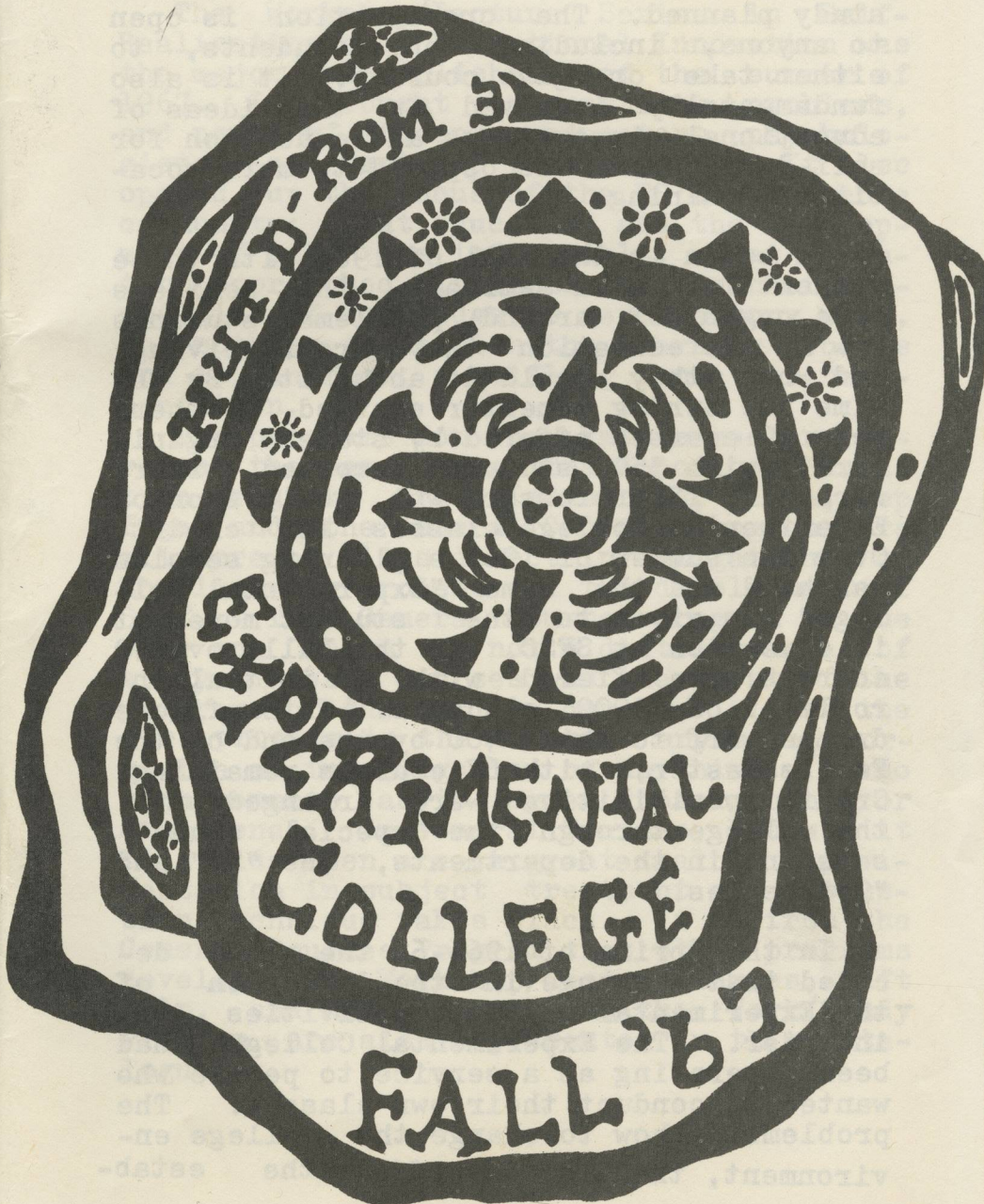


S.F. STATE COLLEGE
ARCHIVES



THE EXPERIMENTAL COLLEGE.....WHAT IS IT?

In part, the Experimental College is an organization where anyone can give a class as long as he has a definite course of study planned. The organization is open to anyone, including non - students, to either take or give courses. It is also fundamentally involved in the ideas of educational innovations and education for self-development as opposed to mere vocational training.

It began in the Fall of 1965 with three student initiated seminars. The seminars were organized around problems students saw in the education they were receiving, and what they could do about it. By the time the Spring Semester started, there were 22 courses offered by student organizers, with 350 students enrolled. There were also 17 professors who would sponsor Experimental College classes for credit. Over the summer of 1966 a planning session was held and the name "Experimental College" was given to the student movement in education at SFSC. In the Fall, over 70 courses were offered with an initial enrollment of 1000 students. This figure dropped off to about 400 by the end of the Fall semester, with 67 courses remaining. Credit possibilities were arranged with the college through the "special study" sessions in the departments, the "77" and "99" series.

In the Spring of 1966-67 the staff decided that a change in the direction of the Experimental College activities was in order. The Experimental College had been operating as a service to people who wanted to conduct their own classes. The problems of how to change the college environment, that is, to affect the estab-

lished methods of education had been neglected. The staff of the EC began to work out ways of approaching the problems of educational innovation and of defining the role of the EC as an institution for change within the college.

The Workshop/Lecture Series in Self-Realization and Educational Innovation was the major accomplishment of the summer of 1967. It brought the questions, problems, and needs of students, educators, psychologists, and artists to the public. It also opened up the focus of the EC to the whole community: that education and the development of self are indivisible; that education approached in terms of abstract commodities of knowledge is mere factory work, has nothing to do with the learning process and is, in fact, a stifling force for regimentation.

The programs for the Fall semester represent the same focus: The School of Education Project, Craft Industries, Dance, Pop Yoga and the General Courses programs are all more or less direct investigations of the learning process and the development of Self. The General Courses program is the only one which is not a distinct area of study. General Courses was the first of the programs of the EC to develop. It is the open program in the EC where anyone can organize an investigation of anything with no requirements as to degree, background, or experience. In General Courses, because it is a wide open area, a great deal of experimentation in subject treatment and discussion technique takes place. It is from the General Courses Program that other programs develop. The Workshop/Lecture series, Draft Help, and Max, as well as the Work/Study Program are also represented in this catalogue.

GENERAL COURSES

EMPHASIS ON THE WORD

Course Organizer: Edith Roller

Have you an adventurous disposition? Do you believe English teaching doesn't have to be dull? Would you like to join an experiment with a group of people working on the particular communication skill or skills you wish to develop. The members of this class last semester had their horizons broadened and interests expanded. The class this year will benefit from that experience and incorporate methods which teacher and class members found promising. Discussion and participation were found to be popular means of improving students' speaking, writing, and appreciation of both prose and poetry. The teacher, Edith Roller has a Master's degree in creative writing, a total of 85 units in English (a social science major before that), and has also lived many years in Europe and Asia. This will be a fun class as well as a helpful one--it will be what the students want it to be and make it.

STUDIES IN PARAPSYCHOLOGY

Course Organizer: Oleg V. Minakov

This class is aimed at gathering all information which will help a person gain his total facilities. We will invite speakers who have special talents along these lines.

⑥ COLOR
Course Organizer: Gerald Marranca

While teaching at Yale, Joseph Albers developed a class, in which color was taught as a relative medium. This is not a color system but rather a recognition of color interaction. This material is presently being taught in many schools in this country and I believe it should be taught at SFSC. It takes two semesters to cover all of the material. The class works with colored papers rather than pigment and develops an eye for color through the constant use of these colored papers. Some of the material covered-- gradation, intensity, reversed ground, after image, and warm-cool.

⑥ ESSENTIALS OF MARXISM
Course Organizers: Bob Himmel and Andrea Morell

The class will analyze the theory, practice, and personalities of 19th and 20th century revolutions. Areas of concentration will be developed by the class over the semester. Documents, films, and tapes pertinent to the class will be used.

Format will be varied, including special lectures, films, tapes, and informal discussion.

⑥ MAGIC, EINSTEIN AND GOD
Course Organizers: Stephen Gaskin and Paul Wear

A study and correlation fo magic, occult phenemena, mysticism, and religion in the light of contemporary physics and current findings in chemico-mental research. Entrance by interview only.

TRUST AND SINCERITY IN UNFAMILIAR ENVIRONMENTS

Course Organizer: Magoroh Maruyama

The student chooses an environment in which people tend to relate to outsiders with mistrust or polite formality while concealing their true feelings. Examples of such environments are: ghetto, homosexual clubs, prison inmates, ethnic groups. Excluded are environments which welcome outsiders such as Synanon. The student enters the environment as an individual without institutional position, organizational function or agency label, and works out a personal rapport with those who live in the environment.

The student learns (1) to think and feel in the logics and ethics of those who live in the environment; (2) to be accepted on the level of true feelings and acts; (3) to relate on person-to-person basis across social and cultural differences; and (4) to discover himself as a person, not as a position or function. When desired, the student may participate or assist in action programs initiated by the people in the environment. But the student should not consider himself or act as a do-gooder, a reformer or a patronizer. His attitude should be that of a learner of an unfamiliar culture and an apprentice in personality development.

Each student spends about five hours a week in an environment of his choice. All students meet in a class once a week to exchange experiences and ideas and to evaluate their activities.

HOW TO THINK ABOUT WORLD AFFAIRS

Course Organizer: Prof. Bennet Skewes-Cox

The philosophy of this class will encompass a perspective on the future, the wholeness of knowledge, and lifelong learning.

First, stress will be on how to think about anything, before going into the matter of how to think about world affairs. Besides the philosophy described above, there will be constant emphasis on the importance of inter-relationships, relativity and priorities, on distinction between proof and conjecture (with attention to scientific method, past trends and future prediction, empathy for culture and value differences, and other elements in development of a thinking approach which combines discrimination with understanding, intellectualism with humanitarianism.)

The class will employ the synoptic approach to world affairs (seeing the world as a whole and as one dot in space; seeing today as one dot in time; seeing each individual as one part of a continuum of mankind), as opposed to the periscopic view (the limited vision of an egocentric or chauvanistic approach).

Emphasis will be on student participation, especially in seeking consensus on priorities (as to both method and content). Major theme: What are the main questions? What is more relevant, less relevant; more immediate, less immediate?

The CONTENT MATTER: the first half of the course will be an evaluation of the tools at our disposal for studying any matter of concern to man. Discussion will include po-

tential of computers and other scientific developments available in the future. History (i.e. data of the unchangeable past) given little importance except as to how former events provide indicators of the success/failure of men's experimentation or as indicators of trends, to estimate future possibilities/probabilities. The second half of the course will deal with how to use these tools for zeroing in on one subject: world affairs. Hopefully, each participant will gain a realistic sense of his role in determining the nature of world affairs (including war/truce/peace; relationship of industrialized to raw - material economies; the average man's ability to influence problems/decisions that reach beyond his nation's borders; population growth). Persons discussed will include Pope John XXIII and Herman Kahn.

Especially sought are a few students who are bilingual or multilingual or who have some background in different cultures than ours, so that we shall not be just a room-full of WASPs.

Ⓢ META-GEOLOGY: An Attempt At A Humanistic Approach To The Study of Geology
Course Organizer: Dr. Raymond Pestrong

The goal of this offering will be to develop in the non-science oriented student an increased awareness of his geological environment. Through a realization of its significance and relevance, it is hoped that he will better be able to relate to this vital aspect of his world. The program will be directed toward those in the creative arts, with whom sciences, in general, have had difficulty in developing a meaningful dialogue. Discussions and directed readings will be augmented by regularly-scheduled field trips, at which times we will experiment with our ability to experience the stimulation of all of our senses by the natural processes that are constantly acting to shape our landscape.

MYTHOLOGY FORUM

Course Organizer: Stuart Berman

This course starts from the idea that the function of Myth as education must encompass many fields. We will not focus on any specific mythology, but try to acquaint the student with various approaches: Historical, religious, psychological, anthropological, etc., for dealing with Myth. Some of the people who will be discussed in this context are Huxley, Campbell, Jung, Zimmer, Frazer and Watts. The primary purpose of the course is to open the field for the student, so he can study it on his own. We will also be interested in such related questions as the relationship between Myth and ritual, and the manifestation of mythological motifs in contemporary culture. There will be some lecturing, but the set up of the course will be small and informal, meeting at students' houses. It will also be exciting in that it will bring together Myth buffs from all over who are dying to get together and exchange ideas.

GROUP PROCESSES

Course Organizer: Glenn Porter

A group discussion patterned after Psychology 141 Group Processes. Leadership shall evolve out of the interaction.

Requirements: Ex-convict status (at least six months) or Businessmen, business student. Limited to 12.

Required reading: Confessions of Felix Krull, Confidence Man, T. Mann.

SEXUAL GROWTH

Course Organizers: Penny and Al Wylie

The Gestalt-Psychoanalytic approach in a "T" group setting will be used as the vehicle of discovering neurotic guilt. Such techniques as body awareness exercises; hostility exercises; gestalt dream analysis; psycho-fantasies; psychodrama and peak experience will be employed to enhance self-awareness.

Ten couples (married or unmarried) interested in improving their relationship with themselves and others.

Required reading: Freedom Not License, A. S. Neill.

Optional Reading: Games People Play, Eric Berne; Primer of Freudian Psychology, H. S. Hall; Psychopathology of Childhood, June W. Kessler; Toward the Psychology of Being, Maslow.

THE EXPERIENCE OF THINKING AND ANALYSIS

Course Organizer: Sherri Cavan

The intent is to explore at least the edges of the phenomenon of thinking, e. g. what does it mean to analyze an experience; what is involved in "understanding" something; what is the relevance or value of drawing conclusions, seeing the implications of an event, etc. The general procedure will be one of attempting to transform the basic elements of Aristotelean Logic into an activity, like solving puzzles, playing cards, constructing new games, and similar such things. The object is not to teach logic, but to demonstrate how it works, and how it can be done on a day to day basis.

BEGINNING PHYSICAL SCIENCE - Minimum Math

Course Organizer: Tony Calcagno

This course offers the student a survey of the fundamental concepts and historical developments included in Astronomy, Physics and Chemistry. This course is designed for the student with little or no science background.

The course will begin with a more descriptive discussion of Astronomy. Included will be several night time observational classes and a visit to Morrison Planetarium. Next will follow discussions of the fundamental concepts of Physics. The main emphasis will be on the structure of the Atom and Nuclear energy. Included will be a tour of the Lawrence Radiation Laboratory and low temperature lab in Berkeley. Next will follow a discussion of the fundamental concepts of chemistry with an emphasis on individual laboratory work. Included will be a field trip to the C & H Sugar Refinery.

The course will end with discussions in Relativity and Cosmology. Guest speakers included.

Reading List: Crucibles: The Story of Chemistry by Bernard Jaffe; One Two Three... Infinity by George Gamow; Astronomy by Samuel Rapport and Helen Wright.

Films: The Universe - National Film Board of Canada, B/W sound, 1950. Films on the General and Special theories of Relativity. Films of Chemistry by CBA.

Number of students: Maximum 25.

ACTING

Course Organizer: Janis Fisher

The aim of the course will be to allow the student both to begin a search for new concepts of theatre and to approach traditional theatre texts with greater insight and greater freedom. The class will be an exploratory workshop to concepts and techniques necessary to the discovery of a "new theatre," i.e., theatre which will communicate more successfully and meaningfully than our present western theatre, bound as it is to the texts and forms of other ages; a non-literary theatre; a theatre which communicates to the spirit rather than to the mind.

The emphasis will be on non-verbal communication of states of being, emotions, concepts. Achievement and application of greater sensory and spiritual awareness will be explored, as will the concepts of action, conflict, movement, character. Areas to be included will be improvisation, ritual, mime, mimetics, rhythm, non-textual sound and use of language. It is hoped that an ensemble will be created.

Classes will be from 1- $\frac{1}{2}$ to 2 $\frac{1}{2}$ hours in length. The amount of previous experience or classwork is of no importance; the class will be of interest and value to both the beginning and the advanced student.

EXPERIENCE IN COUNSELING SITUATION AND SELF GROWTH

Course Organizer: Virginia Lewis

Discussion of the counseling process, counseling problems; dynamics of intrapersonal/interpersonal relations with focus on techniques of communication. The class will be conducted on seminar basis to facilitate individual understanding in counseling situation, development of leadership, growth of self. Prerequisite: consent of instructor.

PHILOSOPHIC INQUIRY

Course Organizer: Paul Jordan Smith

The course will examine the scope, form and function of philosophic inquiry. Questions to be discussed include: How does man's curiosity express itself? How is one to classify and categorize the questions asked? Are there any necessary categories? What is the category of philosophy? What does it mean to be a philosopher? What is the goal, purpose, or function of philosophical inquiry, if any? Students will analyze and classify questions from various sources including their own, using traditional and original categories. Literature drawn from a variety of sources, such as Peanuts, the Gospel of St. John, a short Platonic dialogue, the underground press and modern poetry, will be analyzed as to category of inquiry. Participants will be expected to suggest readings as well as questions and ideas. A short, quality paper will be expected, the nature of which will be evolved by the class. Philosophy today appears largely irrelevant. Whether it is or not may be answered by the class during the course of the investigations. It is hoped that some meaningful synthesis may be achieved through the dialogue between the hip and the academic approaches to the problems of human existence, and it is to that end that this course is addressed. A reading list will be provided after the first discussion.

ZEN

Course Organizer: Dick Cohen

Personal and Individual interviews with the "Zen Master", Dick Cohen, at 1344 48th Ave., San Francisco. Hours to be arranged.

COMMUNITY, MEDIEVAL AND MODERN

Course Organizer: Miles Pruden

A course designed to explore the Medieval community and its viability in the present social structure. The duration of the class will be fifteen meetings: (1) Introduction: date the period. Define "community" (a.) at large, (b) the individual community. (2) Belonging, the Medieval sense of fitness and obligation. Ours. (3) The romantic ideal as in "Puck of Pooks Hill" by Kipling and Mallory's "Morge d'Arthur" and Rosemary Sutcliffs "Shield Wall". (4) The romantic ideal as historians see it. (5) The early Christian Community. Faith or an idea versus practicality. (6) Monasticism, then and now. (7) Guilds. (8) The Anglo-Saxon village and the tightly knit society. (9) Mid term. (10) The opters-out, beggars, Medicants, peddlers, jongleurs. How much can the society bear and is it practical now. (11) Why did the Medieval community work and what happened to it. (12) Is it possible to have a genuine community in this day and age. (13) Escapism or involvement. (14) The mechanics of running a community. (15) Design your own.

DRAWING

Course Organizer: Michael Cookinham

THE USSR AFTER 50 YEARS: MYTHS AND REALITY

Course Organizer: William Mandel

The USA and the USSR today alone possess the Very Biggest Bang and delivery systems capable of destroying each other and the world. Yet at this late date, relations between them are so poor that trade is virtually non-existent, and the war in Vietnam is complicating matters further. Clearly, the generations now being educated in both these countries must be equipped to do a better job of moving them away from the brink than their elders have done. Internally, the Soviet Union offers social challenges to the West that no other non-Capitalist country has existed long enough to offer. For example, Indian and Pakistani acceptance of mediation by the "white" USSR in the Kashmir war is largely a consequence of the confidence won in Asia by the 50-year record of the Soviet Union with respect to the 35,000,000 of its citizens organized in ethnically Asian republics. (Mr. Mandel's The Soviet Far East and Central Asia, Institute of Pacific Relations, 1944, was the pioneer study in this field, and he writes further on this subject in the June, 1967 number of Current Anthropology.) These republics pioneered what is today called "black power" in the U. S. Other Soviet challenges are in the fields of social mobility, essential elimination of unemployment for 35 years, equality for women, complete elimination of tuition fees while virtually all students receive living allowances, etc. On the other hand, there is tight control over political dissent and forms of cultural expression. Precisely how great the challenges are and how tight the controls and what are the present directions of movement in these fields, will be major subjects of investigation in this course. Slides and tapes which the instruc-

tor made during his fourth visit to the USSR, films, and other media will supplement lectures, questions and discussion. The basic texts will be Mr. Mandel's Russia Re-examined, and Hendel and Braham, The USSR After 50 Years, to which Mr. Mandel is a contributing author. Enrollees are not required to seek credit and there are no pre-requisites. However, papers will be required of those who seek credit. The class will meet once a week with Mr. Mandel. His most successful class in previous semesters was one in which the students met as a group in his absence for an additional weekly session, and would bring its conclusions and questions back to the next "regular" meeting.

INTERDISCIPLINARY TEACHERS CORPS FOR THE EDUCATIONALLY ALIENATED

A teacher education project on teaching the educationally disadvantaged to be offered with the EC with the cooperation of the School of Education at SFSC and the San Francisco Unified School District. This program is designed and developed by Mr. Edmund F. Bacigalupi and Mrs. Marjorie W. Gardiner.

TEACHING THE EDUCATIONALLY ALIENATED ADOLESCENT

Course Organizer: Mr. Edmond F. Bacigalupi
and Mrs. Marjorie Gardiner

Designed for prospective high school and junior high school teachers interested in gaining a clearer insight into the social-psychological problems which confront the adolescent in a technological society. Considers his educational needs and social groupings, and relates teaching and guidance to them. Provides opportunities to work with the educationally alienated adolescent in a teaching situation. Upon approval of the instructor. Planned classroom visitation to secondary schools in the Bay Area.

⑥ WORKSHOP FOR IN-SERVICE ELEMENTARY SCHOOL TEACHERS ON TEACHING METHODS FOR THE EDUCATIONALLY DISADVANTAGED

Course Organizer: Mr. Edmund F. Bacigalupi and Mrs. Marjorie W. Gardiner

A workshop to develop teaching techniques for the educationally disadvantaged in the elementary school. This workshop will help teachers gain insight into the learning problems of inner city students and develop curriculum units designed for them. The workshop will provide a reading resource teacher and a specialist in background and materials for developing curriculum units.

⑥ ORIENTATION TO THE LEARNING PROBLEMS OF THE EDUCATIONALLY DISADVANTAGED

Course Organizers: Mr. Edmund F. Bacigalupi and Mrs. Marjorie W. Gardiner

Study of teaching the educationally disadvantaged; professional opportunities, qualifications, and demands. An orientation to the basic learning problems of the educationally disadvantaged. Planned classroom visitations and field trips through child-care centers, elementary schools, junior high schools and senior high schools in Bay Area. Designed to help prospective teachers understand the disadvantaged urban students before they enter student teaching.

⑥ STUDENT TEACHING IN THE SECONDARY SCHOOLS

Course Organizers: Mr. Edmund F. Bacigalupi and Mrs. Marjorie W. Gardiner

Teaching experience in the secondary schools under guidance of a Interdisciplinary Teacher Corps college supervisor with the co-operation of a supervising public school teacher. Open only to students who have been approved by the Interdisciplinary Teacher Corps Instructional Staff. Student teaching hours will be arranged for the students by the Interdisciplinary Teacher Corps staff. All student teachers must sign up for the course Teaching the Educa-

tionally Alienated Adolescent, while doing their student teaching.

⑥ THE SECONDARY SCHOOL STUDENT SEMINAR

Course Organizers: Mr. Edmund F. Bacigalupi
and Mrs. Marjorie W. Gardiner

A course designed for junior high school and senior high school students who are interested in learning at the college level. The course will give secondary school students the opportunity to become aware of the college environment, and who they can see themselves as prospective college students while still in the secondary school environment.

⑥ SECONDARY SCHOOL CURRICULUM: TECHNIQUES OF CURRICULUM CHANGE IN THE SOCIAL SCIENCES

Course Organizer: Mrs. Margaret Bacigalupi

A study of the basic principles of curriculum development and change in the social sciences as it is designed to meet the educational needs of the educationally disadvantaged within the structure of the urban secondary school.

⑥ CURRICULUM CHANGES IN THE READING PROGRAMS FOR THE SECONDARY SCHOOL

Course Organizer: Mrs. Marjorie W. Gardiner

A study of the teaching strategies used in the field of reading at the secondary school level. This course will be designed to encourage teachers of reading to be creative in developing curriculums for the educationally disadvantaged student. The

instructor was a participant in the National Defense Education Act 1967 Summer Institute of Reading at SFSC.

TOWARD A SCIENTIFIC CULTURE

Course Organizer: Mr. Aaron Katz

A new set of concepts, intended to challenge those which have dominated the Western culture. These include: the first scientific definition of man, together with the three fundamental laws governing man's existence and the method of their proof; the solution to the existential crisis of our day, involving both cognitive and emotive aspects and providing, in effect, a new religion; an explicit definition of philosophy which will allow for programmatic research in that field and which incorporates the essential messages from phenomenology, existentialism, and logical empiricism; the laws governing the movement into the new culture, and its solution to the problems of freedom, of aggression and of a new language.

SOCIAL PHILOSOPHY AND EDUCATION

Course Organizer: Mr. Aaron Katz

An analysis of the present educational process using a sociological and theological approach into the problems of creating new value orientations on the area of human relations within the authoritarian structure of the present educational system. Designed to create a feeling of sensitivity towards the educationally disadvantaged learner within the school environment. A look at what new concepts can be used to bring about change in the social attitudes of the teachers toward the disadvantaged learner.

⑤ Basic Enchantments of the Style of Hassidic Thought

Course Organizers: Alexander ben Shmuel
and Ron Sher

One great Hass Rebbe (Rabbi) had fifty very special hand-picked followers. These followers appeared to be the dirtiest, most disgusting people in a hundred mile radius. Every Shabbot (the Jewish Sabbath) hundreds of people would come to be with this great Rebbe. But no one, not even the wealthiest, not even the most learned, could sit near the Rebbe except his own filthy followers. You may say his behaviour was kind of odd, but he reasoned this way: If I love people in accordance to their merit, then how can I love the unfortunate person who has little merit? And if the Almighty loves people according to their merit, how could he possibly love me, who has no merit to speak of? But if I love people with no regard for their merit then I can expect the same of the Almighty! Needless to say, his followers were actually men of great worth.

Hassidism is the renegade "spirit" of Judaism. Founded by the Baal Shem Tov ("Master of the Holy Name") of Blessed Memory about 200 years ago, its roots go back to the creation of the world. Ideologies count less than nothing, and a warm heart is considered the most precious jewel. And even greater than a warm heart is a heart on fire. "Hassid" in Hebrew means "zealous, one who goes all the way." Let's work together toward kindling the fire in our souls.

Course emphasis: singing and dancing, legends from the Torah (the Bible) and from Hassidic folklore, readings from various Hassidic Rebbes, and special events such as weekly Shabbot celebrations, festivals, and Rabbi Shlomo Carlebach in person whenever he is in San Francisco.

PHENOMENOLOGY OF REALITY

Course Organizer: Frank V. Ardourel

The central question for people who would become authentic selves with an identity turns upon a quibble: Is it better to really be a successful human being or is it enough to feel and think that you are a successful human being? Phenomenology does not seek reality itself so much as it seeks to describe through perspectives how it is that anything appears at all. This seeking leads backwards through systems of and visions of reality to the pre-cognitive, pre-rational, pre-verbal, non-systemic conditions in which all such systems and visions are rooted. Some rational/idealistic models of such visions fall into the realm of scientific, religious, philosophic, social/cultural, political, economic, linguistic, semantic, and mythic-magic thought. In the realm of chemically induced (utopiates) are the straight methods: aspirin, tyrin, compoz, miltown, alcohol; and among the hip: Cannabis, Mescaline, LSD, STP, etc. This class will be a comparative interpersonal exploration setting the phenomenol subjective/intersubjective world of meaning and being over against a variety of visions of reality. The class would depend ultimately upon what each participant brought to it--his experiences of reality. Readings that the class might use include works of Merleau-Ponty, Maslow, Boss, Camus, Rogers, McLuhan, Golding's Lord of the Flies and Freefall, Gibran's The Prophet, Catch 22 by Heller, Cat's Cradle, Kelsey's One Flew Over the Cuckoo's Nest, and films such as "Blow Up", "Juliet of the Spirits", etc. etc. The vision side would include anything and everything and each participating member could bring to the group in the way of experience and special knowledge.

THE LEGACY SERIES

A special investigation into our heritage conducted under the auspices of the Experimental College at San Francisco State, designed and developed by Phil Garlington.

① THERMONUCLEAR WAR: Or Why This Generation Will Never Grow Up.

Course Organizer: Phil Garlington

A primer of rudimentary facts about the coming nuclear holocaust. Emphasis will be placed on the destructive power of modern hydrogen weapons and on present delivery systems. Discussion will also center on the secondary effects of radioactive fallout and radiation disease. If time and inclination allow, the course work will include future development of nuclear weapons systems and the likelihood of proliferation. On a more optimistic note, the course will examine the case for civil defense, anti-missile systems, and the outside chance of disarmament. The conception of this class is to present the basic facts about nuclear weapons and the consequences of nuclear war; no particular political line will be offered, although participants should feel free to put forward whatever geopolitical theories they possess.

② WORLD HUNGER, OVERPOPULATION, IGNORANCE AND DISEASE: Or, Thanks a Hell of a Lot.

Course Organizer: Phil Garlington

A beginning guide to the bitter realities of the next two decades. The course will center on the consequences of the fulfill-

ment of the Malthusian prophecy as the present population of the world doubles in the next 40 years. Further, the course will demonstrate some hard facts: that population growth at the present rate inevitably will outstrip productivity; that the technological advances of the industrialized countries abet hunger in underdeveloped countries; and the effect of the historical role of disease as a control on population being tampered with by medicine. Guest speakers will include representatives from various social agencies, professors and political activists.

COLLEGE UNION COUNCIL

Organized by members of the Council

If you are interested in the development of an organic environment to serve as a meeting place for our academic community and all its bags, contact the College Union Council, Hut T-2, Tel. 469-1314.

© MCLUHAN, TECHNOLOGY AND EDUCATION(ED177)
Course Organizer: Ron Levaco

A study of the impact of the electronic media on American society and education. Specifically aimed at Assessing the applicability of the ideas of Marshall McLuhan to the classroom. Instructor and student select special areas for study. Topics will include the role of film relative to the aims of education in social and vocational preparation; students' television and film experience with respect to the classroom; desirability of multi-media approaches to the education of the culturally deprived; techniques of the teaching of films and other media as literature; and the influence of the computer and information storage on the classroom. Course organizer is a former teacher of English in the SF Unified School District, and is currently a graduate assistant and MA candidate in RTF.

Reading List: McLuhan: Understanding Media, The Medium is the Message; Friedenberg, Coming of Age in America; Neill, Summerhill and Freedom, Not License; Culkin, Film Study in the High School; Smith, Cybernetic Principles of Learning and Educational Design.

TRANSCENDENTAL MEDITATION

Course Organizer: Greg Pearson (Student's International Meditation Society, Berkeley)

Transcendental meditation is a safe, scientific systematic technique to train and enable the mind to experience source of thought. This technique allows one naturally to develop creative intelligence to the maximum and expand the capacity of the conscious mind, thereby enabling the mind to display its full potential. The technique is individually designed for each student in order that his mind may systematically transcend the subtle states of the thought process and consciously arrive at the source of thought. It involves no concentration, mysticism or self-hypnosis; it only employs the natural tendency of the mind to seek greater happiness and fulfillment. The first lecture will be given by Maharishi Mahesh Yogi, founder of SIMS. There will be 2 or 3 weekly lectures following by Mr. Jerry Jarvis and later, in October, arrangements will be made for personal instruction in this technique.

THEATRE IMPROVISATION WORKSHOP

Course Organizer: John Robinson

This class will prepare a theater piece for production in January. The piece will be put together in class through improvisation. The improvisation will involve movement, noisemaking, and story telling. The presentation will resemble Japanese No Drama or Chinese Opera rather than plays that utilize spoken dialogue. The class will experiment with materials for the construction of environments. Environment will play a large part in the Jan. presentation. Some dancing and/or acting experience preferred. Also, people who are involved in plastic arts and music are needed.

© A WORKSHOP IN WIT, HUMOR AND TRAGEDY
Course Organizer: Syd Saltzman

Exploring Humor, Tragedy and Wit as basic forms of personal communication and contact within a dramatic-psychological perspective. Workshop will be directed by S.S. Saltzman, Ph.D., a clinical psychologist at S.F. General Hospital.

© THE PERSONAL AND SOCIAL PHILOSOPHY OF AN EXISTENTIALIST MYSTIC

Course Organizer: John Vincent

The course will attempt to raise and resolve the ultimate questions of value. The sky is the limit as far as its ambitiousness is concerned. Relevant topics: How may I choose among all the value systems open to me? How may I know truth and live truly? What are the important questions of life? How might men truly own their own lives and how might man express his frustrated human sovereignty over his world? I have been working on this for 4 years and have reached answers I consider revolutionary, perhaps even final. They might be summed up as the ideology of truth and the religion of life. I would like to relate a radical new outlook upon life, politics. Relevant readings: Thoreau's Walden, Ortega and Gasset's The Revolt of the Masses, Gandhi, Camus, Watts, Nietzsche, Hoffer.

© OPEN PROCESS

Course Organizer: Open Process Staff

Open Process began publishing last spring as an alternative to ordinary college publications. We intend to continue as a weekly devoted to the social - ethical-moral-chemical revolution going on on this campus and across the country. There is a need on this campus for a publication devoted to printing what a great many have merely been saying quietly in the past. We need people

to: write, copy read, type, help with circulation, do art work, or anything else, Any talent you might have is welcome. Office: Hut B.

PHILOSOPHY OF PSYCHOLOGY

Course Organizer: Darrel Rogan

Philosophy of psychology: a combination of the Freud - Jung approach and the new ideas about the mind from the Psychedelic Revolution. Lecture and discussions will cover: How to be creative and loose weight at the same time; Psychedelic Freud; Anihilation of the superego; culture, death, and family life; Psychosematic causation; Morality as a disease; Oedipal relations.

BEGINNING GO

Course Organizer: Richard Mann

"GO" is a game of skill for two players, and the oldest of all known games originating more than 2200 years before the birth of Christ during the reign of the Chinese Emperor Shun. The game was brought to Japan in 754 A.D. and is now the national game. The objective of this first course in "GO" are: 1) to acquaint students historically and currently with one of the few games of pure skill that has ever been created; 2) to provide students already acquainted with the game an opportunity to increase their skill; 3) to give rated players a place to meet and play. 3-hour sessions; 1 hour on rules, strategies, recurrent situations, and later on problems and illustrative games. 2 hours of open play. No materials required, but people with sets might bring them. Class limited to 20. No prerequisites.

POP YOGA

The Pop Yoga series is designed to integrate the essential Being of each participant through a variety of forms. The assumptions underlying the series are that each person is his own master, that gentle self-discipline is necessary to fully realize this, and that this self discipline is best accomplished in association with persons of like mind and inclination. The key course in the Pop Yoga series is "The Way and the Illusion of Form." It is open only to persons concurrently enrolled in another course in the series, or by consent of the staff.

THE WAY AND THE ILLUSION OF FORM

A non-academic investigation into the reality of a community of satori and service. The course will be team taught - its character will be largely dependent on the participants. It will involve group encounters, discussions, and field trips. Little more can be said.

GESTALT SENSITIVITY

Course Organizer: Jim Morse

A basic encounter group to explore the self image in a real and dynamic situation. Mr. Morse has been working with Gestalt groups at Mendocino State Hospital and carried on a workshop during the summer here at SFSC.

TAI CHI CHUAN

Course Organizer: Winslow Rouse

This Ancient Chinese exercise art is a direct application of the basic principles of human movement. The course will use an intensive study of a few of its movements to teach those principles and the Taoist orientation to space and time.

SCIENCE FICTION AS LITERATURE

Course Organizer: Stuart Kenter

An exhaustive study of Science Fiction as serious literature - its origins, present status and future trends. The course will cover definitions (distinctions from fantasy), contributions to literary principles (e. g., the Idea as protagonist), and will concentrate in-depth on a range of S - F themes - Global Insecurity, The Frankenstein Myth, Galactic Colonialism, Social Diagnosis and Warning, Chiliastic Panics, Time Warps and Paradoxes, Life in Deep Space, Parapsychological Powers, Cathartic Sociologies, Brainstorms and their Consequences, and Homocidal or Dangerous Children. Time permitting, there will also be a comparative study of British, French, Japanese, American and Soviet Science Fiction to examine the differences in various nationalistic or cultural approaches to the same themes. There will be a few informal lectures. Discussions will center around specific works and ideas. Reading List. Maximum: 25 students. Monday 7 - 9 p.m.

MACROBIOTIC COOKING

Course Organizer: Linda Lockey

Classes in which food is cooked and eaten and food baked at home is brought in and shared. Discussions of experiences of feeling states related to food eaten; relating food to behaviour and emotions. Discussion of the environment and manner in which food is eaten. Limited verbalization. Mostly cooking and eating.

LEARNING TO SIT STILL

Course Organizer: Deneal Amos

Training in meditation, concentration and contemplation, and simple chanting. No doctrine. Consultation time available outside of class.

TAI CHI CHUAN (Young Form)

Course Organizer: Deneal Amos

The short form of an ancient Chinese dance exercise designed to bring about full harmony of mind and body and free flow of chih (life force). Brings mental clarity and freedom of movement. An exercise without exertion done in slow motion, people of all ages, sexes and physical conditions can feel free to practice this form. Tai Chi is meditation in movement.

ZEN BASKETBALL (Co-ed)

Course Organizer: Deneal Amos

A class in moral philosophy designed to teach us to practice what we preach by discovering, in action too fast to be controlled, ourselves and the difference between what we say and what we actually do. The goal of the class is to bring the student to the point where theory and practice coincide. Pre-requisite in Tai Chi Chuan class or satisfactory evidence of extensive previous training or any concurrent physical training. Previous basketball experience unnecessary. Rubber soled shoes required.

ASTRO-PSYCHOLOGY or IN SEARCH OF IDENTITY

Course Organizer: Milo Kovar

Material to be covered: A comparative study of 5000 years of history of astrology and other psychological arts of the East. Stressing astrology's educational value in guidance of personality, counselling, development of spiritual awareness; its link with Jungian psychology. Law of Cycles, as it relates to Man's life and motion of the planets. Elementary astronomical concepts.

To cover expense concerning field trips to planetarium, astronomical observatory and some written material on the subject, a fee of \$3.00 should be required from each participant.

FOOD

Course Organizer: John R. Wilkie

So simple that no one will believe it. A practical dissertation on the preparation of food and the relationship of food to the physical body. The course will compare Western and Eastern food. (Adele Davis and George Ohsawa).

THE WESTERN OCCULT

Course Organizer: Erlene Bradford of the 6-Day School

The use of the Tarot, the Kabalah and astrology based on the premise that these disciplines from the three-way foundation of the Western esoteric tradition. For true perspective each must be understood and utilized in relation to the other two.

MEDITATION

Course Organizer: Dr. Eknath Easwaran

This course is designed only for students, i.e. persons seriously interested in practicing meditation. An introductory lecture will be given Sept. 28 and if there is serious interest regular meditation will be held. Dr. Easwaran is the director Founder of the Blue Mountain in Ashram in Berkeley, a center dedicated to the development of the highest consciousness in man.

DANCE PROGRAM

Organized by Karen Ahlberg

This is a beginning program in the Experimental College which will eventually cover all areas of dance: observation, study, teaching, performing, and composing. The relationship of dance to the other arts and disciplines will also be one of the major concerns of this program. Our primary purpose will be to explore and involve ourselves in what is happening in dance and the arts today, and to integrate these things in a new way to come up with a statement that is unique to our time and place. The first part of the program is designed so that anyone--no matter his method of involvement--can relate himself to dance in some way. For those who merely wish to participate as an observer there will be dance concerts presented on campus by both new and established groups and individuals, as well as lectures and demonstrations. For those interested in studying dance there will be a wide range of classes ranging from ballet to dance therapy. For those who are interested in teaching, there is ample opportunity and facilities for you to teach and a part of the program accomodates those who want to teach but have never tried to do it and who want advice. Anyone who would like to perform will be given facilities and aid for putting on his performance. For those who would like to work with a group of people in developing and performing their own compositions there will be a Choreographers Workshop organized by Karen Ahlberg. A seminar will be established composed of young dancers and choreographers, which will concern itself with what dancers today are doing, what they are working with and what motivates them, what directions they are taking, what they are saying and how they are saying it.

ELEMENTARY BALLET (Cecchetti Method)

Course Organizer: Hyam Glickman

The Ballet, as taught by Maestro Enrico Cecchetti and his certificated pupils, is a method of training the body of the student so that it will be a responsive, instrument in professional performance, personal enjoyment, or in every day living. Its basic emphasis is on development of a strong center from which the body can move in any direction, with any dynamic. Toward this end, the small inner muscles are developed. The student is also helped to develop a sense of pure line, which can then be altered or distorted at will. Much of the training is arduous and boring. But a concentration of effort will bring great rewards in joy in significant and economical movement.

CHOREOGRAPHER'S WORKSHOP

Course Organizer: Karen Ahlberg

This will be a workshop where dancers and other artists can come to learn about already existing methods of composition, and to experiment with new ones. The course will be run basically as a working situation where individuals work on their respective compositions, using the rest of the group as resource material. The work done in this course could result in a performance given on the campus.

© DANCE IN NATURE: A Course in Contemporary
Modern Dance

Course Organizer: Carol Sandvick

A course in modern dance designed for beginners or experienced dancers, which will relate the movements of Nature to the movements of Man, and thereby aid one to find his most natural movement, the movement which most readily expresses one's own self. There will be group and individual work, along with the use of instruments, costumes, sculptural materials, etc. Miss Sandvick recently received her Master's Degree in Dance at Mills College where she also taught.

CRAFT INDUSTRIES PROGRAM

The Experimental College is building a program centered around teaching and learning of crafts weaving tailoring glass blowing we need teachers and equipment and welcome students pottery jewelry food shoes furniture clothes musical instruments personal use skill training plumbing auto mechanics wiring make your own thing leather wool metal wood cotton.....

SCHOOL OF EDUCATION PROJECT

A primary goal of education is the development of integrated and free individuals. The individual who is harmonious within himself who has begun to understand the process of himself and the nature of his freedom is best prepared for independent thought and action in meeting the problems of living and working in society. He has for himself and can see for society more possibilities for development, more choices.

While the free individual is the rhetorical goal of our schools, the schools do not generally produce free individuals. Concentration on skills and thought abstraction does not develop and understanding of Self, creativity, and an independent and critical mind.

The School of Education Project began last spring shortly after the Student-Faculty Conference Panel held by the EC. Both students and faculty from the School of Education were interested in exploring some of the ideas and techniques the EC had begun to draw from its General Courses program concerning ways of beginning to develop in the schools methods and philosophies more conducive to individual growth and potential. The goals of the project are mutual exploration of methods of teacher training that allow students to develop a greater understanding of themselves in the role of teacher, and the exposure of students to more choices of educational style and reality. To realize these goals the EC will work with students and faculty in the areas of curriculum development and will hold seminars, workshops and lectures concerned with these areas of educational thought and practice. This fall there will be three classes in Modes of Educational Innovation organized by the staff of the EC.

A. INNOVATED TEACHING: A Seminar In Styles Of Educating.

Explorations of various models of innovative school practice. Montessori and A.S. Neil, Krishnamurti, descriptions in journals of varying approaches will be read and discussed. The overall consideration of the seminar will be the analysis of the purposes of education and the style of educating flowing from that analysis. People working in innovative schools in the Bay Area will attend the class as lecturers and students will be involved in non-verbal activities designed to bring them into closer contact with themselves and each other as a base for the investigations to take place.

B. INNOVATIVE TEACHING: Field Work In Innovative Schools.

Students in this class will have the opportunity to visit and work in various innovative schools in the Bay Area such as the Shire School, Pines School, Pacific High School, Walden School and Presidio Hill School. Seminars on the process they are involved in will take place with others in the work situation.

C. EXPERIMENTAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS.

Students will have the opportunity to work with the EC in its continuing attempt to discover and implement into college curriculum styles of teaching and curricular topics to expand the potential of college students. A continuing work/seminar concerning method, evaluation, work problems.

Note: Courses and seminars connected with the School of Education Project will be credited through the 177 series.

LECTURE-WORKSHOP SERIES

As a focal point for some of the work that is being done in the EC, a series of Lectures and Workshops will be conducted during the Fall semester primarily dealing with aspects of self development and educational techniques that foster individual growth and creativity. The lectures will provide a conceptual introduction to the work being done in these areas while in the workshops is the opportunity to experience some of the processes discussed. A complete list of lecture times and dates will be published separately. Participants in this series will include:

Dr. Frederick Perls, Oct. 16 - 19: Gestalt Therapy. The noted originator of Gestalt Therapy; author of Ego, Hunger and Aggression; co-author of Gestalt Therapy will conduct discussions and a small workshop.

Dr. David Goldberg: Innovation in Education Advanced Planning Officer in the Bureau of Research U.S. Office of Education. He will lecture and conduct seminars.

Dr. Eknath Easwaran, Sept. 28: Meditation
Dr. Easwaran is the founder of the Blue Mountain Ashram in Berkeley; will discuss meditation as an instrument in personal development.

Kriyananda: Yoga and Modern Man
Kriyananda (J. Donald Walters) studied Yoga with Paramhansa Yogananda, founder of Self Realization Fellowship. Will discuss value of Yoga to self development in industrialized society.

- Dr. William Shutz: Microlab of group awareness techniques. Dr. Shutz is one of the directors of the Esalen Institute Resident program. Concentrates on group dynamics and innovational techniques in group encounter work.
- Dr. Hobart Thomas: Encounter Groups
Chairman of the Department of Humanistic Psychology at Sonoma State College. He will conduct a workshop and discussion.
- Dr. Severin Peterson: Affective Learning in the Public Schools. Dr. Severin is currently researching his subject with Dr. George Brown of UC Santa Barbara on a Ford Foundation Grant.
- Dr. Peter Marin: Development of Freedom
Dr. Marin is the Director of Pacific High School, an innovative school in Saratoga, Calif. Will discuss individual freedom and how it applies to public schools.
- Dr. Richard Marsh: The Psychedelics
Dr. Marsh is a member of the SFSC faculty and on the Board of Advisors to Esalen Institute. He is concerned with communication, personal development and the use of Psychedelic drugs to facilitate these.
- Dr. Joel Fort: Turning on Social Systems
The seminar will be action oriented, including discussion of movements as diverse as student radicalism and the hippies, but focusing on what the individual can do, including techniques for changing or turning on social systems. Author, lecturer, social critic, UC Faculty member. Created and directed SF Center for Special Problems, (first program to provide treatment and education for all forms of drug abuse, sexual deviance, crime, and suicide working with hippies, poor and minority groups). He was subsequently fired for his radical thinking.

ESALEN INSTITUTE

Another way in which the EC will concern itself during the coming year with the question of individual growth and development in a cooperative program with Esalen Institute. Located in Big Sur and in SF, Esalen describes itself as "a center to explore those trends in behavioral sciences, religion and philosophy which emphasize the potentialities of human existence." It's activities consist of seminars and workshops and a residential program exploring new directions in education and the behavioral sciences. Esalen Institute is continually involved in the development of techniques in areas of affective learning that can be transmitted and integrated into the curriculum of educational institutions. The purpose of the Resident Program there is to transmit these techniques and to allow individuals in the program to develop them and explore their application to education.

During the year several of the Esalen Resident Fellows will work with the EC to develop programs at SFSC that will utilize the techniques that they have learned such as encounter groups, dance and Gestalt therapy, sensitivity training and theatre games. Workshops and lectures will be held and explorations of curriculum development utilizing these techniques will be undertaken with faculty and students. Further workshops will be conducted by noted Psychologists and educators. As a part of the program several students each month will be able to go to Esalen for a one week period to participate in seminars and workshops. Further information on the Esalen program for the coming year can be obtained at registration and in the EC office.

WORK-STUDY PILOT PROJECT

Organized by the Work-Study Staff

Last Spring semester a Work-Study Pilot Project was developed in an attempt to combine a specific field experience form with the theoretical concepts of a particular academic field. The results were simple and direct: the academic disciplines are not only inadequate but entirely new disciplines are needed to more completely encompass the knowledge, understanding, and thinking patterns present today and the directions these developments are taking.

The present disciplines are in need of reorganization and redefinition. The establishment and development of the Work-Study Pilot Program was only another perspective on the problems generated by underdeveloped and limited disciplines.

The students will be able to do community research, tutoring, lead arts and crafts classes, group work. They will meet in seminars every two weeks to evaluate the disciplines in use and try to find new disciplines to use. The students will receive college credit for the work done, but this is optional.

MAX

Max, short for "Maximizing Your Educational Possibilities," began as an Experimental College seminar (for credit) designed to develop and codify ways by which SFSC students could make their college experiences meaningful and enjoyable as possible. To the students in the "Professor Evaluation Seminar" this meant finding effective ways to cut through much of the red tape of the college bureaucracy, and finding good courses to take from good teachers. Last fall questionnaires were distributed to and collected from about 1,000 SFSC students. The first edition of MAX, containing evaluations of 213 professors, was published in time for Spring registration, 1967. One thousand copies were printed. They were sold out in three days.

This year the MAX staff is planning a bigger, better professor evaluation. It student body support is great enough and most of the 10,000 continuing students fill out and return questionnaires, the second edition of MAX (to be published Spring, 1968) will cover over 500 SFSC professors. If each of 10,000 students returns questionnaires on just 3 of the professors they had last spring, there will be 30,000 questionnaires to be processed and turned into a book. For that amount of work we need a large, willing staff. We need people to write, people to man collection booths, run computers, keypunch, run publicity campaign and in short, to learn how to put a MAX together. MAX can be taken for 3 units of credit for those interested in spending 2 hours in class and 6 hours outside of class per week. We also welcome those who want to "pitch in" occasional Help. The 2 hour meeting will be one evening per week. TBA

DRAFT HELP

Draft Help is an enterprise of the EC designed to give everyone affected by the draft accurate information from which to make choices. For the last year this has meant that we have been concerned about the whole range of situations and alternatives facing those eligible for the draft, from questions on how to volunteer for the Army to inquiries on what form of non-cooperation might be most effective. Most of the problems are somewhere in the middle, usually about deferments of one sort or another. Our experience has led us to specialize in information regarding student deferments, Canada, and conscientious objection, though we try to keep up to date on all aspects of the draft law.

We are studying the varying natures of the many local boards (400 in Calif. alone) in an attempt to see whether a draft board's response to a registrant's request might be to some extent predictable. We also act as a reference point for those in need of attorneys in need of SS information. Draft Help is located in Hut D, Room 1, opposite the Bookstore, and is open from 9-5. Should you have any questions about your own situation, drop by or give us a call at 469-1668. Nights or weekends call Steve Gibson at 621-9633.

Note: The Experimental College publishes a Newsletter on the average of once a month. If you wish to receive one, be sure that your course organizer has your address or come to Hut D, Room 3 and ask to be put on the mailing list. Any articles will be gladly accepted.

EXPERIMENTAL COLLEGE

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