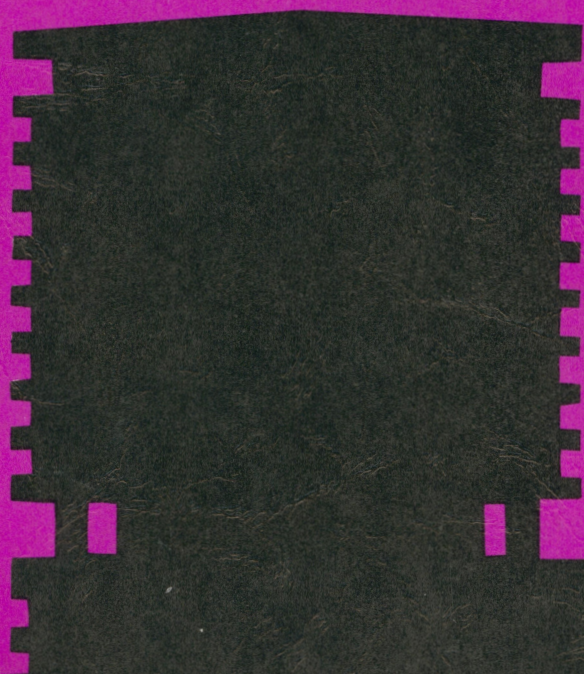


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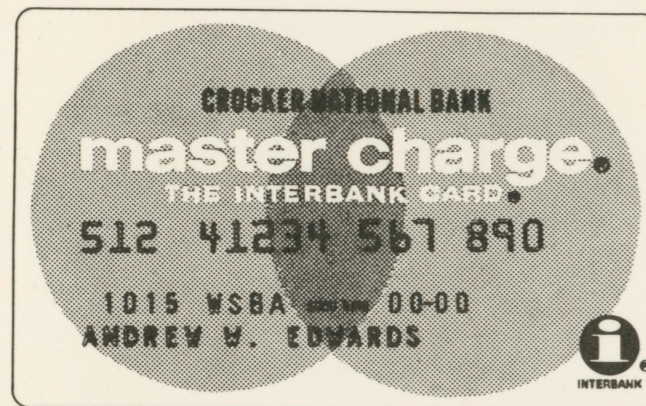
FEBRUARY , 1973
Vol. 5 No. 1

A feature magazine by and for
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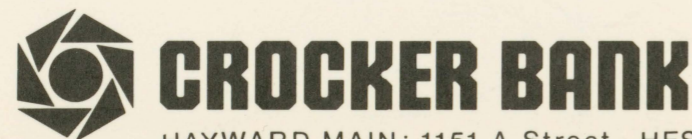


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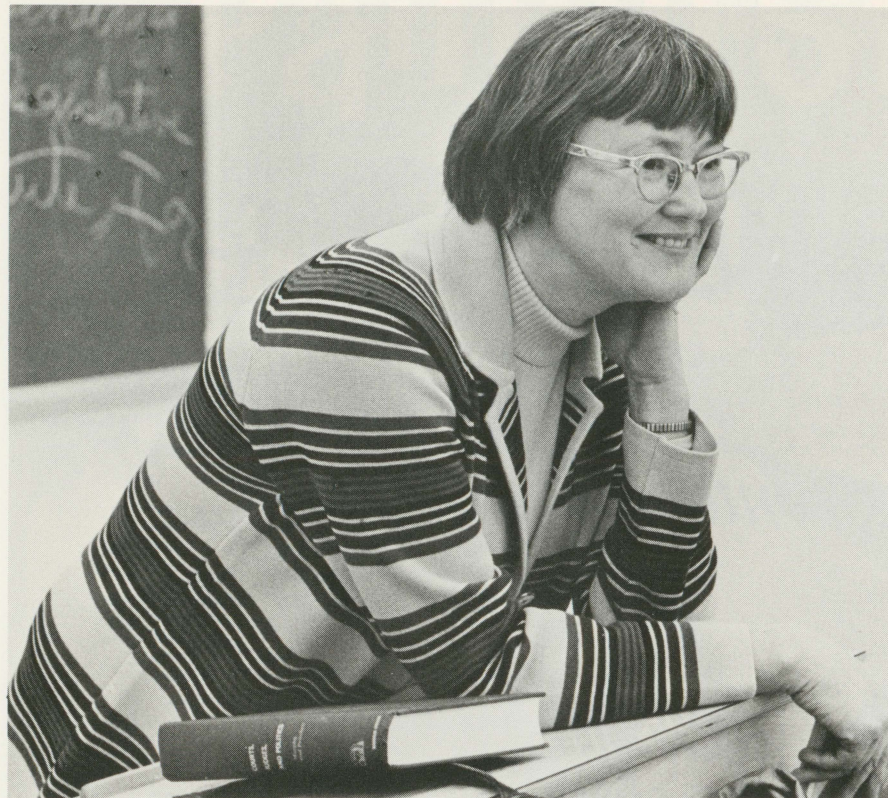
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misc.

FEBRUARY, 1973
Vol. 5 No. 1

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Professor Marilyn Blawie

brickell

and training. But, female candidates, especially from within the institution, are seldom considered for advancement.

"The hardest people to convince that they have engaged in discriminatory practices are often those males in just such a typically male-dominated field as political science and law," said Marilyn Blawie, professor of Political Science. "In today's world it is no secret that women have, and are being discriminated against."

To make her point, Professor Blawie continued by illustrating a case she had researched at one college. "A male administrator was urged to fill a subordinate administrative position with a woman of suitable training. He refused to consider any woman of any age or marital status because the job might involve night work. He didn't believe his wife would approve."

"Our males are a manipulative bunch," said Blawie. "Most of them, I observe show none of the deep feelings about sex discrimination that they showed a few years back in admitting they had been part of the pattern of racial discrimination. I have lost track

A woman's place

"Many of the women faculty are discontented with their chances for tenure and promotion; men come first," said Joan Seavey Thomas, Hayward's Associate Dean of Students. Dean Thomas explained that women faculty at Cal State feel they are given the less desirable teaching assignments. These positions include early or late evening classes, teaching five days a week and classes that cover the more difficult material.

Do professional women face unequal hiring practices at the university level? As of February, 1972, faculty at CSUH including instructors, assistant, associate and full professors totaled 470 men, as compared to 100 women - an unequal ratio of more than four to one.

"There are few positions for women in administration," Dean Thomas con-

tinued. Besides herself, she could only count Dr. Silvia Manning, heading the Department of Art; Dr. Marian Whitehead, chairing the Department of Physics; and Dr. Marilyn Nye, acting chairperson of the Department of Teacher Education.

"Even with the limitations of women presently employed and available to assume leadership, in several department and academic areas, there would appear to be competent females available in every department were they given consideration for supervising or administrative positions," said the Dean.

"All too often when vacancies occur consideration is only given to a male candidate, and most often to one brought in from the outside," continued Dean Thomas. "Male outsiders may be given credit for a variety of work experiences

of the number of male professionals who have admitted cheerfully and unabashedly to me that they are male chauvinists, and do not intend to change. They just burrow underground," concluded Professor Blawie.

Judith Stanley, assistant professor of History, remarked that she had encountered little discrimination at Cal State but she added, "It is a rare woman who gets beyond the associate professor level." Stanley explained that the major population believes the role of the woman remains that of "wife and mother."

Statistics show now, Professor Stanley said, that more women marry at a later age. "There is a growing awareness that women have talent and the right to the opportunity to use that talent. I don't imagine students, the department or my colleagues have

treated me any differently because I'm a woman," she said.

What is being done to help women overcome discrimination? Dean Joan Thomas, Professor Marilyn Blawie and Professor Judith Stanley, along with other CSUH faculty members, are currently working on an interdisciplinary concentration of studies for women. Recently Professor Stanley taught the first women's history class.

"The educational institution is the place where change should begin," Dean Thomas explained. "If any institution is to upgrade women it must be the educational institutions." She expressed the need for more women in the administration, women doctors and a woman advisor to the president, "Just to show women students that a woman can do it."

"So often in society the women that got ahead had to be domineering, aggressive and an old maid," Dean Thomas continued. "Our society made them that way. They were stereotyped, forced into the role. Society kept women from getting ahead."

"The woman's role was to stay home, take care of the kids and give an occasional dinner party. She was a thing to be displayed by a man," the dean offered. She went on to explain, "Until the 'pill', women were unable to plan a family. Now we are the masters of our own bodies. The woman no longer marries to have sex. She chooses the time for marriage, a career, or can choose both or neither."

"I admire the black woman for her asserted behavior," Joan Thomas said. "To bring about change, asserted behavior is needed, but right now the white woman is afraid to use it. The dean emphasized the important changes being made today beginning with the use of Ms."

Professor Judith Stanley thought that the woman's role and status had made a definite change. "The woman's liberation movement confronts social values, criticizing the traditional ways of doing things," she said. "But, it hasn't yet provided real thoroughgoing alternatives to traditional notions of 'women's place'."

She finds Gloria Steinem an exceptional women's libber, both intelligent and attractive. Stanley explained, "Being a liberated woman comes down to a woman having a sense of herself, defining herself, her integrity, a person

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brickell

These are the figures for the new full time faculty for the 1972-73 academic year:

	Total Hired	Men	Women
School of Arts, Letters and Social Science	34	27	7
School of Business and Economics .	8	8	0
School of Education	12	9	3
School of Science	21	16	5
Total	75	60	15

AGAIN the unequal ratio of four men to each woman.

Dean Joan Thomas



Women

with no reliance or acceptance on others for her security."

Deciding to liberate yourself is one thing and actually making it is another. The background of each of these three women may be helpful in showing three individuals who have encountered, yet overcome sexual barriers and prejudices to emerge as successful, self-accomplished women.

Marilyn Blawie, professor of Political Science, lawyer, pre-law advisor, member of the California and Connecticut bars, wife and mother of three claims she can manage all these roles because, "I have help from my mother-in-law, a housekeeper and an enthusiastic husband."

Born into a big family, she began farm work at the age of seven. Her odd jobs continued to help support the family and earn money for college. Using only her initials and maiden name, she became a freelance reporter on an all-male New England newspaper. Her disguise was blown when she phoned in a story of a riot at a local university. Though fired, she continued to write under a male friend's name, receiving her salary through him secondhand.

"Until I went to law school, I had never seen or heard of a woman lawyer other than Portia in *The Merchant of Venice*," Blawie said. In years since I have held positions in the publishing and personnel fields, taught at the business school, college and university levels and worked extensively in public relations."

Joan Seavey Thomas thought she was "privileged," one of three daughters raised from "pioneer stock," "I was told to do whatever I wanted, and encouraged by my parents." She claimed, "I came to Cal State because the president wanted a woman on the staff."

Dean Thomas' background includes a stint in the Army for two years after she had begun a teaching career. Stationed in Africa, she became a secretary for three generals. "I outlasted all of them in one way or another," she said.

She returned to student personnel work, finishing her masters and doctorate while Dean of Women and Students at Oregon College of Education. Later Dr. Thomas came to

Cal State as Dean of Women shortly after the college opened. She said she would like to continue "pioneering," but, "part of the reason I'm staying is because I'm married."

Judith Stanley, professor of History and Secretary of the Academic Senate, claims, "My mother was a good role model. She always has worked and been extremely independent."

Born in Booklyn (along with a twin brother), Professor Stanley's educational background consisted entirely of private Catholic schools. She graduated from Seton Hill Catholic Women's College in Greenburg, Pennsylvania. "At Seton Hill I had particularly good teachers that made intellectual life attractive."

She recalls her summer jobs in a bakery and folding bills for the telephone company that helped pay college expenses.

While teaching high school she completed graduate school on a fellowship. Her other teaching experiences include teaching history at Seton Hill until 1963,

and working as a teaching assistant until 1966 at U.C. Berkeley.

Professor Stanley describes a "checkered career at Cal State." In 1966-68 she taught survey classes in the History Department. After one year she replaced a professor on a leave of absence. Since 1970 she has had a regular appointment in the History Department. She recently submitted an article for publication that reviews eight anthologies designed for women's history classes.

Professor Stanley claims her next research project will be a study of women during World War II. "I will make an effort to determine the main degree to which women's role and/or women's self-attitudes were transformed by their wartime experiences as members of the Armed Forces, Rosie-the-Riveter, etc." she said.

The lives of these three women illustrate the development of three personalities, who besides having support

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Professor Judith Stanley



brickell



UNDESIRABLE DISCHARGE

On one of those gray days when the sun never shines, I climbed a flight of wooden steps to an apartment over a garage to talk to a victim of the government. Steve was drafted, and then after finishing basic training, went AWOL, absent without leave.

Steve is of medium build, with straight brown hair and mustache, wearing wire-rimmed glasses that he had years before it became stylish. "I didn't believe in fighting, because I didn't believe in what was being done in Vietnam," he said with a nervous grin, "but I couldn't face the idea of going to jail. There wasn't the money or time to go to Canada, so I finally submitted to induction three months after I refused my first draft notice."

After a few moments of silence, Steve grimaced and said, "Since I was

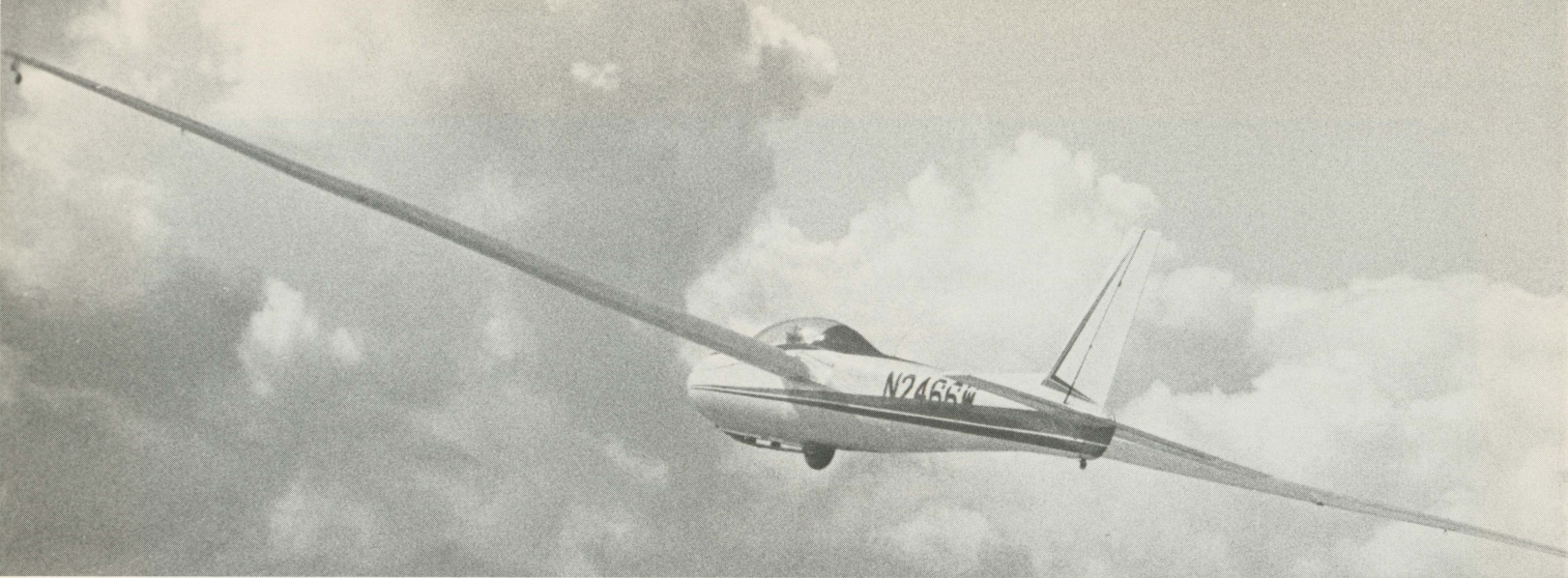
".. I couldn't face
the idea of
going to jail.."

in, I decided that I might as well try to get something out of my tour in the

Army. So, like an idiot, I signed up for an extra year on a 'guarantee' of training I wanted. The Army never gave me the school, or any orders, and I had to wait around for a few weeks."

"It was almost Christmas," he added almost bitterly, "and everyone else was gone when I was finally shipped to Georgia. A few days later they gave me leave, and \$60 to get home. My family put up the rest of the money to get me home to the Bay Area," Steve looked down at his hands; then explained, "By then I knew I'd blown it by signing up for that extra year. A day or two away from the Army, and I could see it for what it was. I just didn't go back when my leave ended."

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soaring

Sailplanes on the ground are awkward, almost ugly. A ship has to be pushed and pulled into place like a reluctant child to ready it for flight. Left to stand on its own, the plane keels over drunkenly on one wing, tilting the other skyward while being hooked to the towplane.

Once airborne, all traces of clumsiness will vanish, and the sailplane becomes one of the smoothest and most graceful of all man-made things that fly. Motorless, the sleek bodies and long, tapered wings will help the ship climb through air currents and columns of rising air lifts.

You become a part of the ship hearing only the running board of the plane scraping across the ground as the tow begins. Then a sudden lift as the sailplane leaves the field just before the heavier powered towplane. The wind slips faster past the plexiglass canopy

creating a whispering sound that will continue for the rest of the flight.

Bumping slightly side to side from the turbulence of the towplane, you climb out of the lower portions of smog reaching for clearer skys high above. Two, three, four thousand feet up, and time to break loose. Bang, the sailplane shutters as the release mechanism sets you free of the tow and leaves you alone in the sky.

Dropping altitude rapidly, the ship picks up speed while slicing its way through the air currents. With only the sound of the wind, flight without power feels as if you are securely strapped to the clouds, stable and vibrationless. Soaring is not a feeling of speed, but of standing still, almost hovering.

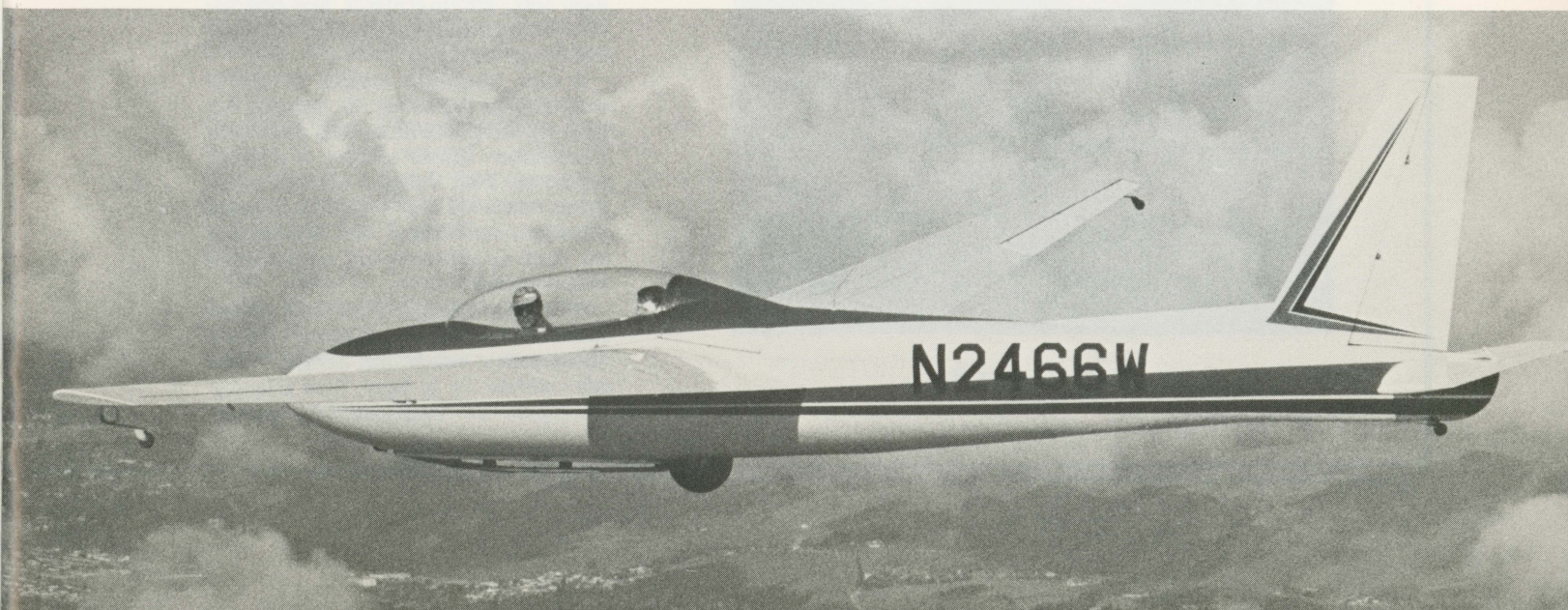
Dives, turns, climbs and all forms of aerobatic flight are done without effort or necessity of a motor. Updrafts can be caught that will lift the plane high

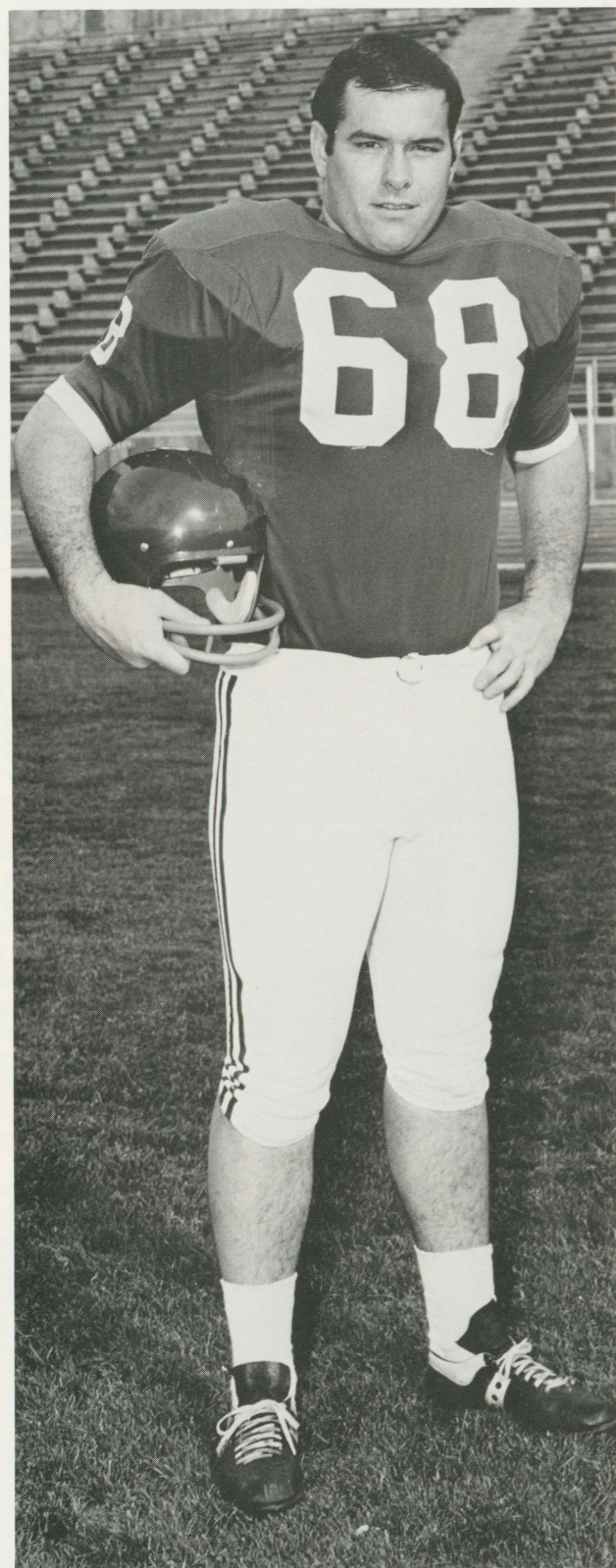
to gain altitude again. Then as the wind roars past the cockpit, you circle lower and lower as the sailplane falls back toward earth.

One more pass over the field, and you have to come in for a landing. A sharp bank to the right, with dive brakes applied, and both speed and altitude are cut back. The runway directly beyond comes up suddenly as the sailplane touches the grassy strip. The initial scraping noise begins again, and momentarily you come to a scraping bouncing stop. Earthbound again, that soaring feeling is gone.

*

doug krutilek
greg gross





Jock circa 1967

Jocks

they don't
make 'em...
like they
use to...

"I'm not an athlete," said Cal State baseball pitcher Mike Marcoulis. "I'm human." Marcoulis represents a new breed of university athlete. He has long hair, and his ideals are liberal. "I'm only an athlete when participating, and not off the field."

A new idealistic athlete is slowly emerging on the university campus. His interest in sports is strictly personal. Traditional sports ethics are being replaced. Past values, such as team spirit and strong attitudes toward winning, are fading. But the desire for self-satisfaction and achievement still remains.

"They've changed from the conventional athlete we used to know," claims CSUH track coach Jim Santos. "The new athlete is a very free thinking individual. He used to be the rah-rah

type, in which athletics was 100 per cent of his life. Now he's got studies, a job and family responsibilities. Athletics becomes secondary."

There was a time when Jack Armstrong symbolized the stereotyped college athlete. Armstrong was the all-American kid who displayed sportsmanship both on and off the playing field, while living a strict clean life. He presented youthful virtue, honesty, hard work and was always trying to win one for the Gipper.

Jack was replaced by the 'jock.' A dumb brute, the jock was a guy with extra long arms, a hunched back and a low I.Q., who lugged the team bench and goal post on his back across campus. Due to the jock's minus intellect, his academic experience consisted of playing ball, dating equally intelligent cheerleaders, getting drunk and reading comic books.

"I'm not an athlete
... I'm human"

The stereotypes no longer apply. Today the university athlete is as quick with his mind as he is with his reflexes. His lifestyle is hip, his appearance is cool. The traditional letterman jacket may still be worn, but the mustache, beads, and shoulder length hair are all new. He is involved with ecological, social and political issues, and is not reluctant to express himself whatever the situation may be. He will talk back to his coach and break conventional training regulations. The new athlete is his own man.

"I'm not the greatest swimmer in the world," said Pioneer swimmer John Person in a self-assured manner. "I just enjoy it. I like to see our team win, but I think there should be more self-satisfaction in personal performance."

Cal State's long-haired soccer goalie, Wes Medeiros, sees it this way. "Athletes are becoming more individualistic. They don't attempt to

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Vince Rodriguez 1972

Jocks

carry an image for someone else. I know a lot of guys who are super-loose. They love soccer, but off the field they live their own life. They don't live and breathe soccer."

Medeiros, who clads himself in flower-patterned denims with a white addidas bag slung over his shoulder, hopes to try out for the 1976 U.S. Olympic team. Yet, his main interest is art, which is his academic major.

"Society on the whole has stereotyped athletes," explained Marcoulis, who writes poetry in his spare time. "That's bad because it's almost racist. There's a new breed of athlete. They're concerned with social and political problems. They're not always thinking of Saturday's game. You'd think an athlete was all body and no mind."

"Here at Cal State you've got guys who aren't really that serious about athletics. This kind of personal attitude is due to the coaches. If a coach tries to turn you into a machine, then you'll become one. Coaches like Mal Andrews



Mike Marcoulis

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Architecture

Monument to Mediocrity



"The layout and design of this campus is a monument to mediocrity," fumed Professor Alan Temko. Temko teaches art at Cal State, and has worked as an architectural critic for the San Francisco Chronicle and Newsroom on KQED.

"The main problem with this campus is its location. Most campuses are lodged intimately with the community, as is Yale, Oxford and Cambridge. Not only is this campus isolated from the Hayward community, but it has ruined the appearance of the hillside. You don't put a skyscraper on top of a hill," explained Temko.

"...you don't put
a skyscraper
on a hill"

"The tower is a negation of liberal education," Temko reflected. Properly, a library should be the dominant structure, but this one serves as a basement to the Administration building. To put so much dominance on an office building where few classes are taught is pretty thick."

The original master plan didn't include the tower, according to Dr. William Vandenburg, executive dean, who is in charge of campus planning and development. However, the Board

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Architecture

of Trustees and the master plan architect vetoed the original plan, and insisted that a theme building be included. The Administration building became that campus theme building.

As for the rest of the buildings on campus, Temko said, "The only attempt at dignification is Meiklejohn Hall, but it's even too cluttered and the court isn't used properly. Everything is unresolved and mixed up."

"The variety of people involved makes it difficult to reach uniformity," said Vandenburg. "The Office of Architecture and Construction (OAC) designed all the buildings on a state

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Architecture

**"It's a political
thing when
you get right
down to it ..."**

campus, until the Board of Trustees took over and let private architects in the door."

Asked why so many architects are chosen, Vandenburg said: "A variety of architects are picked so they all have a chance to participate. It's a political thing when you get right down to it."

Although half of the buildings were constructed by private architects, it seems that the worst half was completed by OAC. The library and tower were constructed by OAC, as well as the gym, bookstore and student union. The bookstore and student union are prefabricated structures. The plans for the fine arts and science buildings were lifted from already existing buildings at Cal State, Northridge.

Ultimately the design of any building is determined by an architect, and not the people for whom the building is to serve. Both students and faculty have little influence in building design or layout of the campus. Alvin Dusel, the campus building coordinator, said, "The buildings are programmed on the basis of need, and are to conform to development of the master plan."

Even though department heads are able to voice their needs, they may not

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Misc. Interview

Shelton plays the game

"College education is not preparing students for real life. It is too academic, too rigid. Many people get out of college and expect to shake the world, and of course when they do get out, they find it isn't true.

"As they say in the commencement exercises, a degree is just the beginning. In fact, in my own education, I didn't start learning - learning to live - until I was out of school and made those mistakes that you have to make to be a complete person."

What makes an assistant professor at Cal State think there's more to life than running up a total of 186 units, grabbing that piece of paper and going after the better-paying job? Rudolph Shelton's experiences cover the streets and the classrooms, and he believes that it takes a mixture of both to become fully educated.

Long roads of learning run from a West Virginia coal town, to playing jazz in clubs around New York, to his teaching recreation at Hayward.

"Hayward makes education little different in terms of high school because it is a commuter campus and many students just go back and forth from home. They miss out on life experiences and the independence you have when you are living on or near a

campus," Shelton explained.

"Many of the students here play games. The schools may have done this to them or the fact that students feel they've found a way to beat the system.

"A good core education is very valuable. However, I think that many students feel college is the only answer," he said. "They should use education as a means to an end, but

period of time outside of school - to academic credit.

"Education is just part of the total life experience. Not that everyone has to suffer to understand, but one must have life experiences. Having lived along with a core education can make one a better person. People can do more sharing if they have had life experiences," Shelton explained.

"Education does give a person a lot of tools to work with. For me, it is a way to do something I want to do, in terms of helping people."

Shelton was one of four children raised in Gauley Bridge, West Virginia, population nine hundred. Life was "very primitive." He was ten before he lived in a house that had electricity. Jumping the coal trains was his favorite childhood pastime in Gauley Bridge.

Shelton recalled that when the trains travelled from West Virginia to Virginia, "colored only" signs were placed in the cars at the state line. "Of course the porters had ushered us into the correct car at our station in West Virginia, but as a child I was continually amazed that we were always in the right car. I remember being proud that we

"...start learning

to live ...

out of school "

not as an end in itself. As long as society is what it is, a degree will be important.

"Somewhere along the line there must be an equation that relates life experiences - like raising a family, interaction with other people, and subject matter acquired over a long

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Interview

"I was quite
angry from that
point on..."

had a car of our own."

When he was fifteen, he won a 4-H charting pin for his project on electrification. Along with charting members of other states, Shelton went on a rail tour around the country. His first real contact with segregation came when they stopped in Jackson, Mississippi, at the Capitol Building. The drinking faucets were marked "white" and "colored", and the restrooms had signs "white gentlemen" and "colored men."

"This was the first time I became aware of blatant discrimination. I was quite angry from that point on."

Shelton was bussed on a twenty-four mile round trip to an all-black high school, where he learned to play all the brass instruments and drums in the school band. He became assistant to the band director and began playing at outside engagements.

He also played football, and during the season he would play in the game and then in football gear would play with the band during half time. He quit football after a couple split lips and smashed fingers. Music was more important. Because he scored highly on an IQ test, he was one of four students out of the five hundred at the school that was put in college preparatory courses.

Shelton wanted to be a music teacher and got an academic scholarship to Central State University in Ohio. In his freshman year he played solo trombone with the all Ohio college band. He studied composition, orchestration, and arranged for the dance band. He picked up the string bass and played with several bands. After graduation from Central State University, he went

paquette



to Dayton and worked as a substitute teacher, playing gigs at night.

He also taught music to mentally retarded children. At twenty-two, he went on tour for six months with 'Big Maybelle,' a female blues singer. After the tour he went to Canada and played professional football for a season but returned to continue his music career. "Music was my prime concern and I didn't feel I was good enough for football," he said.

Shelton planned to get a Masters in Music but at age twenty-four he went to visit New York City and stayed there. He played nightclub dates, weddings and beach parties. He also worked for the

Nassau County Welfare Department as a case worker. "I found that welfare was a hopeless cause, the case loads were too heavy to do any case work so I left."

Shelton then went to a nursing home working as a recreation director focusing on music. He was a volunteer for the Youth Authority working with the remnants of fifties youth gangs in New York City, working as a roving leader, living as part of the gangs. "Working with the kids was interesting because many of their justifications appeared

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never give up

A young woman is hitchhiking home to Oakland after class. A car stops, the driver seems pleasant, she accepts a ride. Wrapped up in conversation with the stranger, she doesn't realize the car is heading up into the Hayward hills.

After a night class, a woman stops at a phone booth to make a call. After she hangs up, she notices a man nervously shuffling back and forth in front of the booth.

How does a woman cope with these situations? "Awareness is an important factor concerning women," said Chief James Harrison of the Campus Patrol.

Self Defense for Women is designed to make women aware of the times we live in, where the preceding situations occur daily. The class was developed in the spring of 1972 by Professor Thomas Meekins and was offered this fall in the Physical Education department.

hay

"If the class is geared toward awareness and basic methods of defending one's self then it is not only a good course but a much needed one," said Chief Harrison.

According to Meekins, the class is strictly defense as opposed to offense. The student is taught basic methods to temporarily immobilize the attacker in order to make an escape. "The class is designed for the average woman, not the revolutionary woman," explained Meekins.

"If we could teach self-control," stated Meekins, "I think we have the biggest battle licked. Conquering self-control is a major part of the class. It is something to work on in everyday life, such as going to school, controlling yourself physically and emotionally."

"If I didn't faint first, then I know I could defend myself after taking this class," explained Sue Brown, a freshman participating in the class.

Olga Morris, a junior, feels the class is helpful psychologically as well

"If I didn't
faint first..."

as physically. "Just having the knowledge of defending yourself helps, with emphasis on self control," she explained. Ms. Morris is one of several women who are interested in organizing a followup course in self defense.

According to Diane Texeira, a senior at CSUH enrolled in the class, the techniques are very good. Since she does quite a bit of walking at night, she wanted to learn more specific techniques in defending herself. "The more practice I put into the class, the more I will get out of it," she said.

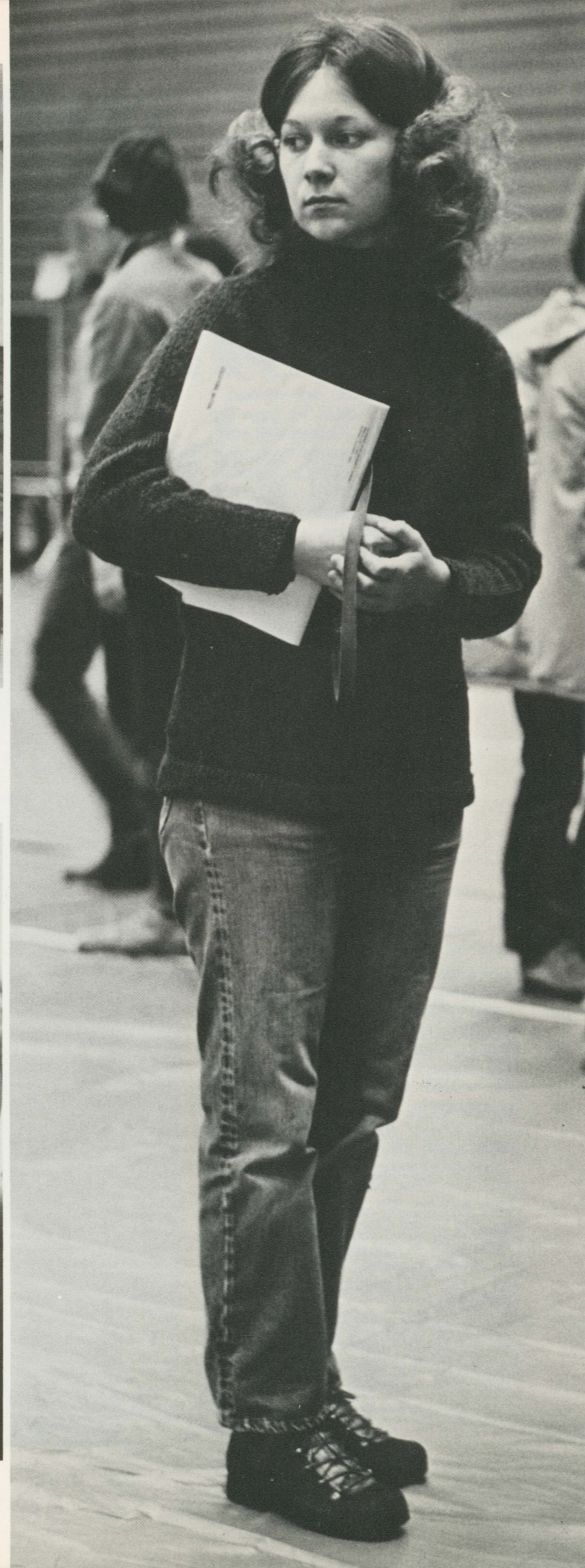
"I really enjoy and recommend the class for other females," commented Brenda Davis. Ms. Davis explained that living in Oakland necessitated learning some type of self defense. "With all the violence going on in the world," she said, "I needed some type of protection."

Chief Harrison reports that since he has held the position of chief of Campus Patrol, there have been no reported rapes on campus. However, the

continued on page 26

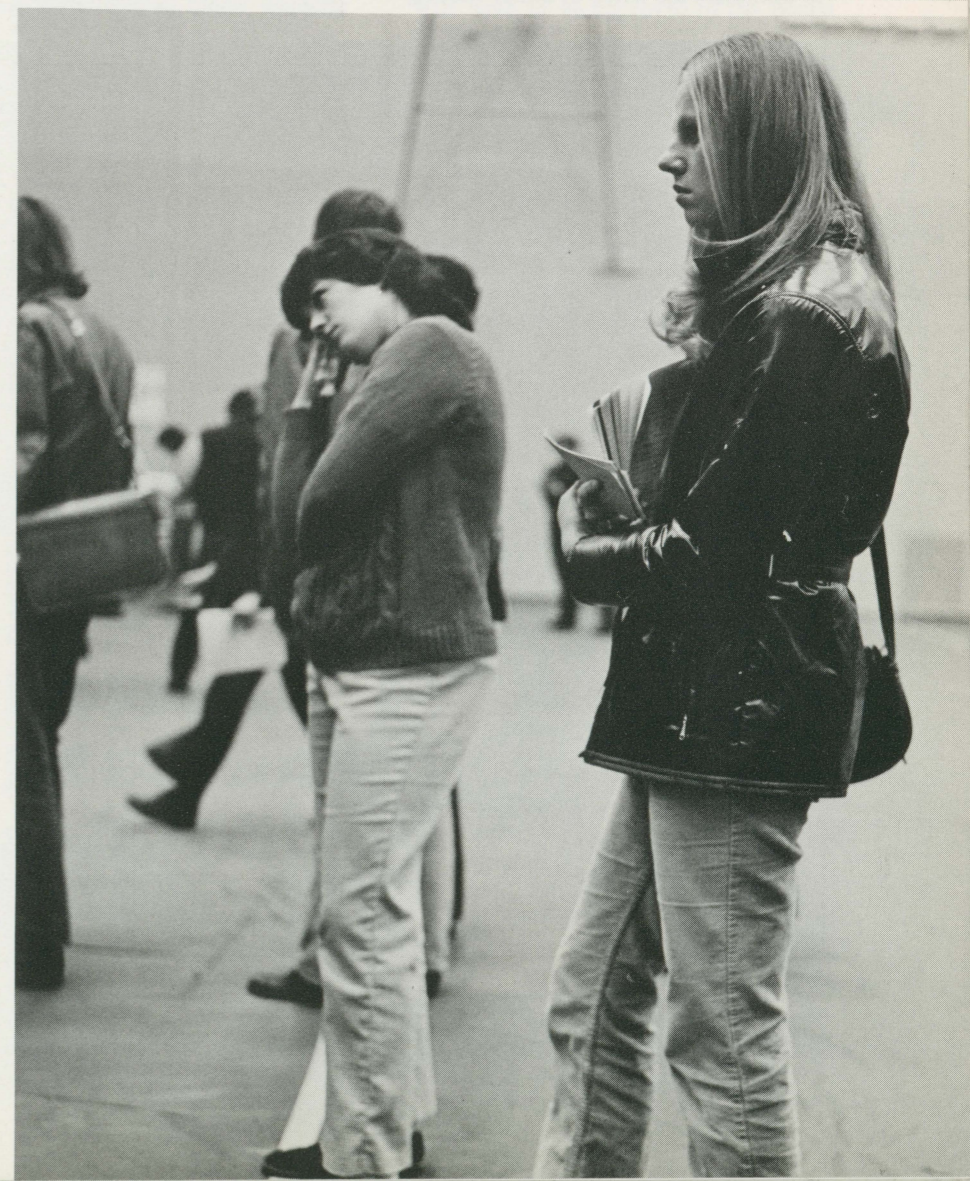
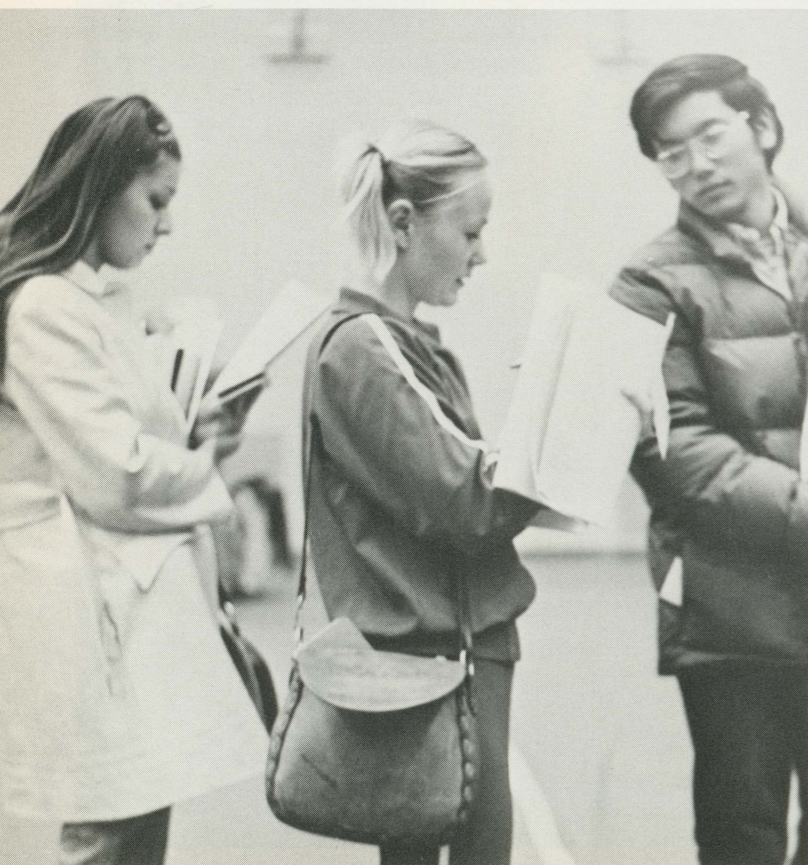
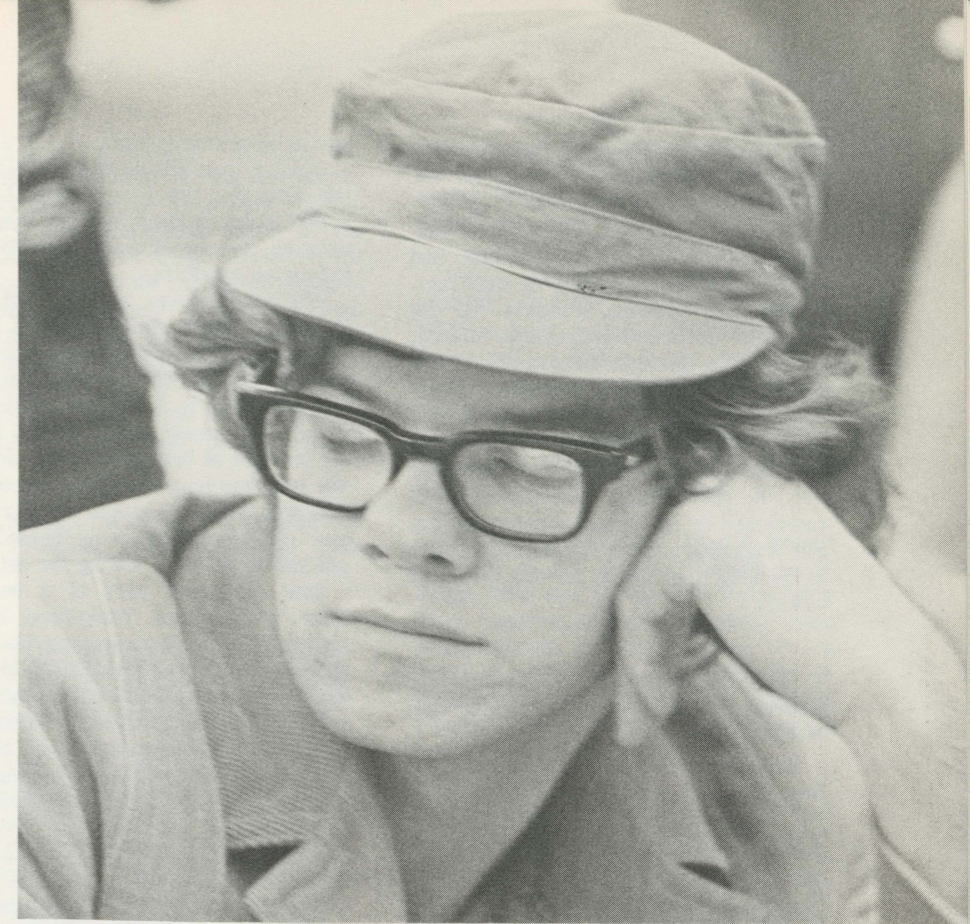


hay



*“ . . and I
couldn't
wait to
go to
college . . . ”*

** a photo essay by mike paquette*



Self defense

possibility of assault still exists, and women should be aware of this fact.

Detective Edwina Francis, of the Hayward Police Department, stated, "The class would be helpful if defenses come instinctively to women. Many women become so frightened they are paralyzed and cannot help themselves."

Detective Francis believes that four out of five rapes could have been prevented by the use of common sense. She suggests preventive measures such as locking doors, and parking in lighted areas.

The following is a concentrated course of some principles of self defense:

Screaming is considered one of the best weapons - at the right time. DO NOT scream unless you are far enough away from the attacker so that he cannot grab you. If you scream at the moment of the attack, his reaction would be to eliminate the noise by either choking

you or knocking you out.

Always lean into an attack. This gives the attacker the impression that you aren't going to fight him. He therefore relaxes, leaving himself open for your defensive measures.

The quickest way to stop an attacker, if he is a male, would be to hit him in the groin. This can be done with your knee or hands, whichever is easier. If the attacker is a female, hitting her across the breast will stop her. Do not hit straight at her breasts for this will not stop her long enough for you to make another move. In either case grabbing and pulling the groin or breasts will suffice in place of hitting the attacker.

The strongest part of a woman's body is her legs. Therefore, kicking is a good defensive measure. There are three basic kicks, 1) front, 2) side and 3) roundhouse. It is important that you keep your balance while kicking. All of these kicks should be a quick snapping action so that the attacker cannot grab your leg. According to Connie Knoll, a senior at CSUH, "I learned a lot about kicking. I would never have thought to use my legs."

Another method of stopping the attacker would be a blow to the face.

This should also be a quick snapping motions to the eyes or nose of his face. A woman's shoulders and arms are the weakest part of her body, therefore hitting the attacker in the jaw might result in breaking her own hand. A woman should put the full force of her body into any type of kick or blow.

If an attacker has his hands around your neck with the intent of choking you, either spitting in his face or poking his eyes will catch him off guard and possibly force him to release his grasp.

Never give up. You must keep fighting until you can make an escape. If you don't happen to hit or kick him (in the right place) the first time, keep trying. The right time will come and when contact is made you can get away. Remember, in your escape never turn your back towards the attacker.

Any combination of these methods will temporarily stop an attacker, which is the sole purpose of the class. Once the defensive person becomes the offensive one by attacking the attacker, the purpose of the class is lost. In class, students are taught self-control,

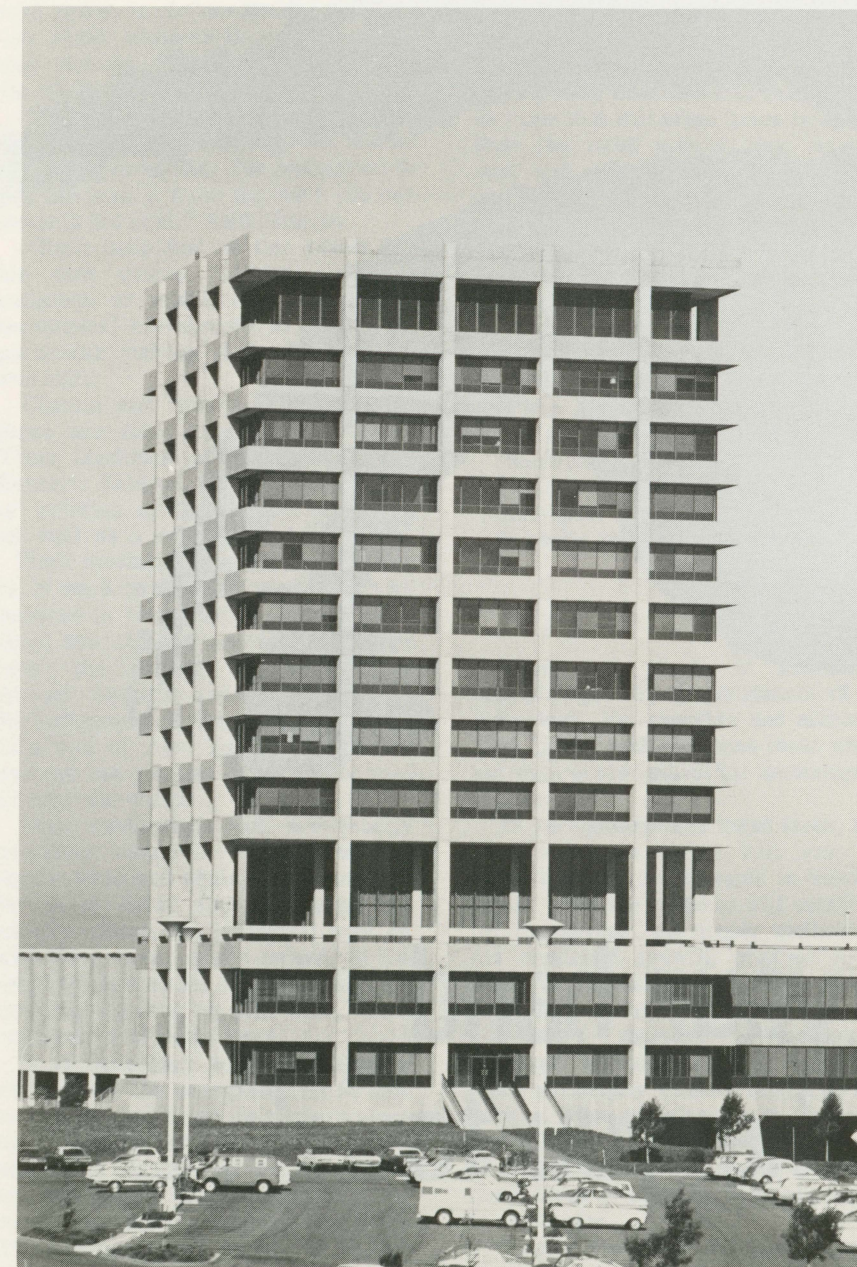
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hay



Architecture

"the responsibility
lies with
the Trustees . . ."



be heard. Professor William L. Thomas, chairman of the Geography Department, was promised office, facility and classroom space in the Administration building. "I used reams of paper to outline my needs down to the last light switch," Thomas recalled. He was then told that Geography would be moved into Meiklejohn Hall instead. His only remaining request was that his three classrooms be of varying sizes. They were all made the same size.

"Although the responsibility lies with the Trustees," said Temko, "the

students and faculty have to live with it. They watched as the campus was built." Temko believes that "the task now is to heal."

Temko would like to hold lectures outside during pleasant weather. "There isn't a clam secluded place to take my students," he complained. "The landscape is either cluttered with tundra, or vacant with expansive green space. Students should get involved and volunteer to plant trees. There's nothing cheaper than trees."

Campus landscaping is the lowest priority at Cal State. "Unless landscape funds are included in the building fund, landscaping isn't included," said Vandenburg. Planting trees is a problem because the campus is practically built on solid rock. Anything requiring a deep root system would have difficulty surviving.

However, Vandenburg offered a glimmer of hope. "If the students are willing to plant trees and work with the campus architect, I see no reason why not. Although," he added, "final plans will have to be approved by the Board of Trustees."


Landscaping as a student activity would run into its share of red tape. Dr. Edward Rueling, dean of Student Activities, lauded Vandenburg's willingness for student involvement with landscaping, but he didn't think his office could start such a project. Rueling replied: "It would be fine to have the students participate in landscaping. However, Vandenburg, as head of planning, would have to initiate it."

And so, round and round it goes. Existing architecture can't be changed, and future planning rests with the Board of Trustees. Students can help with the landscaping, if they will only accept the challenge. If not, Cal State remains, "a monument to mediocrity."

*

peter davis

Pete is a junior majoring in Mass Communication, has written for the Spectator at Chabot, and plans to make a career of journalism.



'Give me your hand
and I'll take you to ...'

As you approach the front of the old, paint-flaked house, you hesitate and cautiously proceed to the front door, where a paper sign reads, "A Good Life To You - Eat, Drink and Be Merry - Enjoy Yourself - Clean Your Feet".

Within this hundred-year-old house lives Charlie and Donnie, who have a slightly unique life style. This young married couple are involved in meditation and the deeper aspects of the human psyche.

Three years ago, Charlie, a go-go dancer (Charlie is a nickname, her real name is Arlene) met Donnie, a Cal State student. It was then that they started a serious research into the meta-physical world.

"All meditations are simply techniques that an individual can utilize to attain something. The meditation is not the goal, it's the approach you use towards the goal," said Charlie.

"Each individual on this planet has his own unique makeup. Different religions or meditations (considered techniques) are structured to suit the particular makeup of the individual," she said.

Charlie and Donnie explained that there are many types of meditation. Their teachings are of the School of Esoteric Science. This is the concept of relating to life with a scientific as well as a spiritual understanding.

Their meditation is Agni Yoga, which is a work or service meditation. Its purpose is basically two-fold. On one level the student grows. On another level the energy used is directed through concentrated thought towards the betterment of the entire planet. The principle of Agni Yoga is an ancient concept not yet one to be widely used through the world.

Most meditations that are readily available should be carried out in a neatly organized setting. The room may be lit or dark, since the eyes are usually closed. An individual may sit with feet down, cross-legged, in the lotus position or any style desired. This includes standing on your head, which can be done in Hatha Yoga.

It is necessary to have the spine erect since the energies must be able to flow up and down the centers along the spine. To lay down can cause the student to perhaps become too relaxed and fall asleep during meditation. Incorrect meditation would be the result. The purpose is not to fall asleep, but to become more alert and in tune with

the higher frequencies.

The mind is brought to a point of stillness, so that concentration is possible. Stillness is achieved in different ways, such as chanting, prayer or focusing on one object with the eyes open or through visualization in the mind's eye. Dependent upon the technique, daily meditation can last from a few minutes to many hours.

Donnie and Charlie seriously recommend the beginning student pursue meditation through the help of an experienced meditator or a qualified Teacher. Meditation brings about changes that often times the new student is unable to understand. These changes will be taking place at all levels of his being.

Both Charlie and Donnie have a most high respect for the relationship between student and teacher of meditation. They describe this relationship as "one that will often times be deeper than the most special love between man and woman. It shall be founded upon a great love, compassion beyond imagination, trust and sincerity, and an incredible willingness to work."

The following work written by Charlie describes an attitude of the Teacher as one who guides the student safely towards his Inner Being.

"Give me your hand and I'll take you to where your quiet self waits for you in gentle repose."

"How one starts in meditation depends upon the circumstances of the individual. His thoughts and attitudes lead him to seek out those ideas which aid man in his search for knowledge," Donnie said.

As he contemplates these ideas, the pattern of his living will vary in accordance to the changes in outlook. These changing patterns will establish for the person, the proper method for his continued growth, whether it be through meditation, or some other channel," explained Donnie.

Donnie's interest in meditation received stimulation from some Cal State philosophy classes taught by Dr. Sarkar. After the classes, he continued the study of philosophies and schools of thoughts. When they met he explained these ideas to Charlie. Then she began to study also.

Charlie explained, "The purpose of meditation is to begin or continue that

process of opening and unfolding. Man's biggest question is 'Why?' As he unfolds, he attains greater insight into the patterns that form his life.

"As man probes deeper into the realms of abstract realities, he becomes better equipped to deal with his questions. With a higher intuitive perspective, he begins to see also those patterns which give shape to the world.

"He is thus coming into greater harmony with his surroundings. His attitudes become more refined, allowing for deeper sincerity and confidence. He will demonstrate more openly the qualities of love, compassion, understanding and patience. With the enhancement of these attributes, he will interact with society more smoothly and with a greater productivity."

Both are creative. Donnie paints but knows that his growth and learning currently involves a job concerning "right human relationships at work." At this point in his life he can't commit himself completely to painting.

Charlie writes, likes to sing, studies herbs and natural forms of healing. Most of her time is spent talking to people about meditation. She enjoys keeping the house comfortable. "Home is important to us for that is where our greatest work is done," she said.

For a period of time Donnie and Charlie lived outdoors, traveling through the States and Canada. They believe at that time they learned many essential lessons.

"It taught us how to better cope with our situations. We became more in tune with the greater time clock of the rising and setting of the Sun. Now, when we must again adhere to the 'hourly time clock of society,' we no longer grab desperately for time, there is enough of ALL things truly needed. Another essential gained was the finding of the Spiritual Center. That point of inner tranquility, when achieved, remains an integral part of this life.

"For the meditator who thinks he must leave all worldly things and become a hermit in some distant cave, we learn that 'cave' is a state of mind. So that when we must come back into the cities we have kept our cave because we have become that cave. That cave of silence wherein all things serene and peaceful do abide."

*
R. S.

Interview

rational and reasonable, except for the violence. It involved physical contact and occasionally I had to duke it out with the gang members."

He became involved with urban problems, served as a consultant and arranged workshops for various individuals and agencies, and worked in local and national recreation programs. "The fact that I was black and lived in a city for awhile meant that I was able to meet the challenges. Being black and street wise, with all that it entails, people felt I could do the job. I had a way of organizing action groups," Shelton explained.

"Since I was involved with recreation, I wanted to find out more about it. I went to New York University to inquire about taking a course, and I was awarded a Vocational Rehabilitation Traineeship for the Masters in Recreation for the Handicapped." He graduated from New York University in 1966.

During 1966 and 1968 Shelton worked with the New York Association for the

".. the reason ... is hope "

Blind. He served on the Community Council of Greater New York and a National Task Force on Urban Crisis. He was a consultant to the New York State Narcotic Commission. "I found it difficult working with any group that has been incarcerated. They have a tendency to play games once they know the system. There were as many drugs within the facility as outside. Many came out just as strung out as before," Shelton said.

During the four years before coming to Hayward, he was an Associate Research Scientist at New York University serving as a consultant and coordinator of a Department of Health, Education and Welfare Training Grant for the disadvantaged, dropouts and hardcore unemployed. He trained them to work with special groups like addicts, the handicapped, and those in nursing homes. His wife, whom he married in 1968, also taught at New York University.

Shelton applied to Cal State on the advice of a friend, and after a trip to

California he got the job.

"I took the job because we wanted to leave New York City, it had gotten a little too oppressive. I thought I'd like to take a shot at teaching. My wife and I had decided we wanted to live in Mexico or San Francisco," Shelton explained.

Shelton, now thirty-six, tentatively plans to go back to school in Social or Clinical Psychology. Presently, he does voluntary drug and psychiatric counseling at night in drop-in centers in San Francisco. "It keeps me in touch with the rest of the world. There are people that are suffering but have to deal with things differently. They can't take an aspirin and feel better.

"I think the reason that many people have not copped out is the hope that

continued on page 33



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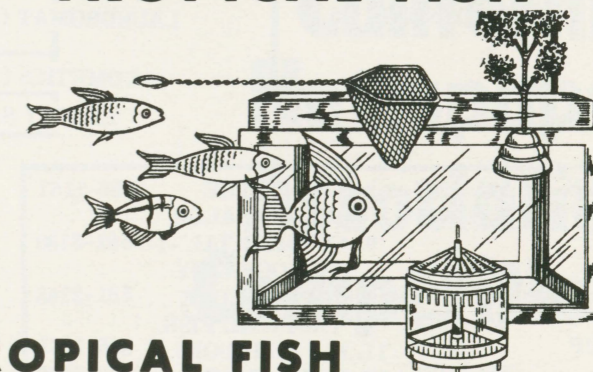
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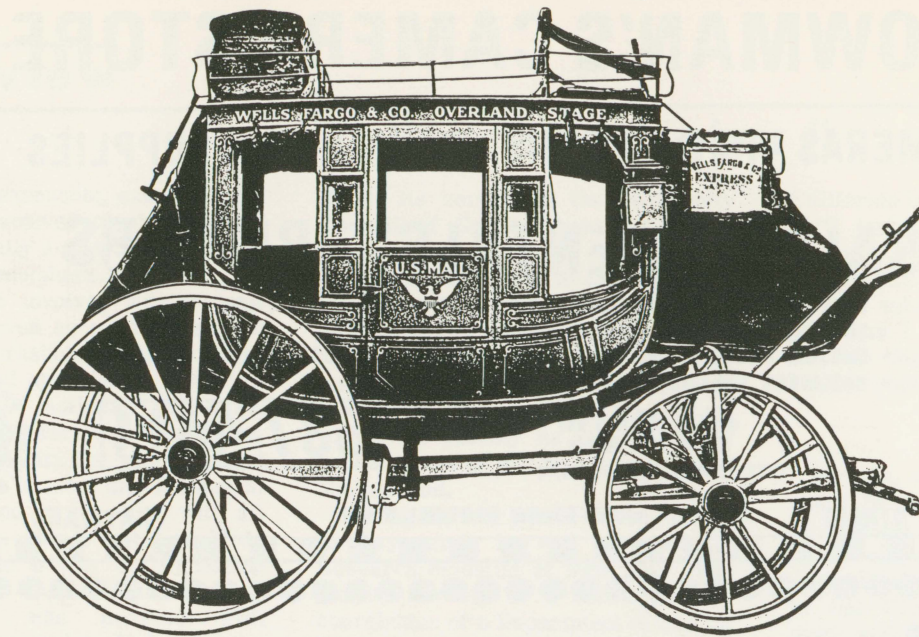
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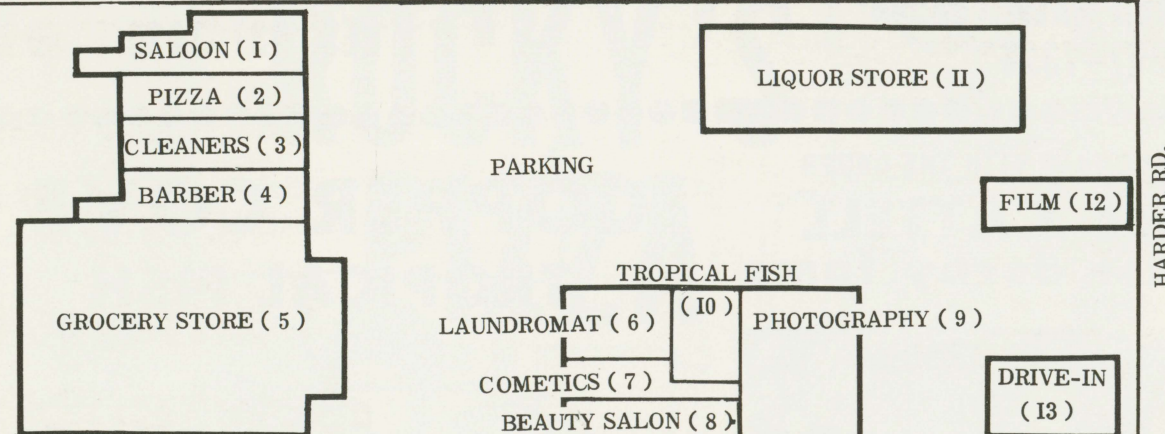
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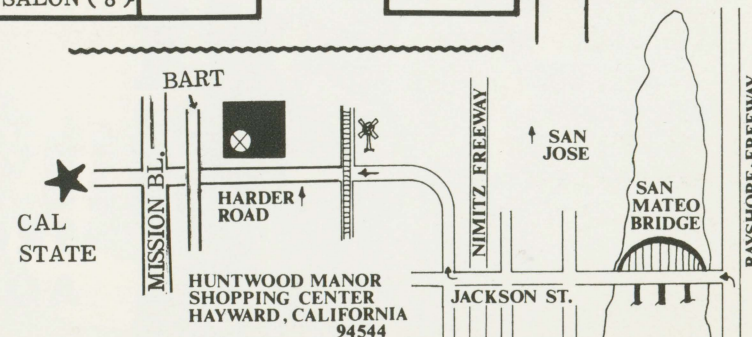
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Interview

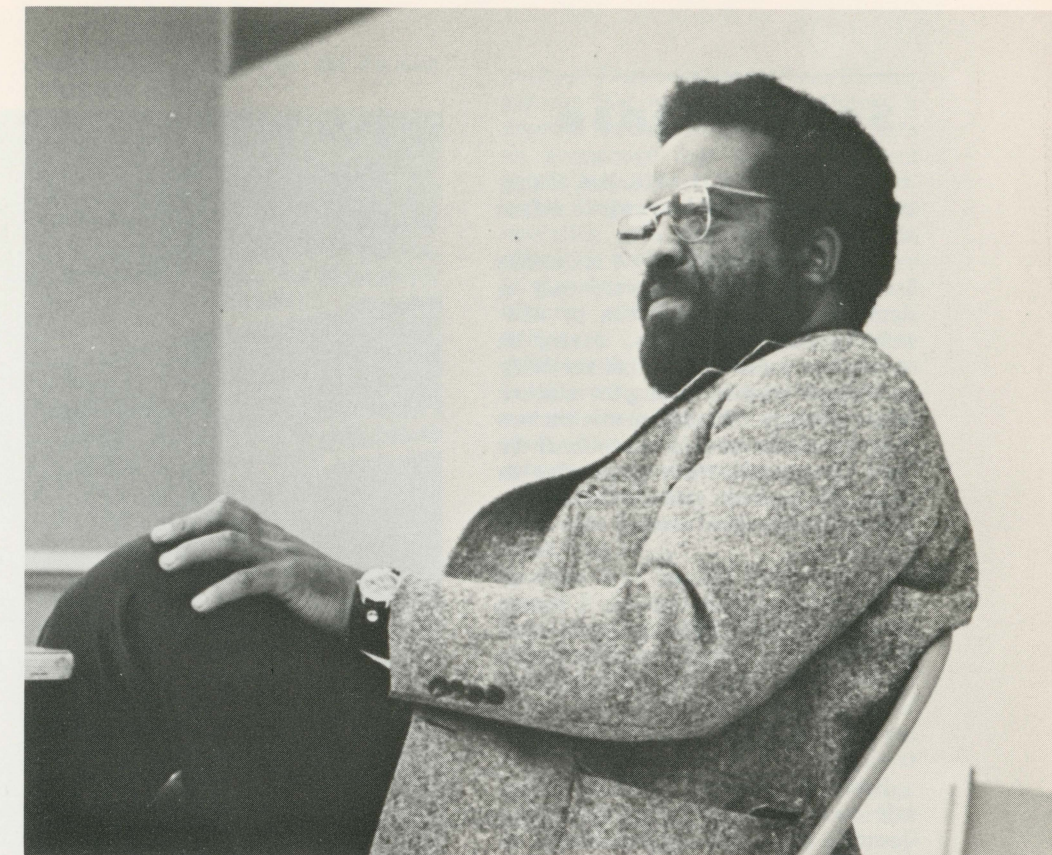
people will change, times will change. After we're gone, life will go on. We're just a small part of a country that is a small part of the world," Shelton explained.

"I never had a goal except music. The other things I took in stride. I'm always open to new challenges."

*

eric belden

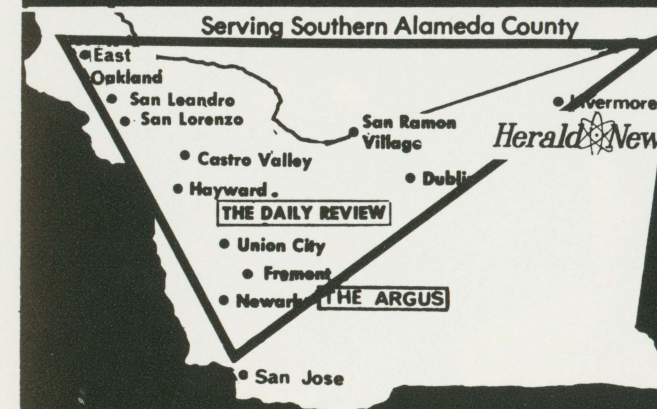
Eric graduated from Cal State last quarter and is looking for meaningful employment



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Self defense

and to stay out of trouble. But, if they need to, they should be ready to defend themselves.

Self-control in class and in defense is very important. It is very easy to damage or maim a person by continually delivering blows. During an attack one must realize that seriously hurting, or possibly killing the attacker might result in far more serious repercussions such as emotional or legal problems. While practicing in class the students must refrain from actually coming in contact with their partners.

Of course, all of the methods discussed must be practiced. A woman must be in fairly good physical condition to defend herself, and then be able to run away. If she stops the attacker long enough to run, and then gets a leg cramp, she would still be in trouble.

Professor Meekins hopes the class will become co-ed during the Spring Quarter. This will enable students to get a clear picture of defending themselves against both sexes.

Sylvia Lau stated, "The class should include men for sparring purposes." Students are encouraged to enroll in the class, unless they have ideas of learning how to kill. The class is totally defense, and students are preferred who will keep this in mind.

Meekins explained, "I couldn't justify teaching this class if it was an offensive one, due to the fact that I'm a peaceful person. I don't believe in violence, just in defending yourself against violence."

*

kathy stone

Kathy is a sophomore planning to major in journalism at San Francisco State, and wrote the story while enrolled in the self defense class. Barry Hay shot the flicks, has worked professionally as a photographer, and is currently majoring in the social sciences.



hay

Jocks

"I could dig a
beer before
each game . . ."

allow one to express himself off the field," said Marcoulis.

Former CSUH basketball player Peter Miller said: "The basketball coach sets certain training rules for the team, but once the season is over, his rules don't count. Some guys still obey his rules during the off season, but I don't."

Waymon Levingston, 1972 Far Western Conference long-jump champ, sports a Snoopy t-shirt and a bright orange knit hat to Pioneer track meets. Levingston also wears an earring during competition, and can be found sitting in the bleachers taking an occasional smoke between jumps while some fellow athletes look on in disgust.

"I'm rebelling against this whole socialization process," stated Levingston, who resembles a black Ulysses. "This thing about competition turns out to be a vulture thing. I was turned off in high school. The reason why I continued was for personal satisfaction. I'm just there to do my thing."

"I could dig a beer before each game," Wes Medeiros admitted. "It calms me down."

"I don't drink as much during swimming season," added John Person, smiling.

Such untraditional methods of training are not confined just to smoking and drinking. None of the coaches approves of it, but drugs are now a part of the athletic scene. Stories echo through the locker room about some athletes getting up for a game on pills, grass or cocaine.

The new athlete has also disproved the myth that he is unable to pursue a university education. True, many athletes are physical education majors, and it is still claimed that the degree is easily attained. However, the major

requirements listed in the catalog reject this claim.

Here are some of the course requirements for the Kinesiology and Physical Education major: Introduction to Anthropology, Anatomy and Physiology, Introduction to Sociology, Elements of Probability and Statistics, General Psychology, Bio-Mechanics, Physiological Mechanisms, Sensorimotor Skill and a heavy list of electives.

There have been several theories as to the source of this revolutionary mode of thought exhibited by today's athlete. Some have attributed this to changing times. Cal State instructor and sports sociologist, Dr. Marie Hart, cites the Black liberation movement as the spark that lit the fire. "The change is due to the Black athlete. 'Without me,' Blacks say, 'you can't have sports,'" said Dr. Hart.

"I've seen changes of consciousness in sports," explained Dr. Hart. "It depends on the locale. Athletes are emphasizing their own personal experience. I think it's more self-motivated. There's a fear that this new attitude will take away the excellence in sports. They will continue to engage in athletics because they are more intrinsically interested. I see the change enhancing sports."

"This university has a more open

policy," Hart continued. "I see fleeting glances that we are less inhibited. It depends on both athlete and coach. It's an acceptance that we are different people here."

Cal State enjoys the comfort of operating as a small university which offers no athletic scholarships. There is the absence of the big business and victory attitude exhibited by large university athletic programs. The relationship between coach and athlete is also unique at Cal State where both are able to communicate on the same level. A relaxed atmosphere exists, catering to the new athlete.

"We never lose athletes to other schools," Coach Santos said. "They come here to us."

*

glen wong

Glen is a former letterman in soccer at CSUH, has worked extensively on the Daily Pioneer, and is a senior in a Social Science area major.

Waymon Levingston

wong





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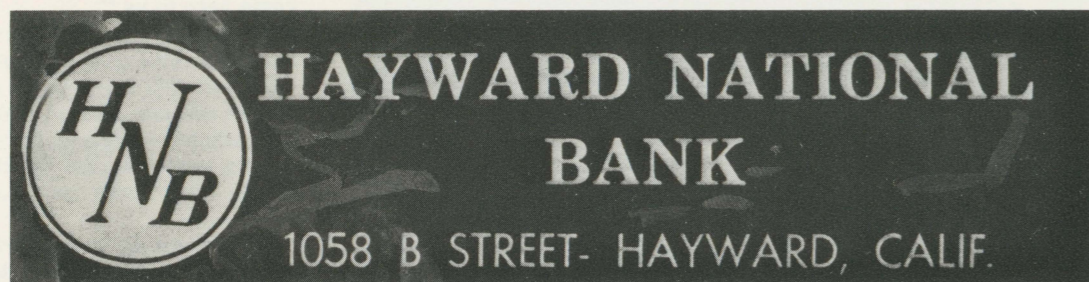
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"I didn't know
whether to stay
a wanted
man or not"

The Army sent his family a letter about three weeks after he was AWOL. He smiled as he said they threatened to sell all of his personal effects unless he was back by a certain date. "All of it couldn't have added up to more than a few dollars," Steve said. The letter also stated that his pay would be docked if he continued to be absent without leave, with the possibility of confinement, demotion or a punitive discharge.

His eyes moved about the room as he quietly told what he did while being AWOL. "I hung around Berkeley for a couple of months. I didn't really do much there but hide. When you're fresh out of basic training, it's pretty hard to hide your appearance. After a few months of paranoia, a friend and myself headed for New Mexico, but the job situation was so bad we came back to Berkeley.

"My mind was pretty confused by then," Steve went on. "I didn't know

whether to stay a 'wanted' man or not. My friend and I finally packed up and headed for Canada. When we first got to the border, the Canadian guards wouldn't let us across unless we had at least \$100 each for expenses. We drove to the next crossing directly east, but it seems a phone call arrived ahead of us. My friend got discouraged and split, and I stayed on at Bellingham, Washington.

"In less than a week, I'd made contact with a local draft resistance group," continued Steve. "They couldn't help much, but mentioned some local students who might. I talked with them, and they got me in touch with one of the underground people. I stayed with other students while arrangements were made to get me across the border.

continued on page 39

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Women

from their family and environment, were able to complete their goals in life on their own.

Not all women are as fortunate as Marilyn Blawie, Judith Stanley and Joan Seavey Thomas. Many women need more concrete encouragement. Perhaps, it is for this reason a group of CSUH faculty and students proposed the establishment of a concentration in Women's Studies.

Cal State University, Hayward is an ideal institution for the development of a concentration in Women's Studies. An organized committee has been giving leadership in this direction since 1971. Hayward is in a central location to the Bay Area and has high student interest in the classes already offered. Qualified and interested faculty are available, and the library already has adequate material. It is hoped that the program of Women's Studies can begin in the near future.

Dean Thomas believes there is no department that Women's Studies could not relate to. Some examples of classes are: Women in Economics, Feminist

"Woman is the
last to become
aware that she
is a woman .."

Art, Psychology of Family Living, Women and Law and more. "Every department has important things that could get CSUH students, women as well as men, informed and involved," Thomas said. "Woman is the last to become aware that she is a woman."

What can a woman do to let others become aware she is a woman? Until equality comes, Marilyn Blawie suggests these steps to follow . . .

- Stop crying about abortions, sex identity crisis and other matters, and get down to it.

- Aim our efforts at males first, then at unenlightened women.

- Get women into courses and fields where their qualifications are objectively manifested, and where discrimination will be more difficult.

- Start at the bottom, and insist that women should be elected or appointed to fill ALL political vacancies that occur until women are equally represented in government.

continued on page 40

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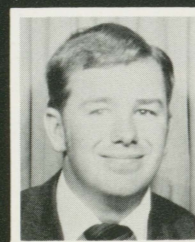
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"I waited about four days, until they finally decided to take me across with a group of people going to see a movie in Vancouver. It was funny," he said, "but at the time I didn't know one of the other guys was a draft dodger too. We weren't hassled very much, and the police didn't bother us at all.

"That was 1970, and there were five to eight guys coming in each week. The whole situation looked bad. Most people in Canada frowned on draft dodgers and AWOL's. We cluttered up their cities. I stayed in a youth hostel that the local long hairs told me about. It was a two story house with three bedrooms and 30 guys, all AWOL's, staying there. It was the most pitiful sight I think I've ever seen. Everyone was dirty, kept coming and going all the time, or were always getting drunk or stoned. They were hiding from reality . . . or trying to.

"I didn't know what was going to happen. To become a citizen you need a sponsor, \$300, a job, and a lot of luck. That only makes you a landed immigrant; then you have to wait five years to become a citizen." After three or four weeks of sitting around, Steve decided to come back and try for a discharge.

"I made the mistake of turning myself in unprepared. The stockade was everything I'd heard. So after all my hassling, I still wound up in jail." He tried for a Chapter 10 discharge, or what is called a "discharge for the good of the service." That was denied, so he sought help from a lawyer and a psychiatrist to get evidence to prove his desire to get out of the Army.

"Months later I was discharged without any help from my shrink or lawyer. It seemed all I had to do was lie to an Army shrink, and tell him everything he wanted to hear." Steve smiled a little and said that after all

"I think about
getting caught .."

his problems he had spent nearly the standard two year enlistment, and ended up with an undesirable discharge. "If I had it to do over again, I think that I'd just try to stick it out instead of going through all that hassle."

* * *

Joe wouldn't do it all over again. He went AWOL from boot camp three years ago after being drafted. Joe doesn't plan on going back, and has yet to be caught. I met Joe through a friend, and this is what he told me.

"I'm not even a U.S. citizen," Joe began. His eyes sparkled as he said, "The Army can draft non-citizens after they've lived in this country a year, but don't give them equal treatment once they're in. I had signed up for more time to get communications training, which I had been studying, when my commander told me I had orders for the infantry. They led me to believe I'd be put in communications,

then wouldn't give me a security clearance because I'm not a citizen.

"The Army felt I could get shot on the front line, but I couldn't handle communications," Joe said. "The officer in charge of my orders didn't even look into the matter, or try to help me. I was mad, so I left," he explained as he fidgeted with a book. Another non-citizen with a similar problem went AWOL with Joe, and loaned him the bus fare to get home. One of his lower officers told Joe before he left that he wouldn't stand for that type of treatment either.

Joe's family accepted his decision. Only his father-in-law, a lifer in the service, tried to get his daughter to talk Joe into returning to the Army. His constant threat that it's a life sentence for deserters when they are caught, still upsets Joe's wife after three years.

Joe had no real problem getting a job. "You can get a job, people don't care anymore. All that talk about not being able to get one is bullshit," he said. He presently holds two jobs. At one, he uses an assumed name because of the proximity to his former neighborhood. "I changed my name for convenience, I don't want to take chances. People have recognized me, but I tell them they're mistaken." At his other job Joe uses his real name, and is quite open about his past. His employer is aware of his situation, and is understanding.

"I think about getting caught," Joe admitted, "but not near as much as before. I just have to worry about the people who know about my past. The only way I'll get caught is if someone I know well talks." He hoped the political situation would change to a more favorable atmosphere for AWOL's and draft dodgers. In any case, Joe said he had no regrets about his decision.

The F.B.I. and military police have been to his mother's house several times, but she told them that Joe had gone back to his own country.

*

donna speer

Donna is a freshman English major and plans to go into teaching. This is her first work in journalism at Cal State.

Women

- Get women off the bridge-tea-shopping-charity-cooking club kick, and into real life.

- Expose women to professional, political and decision-making roles more widely via the mass media.

- Prepare and distribute widely, brochures with photos of women successful in various fields to women students who might be thinking of entering that profession.

- Educators should stop patronizing women.

- Women should stop encouraging other women to take additional work in "deadend" fields where employment opportunities regardless of sex are bleak, and will continue as such.

- Women should start encouraging young women to postpone marriage and to think about a career.

"Women should ...

postpone marriage

and think about

a career ..."

- When the woman is married, the matter of who does what work in the home should be looked at carefully, particularly where the woman hopes to combine marriage and a career.

- We should avoid "putting women in a bag." Women are separate individuals, not sexual stereotypes.

- We should avoid the trap of insisting that the UNQUALIFIED but qualifiable women be hired in fields where qualified women are available.

*

ruth schwoegler

Ruth is a junior majoring in Political Science, with a minor in journalism. She has written previously for the Daily Pioneer, and plans to attend law school.

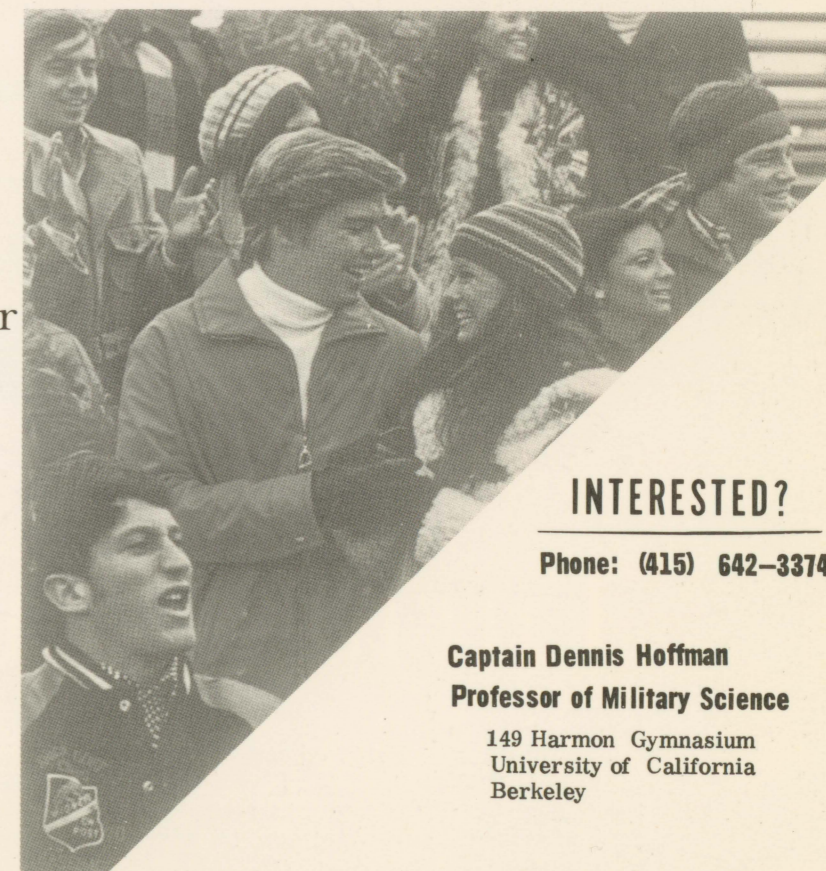
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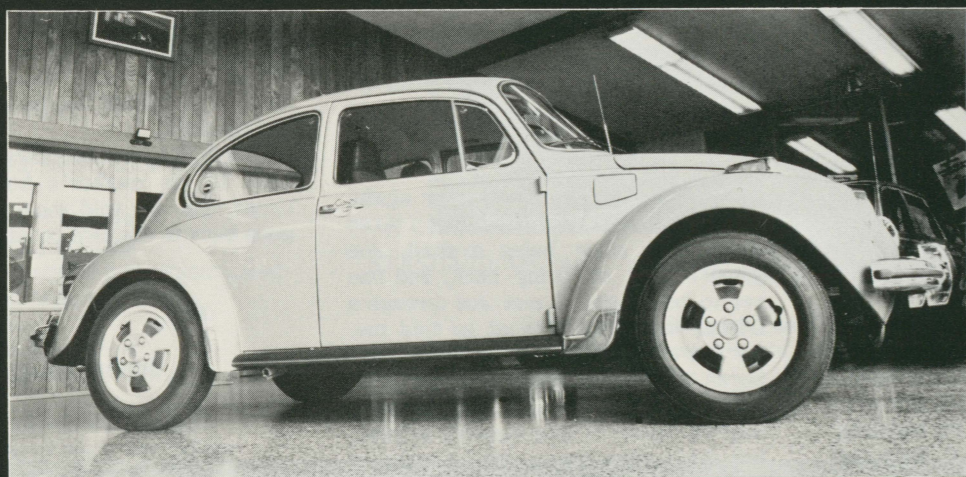
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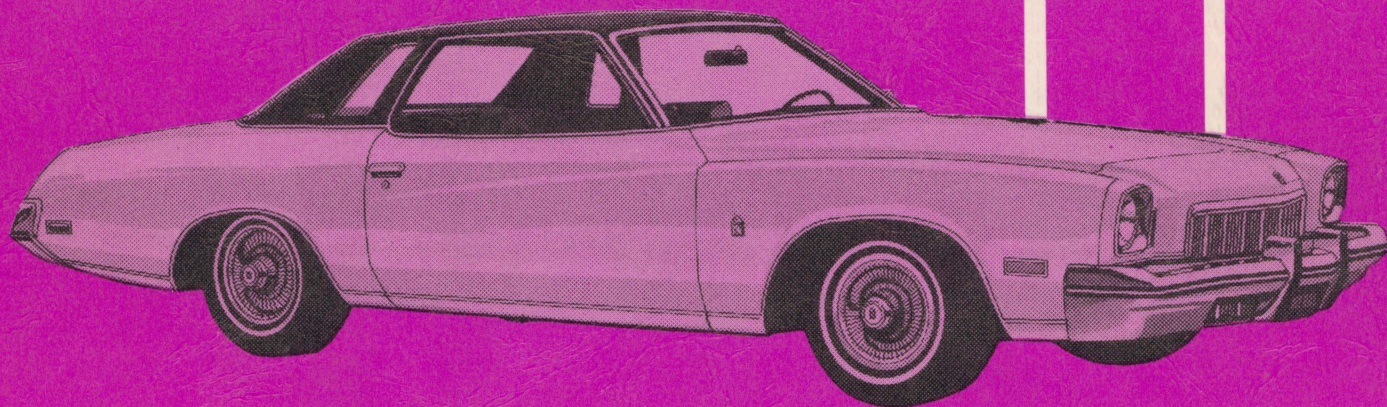
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