75 Years of Grit, Resilience, and Activism

Founded as Los Angeles State College in 1947, present-day California State University, Los Angeles (Cal State LA) is ranked number one in the nation for upward mobility of its students, providing educational opportunities for its majority first-generation graduates to break through economic barriers. Notable former students include Billie Jean King, Jaime Escalante, Mervyn Dymally, Rosario Marin, and Edward James Olmos. Like many of these alumni, the determination and aspirations of Cal State LA's students have long inspired them to seek opportunities to affect change in the campus community and the world.

The university's rich tradition of student-led movements supported by faculty and staff has produced considerable academic and institutional diversification and has been a guiding theme of previous *Perspectives* publications. Appropriately dubbed "A People's University" in Vol. 42's special feature, Cal State LA's students and faculty continue to have a lasting impact on the world. In particular, one of the university's most impressive legacies throughout its existence has been its leadership role in the proliferation of collegiate ethnic studies programs nationwide. Cal State LA is home to the College of Ethnic Studies (established Fall 2020), the first of its kind in the country in fifty years. Our students have also regularly championed underrepresented voices by advocating equity and inclusivity on campus. Cal State LA founded the first Chicano Studies department of the nation in 1968, as detailed in Vol. 41's "A History to Call Our Own. Advocacy from students and faculty have been the catalyst for numerous institutional reforms, such as the 1981 mascot change presented in Vol. 48's "From Tridents to Feathers".

In celebration of the 75th anniversary of Cal State LA, *Perspectives* Vol. 49 has dedicated this portion of the journal to showcase students' campus-centric research. Many of the findings presented in this section was produced by students in Dr. Christopher Endy's Fall 2021 HIST4900 course, where students were asked to write their primary sourced-based research projects utilizing Cal State LA archival records. Thematically following in the footsteps of other Vol. 49 contributions, concise abstracts featured here explore legacies of on-campus and community

activism, impacts of legislative policy on Cal State LA women's athletics, how the university's Pan-African Studies department came to be, and why the plight of non-traditional students led to the creation of the Anna Bing Arnold Children's Center. These short research findings are complemented by an online-only collection of historic photographs and material sources.

We extend a special thanks to the contributors Harrison Lam, Katering Mejia Cardona, John Marot, and Nayedka Barreras, for lending their research to this special feature.

Student Activism at Cal State LA: Legacy of the Peace Movement

Following the Civil Rights Movement in the 1960s, many grassroots movements adopted the nonviolent tactics used by Martin Luther King Jr. and other civil rights leaders. In universities across the country and at California State University, Los Angeles, students, and activists deployed various peaceful methods to fight for their causes through the 1960s and 1970s. However, as the protests dragged on, student activists became more confrontational and faced opposition from law enforcement and authorities. *University Times* articles recorded protests and demonstrations by Cal State LA students and professors for various causes. Starting with the anti-war protests during the Vietnam War, student activists across multiple universities opposed American presence in Southeast Asia by holding rallies and marches, vigils and silences for the fallen of both sides, and teach-ins to educate the student body. Uniting with several universities across the nation, Cal State LA also participated in the Moratorium to End the War in Vietnam that declared a boycott of classes to demonstrate their opposition. Even though protestors initially followed a nonviolent approach during demonstrations, they faced the harsh and brutal treatment of law enforcement. As the protests dragged on, student activists also encountered opposition from the university administration leading some students to disregard nonviolent tactics. While Cal State LA student protests were largely peaceful, demonstrations at other universities such as Kent State resulted in the death of several students. By the end of the decade, student activism began to take a more educational route that sought to create long-lasting

changes. This led to the development of peace studies in universities nationwide. Student marches, rallies, and teach-ins continued for other causes; against the coup in Chile, financial aid cuts, and efforts to rename South Tower. Student activism would eventually bring changes to Cal State L.A. itself, with the creation of the Chicano Studies Department in 1968 and the adoption of the Golden Eagle as the University mascot in the 1981.

Harrison Lam

Cal State LA Women Athletes

The history of women's athletics at Cal State LA lacks scholarly attention due to disparities in the journalistic coverage of women's sports. This analysis of the women's athletics programs on campus in the 1970s and early 1980s argues that the sexual revolution and Civil Rights Movement ultimately resulted in institutional changes that brought about more gender equality. In an attempt to create institutional equality, Congress passed the Title IX civil rights laws and policies, which significantly impacted collegiate athletics nationwide by changing how schools receive federal funding. This brought the two leading athletic organizations of the time, the National Collegiate Athletic Association (NCAA) and the Association for Intercollegiate Athletics for Women (AIAW) to clash over the implementation of Title IX and how these changes would impact the future of women's athletics. The archival accounts found in CSULA's Special Collections show how the AIAW and its allies were particularly concerned with the enforcement of Title IX on the NCAA, which was exclusively for men, would ultimately drive the demise of their organization. These documents also outline the AIWA's fear that the integration of women into the NCAA would stall the progress of women's athletics because they felt the association was not prepared to guarantee the equal treatment and promotion of women's sports at an institutional level. By 1981, despite the pressure from the NCAA, Cal State LA's administrative stance was solidified when President James Rosser announced the university's decision to side with the AIAW because of students' support for the institution to remain a part of the organization and resist the NCAA's proposal to include women into theirs. The standoff between the NCAA and AIAW

illustrates the inequalities that continue to stall women's athletics programs in college ranging from funding to staffing problems. The university held membership in the AIAW until its demise in 1983, which begs the question if the continuation of the organization beyond would have greatly benefitted the overall progress of women's college athletics.

Katering Mejia Cardona

Pan-African Studies at Cal State LA: Trials and Tribulations

The Pan-African Studies Department at Cal State LA was established in 1969. As the second-oldest Black studies program in the country, the department continues to serve the community today by analyzing the history, culture, economics, and relationships of the African diaspora worldwide. Its creation was the result of persistent, peaceful activism by the Black Student Union (BSU). During the mid-to-late 1960, the BSU organized its own off-campus classes dealing with Black history and sought to gain official recognition from the school for its curriculum. Although the department's establishment in 1969 heralded a new era of study in Black history, the department soon faced problems with retaining students and faculty. Despite these difficulties, the department hosted important events such as the Pan-African Studies Forum in 2007. Prominent figures who have appeared at past forums include Angela Davis, Nikki Giovanni, Cornel West, and Ava Duvernay. More recently, students attempted to create a graduate program in African American Studies. Despite facing institutional barriers, the Pan-African Studies Department retains its integral place on campus and symbolizes the continued importance of ethnic studies in the 21st century. A tradition of student and community activism punctuates its importance among ethnic studies departments nationwide.

John Marot

Already a Parent, Growing as a Student: CSCLA's Support of Student Parents in the 1960s

Attending college is often the most memorable time in one's life because of increased personal independence, exposure to tremendously diverse groups of mostly young people, and the chance to pursue intellectual interests, professional goals, and

personal dreams. Students who are also parents do not seem to fit this idealized image of college students and university life. However, Cal State LA has a long history of enrolling these non-traditional students. The path toward supporting student-parents reflected changing gender ideologies and economic shifts to white collar labor from the 1950s and 1960s. Establishing a childcare center in 1968 was also the result of strong student advocacy.

According to the 1993 National Center for Education Statistics, during the 1960s about 41 percent of college students were women and by 1970, 43 percent of the bachelor's degree's awarded were to women.[1] Cal State LA students reflected this national trend. In 1968 the *College Times* reported "More than 20,000 students are scheduled to attend the fall quarter… About 43 per cent are married; six per cent are divorced; and one per cent gave no answer. More than half the students that are married don't have children (65 per cent). The percentage of students that have children are: one child, 12 per cent; two children, ten percent; three children, five per cent; with more, eight per cent."[2] A decade earlier, the wife of an enrolled student expressed concern with the lack of inclusion and availability of activities for students with families. She wondered "why weren't there affairs or activities for the wives of students?"[3] By 1968 Rita White explained her "recipe" for being a stressed-out house-wife student: "Take three pre-school sons and one husband, add a large house and 16 units at Cal State LA, and you have a housewife-student." She continued, "By far, the most challenging aspect of being a housewife-student is getting any homework done. The house – wife-student acquires the habit of carrying an open book all over the place."[4] This stressful time turned for many into a way of life, and a way to function, with the sole goal of finishing school and obtaining a degree. In the same article of the *College Times*, Dean

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[1] Thomas D. Snyder, *120 Years of American Education*, Washington, DC. United States Department of Education, 1993.
[2] Ron Yamaoka, "Fall enrollment Projected at 20,000," *College Times,* August 6, 1968.
[3] Shirley Wallace, "Something for the Wives," *College Times*, June 7, 1957.
[4] Rita White, "Housewife Student Faces Lengthy Day," *College Times*, January 9, 1968.

Hallberg reveals that "43 per cent of the student body is married. About 30 per cent of the students have one or more children and it is expected that this percentage will rise."[5] With this in mind, CSLA needed to uphold its responsibility of helping students. In 1968 university finally supported the establishment of the Anna Bing Child Care Center.

Students had advocated for one another as to how the campus and the administration could improve their educational journey, with the *College Times* constituting a forum for demands. In 1967 a student noted, "With a substantial number of women students in this institution who have children, it seems rather juvenile to relegate the care of these children to the whims and idiosyncrasies of individual babysitters. The child is too important, we all know, to be left in the care of just any Jane, Joanne, or Jean."[6] Clearly students with or without children acknowledged that parents struggled to find affordable quality childcare. The university newspaper explained that "The whole operation should be under the sanctified aegis of the school. A house can be found near campus. This day nursery can be staffed by professionals and draw a lot of the staff work from either some mothers that are free and or from elementary school student teachers or some other species of the ilk. The finances would be supplied by the mothers, the majority of whom pay for the babysitters anyway."[7] It would take another year for university officials to sanction the plan.

In September 1968, the Anna Bing Child Care Center opened its doors in recognition of the needs of "non-traditional" student parents and student advocacy. It was funded "by $1500 from the Associated Students, $1500 from the Foundation, and $3000 from Anna Bing Arnold, for whom the center was named."[8] Dean Hallberg hailed the center as, "the first of its kind known to

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[5] Crowe, "Child Care Center's Future May Soon Be In Jeopardy," *College* Times, April 2, 1969.
[6] "A New Idea on Baby-Sitting Introduced By This Reader," *College Times,* May 5, 1966.
[7] "A New Idea on Baby-Sitting Introduced By This Reader," College *Times, May* 5, 1966.
[8] "Child Center Continues Successful Operation," *College Times,* October 11, 1968.

be implemented, [and] the beginning of new programs for a maturing student body."[9] The opening of the longed-for center during the Fall semester provided services for one-third of the 20,000 students enrolled and were parents to one or more child. The center's fees were reasonable, charging "30 cents per hour for each child."[10]

Although the innovative program dedicated to the more maturing student body was promising, it also proved to be effective for children's early education. The development of the children attending became the primary focus of the center when it evolved from providing basic baby-sitting services to "a regular nursery school program for the development of the children." The center worked "with the children in self-awareness, vocabulary and an awareness of the world around them,"[11] Student parents appreciated the great care their children received. John Avery, a satisfied student happily noted that, "We've had baby-sitters and we find that they just watch him. They don't do that here. It is $4 cheaper per week and we feel Brian learns more here."[12] The popularity of the center expanded its availability and continues its services and functionality even today.

Nayedka Barreras

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[9] Crowe,"Child Care Center's Future May Soon Be In Jeopardy," *College* Times, April 2, 1969.
[10] "CSCLA-Funded Day Care Center Opens For Fall," *College Times*, September 30, 1968.
[11] "Not Baby-Sitting Service," *College Times,* November 11, 1969.
[12] Robert W. Welkos, "Patience and Care, Child Care Center," *College Times,* April 22, 1969.