from Laney College. Over the years she volunteered her time to organizations such as the Polio, Heart and Cancer Societies, and to local schools where she helped foreign children and slow learners to read. Her graduation marks the culmination of a 20-year desire to become a speech therapist. Her career

plan is to pursue a graduate degree in speech pathology.

Her graduation marks the culmination of a 20-year desire.

Helene Schmitt-Alvarez of Oakland will receive the B.S. in criminal justice administration. She has had a long time interest in law enforcement and currently works as a police cadet with the Oakland Police Department. This June she will become the first woman in her family to graduate from college. She plans to become an Oakland police officer. She writes that, "I've chosen this particular city because I grew up in it, and I feel the need to help the community. In my opinion, Oakland is a city with a lot of potential for growth and advancement.

Also, it's a city that needs service... I believe I'm capable of providing such service and protecting the community."

Nadine Whitfield will receive the B.A. in music. She is a multi-talented young woman whose major concentration is the field of music composition. She plays a number of musical instruments (viola, saxophone, bassoon, and string bass) extremely well, and has performed in the University Orchestra, the Symphonic

She will become the first woman in her family to graduate from college.

Band, the Pep Band, and the Jazz Ensemble. An outstanding student (3.86 GPA), she has been awarded a Helen C. Jacobsen Cal State Affiliates Scholarship. She has also found time to sing with the San Francisco Symphony Chorus and to perform with the Contra Costa Symphony. Nadine plans a career in composition and conducting.



Talented—Nadine Whitfield combined performing with a strong academic record.

These are but a few examples of our diverse student enrollment. We are proud of all our graduates, of course, and expect they will contribute to our society as they have enriched university life for us at Cal State.



Business and Economics

Jay L. Tontz, Dean

Introducing new technology into the classroom is a goal of quality professional schools of business around the country. Many of our faculty members are involved with this enterprise. In this article, I highlight the contributions of one of our economists.

Our students are the beneficiaries of the pioneer work done by our faculty.

Dr. Anthony K. Lima joined the faculty of the Department of Economics in 1980 after completing his Ph.D. at Stanford, his undergraduate degree at the Massachusetts Institute of Technology, and his M.B.A. at Harvard University. During his tenure on the faculty, he has garnered a reputation as a demanding, but popular instructor. Lima is also an accomplished writer with numerous texts and professional articles.

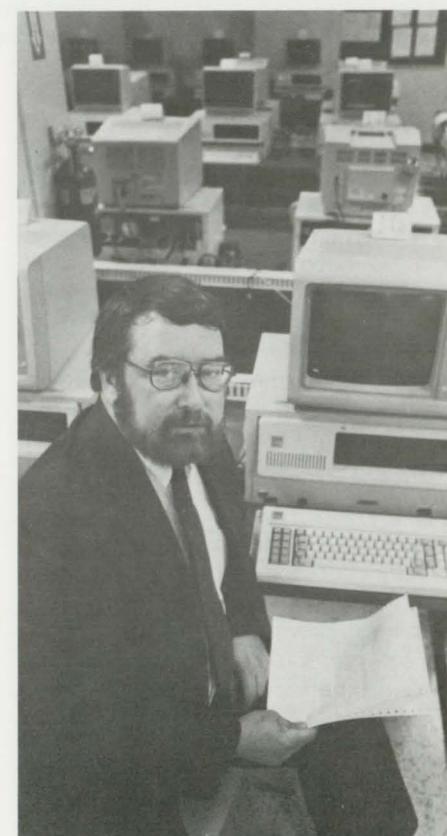
In the past few years he has concentrated on the emerging area of data-based software. Tony has become one of the world's leading experts on the development and introduction of dBASE software programs. This software has had a major impact on the American business community. dBASE has been adopted as a company-wide standard by more than three-quarters of the Fortune 500.

According to Lima, "Ashton-Tate leapfrogged the market and once again became the leader in more powerful, easier-to-use personal computer data base technology when it introduced the newest version, dBASE IV." Tony is one of only 28 people worldwide who received advance copies of dBASE IV.

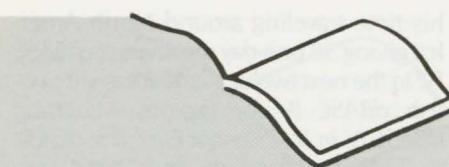
Lima will be on leave from the faculty during the Spring quarter. He will spend

his time traveling around North America giving 38 one-day seminars on dBASE IV. In the next twelve months he will publish *dBASE IV for Experts*, *Mastering dBASE IV in Less Than a Day*, *The dBASE IV Template Language*, and *DataBasics: Database Programming and Theory*.

Ultimately, our students are the beneficiaries of the pioneer work done by our faculty. Again this year in May, we paid tribute to our outstanding students at the twelfth Annual Achievement Awards Banquet sponsored jointly by SBE and its student council. The occasion brought together approximately 400 of our graduating seniors, master's candidates, alumni, faculty, and representatives of Bay Area businesses. I want to thank all who participated, and especially those who contributed scholarships. I wish all of our graduates success in their careers and an active involvement in our alumni organization.



He's got something the rest of us don't—Professor Anthony Lima is one of only 28 people worldwide to receive advance copies of dBASE IV.



Education

Arthurlene G. Towner, Dean

The Department of Teacher Education sponsors an evening program for students who are employed full-time by school districts on emergency teaching credentials. It has been aptly named the Students Out of Sync Program, better known as the S.O.S. Program.

Many of the students in the program enter the classroom from unique backgrounds and to realize a special mission. Dr. Louise Bay Waters, assistant professor of teacher education and S.O.S. Program supervisor, shares the following profile of such an individual, Michael Moore.

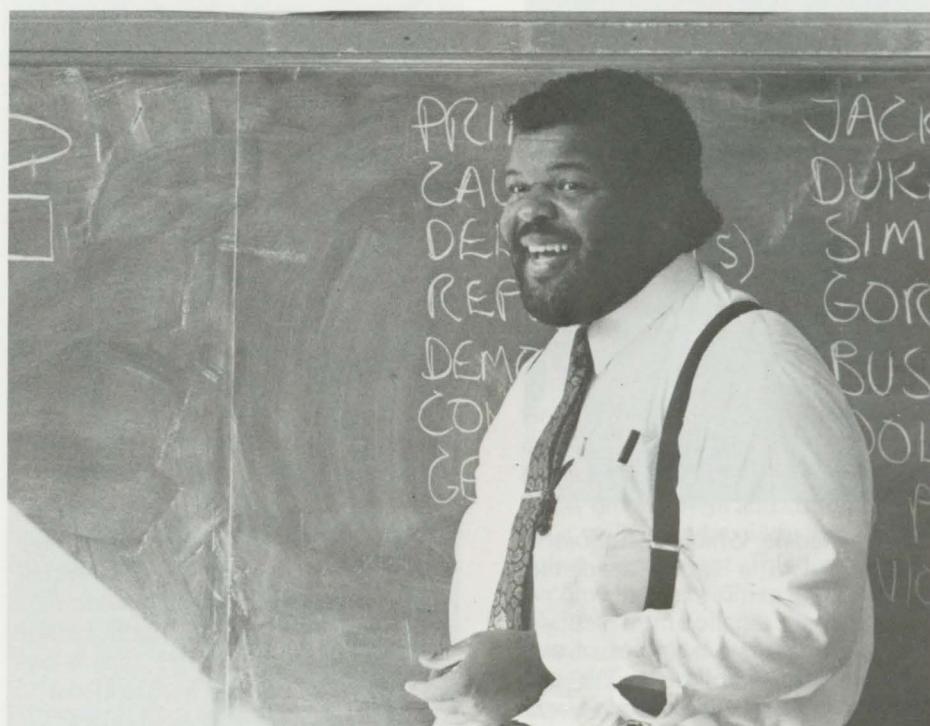
Three years ago, Michael Moore, as an assistant minister at Evergreen Baptist Church in Oakland, took a position as a social studies teacher at Elmhurst Middle School. At the same time he enrolled in the nighttime S.O.S. program. Located in a low-income, drug-impacted area of Oakland, Elmhurst presents a challenging situation for any teacher. Fortunately, Michael had many resources to bring to the job. As a lifetime Oakland resident, he knew the community. As a pastor, he brought counseling and communication skills and a presence that commanded student respect.

From the outset, he was known for calm, orderly classes and soon the most disruptive students were routed his way. Wanting to provide more than discipline, he actively sought to apply teaching strategies he was learning at Cal State, Hayward. Lively debates and frequent small group discussions became features of his teaching. He found that by involving his more difficult students as small-group leaders, they began to learn the material and to stop disrupting others. At the same time he started integrating reading and study skills into his classes—requiring even his “unteachable” students to take notes.

Pleased with his classroom successes, last year Michael started a special group for students with behavior problems. Supplied by the principal with the 30 most unmanageable students in the school, he taught them behavior management strategies. Labeled S.T.A.R., the program provided a four-point procedure for handling anger: stop, think, act, review. Students simulated potentially explosive situations and rehearsed non-

The program provided a four-point procedure for handling anger.

violent strategies to diffuse them. Of the 30 nominated “incorrigible” students, twelve never joined the group and ten attended only sporadically. Of the remaining eight, important changes occurred with four major success stories. One boy once known as the “terror of Elmhurst” finally found a way to control his temper. No longer in constant fights, he surprised the school by making the end-of-the year citizenship honor roll.

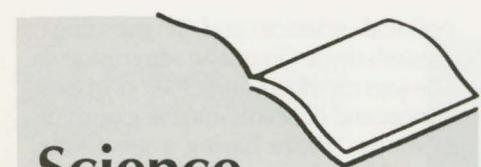


A S.T.A.R. is born—Michael Moore teaches students a four-point procedure for handling anger: stop, think, act, review.

While Michael’s S.T.A.R. program had to be dropped this year due to schedule changes, his classroom innovations continue. Not surprisingly, he has become a resource for other teachers working with troubled students. For six weeks this spring a substitute is covering his Thursday classes so he can work with a new teacher with a difficult teaching assignment. He also continues to diffuse explosive situations. Each day within minutes of the final bell, Michael positions himself on one of the street corners in front of school. On the lookout for drug dealers and fights, he tries to make sure his students at least get started home safely.

He has become a resource for other teachers working with troubled students.

In September, Michael will return to Elmhurst as a fully credentialed teacher—and one totally committed to remaining there. In the words of an Oakland personnel administrator, “Michael Moore is a gem—a real treasure for Oakland.”



Science

Kenneth R. Rebman, Dean

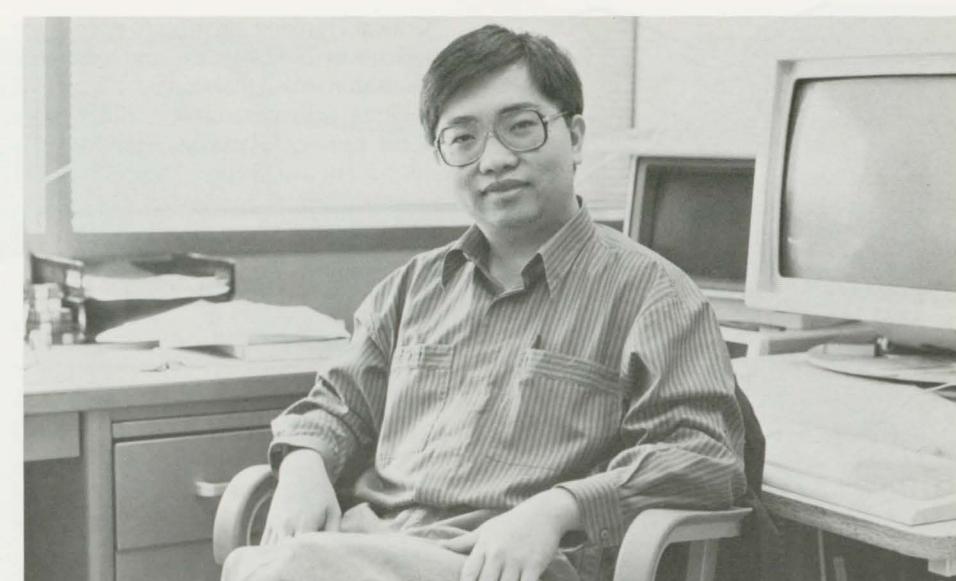
In 1979, a young freshman came to my office and asked if he could challenge an upper-division algebra course; he said that he had learned the material in high school. I thought he was probably confusing high school algebra with the much more advanced kinds of algebra that mathematicians study, but it didn’t take long to see that he really knew what he was talking about. Two years later, he left with a major in mathematics . . . and in computer science . . . I like to think that we were able to teach him a little bit while he was here. After five years at Cal Tech, he has returned to Hayward as a faculty member, and we can learn from him. I have now asked that one-time freshman, Chi Fai Ho, to write about his experiences.

The air is still as fresh as it was. The trees are still growing in their usual pots. There is the Student Union where the cafeteria used to be. But where are the nests of the swallows? I used to stand below the nests and watch the singing birds.

“Are you a late reg?” the department secretary would ask me.

I came to Hayward at seventeen from Hong Kong. My original destination was England, but the English system doesn’t allow students to take courses outside of their majors. I wanted variety so I chose this university. I was anxious to get to graduate school soon, so I took as many courses as I could. “Are you a late reg?” the department secretary would ask me. “No, I’m just adding courses.” This conversation would take place each quarter as I added four additional courses to the four I already had.

During my first quarter, I often saw an Asian girl waiting at the same bus sta-



He doesn’t look a day over—Chi Fai Ho, assistant professor of mathematics, graduated from Cal State at 19 and returned here at 24 as a faculty member. To his left is a SUN workstation. Professor Ho uses the powerful microcomputer as part of his participation in the Inter-University Consortium for Educational Computing. This national consortium was established to evaluate and shape the next generation of computing technology as it pertains to higher education. (For more on this project see page 10, “Classroom of the Future Being Created.”)

tion. Carrying a school bag, she looked like a college student. One day after a Chinese food sale, a friend introduced us. Later, I asked her whether she had noticed me outside the BART station. I told her that I had tried many times to introduce myself, but she showed no sign of interest. “Oh, I thought you were

This is just what I like most about schools.

At the end of graduate school, I asked myself, did I want to do research for industry and shut myself up with only three walls and a door? I wanted to see more of the world. I knew Cal State and that I would be able to pursue my interests in both mathematics and computer science here.

Sometimes students are still surprised that I’m the professor. I guess I will never look or act who I should be. But I think this is just what I like most about schools. You can do whatever you want, but need not pretend or act like who you ought to be. I like to be with students. I think myself as one of them, work with them, talk to them, and learn from them.

Later I saw him chatting with another fellow in the same manner as he did to me. The other fellow was a freshman. Then I understood why the “turkey” (this is how Cal Tech teachers address graduate students) sounded so weird to me. He thought I was a frosh.



Contra Costa

Herb Graw, Coordinator

Every two weeks at the Contra Costa Center, six students and a lecturer meet on their own time in the student lounge to talk about that most un-American of endeavors: philosophy.

"There's no shouting, no table pounding," says Robert Makus, who teaches "Critical Thinking" at the Center and serves as a sort-of-moderator of the discussion.

"We don't try to resolve issues. Rather we try to open possibilities, to see the different sides of questions, although there is some concern about problems afflicting American society," he continues.

The six students—five women, one man, all over age 30—were bitten by the philosophy bug while taking Makus' class Critical Thinking (Philosophy 3001).



Thus spake Makus—Robert Makus encourages his students to think about ancient philosophy as well as about contemporary problems.

"Critical Thinking attempts to encourage students to think logically and recognize false arguments," Makus said. "Typically, students will research a controversy—world hunger, abortion, censorship—argue for or against positions and defend their arguments against attacks."

"We try to open possibilities . . ."

Les Snow, a sheriff's deputy and a member of the group, recalled, "We talked briefly about Socrates and other philosophers and a few of us wanted to go beyond what the class covered. That's how the group started."

If Socrates was the spur, however, he did not set the borders of discussion. "The difference between Plato's times and modern life is not so great," says Maryann Hatfield, another member of the group. "Socrates' trial can be compared with McCarthyism and what went on in the Fifties. In both instances, you had politicians on a power trip."

Hatfield, an accountant with the City of San Pablo, has a bachelor's degree in

political science and is pursuing a master's degree in public administration. She says members bring their own experiences and concerns into the group's discussions. "We're having a great time," she adds.

A Seattle native, now completing his doctorate in philosophy, Makus is the kind of person who can say, without batting an eyelash, that "you have to read Hegel for five or six years to really understand what he means." Makus says this in a tone of voice that clearly conveys that understanding what Hegel, a German philosopher, had to say is worth five or six years of anyone's life.

After graduating at age 20 from the University of Washington, Makus worked as a reporter, a youth counselor, a logger, a gold miner and as the manager of the same gold mine. At one point, he and his wife Anne built a log cabin in the wilds of eastern Washington. The thread that runs through these adventures is a deep interest in ideas and human potential woven through the necessity of earning money to put bread on the table.

Along the way, Robert and Anne, who also enjoys the thinking life, decided to attend graduate school at Penn State. She got her doctorate and is teaching speech for Cal State at the Hayward campus.

He and his wife Anne built a log cabin in the wilds of eastern Washington.

The Makuses have one child, a son, age 13, and—chip off the block—he is now wading through Herman Hesse, another German heavyweight. But the boy, Makus notes, is also greatly attracted to tennis.

Philosophy, he argues, speaks to the great questions which have absorbed thinking people through the centuries—truth, justice, good and evil, the worthwhile life.

"Philosophy and understanding our traditions are liberating pursuits," says Makus. "They make us aware of choices that might never have occurred to us. Philosophy celebrates the art of life and the love of life."

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Leon C. Berthiaume is a special education teacher in Bellingham, Washington.

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Virginia Palmer is the administrative operations analyst for the School of Science at Cal State.



Virginia Palmer



Barbara Moon Lawson ('64), right, executive director of Eden Express in Hayward, is Cal State's Alumnus of the Year for 1988. Drawing upon her experience as a counselor, restaurant manager and business woman, Barbara founded Eden Express in 1980 to train disabled adults. Since then nearly 400 individuals have completed its program and 80% have found jobs. See page 6 for more on our Alumnus of the Year.

67

Dr. David W. Butler became president of Menlo School and College in January. He was the executive director of the Graduate Management Center at the Claremont Graduate School before joining Menlo as Dean of the School of Business Administration in 1987. He earned his doctorate in English at the University of Wisconsin.

Dr. David Butler



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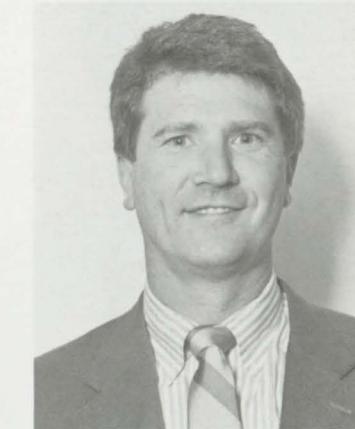
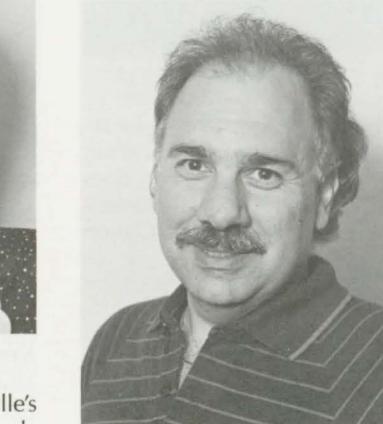
Elaine Roan

Elaine Roan teaches at Danville's Green Valley Elementary School.

69

Buzz Valente teaches at Vintage Hills Elementary School. He has been with the Pleasanton Unified School District for 19 years.

Buzz Valente



Mike Potmesil

Mike Potmesil has been principal at Orinda Intermediate for three years.

70

Robert Costa has been a principal in the Hayward Unified School District for four years.



Robert Costa

Kerry Lowe, a squadron operations officer with the U.S. Air Force 55th Aerial Port Squadron, was recently decorated with the Air Force Achievement Medal at Treasure Island.

71

Robert Chung works for the community development department of Contra Costa County. He specializes in the areas of policy and funding.



Robert Chung



Diane Werenskiold-Clyman

Diane Werenskiold-Clyman has been a technical illustrator for computer manuals for the past eleven years. She is also an avid quilter.

72

Otis R. Duvernay Jr. is a supervisory auditor with the Office of the Inspector General, U.S. General Services Administration, San Francisco.



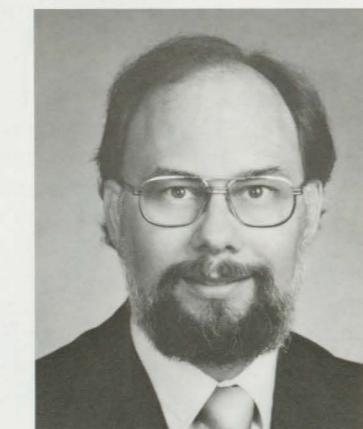
Otis Duvernay

Christopher P. Ehrler is a marine biologist with Tenera Environmental, a Berkeley-based firm that does long-term environmental monitoring. He works at the Diablo Canyon Power Plant.

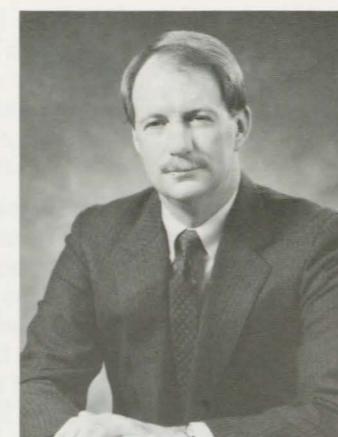
Mary Ann Kwok Graves is systems manager with Bracton Corp., an investment and management company in San Francisco.

73

Kenneth P. Allen is president and owner of Continuum Consulting, Ltd. in Bothell, Washington.



Kenneth Allen



Winston Cundiff III

Winston H. Cundiff III is vice president of human resources for Copolymer Rubber & Chemical in Baton Rouge, Louisiana.

William J. Atkinson opened William J. Atkinson, Certified Public Accountant in Oakland in 1986.

Henry Jacinto is athletic director at Santa Paula High School. He is also the head baseball coach and assistant coach of the varsity football team.

74

Elizabeth Murphy Ehrler is operations manager with Hallackainen & Friends, an electronics company in San Luis Obispo.

William J. Redding is controller for Balzer-Shopes, Inc. The company is located in Brisbane and does color separating for printing companies.



Lee Lundberg

Lynn Roberts is a speech language specialist at the Diagnostic School for Neurologically Handicapped Children in San Francisco.



William Redding

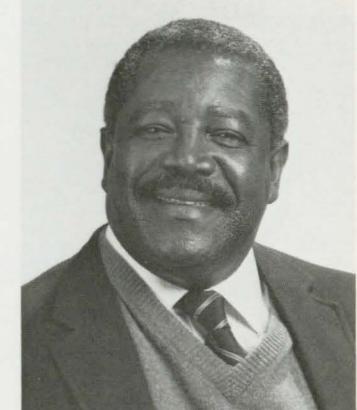


Lynn Roberts

Kanda Boykin is president of Kanda Enterprises in Tiburon. She is the inventor of Divert-A-Breeze, a product which cuts down the turbulent wind flow in the cab of a convertible car.

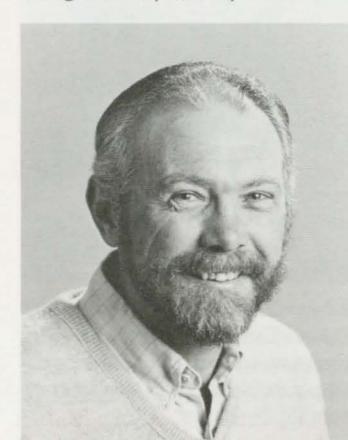
Doak A. Jones is a feeder driver with United Parcel Service in Oakland.

Gregory W. Matteson is a microfilm technician with Contra Costa County.



Roger Roberson

Roger W. Roberson is a deputy probation officer with the Alameda County Probation Department. He is also a member of the Merritt College Advisory Board.



Paul Hodges Jr.



Natalie Weinstein, son **Jack** and daughter-in-law **Karen** are all Cal State graduates. Natalie ('81) teaches English at Chabot Community College. Karen ('78) is a homemaker with three children. Jack ('73) teaches English at Milpitas High School. He also lectures about the Holocaust and has taught courses to history teachers on how to use materials about the Holocaust in their classes. He recently trained over 100 community docents for the San Jose Museum of Art's Ann Frank exhibit.



David Azevedo

David A. Azevedo is a partner in the audit division of Arthur Andersen & Co. He is also on the boards of directors of the Alameda County YMCA and the Oakland Museum Association.



Bonnie and Joseph Correia are both employed in Computing Services at Cal State. Bonnie ('75) is an instructional computing consultant and Joseph ('74) is a systems software specialist.

75 cont'd

Doris Rodriguez is a transportation specialist with Mervyn's in Hayward. She is also a member of Hayward's planning commission and a member of the board of directors of Sun Gallery.



Doris Rodriguez

Randy Stedman

Randy Stedman is a second-year law student at Vanderbilt University in Nashville. He represented his law school at a national moot court competition in New York, where his team won "best brief."

76



Sharyn Carroll

Sharyn Carroll teaches drama, world history, and reading at King Intermediate in Hayward.

Dan Greenough is a painting contractor.



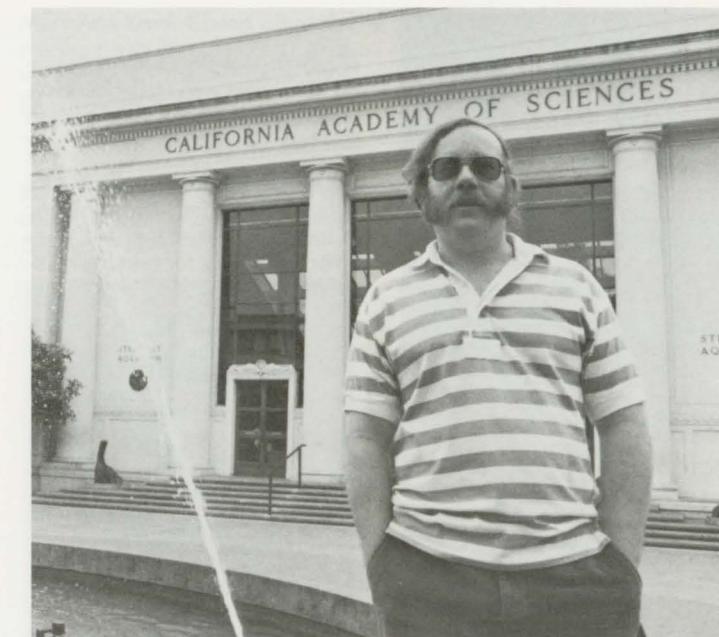
Fannie L. Dawson

Fannie L. Dawson is a marketing representative for the Northern California region for Computer Curriculum Corp.



James DeClercq

James L. DeClercq is assistant manager of the Alameda County Fair Association.



Michael Eric Anderson ('77) studies the biology of fish for the California Academy of Sciences. He earned his doctorate in marine biology at the College of William and Mary in Virginia.

77

Diane Brown supervises conservation crews along backcountry trails in the Sierras and in the Klamath area for the California Conservation Corp.

James L. DeClercq is assistant manager of the Alameda County Fair Association.



Raquel Gutierrez Dinyar

Raquel Gutierrez Dinyar is owner of Raquel Gutierrez Dinyar Word Processing in Hayward.

Richard Meredith is an environmental resources planner with the U.S. Army Corps of Engineers. He lives in Orangevale.

Sandra F. Lee is a sales administrator with Trilobite Computer in San Leandro.



Sandra Lee

78



Elvira Badal

Elvira Badal was a teacher for 19 years before joining TRI Realtors.



Mary Brewer

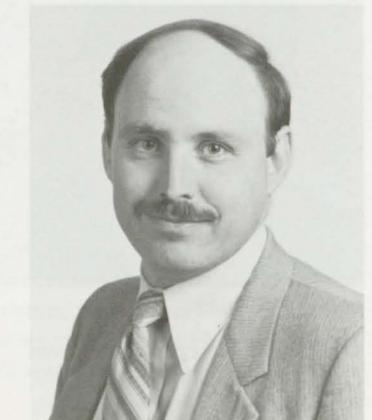
ACACIA/Spring 1988

Mary Brewer is the principal at Elk-horn Village School in West Sacramento.

Cynthia Low Johnson is director of business services at Eden Hospital Medical Center.

79

Edward G. Michel is controller for the Western Operating Group of Woodward-Clyde Consultants, an international environmental and geotechnical consulting firm. His office is in Oakland.



Edward Michel

Susan St. John is vice-principal of Albany Middle School.



Susan St. John

Steve Rodrigues

Robert F. Snyder is manager of packaging development for the Clorox Company at their offices in the Clorox Technical Center in Pleasanton.

ACACIA/Spring 1988



Tricia Grame ('78) has been exhibiting her mixed-media collages for seven years. She has had shows in San Francisco and upstate New York as well as in Walnut Creek, where she currently has an exhibit at Banakers. She also teaches at Pine Valley Intermediate in San Ramon.

Steve Rodrigues is administrative supervisor for the Visqueen Division of Ethyl Corporation, a manufacturer of plastic films used in construction, agriculture and baby products.



Steve Rodrigues

David Doll is a civilian statistician at the Alameda Naval Air Station.

William B. Wallace is general ledger manager for the semiconductor division of National Semiconductor Corp.



Robert Snyder

80

Randall E. Cowan is a programming analyst with the Union Bank Service Center in Los Angeles.

David Doll is a civilian statistician at the Alameda Naval Air Station.

William B. Wallace is general ledger manager for the semiconductor division of National Semiconductor Corp.

81

Wayne M. Akagi is a purchasing agent with Western Paper Box Company in Hayward.



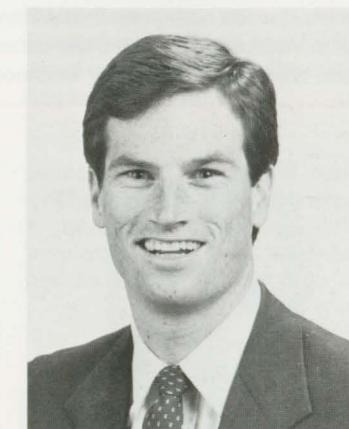
Wayne Akagi



Catherine Zaro

82

David Bell is a manager in the management consulting department of Price Waterhouse in San Francisco.



David Bell

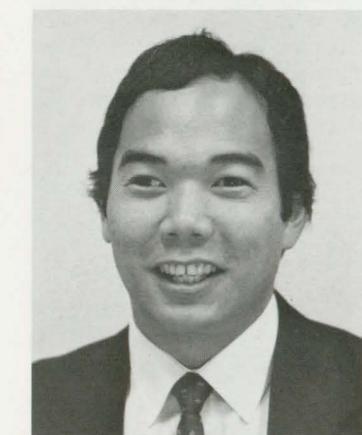
Peg Deroza

James Golden is a medical surgical nurse at Alta Bates Hospital in Berkeley.

Catherine I. Zaro is an accounting systems analyst with PG&E in San Francisco.



Peg Deroza is directing *Bag Lady* for the Role Players Ensemble in Danville. The play will run in July and August. She just finished playing Maggie in *Tribute* at the Willows Theatre in Concord. In addition to acting and directing, she teaches acting classes at Baldwin School and through Community Services.



Jaime Fukumae

Jaime Fukumae opened his own CPA practice in Orinda in July, 1987. He was the Oakland Jaycees' Key Man of the Year for 1986-87.

Paul Harkness is a purchasing agent at Cal State Hayward. He also performs as an actor in the commedia dell'arte style at the Renaissance Pleasure Faire and other events. In addition, he can be seen in local theatre productions.

Paul Harkness



David Mosen

David Mosen is a software development engineer with Hewlett Packard.



Emmanuel Nwadugbo

Emmanuel Nwadugbo is an insurance agent and real estate investor in the Eastbay.

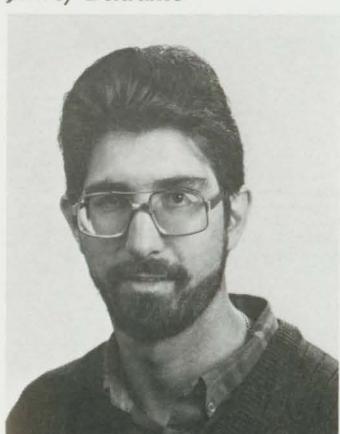


Kay Quong Winer ('82), Oakland's deputy city manager, was appointed interim director of the Oakland Museum in December. Her appointment will last nine months to a year, while a national search is conducted for a permanent director.

Sharon I. Williams was just promoted to controller at a box plant owned by Gaylord Container Corp. in San Antonio, Texas.

83

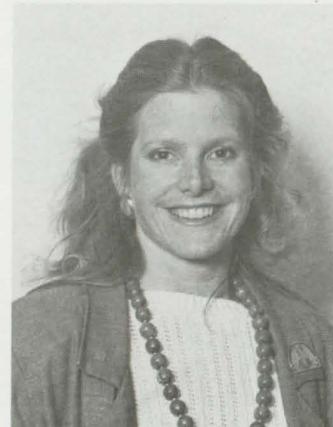
Jeffrey Beltramo



Cynthia Bratton

Cynthia Bratton teaches in the Hayward Unified School District.

Jeffrey Beltramo is sales manager for Bee Tee Equipment, a wholesale distributor of power equipment in Hayward.



Gari Mungo

Gari Mungo is underwriting manager with Glenn, Nyhan & Associates, a firm that manages physician-owned insurance companies.



Sherwood Donahue

Sherwood Donahue teaches first grade at Crocker Highlands Elementary School in Oakland.

Mary Ann Barbee is associate director of A Learning Place in Montclair. She works with students of all ages who have reading and learning disabilities.

Cheri Boileau is staff accountant with Hood and Strong, a regional CPA firm based in Palo Alto.



Camille Bonjean

Camille Bonjean is a chemist doing organic and polymer chemistry with the aeronautics firm Hexcel Co. in Dublin.

Wilson Wai Shun Young established his own real estate investment company in Oakland in 1985.

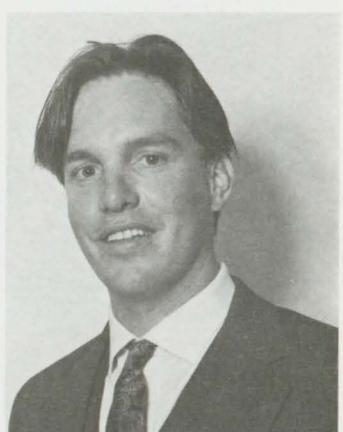


Wilson Wai Shun Young

Louis Tiner is a senior software engineer with General Dynamics in Ft. Worth, Texas. He also does recruitment for the firm.

Darren Viera, a lieutenant junior grade in the U.S. Navy, recently returned from a five month deployment in the western Pacific and Indian Ocean aboard the aircraft carrier *USS Ranger*. His homeport is San Diego.

84



Sherwood Donahue

Sherwood Donahue teaches first grade at Crocker Highlands Elementary School in Oakland.

84 cont'd.



Stanyan Vukovich

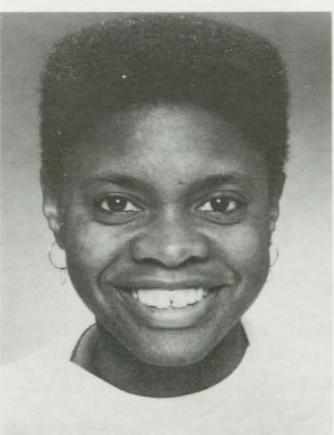
Stanyan Vukovich is coordinator of high schools for the Oakland Unified School District.

85

Dolores Gandsey is a cashier at Mervyn's in Hayward and the organist at Oak Knoll Hospital Chapel in Oakland.



Deborah Grochau ('85) and **David Wright** ('82) are the founders of CLIO, Public History Consultants. David is currently researching photographs for a book on Alameda County to be published this fall by Windsor Publications. She teaches history at Chabot and he is a store shipping supervisor for the San Francisco Music Box Company.



Renee Hicks

Renee Hicks is getting her start as a stand-up comedienne. She does regular bookings as well as benefits and open mikes around the Bay Area. She is also a senior auditor with Wells Fargo in San Francisco and a distance coach for Special Olympics.

86



Maria Franco King

Maria Franco King won third prize in *Playboy* magazine's annual College Fiction Writing Contest. The competition drew over a thousand submissions. She was the winner of last year's Robert V. Williams Memorial Contest for student fiction at Cal State.

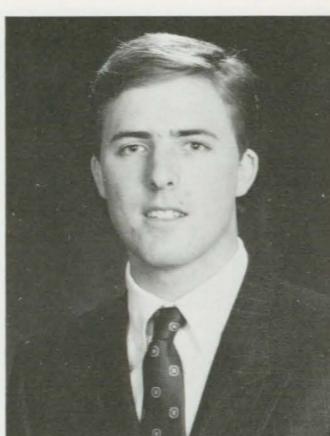


Hazel Howard Monroe

Hazel Howard Monroe is assistant principal in the Stockton Unified School District.

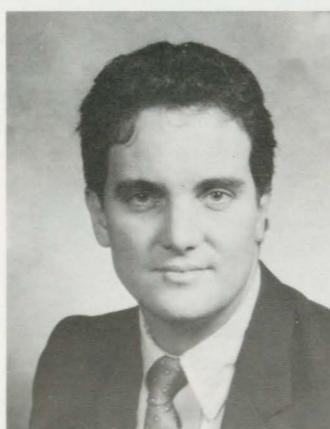
87

Todd Paige is a customer service representative with Glendale Federal Savings in Walnut Creek.



Todd Paige

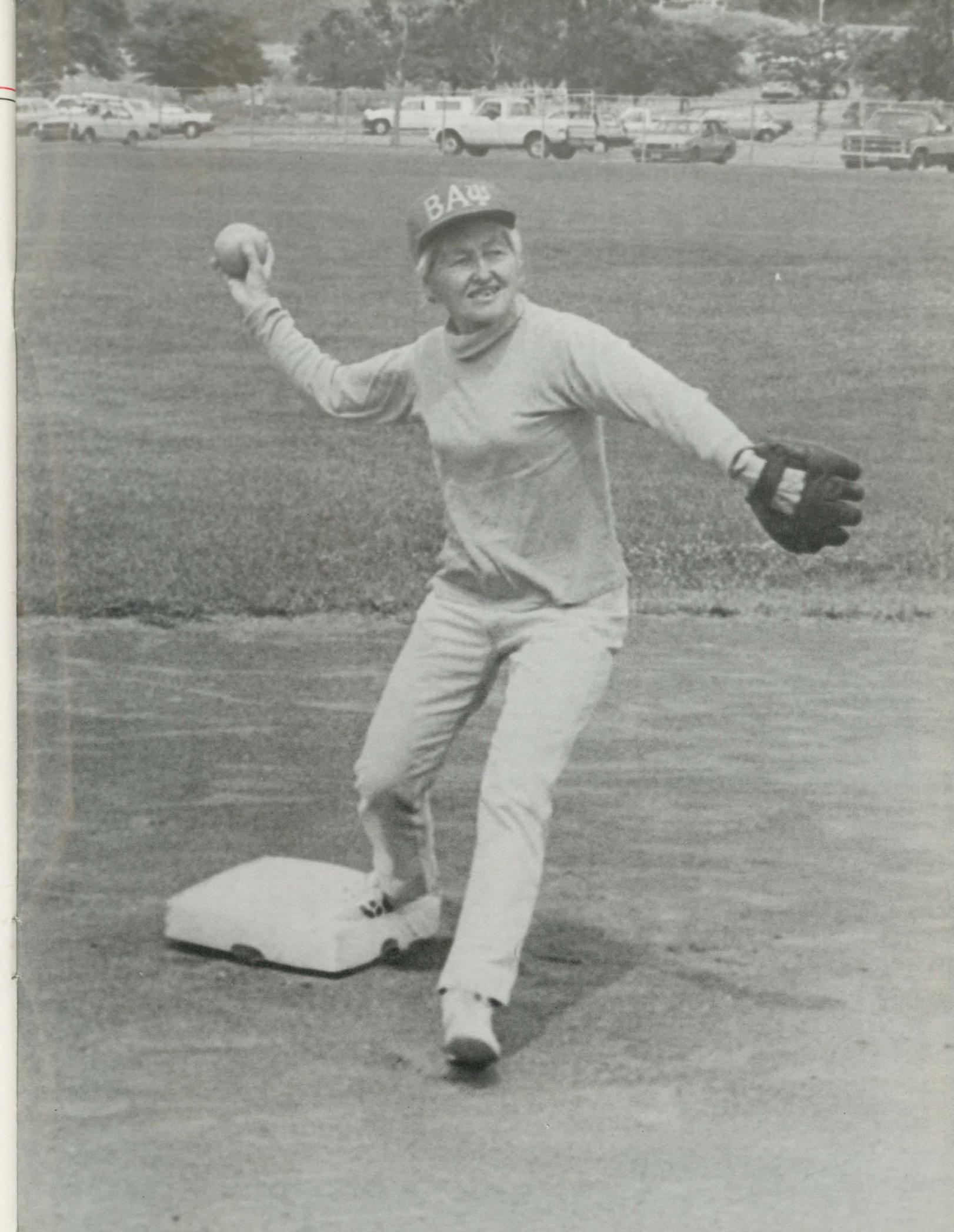
William S. Huckabay is a staff accountant with a regional accounting firm in Burlington, Vermont. He took the CPA exam in May 1987 and earned the second highest score in California, one point below the highest score.



William Huckabay

→
also ...

All Star—Cal State has had its share of famous secondbasemen, Joe Morgan and Carol Inberg among others. Carol has played in all four annual faculty softball games and sports a lifetime batting average of well over .300. An accounting professor, she retired from full-time teaching in 1987.



Future Issues

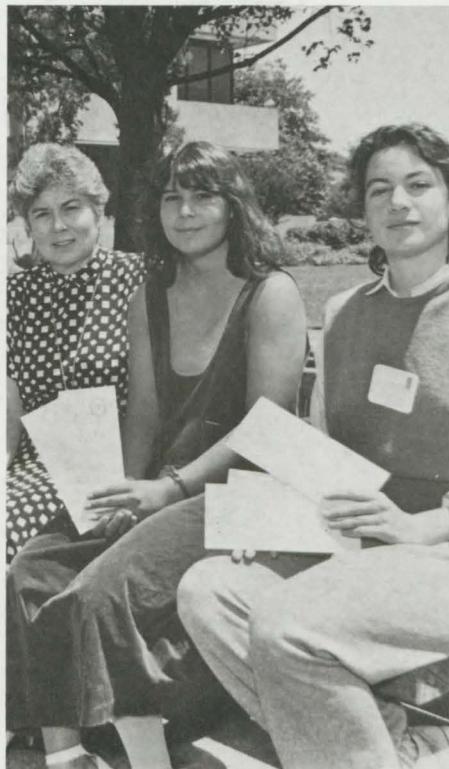
Fall

The electricity is on, the shrubs are planted, and the volleyball court is in. Pioneer Heights, Cal State's student housing complex, is finally a reality. Take a tour with us next fall as a Pioneer Heights "pioneer" writes about living on campus.



Winter

Cal State has a \$1½ million scholarship endowment. Meet some of the people who underwrite these scholarships and the students who benefit from them.



Spring

Cal State students hold outside jobs to pay the bills and to gain valuable career experience. This issue will look at the central role work plays in the lives of most students.



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