

The View

April 13, 1992 Vol. 2, No. 17

From
**California
State
University
Hayward**

Save these dates:

April 16: Open House at the Contra Costa Branch of Cal State Hayward, 1-4 p.m., 4700 Ygnacio Valley Road, Concord.

"The Big Bang: Day One of the Universe," public lecture. 7-10 p.m. Meiklejohn 2002. Free.

April 26: Science Festival. 11 a.m.-4 p.m. Science Building. Free.

ViewPoint



*Norma S. Rees
President*

Most of us have had the wonderful experience of discovering through writing a new sense of knowledge and understanding.

We think of writing as a means of communication, which it surely is, but in addition writing, critiquing, and revision can expand our very intellectual power. It is this phenomenon that lies behind most of the current thinking—and enthusiasm—about writing as an integral part of learning and, by extension, of living an informed life.

In the leadoff chapter of *Writing to Learn: Mathematics and Science*, Paul Connolly stated "School serves two valuable and quite different functions. It exists to share conventional knowledge....But it exists also to initiate passive participants in the common life into active observers who understand what knowledge is and how it is made, and can participate in its production." According to Connolly, writing helps achieve the latter goal by helping students "acquire a personal ownership of ideas conveyed in lectures and textbooks."

While acknowledging the impact of writing on the learning process itself, we are in agreement that communicating clearly is a vital element of success in most kinds of work. By stressing writing in our classrooms we aim to create more confident thinkers and better citizens, and certainly to help our students become more effective in their careers. Competent writers are needed in every field, and whether the graduate becomes an accountant or a seismologist or a park ranger, there will be no shortage of opportunities to express ideas and the relationships among data in writing.

Skills for the educated person

When we ask ourselves what it means to be an educated person, we think about knowledge, values, habits of mind, and skills. Surely prominent among the skills, regardless of academic discipline, is the ability to communicate well and clearly. (Although this column is about writing, as a former speech teacher I can hardly omit speaking ability from the list of communication skills—but that is a topic for another column.)

The importance of good writing is not a new idea to Cal State Hayward. We have recognized writing skills as central to our educational goals rather than as merely extra work that detracts from our academic objectives. We have accepted the responsibility

for developing writing skills in all students, while continuing to look for effective means to bring writing into the broad curriculum.

For example, Mary Cullinan, chair of the Department of English, and Sherryl Booth, lecturer, recently held a four-hour session for participants in the Mentoring Program. Dr. Cullinan showed mentors how they can help students with writing skills, while Dr. Booth applied some of these techniques with students. Nearly thirty people in all attended this Saturday session. The response is impressive, and I hope the Mentoring Program will continue to offer this kind of program and will find other ways to connect students with individuals willing to help in this area.

Dr. Cullinan, at the request of the Institute for the Study of Intercultural Relations, also brought to last fall's orientation for new faculty a session on techniques faculty can use to introduce writing into their classes. The English department has also formed a task force chaired by Charles DeBose on English as a Second Language. The special needs of our students whose native language is other than English are not being overlooked.

While we rely on the Department of English for leadership and guidance, we have also recognized that our goals for writing competence for all students will be met only as writing skills are integrated throughout our curriculum. By this means our students will become not only better writers, but better students.

Practice, practice, practice

Developing writing skills requires practice, lots of it. Writing ability can, in fact, decline if it goes unused. Writing assignments and essay examinations offer students practice and feedback that helps them hone their skills. Yet there is so much to be done in one of our ten-week quarters that finding time for serious attention to writing is far from easy. Reading papers and essays for style as well as content is indeed a labor-intensive undertaking.

Among the unsung heroes of our faculty are those who continue to require students to write and who provide students with useful feedback about their skills. I would like to see it as a point of pride at Cal State Hayward that we graduate good writers regardless of their major field of study. We can call upon the extensive body of knowledge about effective means of incorporating the regular practice of writing into all major subject areas, and we can utilize the expertise of faculty who have used these strategies with success.

This goal transcends disciplines and unites the efforts of all departments. Our commitment in this area of achievement can serve as a key to Cal State Hayward's future as a model of accessible, but challenging, rewarding, and excellent education.



Andrew Galvan, right, an Ohlone descendent and graduate student at CSUH, is helping assemble the exhibit honoring the thousands of Ohlones who lived in this area.

In the quincentennial year of Columbus in America, Smith Museum honors those who were already here

"The Ohlone," a seven-month exhibit examining the contributions of these Native Americans opened with a formal reception at the C.E. Smith Museum of Anthropology on April 10. Representatives and leaders from several Ohlone groups, who have been deeply involved in the planning and execution of the exhibition, attended. Many of these individuals loaned family treasures such as baskets, beadwork and photographs from several generations to the exhibit.

The concept for the show came from Lowell Bean of the anthropology department. "Very little attention has been directed to the Ohlone to celebrate their rich and dynamic history. We are looking at their recent history as well as the early documentation by Europeans in the late 1700s. This area, from the Carquinez Straits to Monterey and Big Sur, east to Pleasanton, had thousands of Ohlones and their lives were well-documented by the early Spanish," he explained.

The design and research for the exhibit was done by students from several disciplines, including history, anthropology, art and life sciences. They consulted with scholars from



Michael Amrine, a graduate student in anthropology, checks the mounting of an eagle prior to the exhibit's opening. The bird was a sacred symbol for the Ohlones.

the University of California, Berkeley and San Jose State, as well as with interpreters of native American history from the East Bay Regional Park District.

The exhibit continues through mid-November, culminating in a conference on November 14. Historians, anthropologists and representatives from Ohlone groups will participate in the daylong event.—Diana Cohen

Professor emeritus Cogswell honored by park district

The restored salt marsh at Hayward Regional Shoreline has been renamed in honor of Howard L. Cogswell, retired professor of biological science and longtime member of the East Bay Regional Park District Board of Directors.

The renaming, originally proposed by the Ohlone Audubon Society, was approved unanimously by the directors at their regular meeting on January 7 in Oakland.

Cogswell served on the Park District board from 1970 to 1982, where he helped draw up the district's first formal master plan. His guidance and

insight on acquisitions is credited with the doubling of the park system during his tenure. With 817 acres, Hayward Regional Shoreline is the largest park of its kind on the West Coast. Cogswell continues involvement with the district and the Hayward Regional Shoreline through membership on the Citizen's Advisory Committee to the Hayward Area Shoreline Planning Agency.

Cogswell, an internationally recognized ecologist and ornithologist, taught at CSUH from 1964 to 1981. His works include the definitive study/guide *Water Birds of California*.

Items in this section are printed in the order in which they are received in the Office of University Relations and Development. We receive numerous submissions each week and print them as space allows.

Stuart Gould (SBE) was selected as an Outstanding Faculty Vice President for 1990-1991 by Beta Alpha Psi, national honor society and scholastic and professional accounting fraternity. This award is recognition of the outstanding accounting students at Cal State Hayward, since a major factor in the selection was that the local Beta Alpha Psi chapter has been rated "superior" each of the past four years. No other Bay Area university has ever received this award.

Phillip E. Duren (Teacher Education) has an article entitled "The Effects of Cooperative Group Work vs. Independent Practice on the Learning of Some Problem-Solving Strategies," published in the February 1992 issue of the *School of Science and Mathematics Journal*.

David R. Stronck (Teacher Education) presented "Nutrition Activities" at the Spring Conference of the Council of Mathematics and Science Educators of San Mateo County, meeting at Canada College, Redwood City on March 7, 1992. At the same conference, H. Norman Mc Rae (Teacher Education) presented "Counting Heads: Population Activities for Math and Science." He presented "Health Activities" at the national convention of the National Science Teachers Association, on March 27, in Boston. He also served on the board of directors of the Association for the Education of Teachers in Science, at the meeting in Boston on March 25. On March 26 he participated in two committee meetings of the National Association for Research in Science Teaching.

Amy Oakland Rodman (Art) presented the paper "Huari and Tiwanaku, Shared Images in District Form" in the Session: Indigenous Encounters before the Spanish Conquest at the College Art Association annual meeting in Chicago on February 15. The paper is being prepared for publication in *The Textile Museum Journal*. This summer she will continue research on archaeological textiles in Bolivia and North Chile.

Jay L. Tontz (SBE) spoke on March 5 to the San Ramon Rotary Club on "International Trade and the Economic Recovery of '92"; Tri-Valley Business and Estate Planning Council on "CSUH International Executive Development Programs"; on February 19 to the San Leandro Rotary Club on "First Signs of the Economic Recovery of 1992"; on February 11 to the Dublin Rotary on "Will Tax Cuts Stimulate the Economy in '92?" and on February 18 to the Castro Valley Rotary on "Early Signs of an Economic Recovery." He also had his article, "A Program for Local Economic Development," published in the *General Agents and Managers Association News Journal*, Vol. 15, No. 6, November-December 1991.

James C.W. Ahiakpor (Economics) has had his article, "Rawlings Economic Policy Reform, and the Poor: Consistency or Betrayal?" published in the *Journal of Modern African Studies*, Vol. 29, No.4, 1991, pp. 583-600.

James E. Guffey (Criminal Justice Administration) presented his paper "Police and Sheriff Department Staffing Shortages: A National Survey" on March 12 to the 1992 Annual Meeting of the Academy of Criminal Justice Sciences (ACJS) in Pittsburgh.

Bette Felton (Nursing) on March 17, co-presented two year's work of a Statewide Nursing Faculty Task Force on articulation between community college and baccalaureate nursing programs. The published document, entitled "Bridging the Gap: Articulation in Nursing Programs" was presented to 350 nursing faculty in Ontario, California at an all day meeting.

Dvora Yanow (Public Administration) was invited to attend a small conference hosted by Arizona State - West and The Organizational Behavior Teaching Society of faculty world-wide who teach organizational culture. Conference participants discussed course design, teaching materials, and such substantive issues as the ethical implications of organizational culture research teaching.

Bruce A. Glasrud (History) recently spoke on "Attributes of Mexican California" while serving as a discussant for a session on California in 1840's: Spies and the Goddess Along the Blood Meridian at the Southwestern Social Science Associations annual Meeting in Austin.

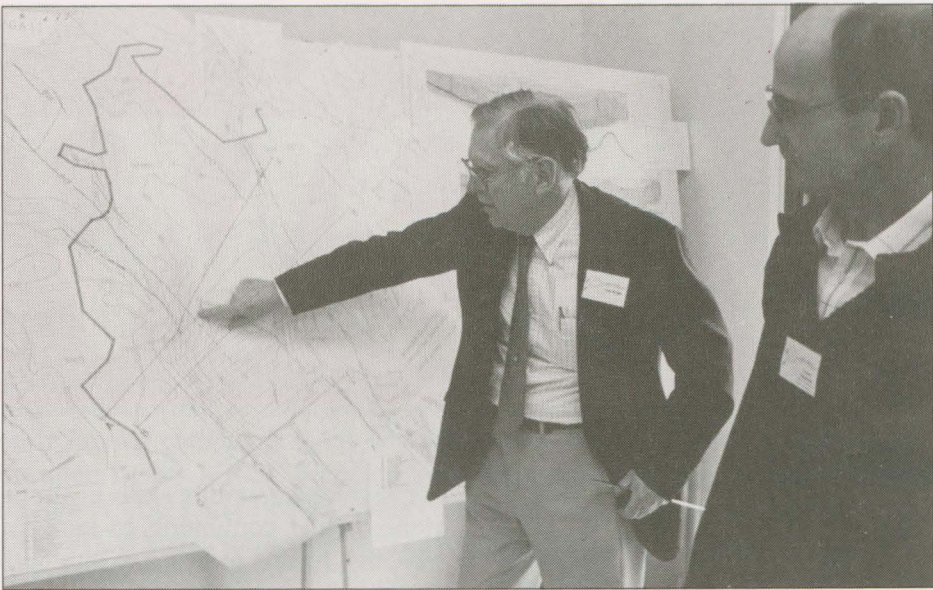
Judy Sakaki (Student Academic Services) was the invited "role model" speaker for International Women's History Month at Downer Elementary School in San Pablo. She spoke to 480 students during three assemblies on March 24.

Pauline J. Kelzer (Health Sciences Department) has been nominated as chairman for the American Public Health Association, Section on Community Health Planning and Policy Development. Since 1989 Dr. Kelzer has served in other elected positions for the section as secretary and annual program co-chair.

Jacki L. Anderson (EPSY) has been awarded \$89,204 for the Personnel Training for Community Intensive Specialists for Low Incidence Students with Severe Disabilities. This is the first time in 6 years that there have been no reductions in the requested continuation funding.

Dianne Bartlow (Mass Comm) was selected as a delegate to the international radio and television society 20th annual faculty/industry seminar held in New York recently. Faculty from schools across the nation converged with electronic media leaders to discuss the survival of broadcasting in the 1990s.

Susan Sunderland (Recreation and Community Education) was one of four people selected to review Urban Park and Recreation Renewal Program Grant Proposals for the Western Region of the National Park Service.



The earthquake conference held on campus in late March drew nearly 400 participants including, above left, T.L. Wright a geologist from San Anselmo, and, right, Tousson R. Toppozada, senior seismologist with the state Department of Conservation, Division of Mines and Geology. The conference was covered extensively in the local media.

Tennis camp returns

The 9th Annual Cal State Hayward Summer Tennis and Soccer Sports Camps for Youth will take place June through August on campus. Six one-week day camps will be conducted by women's varsity tennis coach Kris Milligan and his brother Kevin. Two separate programs are available: six sessions for players 11 through 18 and six sessions for ages 6 through 13. For more information call (510) 867-1696.

Tour to People's Republic of China scheduled by Mass Comm

The Department of Mass Communication will host a multi-city tour of the People's Republic of China in August. The monthlong tour will include stops in Hong Kong, Shanghai, Beijing, Dalian, Guillin, Guanzhou and Xian. Tour participants will enjoy unique access to government officials, scholars, students and average citizens. Persons interested in visiting China during this critical moment of change should contact Renee Greaves or Robert Terrell, chair, Department of Mass Communication, at 881-3292.

Bargain time

The annual DPS spring auction of unclaimed lost and found property will take place on the Agora Stage, April 29 from noon to 4 p.m. On special display will be keys and eyeglasses for owners to reclaim.

View

The View from California State University, Hayward is published every other Monday except during academic recesses. Deadline for submission of material is Monday, 5 p.m., two weeks prior to publication. Please address all copy to The View, 908 Warren Hall, CSUH, Hayward, CA. 94542. All copy over 50 words must be submitted on a disk or through e-mail to ~view; please do not use all caps or underlining. Copy may be edited for style, length and appropriateness. The View is a publication of the Office of University Relations & Development.

Managing Editor: Linda Schneider
Photography: Chris Chenard, Terry Smith

Publication dates—deadlines
April 27—April 13
May 11—April 27
May 25—May 11
June 8—May 25

Microcomputer Classes for Spring Quarter, 1992 — REVISED

Computing Services' Information Center is offering the following classes on microcomputer applications. These classes are open to staff, faculty and student assistants at CSUH. All classes require previous experience with microcomputers. If you would like to know the requirements for a particular class, contact the Information Center for assistance. Please note that a class may be canceled if fewer than five people are enrolled for the class.

DAY	DATE	TIME	CLASS	ROOM
APRIL				
Tu	21	9:00 to Noon	OA/sys Electronic Mail	WA 352
W-F	22-24	9:00 to Noon	Intro. to WordPerfect	WA 352
Th-F	23-24	1:30-4:30	WordPerfect Desktop Pub.	WA 352
Th	30	9:00 to Noon	Intermediate DOS	WA 352
Th-F	30-5/1	1:30-4:30	WordPerfect Desktop Pub.	WA 352
MAY				
F	1	9:00 to Noon	Hard Disk Management	WA 352
M-Tu-Th	4,5,7	1:30 to 4:30	Intro. to WordPerfect	WA 352
M-Tu-Th	11,12,14	1:30 to 4:30	Intro. to WordPerfect	WA 352
M-Tu	18-19	1:30 to 4:30	Intermediate WordPerfect	WA 352
Th-F	21-22	1:30 to 4:30	Intermediate WordPerfect	WA 352
JUNE				
W-F	3-5	9:00 to Noon	Intro. to WordPerfect	WA 352
M-Tu	8-9	1:30 to 4:30	WordPerfect Desktop Pub.	WA 352
Th-F	11-12	9:00 to Noon	Intermediate WordPerfect	WA 352
Th-F	18-19	9:00 to Noon	WordPerfect Desktop Pub.	WA 352

For more information about these classes or to sign up for a class, please call the Information Center at ext. 3596, or send an electronic mail message to ~info.

April

Now through May 2

- Vernacular Art, works by mentally handicapped adults, prisoners, artists from the Creative Growth Center. Gallery hours: M,T/11am-3pm; W, Th/1-7pm. Reception on April 9. 5-7pm.

Now through November 13

- “The Ohlone,” an exhibit examining Native American arts and artifacts. C. E. Smith Museum, Meiklejohn 4047. 10am-3pm weekdays, closed Saturdays and Sundays. Opening reception: April 10. 5:30-8pm. 881-3104. Sponsored in part by a grant from the California Council for the Humanities.

14 Tuesday

- Men’s tennis. Cal Poly/Pomona. 2pm.
- “Harnessing the Potential of General Education: Shaping the Knowledge Base for the Next Century: A Corporate View,” the second of four forums in the series “Contested Terrain: Creating a Core Curriculum for the Multicultural 21st Century.” 4-6:30pm. University Union 311. Sponsored by Center for the Study of Intercultural Relations, Extension Division and CSUH. No charge, but seating is limited. Reservations are encouraged. 881-3161.

15 Wednesday

- Pioneer Unity Day. 11:30am-2:30pm. UU.
- Women’s tennis. Mills College. 2pm.
- Economics Seminar. “On Black-White Wage Differences,” Nan Maxwell, CSUH. 2:40-4:30. MB 2605.

16 Thursday

- Pioneer Unity Day. 11:30am-2:30pm. UU.
- Biology Seminar Series. “Biochemistry and evolution of Abamectin resistance in the Colorado potato beetle,” Joseph Argentine., department of molecular biology and biochemistry, UC Irvine. Noon. NSci 321.
- Contra Costa Branch Campus reception. 1-4pm. 4700 Ygnatio Valley Road.
- “The Big Bang: Day One of the Universe,” general interest talk by Edward Kolb, Fermi Lab Astrophysics Group, Harlow Shapley Visiting Lectureship Program. 7-10pm. Meiklejohn 2002. Free.

17 Friday

- Men’s tennis. Claremont-Mudd-Scripps. 1:30pm.

21 Tuesday

- Retirement luncheon for Esther Railton-Rice (Teacher Education). 11:30am-2:30pm. UU311. 881-3010.
- Baseball. Sacramento State. 2:30pm.
- MBA Open House. 5-7pm. UT

22 Wednesday

- Job Market. 11am-3pm. Main Gym. 881-3622.
- Earth Day Celebration: Filmore Brothers. Agora. Noon.
- “International Trade Deficits Are Good for Us,” Sudha Shenoy, professor of economics, University of Newcastle, New South Wales. 2:45pm. Biella Room, Library. Sponsored by the Smith Center for Private Enterprise Studies.

23 Thursday

- Biology Seminar Series. “Forensic DNA Profiling: A revolutionary tool for criminal investigation,” Jan Bashinski, DNA Berkeley Laboratory. Noon. NSci 321.
- Faculty Recital with Jim Bertram, lute and guitar, and Roberta Brokaw, flute. 8pm. MB 1055. Free.

25 Saturday

- 10th Annual Shakespeare Festival for high school students. 8am-4pm. UT. Free
- Baseball. UC Davis. Noon.
- Upward Bound Open House. 11:30am-2:30pm. LI 2158.
- Alumni Recital with Elizabeth Southorn, soprano,Cathy O’Connor, piano with Philip O’Connor, clarinet. Program includes Brahms, Handel and Ives. 8pm. MB 1055. Free.

26 Sunday

- Science Festival ’92. “A festival for the curious of all ages.” Demonstrations and exhibits from each department in the School of Science. 11am-4pm. Science Building. Free.

28 Tuesday

- “Emerging Paradigms and Political Landmines in Curricular Reform: A National Perspective,” the third of four forums in the series “Contested Terrain: Creating a Core Curriculum for the Multicultural 21st Century.” Speaker: Jerry Gaff, senior staff member, and author of “New Life for the College Curriculum,” 1991. 4-6:30pm. University Union 311. Sponsored by Center for the Study of Intercultural Relations, Extension Division and CSUH. No charge, but seating is limited. Reservations are encouraged. 881-3161.
- MBA Open House. 5-7pm. Contra Costa Center Room 407.
- Darius Milhaud Celebration in honor of the 100th anniversary of his birth. Featured work “La création du monde.” 8pm. MB 1055. Free.

29 Wednesday

- Spring Auction of unclaimed lost and found property. Noon -4pm. Agora Stage.
- Economics Seminar. “Women and Managerial Employment in Japan,” Mitsuko Duerr, director, U.S.-Japan Institute, San Francisco State. 2:40-4:30. MB 2605.

30 Thursday

- Biology Seminar Series. “Accelerator Mass Spectrometry (AMS): A nuclear physics tool for

biological dosimetry,” Barton Gledhill, division leader, Biomedical Sciences Division, Lawrence Livermore National Laboratory. Noon. NSci 321.

May

1 Friday

- Baseball. Sonoma State. 2pm.

1 Friday and 2

- Spring Dance Concert with guest artists Duncan MacFarland and John Henry and faculty and student choreography. 8pm. UT. \$5/general, \$4/students and seniors, \$2/CSUH students.

5 Tuesday

- “Emerging Paradigms and Political Landmines in Curricular Reform: A Local Perspective and Synthesis,” the last of four forums in the series “Contested Terrain: Creating a Core Curriculum for the Multicultural 21st Century.” 4-6:30pm. University Union 311. Sponosred by Center for the Study of Intercultural Relations, Extension Division and CSUH. No charge, but seating is limited. Reservations are encouraged. 881-3161.

4 Monday through 8

- Multi-Cultural Week. UU.

5 Tuesday

- Cinco de Mayo Celebration Expo. Noon. Agora.

6 Wednesday

- “The Transition to Capitalism in Eastern Europe and China,” Harold Demsetz, professor of economics, UCLA. 2:45. Biella Room. Sponsored by the Smith Center for Private Enterprise Studies and the Department of Economics, CSUH.

6 Wednesday through 8

- UCSF Mobile Mammography Unit. \$50. 476-2193 for appointment.

7 Thursday

- Biology Seminar Series. “Recovery of active recombinant enzyme from inclusion bodies in E. coli expression systems” Patricia Babbitt, UC San Francisco. Noon. NSci 321.

8 Friday and 9

- College Dance Showcase, local colleges and universities present faculty and student works. 8pm UT. \$5/general, \$4/students and seniors, \$2/CSUH students.

11 Monday

- Symphonic Band Concert with guest Ohlone College Wind Ensemble. Program includes works by Helhybel, Weinberger, Strauss. 8pm. UT. \$5/general, \$4/students and seniors, \$2/CSUH students.

11 Monday through 16

- Staff Appreciation Week. UU.

13 Wednesday

- Faculty Laurels and Distinctions. 3:30pm. MB1055. Honoring Outstanding Professor of the Year, newly tenured faculty, new emeritus faculty and faculty members earning twenty-five year awards.
- Economics Seminar. “The Economics of Ronald Coase,” Stephen Shmanske, CSUH. 2:40-4:30. MB 2605.

14 Thursday

- Biology Seminar Series. “Post-repeal eclipse in knowledge about the harmful effects of alcohol” Brian Katcher, Alcohol Research Group, Medical Research Institute of San Francisco. Noon. NSci 321.

15 Friday

- Invitational String Festival open to high school string players. Joint performance of Festival Strings and CSUH Orchestra. 7pm. MB 1039. Free.

15 Friday and 16

- Opera Workshop, an evening of light opera. 8pm. MB 1055. \$5/general, \$4/students and seniors, \$2/CSUH students.

15 Friday 16, 21-24

- “A Lie of the Mind,” by Sam Shepard. Times: May 15-16, 22-23, 8pm; May 21, 6pm; May 24, 2pm. UT. \$5/general, \$4/students and seniors, \$2/CSUH students. Box office: 881-3261, noon to 1pm and 4-6pm the week of performances only.

16 Saturday and 17

- “A Raven’s Tale,” based on Native American folktales written by Will Huddleston. Noon and 2pm. UT. \$5/adults; \$3/children. Box office: 881-3261, noon to 1pm and 4-6pm the week of performances only.

20 Wednesday

- Economics Seminar. Economic Student Association debate. 2:40-4:30. MB 2605.

21 Thursday

- Biology Seminar Series. “Patterns of sensitivity in human glial tumor cell lines to ionizing radiation and SR4233, a hypoxic cytotoxin,” Brian Fuller M.D., department of radiosurgery, Stanford Medical School. Noon. NSci 321.

Prop 153, \$900 million bond act, to appear on June ballot; CSU, UC and community colleges would share funds

What is Proposition 153?

Proposition 153 is a \$900 million general obligation bond measure that will provide funds for upgrading, renovating and constructing facilities at the California State University, University of California and California Community Colleges. If approved by the voters on the June 1992 ballot, it will provide capital outlay funds for fiscal years 1992/93 and 1993/94 project authorizations.

Why is a General Obligation Bond necessary?

Beginning in the mid-1960s, the major source of funding for higher education construction had been tidelands oil revenues. A drastic drop in prices in the 1980s, however, meant that the state received less in royalties for gas and oil extracted from state lands. In addition, the tidelands funds were used to finance other state programs, thus lowering the amounts that could be used for higher education. To compensate, the Legislature and Governor approved using General Obligation Bonds for CSU, UC and the community colleges. Voters have shown their support for higher education by approving bonds on the ballot in 1986, 1988 and June 1990.

A general obligation bond is a common way for the state to fund construction projects. For example, they are used for parks, prisons, schools and water systems. They are a form of long-term financing similar to a homeowner taking out a mortgage to purchase a home. To raise money for the construction projects, the state sells the bonds to investors and then pays them off from the General Fund at a predetermined rate of interest within a set period of time. California's general obligation bonds currently have the highest rating possible by the nation's three major bond-rating agencies. The state's high rate allows its bonds to sell at lower interest rates, thus saving the taxpayers money when the bonds are repaid.

Who will share in the \$900 million?

The recipients will be the state's three systems of higher education, which enroll more than 1.6 million students on 136 campuses throughout the state. The funds will be split nearly evenly among the three segments for their critical construction needs.

Funds will be used for constructing new buildings, remodeling existing facilities, equipping classrooms and laboratories, expanding libraries and auditoriums and renovating buildings for seismic safety and access by the handicapped.

What is CSU's share and how will it be spent?

The CSU 1992/93 Capital Outlay Program proposes 98 campus and systemwide projects for a total of \$219,605,000. Statewide projects will include

asbestos abatement, seismic safety, and boiler retrofitting for air quality compliance. Among campus projects will be construction of a health and physical education facility at CSU San Bernardino; renovation of the applied science building at CSU Long Beach; enlargement and renovation of the engineering facility at Cal State Northridge; and construction of a performing arts facility at Cal Poly San Luis Obispo.

Plans and working drawings for future construction projects will include a new classroom building at Fresno; a professional school building at Stanislaus; library improvements at San Diego, Fullerton, Sonoma, and Bakersfield campuses; and science building improvements at Hayward, Pomona, Northridge, San Diego, and Humboldt campuses.

Why do CSU, UC and the community colleges need to renovate and build facilities?

The three systems have been experiencing constant enrollment growth. CSU, for example, has grown from 313,850 students in fall of 1980 to 361,000 in fall 1991, and more than 100,000 additional students are expected by the year 2005. UC, which currently enrolls more than 165,000 students, projects a 40 percent increase by 2005, while the community colleges, which enroll 1.4 million students now, expects to grow to 1.8 million the same year.

Buildings, including classrooms, laboratories and libraries, have not kept up with this growth. Facilities built during the booming 1960s and '70s have begun to show their ages. Some campuses have to hold classes in temporary trailers because of lack of space.

Most of the new students flocking to all three systems are from high school and community colleges in the state, including a growing number of underrepresented ethnic students. These new students, combined with existing students, result in larger and larger student populations. Many of these students bring with them special needs that can be better served if campus facilities are upgraded.

Who is supporting Proposition 153?

The measure has the backing of Gov. Pete Wilson and the State Legislature. It has been endorsed by the CSU Board of Trustees, the UC Board of Regents and the California Community Colleges' Board of Governors.

Why build now?

Even though this year's CSU budget is one of the leanest in memory, it is still necessary for the University to meet current classroom needs and to plan for future operation. Responsible management of the twenty-campus system requires the University to look beyond a single budget year and address the future of higher education in California. Planning for long-range enrollment growth is a prudent way to be prepared for the next generation of students.

The View

From
California
State
University
Hayward

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