July 1988

CSUSB
IN THIS ISSUE
A tale of a century between two schools
Athletics gain national reputation
Campus continues to expand
Alumni in the news
When the Coyotes' national competition finds out how young the Cal State, San Bernardino, team really is, they'll find out how young the Coyotes really are.

Dr. Reginald Price was appointed Director of Athletics at UWM from 1979-83. During his time at UWM, he was instrumental in developing a summer sports camp program in each school for all students and alumni, and in addition, he developed a comprehensive marketing and fund-raising program.

Dr. Leonard has been a pioneer, as a woman in athletics. In several occasions, she was the first woman to serve as president of the NCAA Athletics Directors Association and was the first woman to serve on the NCAA Women's Sports Development Committee. As a student at Principia College in Illinois, she was the first woman to receive the academic year award.

At UWM, Leonard has been responsible for 14 men's and women's intercollegiate sports programs and a strong foundation. A broad variety of sports for students interested in participating—a program to bring recognition to the university, the student athletes and the coaches. I think I have accomplished it.

Price had expected the competition to be a "500 win" record in the first or fourth year. "We did it in the third year, even though we introduced a lot of new sports."

Half of the six original coaches still are with Cal State. They are Tim Buschman, men's and women's cross country; Naomi Ruderman, volleyball; and Jim Docey, men's and women's tennis. And another pioneer still on board is Laura Feld, the trainer.

The current cadre of coaches also includes: John R. Brown, junior varsity, men's soccer; Jo Anne Bly, women's basketball, and softball. Dr. Greg Price, men's tennis, golf; Chuck Deagle, men's baseball; Bruce Brown, men's and women's athletics, and men's and women's water polo. The new assistant is Ralph Perez, who will start women's soccer in the fall.

The Coyotes' four-year record is impressive in both men's and women's sports.

The decision to implement an intercollegiate athletics program, after 18 years of only intramural activity, followed intensive study by a task force representing many groups and a comprehensive marketing and fund-raising program.

Meet the 1987-88 men's and women's teams, a total of 74.4 percent of the total team in 10.6 years.

The team, which lost one game in the second year, 1985-86, was ranked 24th in rebounding percentage and fifth in win-loss percentage in Division III. They led the nation in scoring and rebounding, ranked eighth in scoring offense (89.4 points per game) and fifth in win-loss percentage (21-3). The team was ranked nationally.

Meet the 1987-88 women's team. The Coyotes' team really is, the third year. 1986-87. The women finished fourth in the region. Players Lisa McDonald and Laura Isbell were named to the All-West Region team.

Meet the 1987-88 women's volleyball team. The team was ranked nationally.

Meet the 1987-88 women's basketball team. The team was ranked nationally.

Meet the 1987-88 soccer team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.

Meet the 1987-88 volleyball team. The team was ranked nationally.

Meet the 1987-88 baseball team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.

Meet the 1987-88 volleyball team. The team was ranked nationally.

Meet the 1987-88 baseball team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.

Meet the 1987-88 volleyball team. The team was ranked nationally.

Meet the 1987-88 baseball team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.

Meet the 1987-88 volleyball team. The team was ranked nationally.

Meet the 1987-88 baseball team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.

Meet the 1987-88 volleyball team. The team was ranked nationally.

Meet the 1987-88 baseball team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.

Meet the 1987-88 volleyball team. The team was ranked nationally.

Meet the 1987-88 baseball team. The team was ranked nationally.

Meet the 1987-88 softball team. The team was ranked nationally.

Meet the 1987-88 tennis team. The team was ranked nationally.

Meet the 1987-88 golf team. The team was ranked nationally.
Growth Rate Outpaces Facilities
By Sam Romero
Public Affairs Assistant

With student enrollment figures climbing at an
annual rate of 10 per cent during the last five
years, the construction of new buildings and
the renovation of existing facilities is becom­ing
a necessary and vigorous pattern at Cal
State, San Bernardino.

Within the past year, the campus has seen the comple­tion
of several projects, including the remodeling of the Student
Union pub-snack bar, the expansion of the Coyote Bookstore,
and addition of a multipurpose room for Serrano
Village, the on-campus housing.

Construction of two major proj­ects is scheduled to begin in
1989. The $14.2 million, five­level 1990 Building will make its debut
as the university’s new “gateway building” in the fall of 1990.
Funding for the project depends on vote­r approval of the $800
million higher education state bond issue on the November
1988 ballot. Also scheduled for completion in 1990 is a $5 mil­lion
addition to the Student Union.

Because students are enrolling much faster than building proj­ects
can be approved and com­pleted, temporary trailer facilities
have helped to meet the need for
additional classrooms and faculty
offices. An office complex of
modular units already is located
behind the Student Union. Three
temporary classroom structures
were opened last fall.

GATEWAY BUILDING — Known unofficially on campus as the “1990 Building,” this five­story structure will provide desperately needed space for the growing campus. The building, estimated to cost $14.2 million, will contain 25 lecture class­rooms, 12 laboratories, 147 faculty offices and quarters for the student services
division. It will be located between the Student Union and the front parking lot. The Commons is across the road at the right. Pfau Library is seen in the background. If plans for construction remain on schedule, the building would open its doors in the fall of 1990. However, the fate of the structure depends on the bond issue.

STANDING ROOM ONLY — That’s the usual situation at noon in the remodeled snack bar pub in the Student Union. Later in the day, students gather for a break, studying, eating or a quick game. Removal of several walls made the dining facility more spacious and able to accommodate more students.

NEWEST FACILITY — Occupied last fall, the new Faculty Office Building accommodates the Schools of Education and Social and Behavioral Sciences. The single­story wing (at left) houses the school deans and their offices. Although the building added more than 50 faculty offices, the campus still has a critical shortage of faculty quarters this fall.

COMMENCEMENT 1988 . . . EYES IN THE CROWD — Peggy Landy and John
Folkenthong, at left, earned master’s degrees in education. Dr. Dorothy Moscato, Dr. Lance Masters and Dr. Ronald Barlow led the procession of faculty and students (above). Proud father, Professor Robert Blacker, watched son, Richard, receive his B.A. in administration (near right). Graduate students received their hats at the individual school receptions. Dr. K. Michael Clarke and Dean David O. Porter adjust the hood on Donna Jerjes, who earned her M.B.A. (at far right).
Alumni Awarded Recognition

In the 33 years since he first graduated from Cal State, David Alvarez has risen rapidly in the public school system and now is superintendent of the Coachella Valley Unified School District. Alvarez was assistant superintendent and director of educational services in the district before becoming superintendent in June 1986. Previously he was principal at Palm Desert Middle School and an administrator and counselor for the Beaumont Unified School District. He also has been a counselor at the Palm Springs Unified School District and the San Bernardino County Probation Department.

Marcia Lentz
School of Natural Sciences

Marcia Lentz, B.S. in nursing, 1980, is the assistant director of nursing at San Bernardino County Medical Center. In this position, she is responsible for the performance of 250 nurses, as well as the fiscal management of several divisions. She has been affiliated with the hospital for more than 20 years, working in positions of increasing responsibility from staff nurse to nursing supervisor and assistant director. Active professionally, she currently is president of Region IV (San Bernardino-Riverside Counties) of the California Nurses Association. Her memberships include the National League for Nursing, American Nurses Association, American Association of Ambulatory Nursing Administration, and the American Academy of Nursing Practice.

On campus she has served as a co-chair of the Nursing Department’s Advisory Council and as president of the Cal State Alumni Chapter. She also is a member of the Cal State Educational Equity Task Force.

Elise Traynum
School of Social and Behavioral Sciences

A former student body president at Cal State, Elise Traynum is now an attorney in the public law department of Best, Best & Krieger, a Riverside firm. Her specialization is in civil and municipal law and land-use regulations. After earning her B.A. in political science from Cal State, she enrolled in Hastings College of the Law, where she completed her J.D. degree in 1996. She worked in the city attorney’s office in San Francisco while earning her degree.

Mrs. Traynum is a member of the California Black Lawyers Association and the Riverside County Bar Association and is active in the Pomona Valley branch of Jack and Jill of America. She was appointed to the university’s Advisory Board and served on the search committee for the athletic director.

Mary Frances Gomez
School of Humanities

Mary Frances Gomez makes excellent use of her heritage and her 1976 B.A. as the founder and executive director of a San Bernardino-based language consulting firm, Gomez and Associates, which offers translation and interpretation services. Mrs. Gomez was born in Mexico and came to the United States at the age of three. She became a naturalized citizen in 1971. While attending Cal State as a part-time student, she began her own business and her daughter, Gabrielle, was born.

She has been a member of the Board of Trustees of the San Bernardino Public Library and served on the executive board of the San Bernardino Mayor’s International Council on Friendship and Goodwill. She also is active in the National Charity League.

Shauna Clark
School of Business and Public Administration

Shauna Clark combined her responsibilities as elected clerk of the city of San Bernardino and student as she earned her college degrees. Employed by the city since 1969, she first was elected city clerk in 1979. At that time she had her A.A. degree in psychology from San Bernardino Valley College and was working toward her B.A. in public administration. The bachelor’s degree, finished in 1980, was followed by an M.B.A. in 1986, the year she was re-elected to her city post.

Ms. Clark received the 1984 Outstanding Manager of the Year Award from the San Bernardino City Management Association. Her community activities include serving as a director of the San Bernardino Community Against Drugs. She is a member of the City Clerk’s Association and the San Bernardino Chamber of Commerce.
Professor Unearths School Site

By Russell J. Barber
Associate Professor of Anthropology

This is a tale of a one-room school. It is the tale of a school that opened its doors in 1900 in the town of San Bernardino. It is the tale of a school that closed 90 years ago, and, with the passage of time, was forgotten.

The school, named Fairview School, was built in 1900. It was a small, one-room schoolhouse. The school was situated on the outskirts of town, in a neighborhood where the families were not particularly well-to-do. Indeed, many residents seem to have been squatters, trying to scrape a living growing barley for a local brewery.

The school building was relatively large, more than 50 feet long and 25 feet wide. It was a substantial structure with a substantial foundation. The foundation appears to have sustained not a single crack in its century of existence.

The building was relatively new, having been built in the late 19th century. It was a high-tech device for recording events. It is estimated that the school building was completed in 1900.

... traces of red paint on stucco fragments found in the soil show that it was, indeed, a little red schoolhouse.

With these thoughts in mind, I began the study of the Fairview School in 1985. My students and I began by scouring the local archives for signs of life on the school site. We found letters written by students and teachers, photographs of the school, and even a few newspaper articles about the school.

The second question is related to the first. Was the operation of a school in a poor part of town comparable to that in a better section? Ideally, according to the goals of the school system, all schools were expected to be well funded. In a scenario that will seem chillingly real to today's teachers, periods of school were being cut back at every turn. We have found no chalk at the site, only pieces of chalkboard. Paper clips were used on the school building, and microfilm was kept in the United States by this time, but no microfilm was kept at Fairview School. Instead, papers were printed together with nickel-plated straight pins, again at a saving of pennies.

While the general pattern suggests an impoverishment operating budget, there are surprising items. The wash basin and pitcher, for example, were imported and fancy. A microscope, certainly not part of the usual equipment of such a school, was found there. These items, I suspect, were stages of school addictions and not purchased with school funds. Basin and pitcher were used as substitutes for chalkboards.

The privy, that receptacle for all sorts of contractable material... still remains unlocated.

The research is still ongoing and will not be completed for two more seasons, but already we are beginning to get answers to these and other questions.

Information on the schoolhouse, for example, shows that it was a substantial structure with dressed stone foundations over two feet thick. Less than 200 yards from the San Andreas Fault, the foundation appears to have sustained not a single crack in its century of existence.

The building was relatively new, having been built in the late 19th century. It was a high-tech device for recording events. It is estimated that the school building was completed in 1900.

The school was on the outskirts of town, in a neighborhood where the families were not particularly well-to-do. Indeed, many residents seem to have been squatters, trying to scrape a living growing barley for a local brewery.

The school building was relatively large, more than 50 feet long and 25 feet wide. It was a substantial structure with a substantial foundation. The foundation appears to have sustained not a single crack in its century of existence.

The building was relatively new, having been built in the late 19th century. It was a high-tech device for recording events. It is estimated that the school building was completed in 1900.

... traces of red paint on stucco fragments found in the soil show that it was, indeed, a little red schoolhouse.

With these thoughts in mind, I began the study of the Fairview School in 1985. My students and I began by scouring the local archives for signs of life on the school site. We found letters written by students and teachers, photographs of the school, and even a few newspaper articles about the school.

The second question is related to the first. Was the operation of a school in a poor part of town comparable to that in a better section? Ideally, according to the goals of the school system, all schools were expected to be well funded. In a scenario that will seem chillingly real to today's teachers, periods of school were being cut back at every turn. We have found no chalk at the site, only pieces of chalkboard. Paper clips were used on the school building, and microfilm was kept in the United States by this time, but no microfilm was kept at Fairview School. Instead, papers were printed together with nickel-plated straight pins, again at a saving of pennies.

While the general pattern suggests an impoverishment operating budget, there are surprising items. The wash basin and pitcher, for example, were imported and fancy. A microscope, certainly not part of the usual equipment of such a school, was found there. These items, I suspect, were stages of school addictions and not purchased with school funds. Basin and pitcher were used as substitutes for chalkboards.

The privy, that receptacle for all sorts of contractable material... still remains unlocated.

The research is still ongoing and will not be completed for two more seasons, but already we are beginning to get answers to these and other questions.

Information on the schoolhouse, for example, shows that it was a substantial structure with dressed stone foundations over two feet thick. Less than 200 yards from the San Andreas Fault, the foundation appears to have sustained not a single crack in its century of existence.

The building was relatively new, having been built in the late 19th century. It was a high-tech device for recording events. It is estimated that the school building was completed in 1900.

The school was on the outskirts of town, in a neighborhood where the families were not particularly well-to-do. Indeed, many residents seem to have been squatters, trying to scrape a living growing barley for a local brewery.

The school building was relatively large, more than 50 feet long and 25 feet wide. It was a substantial structure with a substantial foundation. The foundation appears to have sustained not a single crack in its century of existence.

The building was relatively new, having been built in the late 19th century. It was a high-tech device for recording events. It is estimated that the school building was completed in 1900.
The experimental nature of the school attracted many teachers and... there was a feeling of pride in being selected.

resources. University classes are held on the Hillside campus to expose future teachers to a contemporary school setting. The elementary school also provides the ingredients for Anza biscuits for their multicultural fair. Before receiving her degree from Cal State in June 1987, Mrs. Koon was known to music and theatre arts majors at the university as the secretary in their department. She was during her student teaching under Lenore Young.

"(The demonstration school) really is the wave of the future," Kronowitz continued. "For example, the Hillside faculty contributed to my course delivery by planning, teaching and giving me feedback on what a beginning teacher needs to know. Formerly an elementary school site that had been closed, Hillside was opened as an adult education center until last summer. Located less than two miles from the university, Hillside reopened as an elementary school offering 18 regular classes and four special day classes for disabled students.

The experimental nature of the school attracted many teachers and among the 24 who were hired (about half of them Cal State alumni), there was a feeling of pride in being selected, noted Pinckney. "We found several high-quality teachers in the district requesting to come here."

When Hillside's new teachers and staff came together last July, "we knew we would be a demonstration school, so we had to decide what our thrust would be," remarked Pinckney. "Would we be rigid in discipline? What was important?" Fortunately there was a consensus for more experimental learning with an emphasis on literature, thematic units and hands-on learning, rather than paperwork, she explained.

"We decided that in order for this to be a demonstration school it had to be real and credible, so we did not ask for reduced class size," Pinckney added. "We have the representative 33 to 34 children per class and we have aides and tutors assigned only in special day classes as they 'normally would be.'"

A magnet school in the San Bernardino City School District, Hillside School has a student population of 620. Within three months of the school's opening, enrollment was at capacity. Currently, the waiting list is three pages long.

"It was just word-of-mouth," Kronowitz said. "People began moving their children here from other schools through the desegregation and integration program and from private institutions.

In addition to innovative teaching methods and curriculum, another distinctive feature of the school is the on-site integration of special education classes for students with severe disabilities, said Pinckney. The special education students, including children with Down's Syndrome and others who are communicatively or multiply handicapped, are housed next to regular classes of the same grade levels. Periodically the classes are mingled for some time to see if more integrated activities and instruction. Since most severely disabled students are enrolled, Pinckney, Carmack or Harmon schools, which are designated for special education, Hillside's approach is unique in the San Bernardino City School District and it has brought with it some unusual rewards, noted Pinckney. After school had been under way for some time last fall a new student joined one of the special education classes. He was explained. His posture and behavior was noticeably different from the rest of the students.

"It was the first time that we had ever noticed that the look and stance of our handicapped students was becoming more like the students who are not in special education," she said. "There is so much that has to be done in terms of teaching the handicapped and dispelling the misconceptions about integrating special education classes on school campuses."

The common vision of the teachers and staff has led to a sense of camaraderie that many feel is unattainable, said Joe Gray, assistant director of education at Cal State. "I've heard several teachers here tell me that, Gee, I've finally found other teachers that I can talk with positively about the students."

"They're all type-A personalities," chuckled Pinckney, stressing the level of self-motivation, noting the teaching staff. "There are all chiefs and no indians here. As we build toward excellence, we need to encourage our teachers to grow professionally and become educational leaders. We're losing some of our staff this year due to promotions. That kind of flow needs to be there to revitalize us and to keep the spirit good here."
1970

Mark King, B.A. psychology, a Prudential insurance agent with the Montana: Wyoming agency in Missoula, has been honored with a Prudential Partners in Community Service grant to provide $500 to the Missoula Indian Alcohol and Drug Service.

1971

John C. Kirwan, B.A. political science, was named director of risk management for the city of San Bernardino.

1972

Randall Batalo, B.A. art, teaches graphic design at Platt College in Ontario.

1973

Shelley Karpman, B.A. sociology, is a detective sergeant with the Redlands Police Department.

1974

Susan J. Arratia, B.A. administrative management, was promoted to commercial lending officer in the San Bernardino office of the Bank of Redlands.

1976

David E. Amori, B.A. history and sociology, is the coordinator of his M.B.A. at Cal State. After receiving his B.A., he spent a year teaching and then was an engineering technician with the San Bernardino County Environmental Public Works Agency for four years.

1977

Jon Kindschy, B.S. health science, M.B.A. 1983, is the division chief for environmental health for San Bernardino County.

1978

James J. Smith, B.S. sociology, B.A. psychology, 1980, is a psychiatric instructor at the Redlands VA and at Norton Air Force Base.

1980

Floriano Kazmierski, M.B.A. education, has received the professional designation of certified medical education representative by the Certified Medical Education Representatives Institute.

1981

Gary Roberts, M.A. education, will be the principal of the new Rio Chico School, which is under construction. He has been principal at Rogers Elementary School since 1981 and has taught in the Colton Unified School District since 1970.

1984

Lon McDougal, B.A. criminal justice, M.B.A. 1987, is the administrative analyst for the San Bernardino County Law and Justice Group.

E. Leon Spanzy, B.A. sociology, became a member of the administrative council.

1985

Rick Clapper, B.S. music, is a co­operator of the Solorv Conservatory, which offers Suzuki-based instruction in piano, violin, viola and cello.

1986

Leola I. Bruch, B.S. nursing, is the home health coordinator for the Care Home Health agency in Upland. She also has two other part-time jobs as an institutional nurse at San Bernardino County Juvenile Hall and substitute teaching at Victoria College district. Her husband, William George Bruch, is a graduate in education from Cal State in 1979.

Michael R. Fitzgerald, B.A. administration, has been with the firm of Kennedy and Kennedy, CPAs, in San Bernardino.

Andrew W. Hamilton, B.A. administration, is an auditor with the Inspector General division of the U.S. Department in Bremerton.

Shannon Barkd, B.A. administration, is an audit assistant to the Inspector General's office in San Bernardino.

Carole M. Lee, B.A. psychology, a teacher of the learning handicapped in the Fontana Unified School District, has been in the past year completing the requirements for a multiple subjects credential and now is working on her multiple subjects credential in the Claremont Graduate School.

Janis (Martgan) McNiel, B.S. administration, is an accountant 1 for San Bernardino County.

June Yamamoto Bastajian, M.P.A., is staff assistant to the firm's president, at the San Bernardino Employment and Training Agency. Her husband, Gary, was elected to membership in the California State Assembly.

Jim Dempsey, M.P.A., is director of development for Campus Crusade for Christ.

Pooled Income Aids Donor, University

To give away money is an easy matter and in any man's power. But to decide to whom to give, and how large and when, for what purpose and how; is neither in every man's power nor an easy matter.

Article

To give away money is an easy matter and in any man's power. But to decide to whom to give, and how large and when, for what purpose and how; is neither in every man's power nor an easy matter.

Article

The advantage to a donor are: a deduction for the present value of the charitable remainder; tax advantages to donors while meeting special needs of the organization.

One of these plans, to be instituted by the university this fall, is a pooled income fund. This is the simplest type of planned gift to administer and it is easy an easy one for the donor because it does not require as large a gift as a separate trust.

A pooled income fund is a giving plan for persons who want to receive, or designate one or two beneficiaries to receive, for life, an income that has the possibility of growth through the years. The

irrevocable gifts of all donors are commingled in an investment fund. All net income earned by the fund is paid to participants, in proportion to the number of units they hold. Income is not guaranteed because of variable market conditions.

At the death of the last income beneficiary, the number of units assigned to that account reverts to the university to use in whatever way the original donor specified.

The advantages to a donor are: a deduction for the present value of the charitable remainder; tax advantages to donors while meeting special needs of the organization.

One of these plans, to be instituted by the university this fall, is a pooled income fund. This is the simplest type of planned gift to administer and it is easy an easy one for the donor because it does not require as large a gift as a separate trust.

A pooled income fund is a giving plan for persons who want to receive, or designate one or two beneficiaries to receive, for life, an income that has the possibility of growth through the years. The

irrevocable gifts of all donors are commingled in an investment fund. All net income earned by the fund is paid to participants, in proportion to the number of units they hold. Income is not guaranteed because of variable market conditions.

At the death of the last income beneficiary, the number of units assigned to that account reverts to the university to use in whatever way the original donor specified.
### Cal State Calling: Students Seek Out Alumni Donors

At $100 a pop, many advocates for higher education might think they'd have a hard time selling more students on their idea. But when it comes to Cal State, students are eager to help with fundraising efforts.

**Cal State's Best Students**

Cal State's finest students helped their university get in touch with graduates by telephone during the annual fund phonathon. More than 760 alumni donated nearly $55,000 in support of their alma mater as a result of the personal phone calls of these dedicated students, as well as the gifts of faculty, staff, corporations and friends, helping Cal State to enrich its many programs and offerings. Scholarships, faculty research and development, distinguished guest speakers, and music, art and theatre events are some of the areas that private contributions help to strengthen.

In the fall, the university will once again seek the support of its alumni and friends. Alumni who attend telethon events may contact their local alumni representatives or call 774-867-9131 to make a contribution.

### Alumni Support:

Alumni who wish to secure the university's financial future may call Cal State (714) 867-9131 to make a pledge to their organization or to make a contribution. Alumni who wish to make a donation to Cal State's development efforts may call the Office of University Relations, 5500 University Parkway, San Bernardino, CA 92407.

### Contact Information:

- **Editor:** Andrew P. Telford, B.A. art, 1987
- **Managing Editor:** Tom French, B.A. sociology, 1988
- **Production Manager:** Rick DuVall, B.S. computer science, 1988
- **Art Director:** John Ross, B.A. art, 1987
- **Managing Editor:** Andrew P. Telford, B.A. art, 1987
- **Production Manager:** Rick DuVall, B.S. computer science, 1988
- **Art Director:** John Ross, B.A. art, 1987

### Cal State Alumni Association:

- **Volunteers:** Alumni Association members, university donors, faculty and staff, and other supporters will receive a complimentary copy of the 1988 Annual Report in September. Alumni who do not receive a copy will be contacted by the Alumni Office. Alumni who do not receive a copy will be contacted by the Alumni Office.
- **Volunteer responsibilities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
- **Volunteer opportunities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.

### Alumni Association:

- **Volunteers:** Alumni Association members, university donors, faculty and staff, and other supporters will receive a complimentary copy of the 1988 Annual Report in September. Alumni who do not receive a copy will be contacted by the Alumni Office. Alumni who do not receive a copy will be contacted by the Alumni Office.
- **Volunteer responsibilities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
- **Volunteer opportunities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.

### Alumni Association:

- **Volunteers:** Alumni Association members, university donors, faculty and staff, and other supporters will receive a complimentary copy of the 1988 Annual Report in September. Alumni who do not receive a copy will be contacted by the Alumni Office. Alumni who do not receive a copy will be contacted by the Alumni Office.
- **Volunteer responsibilities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
- **Volunteer opportunities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.

### Alumni Association:

- **Volunteers:** Alumni Association members, university donors, faculty and staff, and other supporters will receive a complimentary copy of the 1988 Annual Report in September. Alumni who do not receive a copy will be contacted by the Alumni Office. Alumni who do not receive a copy will be contacted by the Alumni Office.
- **Volunteer responsibilities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
- **Volunteer opportunities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.

### Alumni Association:

- **Volunteers:** Alumni Association members, university donors, faculty and staff, and other supporters will receive a complimentary copy of the 1988 Annual Report in September. Alumni who do not receive a copy will be contacted by the Alumni Office. Alumni who do not receive a copy will be contacted by the Alumni Office.
- **Volunteer responsibilities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
- **Volunteer opportunities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.

### Alumni Association:

- **Volunteers:** Alumni Association members, university donors, faculty and staff, and other supporters will receive a complimentary copy of the 1988 Annual Report in September. Alumni who do not receive a copy will be contacted by the Alumni Office. Alumni who do not receive a copy will be contacted by the Alumni Office.
- **Volunteer responsibilities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
- **Volunteer opportunities:** Volunteers will be given a list of alumni who have not returned their pledge forms or who have not made a donation to the university. Alumni who have not returned their pledge forms or who have not made a donation to the university will be asked to make a donation. Alumni who do not return their pledge forms or who do not make a donation to the university will be asked to make a donation.
PANORAMA is published at California State University, San Bernardino

Editor
Edna Steinman
Designer
Linda Snyder
Art Assistant
Lori Lovely
Photographer
Carey Van Loon

ALUMNI ASSOCIATION BOARD OF DIRECTORS
President
James F. Penman, B.A. '69
First Vice President
Lee Ann Overstreet, B.A. '84
Second Vice President
Jim Kennedy, B.A. '72, M.B.A. '77
Secretary/Treasurer
Carol Collins, B.A. '86
Director, Awards
Angela Lavin, B.A. '83
Director, Membership
Linda Mitchell, B.A. '76
Director, Nominating
Don Tasker, Certificate, '84
Director, Programs
Jennifer Blakely, B.A. '71, M.A. '77
Director, Scholarships
Cherylyn A. Rush, B.A. '88
Black Chapter
Clyde White, M.A. '79
Hispanic Chapter
Terry Martinez, B.A. '73, M.A. '83
Education Chapter
Rosemary Binney, B.A. '69, M.A. '75
Nursing Chapter
Marcia Lenz, B.S. '80
Business and Public Administration Chapter
Lawrence Buck, M.B.A. '83
University President
Dr. Anthony H. Evans
Executive Dean, University Relations
Dr. Judith M. Rymer
Faculty Representative
Dr. C.E. Tapie Rohn, Jr.
Associated Students President
Larry Hetter
Alumni Director
Joanna Roche
Immediate Past President
John Kirwan, B.A. '71

Variety Spices Wednesday Nights

A variety of musical performers will entertain in the summer 1988 entertainment series, open to alumni and the public.

The free programs, beginning at 7 p.m. in the Lower Commons plaza, are scheduled for each Wednesday evening in July and August. Spectators are invited to bring a picnic supper and enjoy the park-like setting of the campus during the concerts, said Randy Harrell, director of student life.

A new acoustic guitar duet from Marin County, Strings of Glass, will play a variety of classical, jazz and cultural styles in their Aug. 3 concert.

America's heritage is recalled through traditional folk music Aug. 10 when Marley's Ghost entertains with fiddle, mandolin and Dobro slide guitar.

Latin Society will be on stage Aug. 17 with an evening of contemporary Latin jazz and traditional favorites.

A favorite of children and earlier audiences, Sam Hinton, will perform Aug. 24. His program, guaranteed to delight all ages, features homemade instruments.

Closing the summer series Aug. 31, the San Diego Navy Brass Quintet will present an evening of patriotic favorites including Sousa marches and familiar works for brass.

The series is sponsored by the university, the Associated Students, Inc., and the Student Union. For further information, call (714) 887-7407.

University Picnic Set for Sept. 25

Alumni of Cal State are being invited to an all-campus, old-fashioned picnic on Sunday afternoon, Sept. 25, announced Joanna Roche, alumni director.

Fun for the family will be the theme of the day, with games, contests and a variety of activities. Graduates will have an opportunity to reminisce with both their former classmates and their teachers. Retired faculty members will receive special invitations to return for the festivities.

Although more details on price and activities will be forthcoming, the picnic is scheduled from 1 to 6 p.m. adjacent to the Commons plaza.