April 1986

CSUSB
Less than half the population of the State of California will be non-Hispanic whites by the turn of the century.

Anticipating the Minority Majority
California law allows individuals 18 or more years of age (and emancipated minors) who are of "sound mind" to make a will. A will states an individual's wishes for disposition of his or her estate at death. The estate consists of all separate property owned at death, and one-half of community or quasi-community property. The estate disposed of by will does not include joint-tenancy property, or other property which passes at death according to terms of a contract, i.e., life insurance proceeds or other payments made at death.

In the absence of a valid will, a decedent's property will be disposed of by state law, called the law of intestate succession. While the legislature has endeavored to make our intestate laws conform to what most people would probably desire, there is no way that these general laws can provide as satisfactory a plan as a will.

For that reason, it is the state's public policy to encourage testacy (having a valid will at death). Changes in state law over the past few years have made it much easier for every Californian to have a valid will.

There are three basic types of wills in California today:
1. the traditional witnessed will
2. the California statutory will
3. the holographic will

A witnessed will may be in typed or printed form and requires that the testator (person making the will) sign the document along with at least two (preferably three) witnesses who are not named as beneficiaries. A will need not be notarized. This will is usually written by an attorney after careful consideration of the testator's particular needs and desires. (Incidentally, modern usage no longer requires that the term "testator" be used for a female will-maker; "testator", "executor", "administer", etc. all apply to both males and females.) Although pre-printed will forms are available, extreme caution should be exercised in using them without the advice of counsel. These printed forms often contain provisions which are no longer necessary or advisable under current law. A testator may unwisely add to the cost and difficulty of estate administration in a futile attempt to save the cost of legal counsel. Sometimes a bad will is worse than no will at all.

Do not be confused with the standard, pre-printed will form is the new California statutory will (and the California statutory will with trust). The California statutory will was developed by the state legislature to make it much easier for individuals to execute a will. If the form meets your needs, it requires only selecting from the available optional dispositions, and filling in a few blanks. It, too, must be signed and witnessed. Statutory will forms are available from the California State Bar and in some stationery stores (be certain the forms say "California Statutory Will" or "California Statutory Will with Trust"). This type of will only works if property is to be left to a spouse or descendants (either outright or in trust) although one cash gift to another person or charity is an option. If any other disposition is desired, such as multiple charitable contributions or the gift of some personal effects to friends, the statutory will cannot be used.

A holographic will is written all in the testator's own handwriting. No notary should be needed. The document should clearly state that it is a will and it should be dated. Only the testator need sign; a holographic will does not require witnesses. A holographic will is just as valid as any other properly executed will. Problems that can arise in administration are the result of the testator's lack of knowledge about the legal significance of a particular provision, not because the will happened to be holographic in form. In a situation where it is not possible to obtain legal counsel, yet one wants the peace of mind of knowing there is a valid will to direct estate disposition, a holographic will can be used to good advantage. As a general rule this should be considered only a temporary measure; however, and counsel should at least review the will when possible.

Sometimes a testator needs or wishes to make a minor change in the will after it has been executed. A will must never be marked with any kind of erasure, lining out, additions, etc. Such defacing will not have the desired effect and may only result in invalidating all or part of the will. Changes should be made in a properly executed codicil which is an amendment to a will. The codicil states clearly that it is to change the will, referring back to the date of the original will, and then lists the changes desired. If the codicil is typed, it must be signed by the testator and witnessed. A holographic codicil without witnesses, also is valid. It is not necessary that the codicil be in the same form as the will, so a holographic codicil is acceptable even if the will is formal and witnessed.

Again, caution should be exercised, as the amendment may have an undesired effect on a carefully constructed estate plan. Always seek counsel before any substantive change is made. Codicils really should be reserved for minor alterations only, such as the substitution of a named executor. Your will is a most important document, and it should be stored in a safe place, known to your next of kin or named executor. If an attorney drafted your will, the original may be left at the attorney's office. In that case, your copy should indicate the location of the original. If you choose to keep the original, be sure that its location is known to those likely to be handling matters at your death. A list of important documents, and where they can be found, might be maintained and stored in your home desk, for example.

Do not be afraid to use a safe deposit box for will storage. There is a widely-held view that banks will not allow access to a will stored in a safe deposit box. Not so — at least not in California! If you have such concerns, discuss them with a bank officer and find out exactly what the bank's procedures are. Then you can rest assured. And that is what estate planning is all about — providing you with the assurance and peace of mind that you can have now, knowing that, at death, your estate will be administered as you desire.

A series of workshops on wills is underway at CSUSB. If you are interested in future workshops, or if you would like a development officer to consult with you or your attorney on your estate plan, please call the Executive Dean's office at (714) 887-7413.
Multicultural and Gender Perspectives in the Curriculum

Cultural Diversity: The Essence of Anthropology

By Joanna Roche

Culture is the business of the anthropologist, and a cross-cultural perspective is the way in which anthropologists work. For more than 20 years, Dr. Frances F. Berdan, has been a scholar and teacher of cultures. I saw a lot of this in her talk, Dr. Berdan, chair of the Department of Anthropology, over lunch in the Commons, and we discussed her ideas about experiences in cross-cultural study.

"When I use the term 'cross-cultural,' I mean it in the broadest sense, embracing the variety and diversity of cultures we encounter in male and female. A lot of this is based on historical documents. Book manuscript is complete. Dr. Berdan's studies of culture have focused on this expedition, pursuing a cross-cultural perspective as being relevant to the past," she explained. The fascination and weaving.

"We have to think about how best to equip them for working in the State of California. The faculty members are questionnaires for more than 40 faculty members interested and already have begun to be incorporating material about women's. Black and Hispanic studies separately as well as together," commented Dr. Dorothy Mettee, assistant professor of communication. "Unfortunately, the faculty are there because they are interested already and we miss the accommodation of those who don't take the courses, but who need to know.

"One criticism I have is that most of the women's. Black and Hispanic studies separately as well as together. Women generally try to steer away from being emotional in order to be perceived as rational. At the risk of over-generalizing, a woman's writing lacks the emotional tone of the male. By writing, I mean it in the broadest sense, embracing the variety and diversity of cultures we encounter in male and female. A lot of this is based on historical documents. Book manuscript is complete. Dr. Berdan's studies of culture have focused on this expedition, pursuing a cross-cultural perspective as being relevant to the past," she explained. The fascination and weaving.

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law have nothing to do with gender or ethnicity, such as defining an "act" or "intention" to commit a crime. "Up until now there has been little notice of the sexism of some statutes and this is an area where we can sensitize students," he commented. "Many of the law talks about a victim's right to use deadly force when a person has reason to believe he is about to be killed, it assumes that the criminal and victim are of equal strength and therefore male. There is no defense for a battered woman who's been beaten for years and decides not to take it anymore."

"I contend that out a similar dichotomy exists with statutes on rape. "Some laws still define rape as a sex crime, while others call it a crime of violence. California has substituted the term multicultural perspectives into rating witnesses and up until very recently, cases could not go to trial unless a woman had three difficulties," which presumably indicated the use of force, she said.

"Although Dr. Coles' focus will be gender-related, minority issues often crop up in his introductory course, when he asks students to define the typical criminal and victim. "Teachings are seen as being young, low income minorities who victimize elderly white women by snatching their purses," she stated. "Students are surprised to find that a great many victims are minorities, too, and they don't seem to want to hear about the white collar criminal."

English

In a sense, the workshops have given Dr. Harold Hellenbrand, assistant professor of English, the opportunity to integrate multicultural perspectives into several of his courses in a manner similar to work he is performing under an Educational Equity grant from the university.

He is redesigning the reading lists for American Literature courses 430 and 452, which cover the period from 1620 to 1855.

"I'm changing the courses with the idea that even on the simplest level, we must ensure that there are a variety of other voices heard aside from Hawthorne, Melville, Bradford and Jefferson," he said. "Throughout the course of the 17th, 18th and 19th centuries there have been many contributions by women and native Americans which we can get our hands on in book form."

"Once those voices are included, we are implicitly changing the definition of what literature is. Then we have to ask ourselves whether it is possible or even fair to expect all people to write in a certain way. That is, can we expect an indentured servant in the 18th century to adequately present himself?" We trained in such a way that we can't recognize other forms of literature?"

"If you read the 19th century captivity narratives by Blacks brought over as slaves, they used a variety of means to express the injustices they were experiencing. However, they were addressing an audience not particularly willing to hear them," he pointed out. "The same was true for Thomas Jefferson in the Declaration of Independence. His claim was not welcome in many parts, but no one questioned his humanity and he was not expected to write in a language that was foreign to his sense of self."

In addition to reading formal prose, Dr. Hellenbrand expects to have students look at diaries written by contemporaries of those times and study how they presented themselves.

It's actually more complex literature than what we've previously been willing to see. It's been produced when there hasn't been the time or where-withal to achieve 'finished art,' and to begin looking at something like that automatically expands the concept of what art can and cannot do.

Although the American Literature courses will be revised next year, Dr. Hellenbrand said it has been a difficult balancing act setting up the reading lists.

"Do we throw out Hawthorne, Melville and Whitman completely? No, that's not reasonable. It's a hard issue to address. I think you can choose intelligently, if you remember that culture is not a single language or even a dialogue. It is a very complicated exchange of voices and you need to do your best to remind people that whatever they are hearing is not the dominant voice of the culture, but in fact an idiom."

Foreign Languages

The principles of the Cross-Cultural Perspectives workshops are not far removed from the topics which naturally arise in the study of a foreign language, according to Dr. Rafael Correa, assistant professor of Spanish.

"The basic grammar and introductory courses naturally deal with ethnicity and gender issues within the culture, history and people. The novelty is in organizing the material," he said, explaining his recent efforts to revise his courses.

"The workshops have refined ideas for me, which I may have been tentative about because of stereotypes and prejudice. With students of all different backgrounds in my grammar and composition course, I never knew how far to take the issue of prejudice, because while the students realize they are dealing with fear and ignorance, the situation is not unimportant."

A native of Colombia, Dr. Correa said he has found it helpful to draw on his own experiences as a minority in this country.

"Even though I've been in this country and off for 24 years, I always feel as if I'm visiting. In fact, it's the same when I go to South America or Mexico now," he revealed. "My wife and I have found it interesting to read my diary when I was a young student in this country. I was so sensitive because I didn't feel as if I belonged, par-atuted. I adapted. I liked the idea that I could move to China tomorrow and fit in."

The information has generated a series of questions and a new way of thinking about historical periods, which have been considered times of "cultural barrenness" but may not have been so beneficial to women.

"It helps me to see the conflict that others must feel. I find it interesting, helpful, even rewarding to try to put myself in someone else's skin. It's fascinating to see what the reactions are if you've never been discriminated against," he added. "It is a difficult balancing act because at any given time, everyone is part of some minority. However, minorities in a large country like this so often have to think like the majority as a defense mechanism."

Dr. Coeera admits that until recently, his courses have emphasized ethnicity rather than gender issues.

"Even though I've Americanized, I'm still uncomfortable with women's issues," he conceded. "When I was teaching in Mexico last year, my students didn't give me the American version of feminism. Latin American women work for equality, too, but they also want to preserve tradition. They are not against everything male like American feminists in the 1960s. However, it's probably those radical women who got Latin American women where they are today."

"I've had a bibliography of Latin American women authors, but I've never considered using it until now," he concluded. "While I think I have a high level of consciousness on both issues, the workshops have given me a new perspective within my own enrichment."

History

Dr. Lanny Fields, lecturer in history, has found the Cal State approach to the workshops and support from the administration refreshing. "I don't feel as if I've been disappointed at other institutions where I taught because I felt alone, particularly with respect to women's issues," he disclosed. "As I have read more about women, the information has generated a series of questions and presented them thinking about historical periods, which have been considered times of cultural brilliance, but may not have been so beneficial to women."

"For example, the French Revolution was important to men as a group, but not necessarily good for women. At the risk of overgeneralizing, prior to the revolution, aristocratic women had a great deal of freedom and were active participants in society. By the end of that period, with the legal codes established by Napoleon, women were more tightly bound to men and family, and fewer were educated beyond home-making skills."

With the advent of the Educational Equity grant from the university, Dr. Fields is compiling a two volume book on world civilization which will include chapters on contributions made by women and minorities as well as the elderly and disabled.

"I've been interested in the project for a long time and gathering material for several years. My focus has crystalized on topics which don't often get much treatment in history and I will present them thinking about it historically."

"I have thought of looking at ourselves -- Eurocentrism, science and sexism as in 'his story.' We want to try to learn rather than judge; instead of labeling something inferior, it is merely different."

Black Activist

Angela Davis Caps Off Workshops May 23-24

Noted Black activist and feminist Angela Davis will make a public appearance at Cal State and address the final session of the Cross-Cultural Perspectives work shops May 23 and 24, respectively.

Speaking at 7:30 p.m., Friday, May 23 in the Recital Hall, Ms. Davis will address, "At Home and Abroad: The Struggle for Peace. There will be a $2 admission charge for individuals without Cal State, San Bernardino identification. A reception will be held in Ms. Davis' honor.

During the final workshop, which is not open to the public, Ms. Davis will speak to "Changing Hearts and Minds: Race, Class and Gender."

A feminist, author and member of the Communist Party, Angela Davis, 42, teaches ethics and women's studies at San Francisco State University. Her appearance at Cal State is sponsored by the Cross-Cultural Perspectives grant. Associated Students, Special Events, the Intellectual Life Committee, Black Student Union, Black Faculty and Staff and the Schools of Humanities and Social and Behavioral Sciences.
Dr. Diane Halpern Named CSU Outstanding Professor

“She’s terrific! Clone her!”

That comment from a Cal State, San Bernardino student is typical of those describing Dr. Diane F. Halpern, who has been designated by the CSU Board of Trustees as one of the system’s two outstanding professors for 1986.

An associate professor of psychology and associate dean of undergraduate programs, Dr. Halpern is noted for motivating her students to excel, for her internationally recognized work in cognitive psychology, and for her community efforts on behalf of “hard-to-place” children up for adoption.

Dr. Halpern’s students consistently praise her enthusiasm and willingness to make complex subjects interesting and understandable, and her receptivity to student questions. “She can actually teach statistics with a sense of humor,” remarked one student, while another reported “she exemplifies all of the best qualities in the skill of teaching.”

An authority in the field of critical thinking, Dr. Halpern has a reputation ever received by the university, two authorships. Her many presentations have influenced the teaching of critical perception. One of her books.

Largest Grant Ever Received by Cal State

For Summer Technology Training Institute

Since microcomputers and other advanced technology will one day be as commonplace in public school classrooms as pencils and books, a new Summer Technology Training Institute has been established at Cal State to prepare elementary school teachers and curriculum specialists to integrate the latest instructional aids into educational practice.

Under a $990,381 grant, the largest ever received by the university, two consecutive four-week Summer Technology Training Institute sessions in July and August will introduce more school districts in their region of the state to the “state-of-the-art” use of computers.

A member of the Cal State faculty since 1981, Dr. Halpern has been designated by the university, two authorships. She has served on committees in cognitive psychology, and has formulated policies for student relaxation.

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The classic musical morality play, *Threepenny Opera*, which inspired several movies and the popular song "Mack the Knife," will be staged at Cal State May 29-31 and June 5-7.

The comic masterpiece by Bertolt Brecht broke box-office records in its original Berlin run from 1928-1933, and it set a new standard for the immorality play about the criminal underworld, which is ruled by Burglar (Brecht) as "the Big Calm Capital of the world."

The work had its first production in the United States at the Theatre Arts and Music Department, with choreography by Maitre Boyle Slout and musical direction by Dr. Loren Fifebeck. All performances will begin at 8:15 p.m. in the Creative Arts Theatre.

Rialto Junior High Principal Reflects on Education Trends

When Anna Maria Rodriguez (B.A. English 1971, M.A. education 1978) was offered the position of principal at Rialto Junior High last September, she felt ready to lead the teachers, staff and students at the school her mother attended 50 years ago.

The vibrant 37-year-old San Bernar-
dino native previously was principal at Milor Continuation High for two years and assistant principal in charge of discipline at Eisenhower High School.

Under her direction, a year-round program has been implemented at the junior high school, replacing the traditional academic year and summer hiatus with nine-week quarters and three-week breaks. In addition, she has overseen the establishment of an expensive computer lab which features PLATO, the most extensive collection of computer-assisted instruction materials in the world.

"Computers are here to stay, but they shouldn't replace interaction between the teacher and learner," she commented. "I'm not that familiar with computers. Some of the older teachers pick it up right away — I think it depends on their interest level."

"We have to provide a nonthreaten-
ing environment for teachers to explore the technology, so they realize that they are not being replaced, nor should they be, by computers," she continued. "Computers generate so much information that it can be overwhelming. We had to work out the initial bugs because some teachers were not sure how to tie their accountability into the computer."

Under her leadership, a year-round schedule has been implemented at Rialto Junior High, with 832 students in grades 7-9, also will participate in Cal State's "Project Upbeat," which currently has 100 gifted 7th grade students from Colton Junior High. School with university life. Students visit the campus monthly and learn about college courses and meet several professors.

"We have to start at the intermediate level and plant the seed so that students can look to their college education, with the emphasis on small classes, the professors know you and your work. It's almost an abbey-like atmosphere there."
Alumni Updates

1967
Richard Bennecke, BA, political science, is an assistant professor in the San Bernardino State College Business Division. He formerly was director of alumni affairs at Cal State.

1968
Alan G. Dyer, BA, sociology, will be included in the 1968 "Who's Who in California," which will be published in November. An adult education specialist in Rubio and San Bernardino, he also teaches part time at Cal State.

1969
Donald L. Jeffers, BA, political science, is chief ad
dvertising officer for the City of Huntington Park. He
also edits the newsletter of the Huntington Park Kiwanis
Club, which earned a regional award recently. He is
married to Jane J. Jeffers, BA, political science 1968.

Shelley Marshall Shelanski, BA, political science, serves as executive director of the Avenue Basin United Way. She and her husband, William, live in San Bernardino.

Scott Showler, BA, political science, is an attorney with Davis, Showler.

1970
June S. Still Jeffers, BA, speech, teaches for the Hun­
tington Park Baptist Elementary School. She also
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aign. Married to Donald Jeffers, BA, political science 1968.

Naudley Murphy, BA, history, received a certificate of
higher education 1978. He is a special education cre­
dentials teacher for the San Bernardino City School Dis­
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1971
Oscar C. Gonzales, BA, sociology, is a probation of­
center for San Bernardino County.

1972
Danielle Brown, BA, French, was one of two San Ber­
nardino County residents selected as National Teachers of the Year award last year. She is a French teacher at
Virginia High School and her husband, Doug, teaches at San Bernardino High.

Alfreda H. Caldwell, BA, English, is director of the CSU English Language and Literature program at the University of Washington.

1973
Martyl Murphy, BA, political science, is a speaker to
the Alumni Association. She is married to Gary, and her
family recently relocated to Richmond, Va., where she is
employed in the electronics industry for the State of Virginia. She and her husband, Joseph, have two young sons.

Donald G. Gill, BA, history, recently received a certificate of education
from the School of Theology at Claremont in San Bernardino.

1974
Alfreda H. Caldwell, BA, sociology, is a professor at
Cal State, Long Beach. She is a member of the CSU English Language and Literature program at the University of Washington.

1975
Melvin E. Abeyta, BA, business administration, is
employed as a purchasing services manager for the City of Riverside.

John "Jack" Ahern, BA, education 1975, was among several Black students who are enrolled in the program at CSU Fullerton. He recently received a certificate in educational administration from the San Bernardino Community College.

Benjamin Cochran, BA, economics, teaches for the San Bernardino City Unified School District.

1976
David Abeyta, BA, sociology, MA, education 1977, is
the new director of educational services for the

Coachella Valley Unified School District.

Maryvone Boone, BA, sociology, is a counselor at
Riverside College.

Robert S. Klotz, BA, sociology, is a counselor at
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Bonita L. Schwindt, MA, education, teaches

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Willie Boots, BA, social science, was among several
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Alfreda H. Caldwell, BA, English, is director of the CSU English Language and Literature program at the University of Washington.

Martha L. Jeffers, BA, speech, teaches for the Hun­ntington Park Baptist Elementary School. She also
serves as a speech counselor for the Right on Right cam­aign. Married to Donald Jeffers, BA, political science 1968.

Naudley Murphy, BA, political science, is a speaker to
the Alumni Association. She is married to Gary, and her
family recently relocated to Richmond, Va., where she is
employed in the electronics industry for the State of Virginia. She and her husband, Joseph, have two young sons.

Donald G. Gill, BA, history, recently received a certificate of education
from the School of Theology at Claremont in San Bernardino.
**New Members**

The Alumni Association welcomes the following new members who have joined since the last Panorama.

Robert Abraham, B.A. biology 1985
Melvin A. Ahtila, B.A. sociology 1985
Guillermo A. Antoia, B.A. business administration 1985
Robert W. Ayar, B.A. business administration 1985
Bryan John Barber, M.A. psychology 1985
Gregory K. Baugh, B.A. criminal justice 1985
Melinda R. Blamoo, B.A. anthropology 1985
David Bolden, B.A. business administration economics 1985
Judith Brauch, B.A. marketing 1985
Everett G. Campbell, B.A. art 1985
Alice K. Carnell, B.A. business administration 1985
David J. Cherk, B.A. accounting 1985
Christine C. Hoch, B.A. management 1985
Stanley E. Rodriguez, B.A. political science 1985
Karen L. S. Troxel, B.A. psychology 1985
Janet S. Goode, B.A. political science 1985
Lauren Ann Douit, B.A. business administration 1985
Anne P. Deon, B.A. math 1985
Stephen C. Dennis, B.A. accounting data processing 1985
Linda Ellis, B.A. geography 1985
Laura Elbridge, B.A. liberal arts 1985
Steven T. Fristoe, B.A. liberal arts 1985
Allison K. Pillow, B.A. criminal justice 1976
Edward Garnett, B.A. social sciences 1985
Shirley J. Glass, B.A. liberal arts 1985
Clinty C. Hansen, B.A. business administration 1978
J. Alan Jeffs, B.A. English 1969
Karen L. Krolsbeke, B.A. political science 1984
Lee Kinney, B.A. anthropology 1985
Carole A. Krebs, B.A. liberal arts 1985
Mary G. LoCicero, B.A. English 1985
Audrey Murphy, B.A. history 1965, criminal justice 1970
Anne M. Onthank, B.A. accounting 1985
Roy Perry, B.A. business administration 1985
Lawrence J. Riddle, B.A. business administration management 1985
Ralph C. Monge, B.A. business administration 1975
Helen C. Moore, B.A. liberal arts 1985
Angelo K. Morozu, B.A. history 1985
B. Moore, B.A. philosophy 1985
Everett G. Campbell, B.A. psychology 1985
Melinda R. Blanton, B.A. business administration 1985
Gregory K. Baugh, B.A. criminal justice 1985
Joanne Cataldo, B.A. business administration 1979
Ann L. Caven, B.A. liberal arts 1985
J. Marie Luton, B.A. liberal arts 1985
LouAnn Smith, B.A. political science 1985
Judy A. Ann, B.A. social welfare 1985
S. Idahoma School, B.A. liberal arts 1972, M.A. education 1982
Sandra A. Viva, B.A. liberal arts 1985
Linda Sansone, B.A. liberal arts 1985
Shirley Marshall Shelton, B.A. political science 1965
Robert Abraham, B.A. biology 1985
Robert W. Ayar, B.A. business administration 1985
Bryan John Barber, M.A. psychology 1985
Gregory K. Baugh, B.A. criminal justice 1985
Melinda R. Blamoo, B.A. anthropology 1985
David Bolden, B.A. business administration economics 1985
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David J. Cherk, B.A. accounting 1985
Christine C. Hoch, B.A. management 1985
Stanley E. Rodriguez, B.A. political science 1985
Karen L. S. Troxel, B.A. psychology 1985

**More about you...**

Information to be shared in the Panorama...

Name ____________________________
Phone ____________________________
Year of Graduation __________ Degree ______ Major ____________

**Spouse's name ____________________________**

If spouse is Cal State grad, year of graduation, degree, major:
Spouse's name ____________________________
Year of Graduation __________ Degree ______ Major ____________

**Administrative** ____________________________
__ Black ___ White ___ Hispanic ___ Other ___
Mail to: Alumni Association, Cal State, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407

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A-A-H-H-... Summer!!

Here's a sample of what you can expect this summer at Cal State, San Bernardino! In addition to the regular Summer Session offerings on campus, Extended Education provides a large variety of credit, noncredit and continuing education courses, special institutes, weekend workshops, conferences, and contract programs which allow students to continue their education in whatever way is most appropriate for their personal and professional growth.

This sampler gives an idea of the kinds of new, exciting programs going on at Cal State, San Bernardino this summer. For a complete description of summer courses, contact the Office of Extended Education at (714) 887-7527 and request a copy of the summer catalog.

As you make your plans for summer, add Cal State to your list of activities. There's a course (or two!) that's just right for you and members of your family.

The Second Annual Conference for the Advancement of Mathematics Teaching has been specially designed by the San Bernardino and Riverside Counties Mathematics Association and the Office of Extended Education to help meet the changing demands made on today's mathematics teachers. Topics include a California math curriculum overview; situational lessons/problem solving; critical thinking; geometry proofs; remediation; and using computers and calculators. The schedule: May 10; 8:30 a.m.-5 p.m. Cost: $25 (noncredit); $40 (credit).

Early childhood teachers... get ready for two exciting days of R and R... and R!! Reading, Rhythms, and Rainbows, a dynamic summer workshop for preschool and kindergarten teachers, administrators, and college students, will feature renowned educators Valerie Welk and Bev Boz. This event is cosponsored by the Office of Extended Education and the Arrowhead Association for the Education of Young Children. The schedule: Aug. 15 and 16; 9 a.m.-4 p.m. Cost: $15 per day (includes lunch); up to two units of credit available at the door for an additional $15.50 per unit.

School counselors, rehabilitation counselors, marriage, family and child counselors, high school and college students are invited to attend a special mini-conference — Crises in Counseling. Topics will include techniques and applications of peer counseling and ways to recognize and treat depression, and child sexual abuse. Co-sponsored by the Office of Extended Education, School of Education, and the National Rehab. Counseling Association of California, this workshop will feature Dr. C. H. Patterson, visiting distinguished professor, CSUSB School of Education. The schedule: May 8; 3-8:30 p.m. Cost: $25 (professionals); $12 (students).

Teachers Are #1... and we know it! Teachers, don't miss THE professional event of the year. This four-day summer teachers' conference includes dynamic keynote speakers, dozens of interest sessions, a bookshop and several vendor exhibits. Co-sponsored by the Office of Extended Education, the San Bernardino County Schools Office and the Inland Empire TEC center, this conference promises to be one of the most exciting activities of the summer. The schedule: Aug. 19-22. The cost: $10 per day, plus $20 per day credit fees (meals additional). Inquiries should be directed to (714) 887-7527.

Younger students interested in taking classes this summer, will find Cal State, San Bernardino THE place to be. Special courses for kids include a computer camp, Aug. 4-15, 8:30-11:30 a.m.; a media production workshop for grades four through nine; June 30-July 11, 9 a.m.-12 noon; and two self-defense courses, one in July and one in August. For gifted and talented children, a special summer program has been planned for those in grades four through eight. Activities include computers, science experiments, "great stories," and fun with math. The schedule: July 14-24; 8:30 a.m.-3 p.m. The cost: $145.

The Office of Extended Education invites you to join us this summer. Choose from a wide range of summer extension courses in a number of areas, including business, computers, education, entrepreneurship, health science, mathematics, photography, psychology, physical education, test preparation, and women's studies. Summer At Cal State, San Bernardino... What a Great Idea!