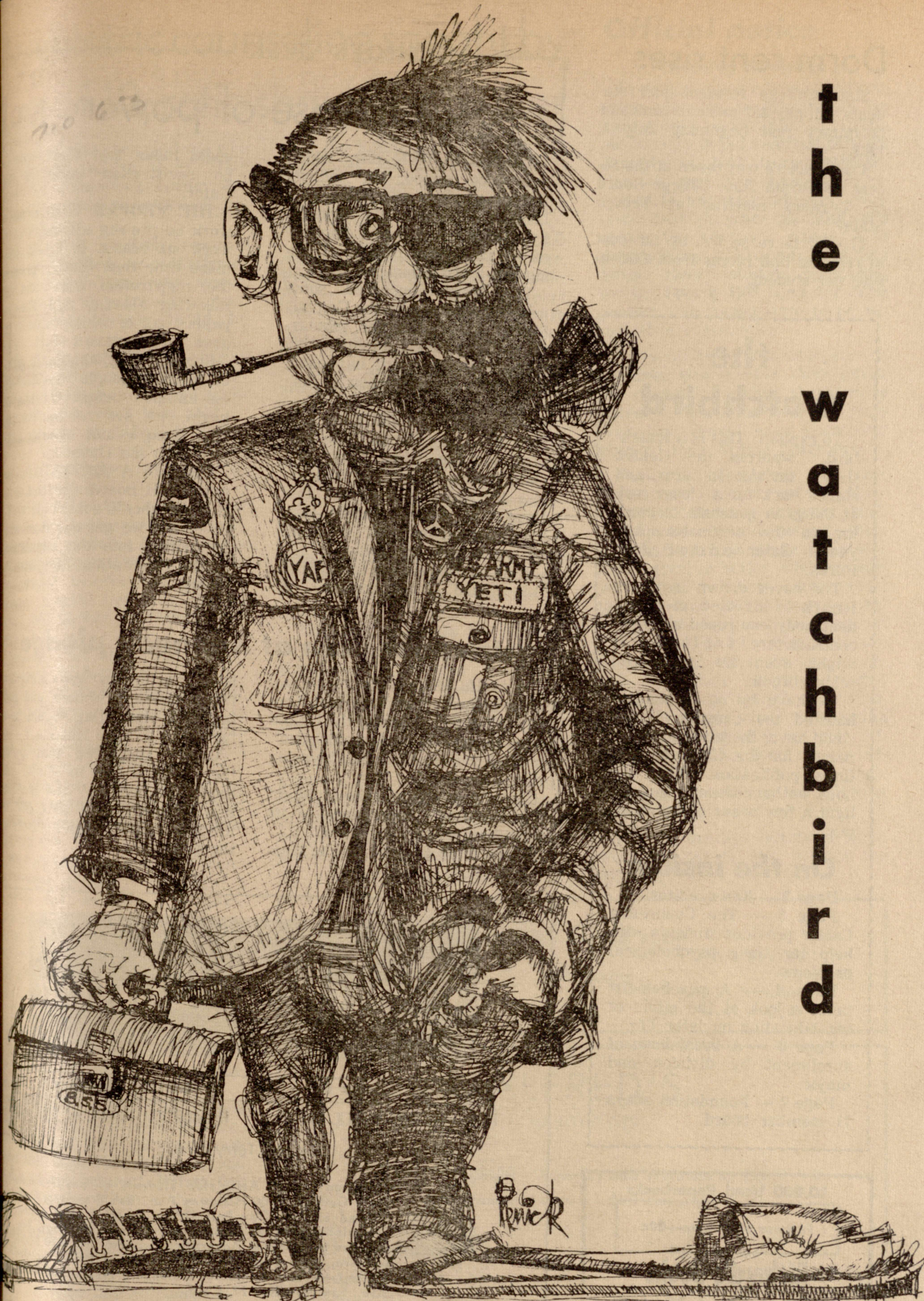


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## Dorm rent rises

State College resident hall students will pay \$27 more in semester dormitory rent beginning July 1, 1963.

The measure was taken at the recent California State College Board of Trustees meeting at Fresno State.

The \$27 increase will up the cost of resident hall rooms from \$135 to \$162 per student.

## the watchbird

To explain: This is a Watchbird, "wherein the Golden Gater shrinks in size and stands back for a closer look at things in general," according to the originator, last year's Gater editor John Burks.

The cover drawn by Steve Renick is his view of a student body composed of many contradictory factions. It might even be considered schizophrenic.

We have by no means exhausted the campus. If we could have, there would be no reason for the Gater to continue publication. What we hope we have done is to spotlight a few areas of the campus.

### On the inside:

Page 2 — News, editorial.

Page 3 — The Counseling Center provides students with help for their psychological problems.

Page 4 — A psychologist takes a look at the effect of sex education on later life.

Page 6 — A breakdown of enrollment by division and major.

Page 7 — Foundation okays 11 member board.

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## Editor's desk

# A misuse of power

**THERE IS ONE** story which does not appear in today's Watchbird. It is one which Dan Long, chairman of the Orientation-Registration Board demanded we run under penalty of losing pre-registration privileges.

The story concerned some money presented by the Campus Kickoff Committee for scholarships. Long gave the information to the Gater after it happened, so it was by no means a rush item.

**WE DON'T OBJECT** to running the story, in fact, we still plan to. But when Long told Gater editor Terry Link that unless the story was run in this issue, "maybe we should take the Gater off pre-reg," we think he is misusing his power.

If he carries out his threat (the O-R Board is autonomous), it

could mean that there will be no registration issue of the Gater.

**THE PEOPLE WHO** actually work on pre-reg are required to work six hours. It takes a lot more time than that to produce the registration issue and the following Monday and Tuesday papers, all of which have to be done before classes start.

Since pre-registration is granted to those people who do work on campus before the classes begin, we see no reason why Dan Long's snit should interfere with the Gater.

**THIS IS A MATTER** for the entire O-R Board. One miffed individual should not decide whether or not we get our due—what is written into the constitution of the Orientation - Registration Board.

## Castro pokes fun at Kennedy pledge

HAVANA (UPI) — Premier Fidel Castro lashed out at President Kennedy today and ridiculed the United States for paying "indemnification" for 1,113 ransomed Cuban invasion prisoners.

Castro's speech was the highlight of his regime's observance of its fourth anniversary in power.

Castro tried to poke fun at Ken-

nedy's action in welcoming home the invasion prisoners and pledging that their flag would be returned to a "free Havana."

Castro suggested that perhaps there was a bar in Miami called the "Free Havana" and speculated that Kennedy may have had "too much to drink" when he spoke with the prisoners.

# Golden Gater

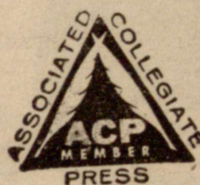
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# Psychiatric counseling sought by 1 out of 10; ratio should be higher

One out of every ten students who goes through college at SF State visits the Counseling Center for help with problems sometime before graduation.

**THAT'S THE FIGURE** released by Dr. Ralph Rust, co-ordinator of the Counseling Center and associate professor of psychology. And, adds, the figure should be higher.

"We don't get anywhere near one hundred per cent of the people on this campus who have problems and need help," Rust said.

The reason, he noted, is either because students don't know the service is available or are unwilling to go for help.

**THOSE WHO DO** go, and the numbers are increasing each year, find the tall, amiable Rust a pleasant man to talk to. The former Yale psychologist believes no troubled student should ever be turned away, no matter how busy the center is.

Backing Rust is a staff of 11 counselors, including clinical psychiatrists, counseling psychiatrists, and psychiatric social workers. In addition, there are two students from the psychology division and two from the rehabilitation counseling program who are working for the Center part-time to get case-work experience for their MA degrees.

**THIS STAFF OF** men and women, located in AD 117, handled a total of 600 students who came with problems last year. This was an increase of 18 per cent over the previous year which, in turn, had a 48 per cent increase in cases over two years ago.

"Our staff is very competent," Rust said. "All are experienced in a variety of settings. Some have more than fifteen years' experience."

**PROCEDURE FOR SEEING** a Center worker is simple. The student fills out two forms, which takes less than five minutes, and makes an appointment. Within two to three days he will meet the member of the staff assigned him for consultation.

"If it's an emergency, we'll take the student sooner," Rust said, "even the same day he comes in."

At the initial request for an appointment the student's word is taken as to the seriousness of his problem and how soon it should be dealt with.

**ANY REGULARLY ENROLLED** student is eligible for the service. Problems may be major or minor. In short, anything which hampers adjustment to any aspect of college life. After the first meeting, a series of three sessions begins.

"Every aspect of our work with students is confidential," Rust said. "The Center is not involved with making administrative decisions, such as whether or not a student should be allowed to continue his college work or be dropped."

**NEITHER DOES THE** Center intervene for students — even at their request — who wish to forestall administrative decisions, such as threatened expulsion, or academic teacher decisions, such as flunking a student.

"We don't interfere for students or evaluate for the administration," Rust said. "Our work is to help students overcome their problems so they can do better in college and get more out of life."

**NO ONE HAS ACCESS** to any information whatsoever from the Center's files, Rust said.

Interviews take place in sound-proofed rooms. There are no couches, but chairs provided are plush and comfortable.

(Continued on Page 5)

## Official notice

### Pre-reg advising

Pre-registration advising and program planning in preparation for Spring 1963 registration will begin on January 2 and continue through January 11, 1963. During this period, all continuing students are required to see their advisers, complete their program planning, and obtain the adviser's signature of approval on a Program Planning Sheet. Every student registering for the Spring 1963 semester must present this signed form to be admitted to registration.

To facilitate the advising process, students should have their advising records available, should have assessed their Fall semester progress, and should have tentatively planned their Spring programs.

Continuing freshmen and low sophomores should consult their General Education Advisers. High sophomores should consult their current General Education Advisers for referral to Major Advisers with whom they will then confer about their Spring 1963 programs. Arrangements will also be made at this time to file a Contract Program Form. Upper classmen should consult with their Major Advisers; graduates with their Graduate Advisers. Students who are changing advisers should pick up their Advising Card from their former adviser. Students should bring their Advising Records to the advising session.

If there are any questions about what adviser to see, contact the Advising Office, AD 168.

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# The Gillies Report: A school survey

## Psych prof looks at sex education

By JIM MILDON

How much bearing does the sex education of persons in early life have on their later sexual behavior?

**WHAT RELATION DOES** the type and source of sex information given sub-teens have on later participation in masturbation, petting and premarital sexual intercourse?

Answers to these and related questions — vital to parents, teachers of family living courses, and society in general — were the object of a study completed recently by Dr. Duncan Gillies, professor of psychology.

**"WHILE IT SEEMS** reasonable to assume sex education and sex behavior are related, few studies have been made to test this assumption," Gillies said. "One notable one was conducted by Lester Kirkendall of Oregon State several years ago."

In that survey 500 men were studied to determine relationships between certain types of sex education and eventual behavior of those receiving it.

**"SIMILAR STUDIES, HOWEVER,** are lacking for women," Gillies said. "This study is an attempt to gather such needed data."

Gillies gathered information from 64 women and 104 men in college marriage classes for his study. Checking the results from the men against the work of other researchers helped verify his testing procedures.

**"SINCE KIRKENDALL, KINSEY** and Ehrmann have contributed significantly to our knowledge of sex behavior, I used definitions of sex education and sex behavior which paralleled theirs as closely as possible."

He added this was one more way to check findings of the study.

**"IN ORDER TO** communicate as effectively as possible the questionnaire used was constructed jointly by me and those participating in the study," Gillies said.

As a result, he noted, a few changes in definitions were made for clarity making direct comparisons with other studies "not possible."

**"BUT THEY REMAINED** close enough in character, however, that broad generalizations can be made."

At the outset of the study students were asked to list what type of sex education they had received prior to age 13. Three choices were offered:

**TYPE I:** "Some respected (by you) adult — mother, father, relative, teacher, scout leader, clergyman, etc. — discussed sex with you in a fairly comprehensive manner. This person(s) had a relationship with you that you felt fairly comfortable going to them with your questions of a sexual nature. The essence of this type of education is the RELATIONSHIP which existed rather than in the information received."

**TYPE II:** "You received at least some information about reproduction, "growing up to maturity," venereal disease, and other aspects of sex. This may have been from adults, respected or otherwise, from books, or from other sources. The emphasis, however, was on factual information at the physiological level with little or no concern for the emotional or social, psychological aspects of sex. The essence of this type of education is on the INFORMATION."

**TYPE III:** "Most of the information you received was concerned with prevention of venereal disease and conception, or was learned from boys and girls your own age or a bit older, or from pornographic literature and pictures, dirty jokes, etc."

Once the type of education was established students were asked questions on masturbation, petting, and premarital sexual intercourse.

**MASTURBATION WAS DEFINED** as: "Deliberate self-stimulation which effects sexual arousal. This may or may not be pursued to orgasm (climax) and it may or may not have orgasm as its objective."

One fact revealed in this category showed education had no bearing on masturbation: 66 per cent of the women had and 98 per cent of the men had regardless of the type of sex education received.

**A MORE DIRECT** relationship was established between education and petting for women.

Petting was defined as: "Physi-

cal contact between male and female which involves a deliberate attempt to effect erotic (sexual) arousal. This includes so-called mild and heavy petting, simple and "deep" kissing, breast and genital stimulation, etc. In fact, any contact which deliberately attempts to encourage sexual arousal other than that which involves a union of male and female genitalia."

**OF THE WOMEN** who had received Type I (Relationship) or Type II (Information) sex education, 87 per cent had engaged in premarital petting. Of those who had received Type III (anti-VD etc.), however, 100 per cent had participated.

For the men, 97 per cent participated in petting regardless of the type of sex education.

**"THE TYPE OF EARLY** sex education had more telling effects on premarital sexual relations," Gillies said. "And this held true for both men and women."

With Type I sex education, 30 per cent of the women had engaged in premarital sexual intercourse; with Type II, 32 per cent; and with Type III, 50 per cent.

**FOR MEN THE** figures were about the same for Type I and II. 62 per cent had; and for Type III, 77 per cent had.

"The findings of this study with respect to the percentages of premarital sexual intercourse were certainly nothing new," Gillies said, "and were consistent with the data of other investigators."

**HE NOTED KINSEY'S** figures of 68 per cent for men and 39 per cent for women who had engaged in premarital intercourse were close to his own broad figures of 72 and 40 per cent.

Conclusions from the study regarding sex education and sex behavior were termed positive and enlightening.

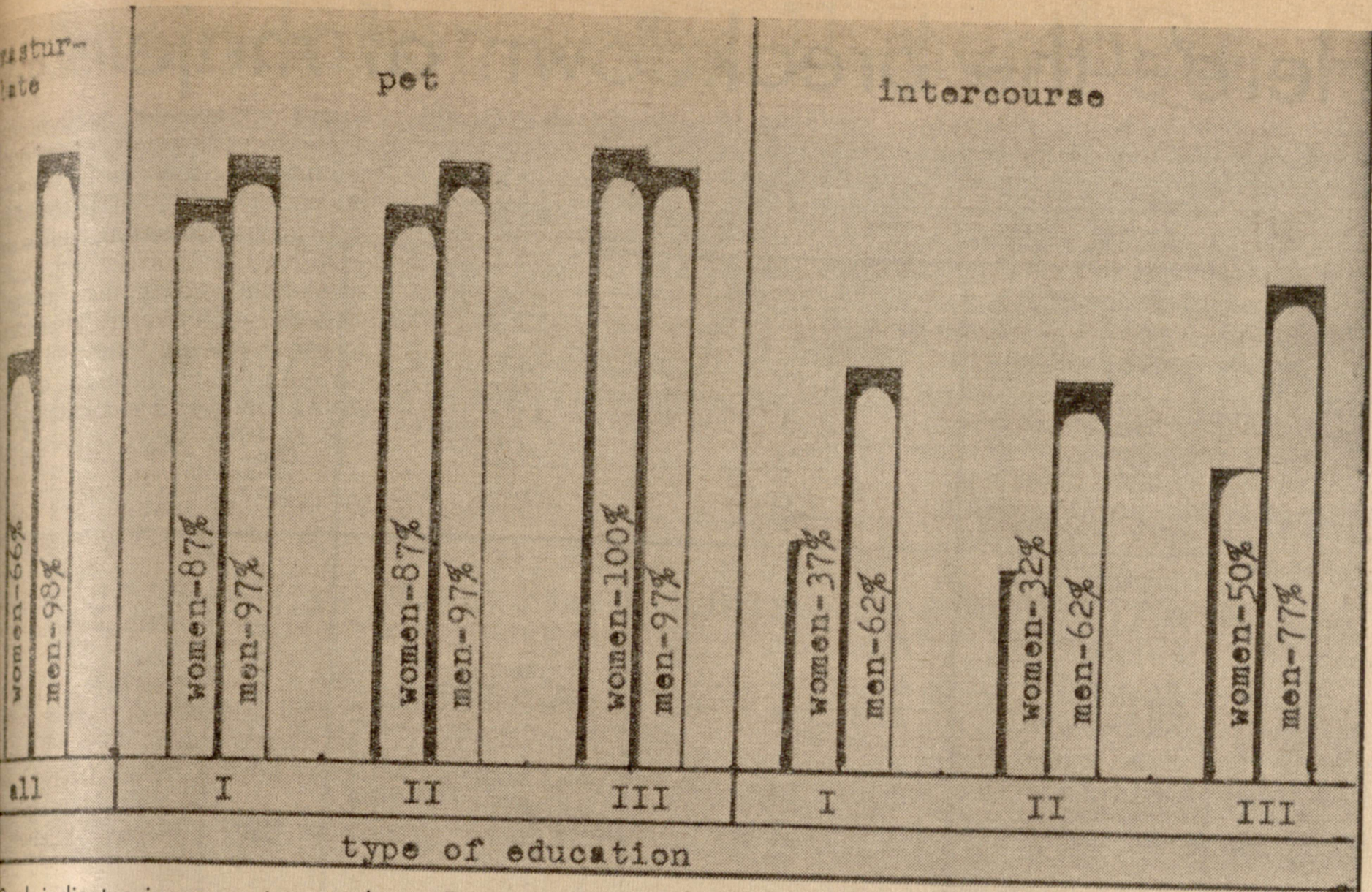
**"IT SEEMS JUSTIFIABLE** to say that in the absence of sex education there is an increase in premarital sexual activity for both men and women," Gillies said.

He added this was also borne out by the work of others.

**"THIS WOULD SUGGEST** further that if our society is truly interested in having its young people refrain from sex experience be-

(Continued on Page 5)





Graph indicates in percentages what influence various types of sex education given sub-teens has on later sexual behavior, i.e., masturbation, petting, and pre-

marital intercourse. Types of education are: I, Relationship; II, Information; and III, Anti-VD, pregnancy. Text gives full explanation.

(Continued from Page 4)  
marriage it has a greater possibility of attaining this goal by creating them than by denying such information."  
ILLIES MENTIONED the "fam-

ily-living" type of courses offered in some colleges, to provide sex information, in light of his study.  
"To wait until college before presenting such information may put the college instructor in the posi-

tion of being first to present legitimate information; but as far as having an effect on behavior is concerned, it is something like 'medicine after the funeral,' he concluded.

## Center stresses individual problems

(Continued from Page 3)  
student and interviewer decide many sessions are necessary. The student wants more meetings than the three initially given him, signs on a waiting list for either individual counseling or group therapy. The wait is seldom more than a few days.  
**REGULAR COUNSELING** may range from three up to fifteen, or whatever number is necessary to deal effectively with a problem.  
In group therapy sessions, during which students work out problems with each other, also extend whatever number of sessions the student and interviewer feel is necessary.  
**OTHER HELP IS** available through outside psychiatrists, at reduced rates according to ability to pay, and clini-

### Students bring many troubles

cal services such as Langley-Porter.

"We're also very fortunate in being able to work with psychiatrists at the Student Health Service for consultation," Rust said.

**WORKING ON A 50-minute hour**, the Center stresses individual handling of each student's case with no mass processing methods for hurrying students through.

"Students are individuals," Rust said, "and we try to find the best way possible to help each."

He outlined three broad categories of problems brought to the Center by students:

- Interpersonal. Problems arising from difficulty with other persons such as parents, wife, friends.

- Self-concerns. Problems of personal inadequacy — depression, anxiety, lack of confidence, feelings of unworthiness.

- Academic work - study. Problems with school or job.

**AFTER PROBLEMS ARE** dealt with the Center attempts to evaluate its effectiveness. When a student decides he no longer needs aid he is asked to fill out a questionnaire rating how effective his contact with the Center was.

When asked how many persons on campus might be in need of psychiatric help through the Center, Rust replied:

**"THAT'S LIKE SAYING:** How many persons need dental work? There's not many sets of perfect teeth around. But I would say there are fewer persons with dental problems around than there are with mental problems."



# Here's the breakdown of majors...

	Creative Arts	Business	Sci, Eng, Math	Psych	PE	General Studies
Fresh	266	272	288	117	71	325
Soph	166	166	175	76	56	141
Jr	293	407	241	123	110	163
Sr	254	201	167	76	91	93
Grad	312	199	180	137	142	515
Total	1291	1245	1051	529	470	1241
Area of Study	Music 356 Art 391 Drama 219 Rad-TV 102 I.A. 209 Other 14	General 877 Bus Adm 95 Account 187 Wld Bus 86	Math 205 Phys 29 Chem 72 Pre-Prof 106 Biology 85 Engineer 155 Other 399	G 529 E N E R A L	Men 211 Wmn 108 Rec 65 Other 86	U N D E R G R A D U A T E

These two graphs indicate the distribution of students in SF State's eight divisions.

Information was compiled from a study made last spring by the office of Institutional Research.

Data for the study was taken from the declared majors of stu-

dents and not from officially filed contracts.

The classifications "general" and "other" are the result of some students filing non-existent majors.

Students who have not filed majors, numbering 1,241, are listed under "general studies."

The study, which involved 12,405 students, reveals that graduate students are the largest single class on campus, with 3,405 members. They are followed by 2,980 juniors, 2,800 freshmen, and 1,928 seniors. Sophomores are the smallest class with 1,656.

	EDUCATION	HLL	SOC SCI
Fresh	653	342	350
Soph	416	222	234
Jr	704	373	566
Sr	422	261	363
Grad	1091	457	372
Total	3286	1655	1855
Area of Study	General 1448 Home Ec 144 Nursing 281 Admin 110 Elem Ed 1064 Sec Ed 32 Spec Ed 93 Rehab Coun 28 Coun & Guid 86	English 741 Journalism 68 Foreign Lang 303 Lang Arts 158 Humanities 142 Creative Writ 100 Philosophy 46 Other 97	Anthro Econ Geog Govt Hist I.R. Soc Soc Wel Pre-Law Other



# Foundation votes 11 members

The SF State Foundation Board of Governors has voted to increase board membership from nine to 11 members with the additional two members being students.

The action came after a pre-vacation session of the board Friday, December 14. The meeting, punctuated by warnings that the action would have damaging long-term consequences, produced a 5-3-1 vote (one abstention). All four student members and Dr. Curtis Aller, professor of economics, voted for the measure. Chairman Harry Brake-

bill, President Paul Dodd and Dean Ferd Reddell were against the measure. Dr. Harold J. Cornacchia, division of health, physical education and welfare, abstained.

The measure was divided into parts:

- Whether or not there should be an 11-member board.

- If so, who should be the members.

The first part of the measure was passed, the second segment, or the "mechanics" has not been voted on as yet.

"My chief concern is that the president of the college will be re-

sponsible for the action of the Foundation," said Brakebill. A majority could evoke action; they would have the authority to do so, but would have to take the responsibility."

Earlier in the two-hour meeting, President Dodd commented:

"The Foundation is still a fairly young child. Have the students concerned analyzed carefully the by-laws? The Foundation might expand beyond the bookstore and the Commons. Would students have the responsibility?"

A later interchange between Dodd and AS President Folberg went this way:

Folberg: "The students should be insured a democratic majority."

Dodd: "I notice that you have made several references to the phrase 'democratic majority,' what do you mean?"

Folberg: "A student democratic majority would have a majority on the Board, representing the majority on campus. I am assuming any action on behalf of the college is for the students. It is a realistic matter of working for the college community."

## Ernest' presentation

Oscar Wilde's comedy of manners, "The Importance of Being Earnest," will be presented by the Advanced Acting Workshop in the Little Theater at 8:30 p.m. tonight, tomorrow, and Saturday.

The play, set in Victorian England, will feature Linda Ewing, Leslie Jones, Jow Whipp and John Keller.

On Friday, January 11, "The Diary of Anne Frank" will also be presented by the Advanced Acting Workshop. Both productions will have an 8:30 curtain and admission free.

## HRC meets

A general membership meeting of the Human Relations Commission will be held Friday at 7:30 p.m. It will take place at 928-A Irving Street.

## Official notice

Psych. 100, Ed. 100, Ed. 130.4, Ed. 130.5, Ed. 150 classes will be cancelled on January 4, 8 a.m. to 4 p.m. in order to provide advising time for upper division students.

If you are a junior, or above, sign on 1 of your adviser's appointment sheets posted outside his office.

Education students with less than 58½ units should see notices posted on individual adviser's boards for special arrangements for them.

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