April 1987

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The university-wide responsibility for teacher education
California State University, San Bernardino produces the third-largest number of teacher candidates in the state. The university, one of the smaller campuses in the California State University system, this year will place approximately 420 people in student teaching assignments throughout San Bernardino and Riverside Counties.

Although the School of Education has grown 100 percent in three years, it still cannot meet the needs of the burgeoning Inland Empire. The state projects a need for approximately 85,000 new teachers, mostly at the elementary level, by 1990. Public school enrollments from 1985 to 1990 are expected to increase 12½ percent.

Efforts are under way, in the state and in the university, to enhance the teaching profession and the preparation of teachers. Goals are to meet the unprecedented need for new teachers, to attract the brightest and best students into the profession and to strengthen their preparation. Schools of education are requiring better undergraduate preparation, more rigorous entrance standards and higher graduation requirements.

The San Bernardino campus has made a commitment to intensified collaboration between the School of Education and other academic disciplines. The preparation of teachers, as CSU Chancellor W. Ann Reynolds affirms, is now an all-university responsibility.

By Ernest F. Garcia,*
Dean, School of Education

Ask any educator to describe the decade of the 80s and the response probably will be "the decade of the reports." Most of us have lost track of how many reform reports have come our way. A Nation at Risk was one of the first, followed by a barrage of formulas for making things right produced by a plethora of distinguished panels and blue-ribbon committees. The concentration was on K-12 education, but higher education wasn't far behind.

The second half of the decade has produced new reform committees and panels intent on pointing out the shortcomings of what has been going on in higher education. The scrutiny is long overdue and may result in some needed introspection and a willingness to improve for the benefit of the students.

In all this reform activity there is one study, which teacher-educators have supported, which has led the reform movement in teacher education in the California State University. In 1980 the chancellor of the California State University system established an advisory committee to study programs in education and to provide information, analysis and recommendations to assist the university in its special role of preparing teachers for California's schools. The report, issued in 1985, was titled Excellence in Professional Education. For us who are involved in teacher education in the California State University, this document became very significant for what was to follow in the reform of teacher preparation.

No major education

California has not had a major in education since 1965. This comes as news to the uninformed, who nod approvingly at the Holmes Group* recommendation that the undergraduate major in professional education should be abolished and that emphasis should be placed on teacher preparation at the graduate level. The recommendation which elicits prolonged "ho hums" from teacher-educators throughout California, causes some excitement for reform in states where an academic major is not required for admission to a teacher education program.

Because the successful completion of an academic major is required of teacher candidates, it is implicit that the entire university share responsibility for the product. Implementation of the recommendations in Excellence in Professional Education demonstrated explicitly that the education of teachers is indeed an all-university responsibility.

Teacher education councils or committees have been established on all the California State University campuses with the following responsibilities:

• To serve as the major forum for current issues related to the preparation of teachers,
• To make recommendations for academic and personnel policies that affect the quality of campus teacher education,
• To serve as a communication link among faculty, administration and the K-12 community in matters relating to education,
• To promote the welfare and quality of teacher preparation programs,
• To foster positive attitudes toward teacher education and the profession,
• To disseminate information about educating prospective teachers.

The All-University Committee on Teacher Preparation on our campus has a balanced membership representing the university administration, the Schools of Humanities, Natural Sciences, Social and Behavioral Sciences and the School of Education.

The committee has functioned very well and has provided excellent feedback and leadership regarding the promotion of an all-university involvement with teacher education.

Each academic department with an approved waiver program has designated a faculty member who can encourage and advise students interested in a teaching career. We already have strong

*continued next page
California must emerge from their programs with a respect for cultural differences present in their classes. They must demonstrable an understanding for diversity through the ways in which they work with culturally different students. This important element in the education of teachers needs continued attention from all disciplines.

It is clear, as the chancellor states, that "enabling prospective teachers to gain these competencies and to serve effectively as teachers of diverse student populations is an all university responsibility."

We are taking important steps to assure that students who enter the university intending to become teachers are guided, supported and advised in ways that demonstrate university-wide concern for their success.

The School of Education continues to recommend excellent candidates for teaching credentials. Our service employs many of our graduates, who are distinguishing themselves as outstanding teachers.

Turning out good teachers cannot be accomplished by the School of Education alone. We rely on the excellent subject material preparation provided by colleagues in the departments and programs that prepare our candidates. Without an all-university effort, the program of professional preparation could not succeed as well as it does.

"The Holm Group is a panel of distinguished professionals from the California State universities, which do not educate large numbers of teachers. No data from the California State University were included.

We must be successful, because we have a very high placement rate," she said of the program which has grown from 200 majors in 1968, when it took over, to almost 900 majors this year. While not counting the quality of the Cal State program, she credits the rapid growth to the scarcity demand for teachers.

"Personallly, I feel the program we have is a very good one, but it can be improved," she explained. "The 19 member-commission is an autonomous body, appointed by the governor, which develops standards for teacher training in California."

Four categories in liberal studies

The basic program in liberal studies is divided into four broad categories — English, humanities, social sciences and natural sciences. Students also take 18 additional quarter units in their field of concentration. By carefully selecting courses in the basic program, the field of concentration and the electives, students can complete the professional education requirements for the multiple subjects teaching credential. They might also acquire a second major in certain fields.

Students completing this major are granted a waiver of the examination requirements for a multiple subjects credential.

Looking to the future of the program, Dr. Bull has two wishes. Like her colleagues in other disciplines, she believes the responsibility for the preparation of teachers should be accepted by the entire university. She also seeks more respect for liberal studies as a serious academic major, which has turned our excellent students.

Dr. Bull shares with all academic administrators a strong belief in the value of advising. For liberal studies majors, she believes it is doubly important.

"Liberal studies is a complicated major. Students need a well balanced program, and they must keep-up their GPAs. Requirements for the School of the Education now are a 2.7 GPA, and they probably will increase, she explains.

Dr. Bull endeavors to get every liberal studies student advised. With 900 in the program, which has no faculty of its own, this takes the cooperation of faculty throughout the university. "Some are absolutely wonderful and take a large number of advisors," she adds.

Albert Shanker, president of the American Federation of Teachers, raises an interesting general observation with particular reference to reality in the California State University: "Suppose for a moment that we decided to employ teachers only from the top half of the college graduating class. This is not an unreasonable goal, but it would make it impossible for me to hire half of the top half of college graduates in the country! Can the country afford it?" Of course, the teachers like all other institutions deserve our share of the best and brightest, but can we take half? We still can only accept a little more than 50 percent of the graduates, even though all completed the major in their discipline.

Albert Shanker, president of the American Federation of Teachers, raises an interesting general observation with particular reference to reality in the California State University: "Suppose for a moment that we decided to employ teachers only from the top half of the college graduating class. This is not an unreasonable goal, but it would make it impossible for me to hire half of the top half of college graduates in the country! Can the country afford it? We could, but can we take half? We still can only accept a little more than 50 percent of the graduates, even though all completed the major in their discipline."

Enrollment in the DRIVER education program has brought to California State University students specifying all subjects applying for admission to the education program and the education course, Education 200, to inform and attract freshmen and sophomores into careers in education. This early start in education 200 offers an opportunity for students to make informed choices by visiting schools and investigating a variety of grade levels. Courses in the major are difficult, and appropriate levels of support and development have been added as prerequisites for admission to the teacher education program.
Math teachers are critically needed

San Bernardino and Riverside Counties by 1995 will need an estimated 600-700 certified math teachers. That's more than the entire state of California produced two years ago.

Statistics like these, plus the tales of recruiting woes from neighboring school districts, substantiate the belief Dr. Robert Stein, chair of the Department of Mathematics, that an "effort of unprecedented size is needed" to meet the demand for competent, qualified math teachers.

"We have been very concerned about this need for a long time, but it's not easy to get these people," he continued. Because the production of new math teachers is very low, the Cal State faculty also works with existing teachers in the area to encourage them to stay in the field, to build a support network of colleagues and to keep them up-to-date with the latest in the math field.

To help the present teachers, Dr. Stein founded the San Bernardino County Mathematics Teachers Association, which has sponsored several workshops through extended education.

"We want these teachers to realize someone cares and that they can tap into a professional network larger than their classroom," he explained.

Another threat of the math department's efforts was the California Math Project, which funded training in problem-solving techniques for 55 teachers. The goal was to prepare them to implement the new math framework, which turns away from the backward approach.

Concerned about the framework's foundation of math education, the new framework places greater emphasis on mental arithmetic, estimation, higher order thinking skills, use of calculators and more grammatical changes, such as the new California math framework.

"To help the present teachers, the university campus," he explained. The problems faced by math teachers are not new or isolated to the university campus.

Dr. Stein served on a California State University Task Force on Pre-College Mathematics and Science. The task force found the problem of teacher shortages in those disciplines was real and only beginning to make itself felt.

Critical shortage

"California is not producing enough pre-service teachers of mathematics and the physical and life sciences to meet its present needs," he said. The shortage is expected to become even more critical in the next 10 years, he added, and the shortage of teachers in these disciplines is real and only beginning to make itself felt.

Undergraduate preparation for elementary teachers in math and science, therefore, must be strengthened.

A growing number of teachers from other disciplines is being assigned to teach math and science. These cross-over teachers are not prepared to offer a strong foundation in these fields, the report noted. While state requirements for a single subject credential in math or science require a sound subject-matter foundation, the requirements for "supplementary authorization" for the cross-over teachers do not. In-service programs for teachers frequently are lacking, and, when available, are not well used, reported the task force, which was chaired by the president of California State University, Fullerton, Dr. Jewel Plummer Golb.

The need is greater competency in math is "a critical issue for us as a nation," even beyond the realm of the classroom, said Dr. Stein, commenting on findings of the task force, which reported, "Today large numbers of young Americans simply are not prepared to work in, contribute to, profit from and enjoy our increasingly technological society... Fewer students are taking courses in math and the sciences in high school, fewer numbers of Americans are growing up without the ability to function effectively in a society that more and more depends on that ability to calculate, compute and work with mathematical and scientific concepts."

Business and industry's need for mathematicians has disastrous impact on the supply of teachers for the classroom. "The number of qualified people is so small. Industry bids high for them. We end up recycling the less qualified," Stein said.

How can the cycle be broken? Stein has several thoughts.

Professional GIGEOP

"We have to make teaching an attractive career — a profession. A teacher shouldn't feel like he or she is going to do the same thing for the next 25 years. We need to provide opportunities for growth, retraining.

Teachers should be accorded social status and rewards, like money, he added. "If we are able to do that, we can weed out the incompetents. Then the people who become teachers wouldn't be there merely to baby-sit the students."

As the major educator of elementary and secondary teachers in California, the CSU has the opportunity to make a significant contribution to the improvement of instruction in math and science at the pre-college level, the CSU task force stated.

Among its principal recommendations are:

• Students majoring in math and science should be encouraged to consider careers in teaching.
• New programs to increase participation of women, Blacks and Hispanics in mathematics and the physical and life sciences should be developed and existing programs strengthened.
• University math and science majors should be encouraged to teach and tutor elementary school students in these subjects.
• Math and science requirements for prospective elementary teachers should be strengthened.
• Special attention should be given in teacher preparation programs to the art of teaching math and science concepts to elementary and secondary school students.

In the 10 years from 1971 to 1981, there was a 77 percent decline in the number of math teachers and a 65 percent drop in the number of science teachers prepared for secondary schools, a survey by the National Science Teachers Association revealed. Compounding the problem, the fraction of those people trained to become teachers who actually went into the classroom also declined. Nationally, five times as many math and science teachers are leaving the classroom for non-teaching jobs as are leaving for retirement. Those individuals disproportionately are the younger teachers.

The Cal State math department is expanding its efforts to meet the need for qualified math teachers, Dr. Stein said. The department is using the teaching profession's program in math, specifically aimed at teachers. If the new degree goes on the university's master plan within the next few weeks, courses could be offered in the fall of 1988. Stein is hopeful. Some 50 people in the area with bachelor's degrees in math have expressed interest.

The program will not require labs or space, which is at a premium on campus.

Mathematics is overwhelmingly the largest department in the School of Natural Sciences, with 14 full time faculty this year and two more being added next fall. Of the more than 1000 students enrolled in math classes, only a small number (about 120) are math majors. The bulk, enrolled in service courses, are non-science students, including liberal studies and business majors and others meeting their general education requirements.

The Cal State math department is outstanding in the caliber and quality of research being conducted by its faculty, Dr. Stein said. The number of faculty publishing journal articles — 11 of the 14 is outstanding and higher than at other CSU campuses or private colleges in the area. Even the largest CSU campus has only 51 percent of its faculty publishing. Getting an article published in math is very difficult and competitive because all of the research must be original.

"Any one who has had two papers published in four years in refereed journals would be considered outstanding in the CSU system," he said. "One of our faculty, Dr. James Olson, had four articles accepted in one year!"

Wrecking the curve

"Another, Dr. Chetan Prakash, math education professor, has national importance. What our faculty is doing is 'wrecking the curve,'" he added.

Stein said "it is hard to be flashy. You become known for what you are, and your quality is recognized."

April 1987 Panorama 3
**Peggy Atwell is outstanding prof**

Dr. Margaret (Peggy) Atwell, associate professor of education and chair of the Department of Graduate Programs in Education, is a California State University, San Bernardino's outstanding professor for 1986-87. Chosen by the Outstanding Professor Selection Committee composed of faculty, students and alumni, Dr. Atwell represented the university in the CSU-wide competition sponsored by the Board of Trustees. As the campus' honoree, Dr. Atwell will receive a $500 award and will be recognized at a dinner hosted by the chancellor at the State University House later this month.

In extending his congratulations, President Anthony H. Evans, said, "This is an extraordinary honor, especially to come to you so early in your career. You represent us superbly."

California's different approach to teacher preparation — the fifth year for professional education courses — makes it vitally important that the entire university be involved in the process, he believes. Dr. Atwell.

**Learning to teach in 30 weeks**

There is great merit in having the strong content background, which comes from an academic undergraduate major, as opposed to an education major, she believes. However, in one short year, the students must learn how to convert that subject matter into a teaching framework. "Thirty weeks is not very long to accomplish this goal, she believes.

Some of the players of the fifth year program, she believes, are that students are a bit older, more mature and more serious about a career in teaching.

The Department of Graduate Programs in Education administers the specialist credentials and the options under the MA. in education. Increased activity for the department can be expected as a result of Senate Bill 813, the education reform bill which eliminates life-time credentials and mandates ongoing preparation for teachers. Every five years a teacher must have professional revitalization, consisting of 150 classroom hours, Dr. Atwell explained.

Avenues available for teachers to secure these hours range from in-service workshops within the individual school districts to specialized certificate programs and master's degrees at the university. She predicts a steady increase in the number of teachers preparing for masters degrees. Their graduate units can be in any field — such as biology or English. For example — if it has applicability to their teaching.

In planning for the professional revitalization approach, which the School of Education is working with the Administrative Training Center in the San Bernardino County Schools Office to develop in-service seminars.

After one school year, schools are experiencing a great need for additional trained personnel include administration, counseling and integrated language arts (writing and reading). "Our reading program has developed the integrated language arts approach, which will help to create reading writing specialties," said Dr. Atwell, a specialist in reading and psycholinguistics. One of her primary research areas, the interrelationship between reading and writing, combines her early interests in writing (including a BA in journalism) with her doctoral specialization in reading. She has an interest in adolescent literature that stems from her high school teaching. At Indiana U. she was assistant director of the Learning Skills Center and worked with college students.

On this campus, she found great satisfaction in conducting two seminars through Student Affirmative Action for returning women students who needed assistance in getting themselves "organized for the complicated and often confusing demands of full-time teaching while they are balancing the responsibilities of family and work."

She was proud of her work in coordinating a social studies series for grades K-6, "Our Family of Man," which was published by Harper Row. She also served as a consultant for the Bureau of Land Management and wrote two conservation education units, "Sand in Your Shoes" and "Predator and Prey." In addition to other articles and chapters for the National Education Association.

Although she was born in Akron, Ohio, most of her life was spent in California. She earned her B.A. in history and her M.A. in education from UCLA and her Ph.D. in education from the Claremont Graduate School.

She guided the San Bernardino YWCA through many of its difficult years, serving as president from 1974 to 1978. She had served on the national YWCA board since 1979. Among other community involvement, she had been a member of the Zonta Club of San Bernardino and a ruling elder in the Bethany Presbyterian Church of Rialto.

Dr. Lenz is survived by two daughters, Valerie Lenz and Lindol Marsh; both Cal State graduates; a son, Eric, a former student here; and a grand daughter, Senni Ellis Marsh, 4 years.

Memorials to the Margaret Lenz Scholarship Fund may be sent to the Executive Dean's Office on campus.

**Today's students need information, dreams, curiosity, counselor believes**

By Joanna Roche, Director, Alumni Affairs

Sam Fellows, left, counselor at Eisenhower High School, believes today's students not only should be told with information but also should be encouraged to dream.

Fellows shares his thoughts with John Egan, FIS senior who plans to enroll in Cal State for his prerequisites for dentistry.

Eisenhower High School counselor Sam Fellows, MA '76, gives the impression there are no problems he can't handle.

Fifteen years at Eisenhower, ten in counseling and five in teaching, have given him a unique perspective on the secondary-school system and its participants, the students and their parents.

What is the most challenging aspect of his job? Fellows' surprise response: "It's the interaction with parents that's the most difficult, not with students."

"Many parents simply aren't available for conferences regarding their kids. It's not necessarily a question of their interest, but of their time. The need for increased revenue to support the family requires in many cases that both parents work. In the 1960s far more parents were involved in education; there was a broad base of support for the schools. This has all changed."

Though changing economics can be cited as a reason for the lack of participation by parents, attitude is a factor in many families. "When their children reach high school, many parents feel they don't need the same kind of supervision and support as they did in grade school. Many parents are more willing to hand over this responsibility to the school. It's the now element that causes a lot of the realities out there and let them know that their education is a springboard to many of the things they desire in their lives."

"Many kids don't dream today. They tell me, 'I don't know what I want.' I try to get each student to really ask himself what he wants," he continues. "I try to paint them the greatest possible picture of the realities out there and let them know that their education is a springboard to many of the things they desire in their lives."

Vision screening, using a Keystone retinoscope, is part of the service provided in the reading clinic. Dr. Peggy Atwell demonstrates checking the depth perception of a student.

**Dr. Lenz dies after brief illness**

Dr. Margaret (Peggy) Lenz, 57, a respected and beloved member of the School of Education faculty for 18 years, died Jan. 30, 10 days after suffering a heart attack at her home in Irvine.

Throughout her professional career, Dr. Lenz was involved in education at all levels. She had taught first grade and second grade in Cucamonga, had been a demonstration teacher for the San Bernardino City Schools and the University of Redlands, had taught at three universities (Redlands, UC Riverside and Cal State, San Bernardino) and for 10 years prior to coming to this campus was curriculum consultant for the Rialto School District.
Interns earn while learning

Zelma Russ never wanted to be a teacher. When she graduated from high school and years later as an undergraduate student, she held firm to the same view — teaching must be the worst job in the world.

However, working with handicapped students as an instructional aide in the classroom began to change her mind. "I've seen it there ever since. You need continuous service to know what is going on. Now I see the whole picture," Mrs. Russ has been board chair seven or eight years and has survived a recall and contested elections.

She began working in the Perris Union High School District in 1971 as an instructor in special education. While there she continued her education at the University of California, Riverside, where she earned her B.A. in black studies and philosophy in 1982. She was a typical re-entry student — a woman in her 30s, with several children at home, a job and a desire for more education.

She realizes earning her teaching credential will be "a long, hard grind." The teachers in the Perris High School district had encouraged her to go for a credential. But she felt "the class would be so long and so rigorous" that maybe she didn't "have the stomach for it." On the other hand, as a teacher, she could work with the parents and be more effective in helping the handicapped students.

"You've got to have quality people in the classroom. They must be well-trained and have a genuine interest in the students," she said.

A month of substituting in the SDG classroom not only gave her the confidence that she could be a teacher, but also had made her realize that she needed more training — in curriculum and preparing lesson plans, for example. Her work as an aide gave her the practical side of teaching; now she is getting the theory.

"You really need the training, which then gives you the confidence," she said.

Mrs. Russ credits her family with being very supportive of her decision to return to school full-time this year. Also, a senior, has been accepted at UCR next fall. Her niece, Tyre, who works with the classroom and is an honor student. Son, Ahmed, 9, is in a GATE program. "We believe in school and family. Dad runs a pretty tight ship," she said.

In addition to her course work for her credential, Mrs. Russ is holding down two part-time jobs on campus. She is a graduate assistant for Dr. Irvin Howard and Pat Mullin in the School of Education, and she tutors in reading in the Learning Center.

"We believe in school and family. Dad runs a pretty tight ship," she said.

The internship differs from regular classroom work. The interns receive training in preparation to lead classes in regular classrooms; they are given the opportunity to teach and receive training. "You really need the training, which then gives you the confidence," she said.

People who had a burning desire to teach a decade ago, and couldn't because there were no jobs, now have a new opportunity to make their way back into the classroom.

The rigorous qualifications to enter the program include: a bachelor's degree, certain specified courses in education, passage of the CBEST (California Basic Education Skills Test), GPA requirements in the major, completion of the multiple- or single-subject prerequisites, two years of successful school-related experience such as aiding, teaching, counseling or long-term substituting.

Ten school districts — Alvord, Fontana, Hesperia, Jurupa, Moreno Valley, Redlands, San Bernardino, Snowline, Val Verde and Yucaipa — currently have internship agreements with Cal State. Dr. Klein expects the list to expand. On the drawing board is the plan for a bilingual, multiple-subject internship. "We expect approval in June from the Commission on Teacher Credentialing," she added.

The School of Education, having revived the internship program, is concerned that it succeed. "Survival skills are an important part of our program," explained Dr. Klein. "To insure a positive first year, the School of Education provides ongoing seminars, frequent on-site supervision, demonstration teaching by a faculty team, and close, frequent interaction with intern teammates.

"Our interns are succeeding because we expect them to work thoroughly, and we nurture and support them during their internship experience," she added. "You have to work in order to achieve," echoed Mrs. Russ. "This program is showing me that."

Admittedly, Mrs. Russ won't be the typical first-time teacher. After all, she is a school board member, a past PTA president and a past president of a classified employees bargaining unit. She also is only five units short of earning a school business management certificate.

"The first phase of Mrs. Russ' formal education ended at age 17 when she graduated from high school and went to work for the Los Angeles Department of Public Social Services. She left the security of her position as a clerical supervisor about 1971 when she and her husband, Morris, moved to Rialto. "I was left alone, a job I had that long, (14 years), but I've never regretted it."
New competency exams controversial, beneficial

The most controversial, new report on all the competency examinations at Cal State, San Bernardino this year has been the subject-matter competency examinations mandated by the CSU. While the program has been called controversial in its im-plementation process, the long range benefits to the institution and the preparation of teachers are cited by many.

Faculty concerns over the new program stem from several factors — overwhelming assessment schedule, time demanded of the faculty to prepare for exams and the fact it sets for CSU campuses higher standards than are required by the faculty at several other colleges and universities. "This has been a major undertaking, which has taken hours and hours," explained Dr. Tom Pierce, acting dean of the School of Social and Behavioral Sciences.

Dr. Vivien Bull, coordinator of the liberal studies program, termed the development of the questions in her program "a long, hard struggle" that ended from September to January. The Chancellor's Office is re-questing each campus to certify the subject matter competency of every student who is about to become a teacher. On the San Bernardino campus, the Faculty Senate approved an Ad Hoc Teacher Preparation Committee, which developed the assessment examination program.

Dr. Adrianus van der Burgh, chair of the Department of Teacher Education, sees the collegial collaboration inherent in the university as one of major strengths of the process. Dr. Pierce believes the requirement will make the faculty in Social and Behavioral Sciences "much more aware of the whole process of teacher preparation. It could show how we might need to alter the curriculum" to provide better subject matter foundation for their students.

Reasons for exams

Dr. Bull defines reasons for the competency exams that she believes are valid: first, to make certain each student's knowledge of the subject matter is adequate, with "no holes"; second, to implement the concerns for raising standards; and third, to reaffirm that the schools are the experts in the field of subject matter and the School of Education is the judge of a person's suitability to teach.

The liberal studies program will examine 50 of its candidates for the School of Education this quarter. Half of the examining committee will come from the School of Humanities, which has half of the course work, and the other half will be shared by the Schools of Natural Sciences and Social and Behavioral Sciences. For the first round the faculty committee developed a broad essay question, to be answered in the examinee's time within a time limit, followed by a half-hour interview. The faculty will recommend the students who are to be accepted on oral or written admission to the School of Education. If additional coursework is understood to be necessary, the student may re-enter for a retake. Students with a 3.0 GPA are exempt from the competency exam.

In the School of Social and Behavioral Sciences, the decision to recommend (or not) is based on three factors: an oral exam, passage of the National Teacher Examination and the total academic record. Dr. Pierce said.

The School of Business and Public Administration faced a unique situation in addressing its competency exams. It was asked to certify future teachers in areas that it does not teach, for example, the division of self-supporting business teachers. Cal State offers no courses in the types of secretarial sciences that are taught in high school.

The problem was resolved, in part, by adding to the three-member faculty committee an off-campus authority who coincidentally was a part-time lecturer in another field in the school. The school committee asks its candidates for teaching credentials to prepare a dossier and then sit for an oral interview. Only a half dozen prospective teachers are expected from business this year, said Dr. Jack McDonald, associate dean.

A positive by-product of the subject matter competency examinations may be increased awareness and involvement of the entire faculty in the preparation of teachers. Chancellor W. W. "Buck" Wilbur said the optimism shared by academic administrators on campus.

Communication between departments

The Ad Hoc Committee on Teacher Education also is working in other ways to improve the collaboration and communication between the departments that prepare teachers and the School of Education. "Initially, the departments did not see teacher education as part of their responsibility," explained Dr. Jerrold Pritchard, associate vice president for academic programs. "We now have liaison with the School of Education from each discipline. Our goal is to have a core of people who are on top of the problem.

The faculty liaison will be important in identifying teacher potential among their students, especially minority students, and in helping them to expedite their progress through the require-ments. Their role also involves keeping their faculty educated about the current undergraduate requirements for a credential, staying on top of potential effects of new laws and regulations and providing forums for the discussion of teacher education throughout the campus.

A L U M N I U P D A T E S

1969
James F. Penman, BA history, attorney and San Bernardino City Council member, was elected city attorney for San Bernardino in the March municipal elections. Penman received his law degree from Western State University College of Law, and was admitted to the bar in 1969. He was one of the five school board presidents at Cal State and currently is first vice-president of the Alumni Association.

1970
Raymond J. Devereux Jr., BA English, is an electrical contractor and owner of Arrowhead Electric in Rimforest. Prior to becoming self-employed, he taught secondary school in Lake Arrowhead. He and his wife, Marie, have two children, 7 and 9 years. They live in San Bernardino.

1971
Ed Brittain, BA sociology, M.B.A. 1983, is the business manager for the Film of the World Film District. He earlier had been an accountant and auditor for San Bernardino County and finance officer for the Chinola Hills Project. He and his wife, Donna, live in Running Springs. They have two children.

1972
Mandi Batalo, BA art, is a graphic designer and partner in the Imagination Group, a public relations firm in Redlands.

1973
Charles Stevens Carte, BA chemistry, died March 6, 1967 in San Bernardino County. He had been a teacher in Fortuna, he had been a nurse for 16 years. Survivors include his widow, Marilyn, of San Francisco and other relatives in Fortuna. Memorials may be made to the American Cancer Society.

1974
The Rev. Robert L. McDonald, pastor of the New Life Church of Grace, were Senior King and Queen of the 1967 Black Power Week parade in San Bernardino. McDonald, 82, founded three churches in Los Angeles, where he attended a Baptist seminary, before coming to San Bernardino. He also directed the Little Zion Missionary Baptist Church in San Bernardino 14 years ago.

1975
Michael Tothburner, BA history, M.A. education 1984, has taught for 15 years and now is at Canoh High School. He also teaches a constitutional preparation exam at Cal State. He and his wife, Virginia, live in San Bernardino.

1976
Fay Lorraine Webb, BA sociology, is a social worker with Children's Services, Riverside County Department of Public Social Services.
CSU trustee to speak at banquet honoring distinguished alumni

Five community leaders will join the roster of distinguished graduates at the eighth annual Alumni Association awards banquet Saturday evening, May 9.

Alumni from each of the five schools will receive citations presented by school deans. The dinner, beginning at 7:30 p.m. in the Commons, will follow the 6:30 p.m. no-host cocktail hour on the patio. Student musicians will provide entertainment during dinner.

"In the tradition of this event, we are pleased to have an alumnus, Enrique Martinez, as master of ceremonies," said Angela Lavin, Alumni Association board member chairing the event.

Martinez, Spanish broadcast coordinator for the University of California's Cooperative Extension Program, received his B.A. in Spanish in 1979 and his M.A. in counselor education in 1982. In his position with UC, he works with Hispanic Americans and the university to increase minority representation in the system. He is also host-producer of a public-affairs program at KESQ-TV in Palm Springs.

Guest speaker for the evening will be Lee Grissom, president of the San Diego Chamber of Commerce and member of the Board of Trustees of the California State University. Grissom, chosen for this board by the CSU Alumni Association, chairs several committees and serves on numerous others.

A graduate of San Diego State University with a B.A. in public administration and an M.A. in city planning, Grissom was awarded Alumnus of the Year honors at his campus this spring.

Business and political commitments take him around the world. Most recently, he attended the America's Cup Race, where elementary-school classmate and fellow San Diegan, Dennis Connor, won the cup back for the United States. Grissom is now preparing his city for the next cup race, which is likely to be held in San Diego.

"We hope many former students, the community at large and the campus join us May 9 for another enjoyable evening honoring our alums and our university," said Joanna Roche, director of alumni affairs. Reservations should be made by May 5 with the Alumni Office, 887-7811. The cost is $17.50 per person.