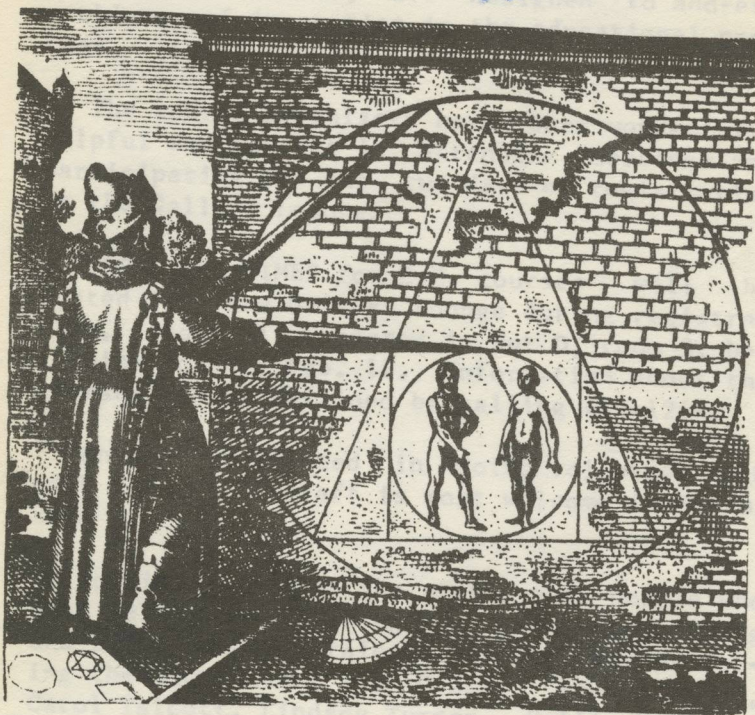


EXPERIMENTAL COLLEGE

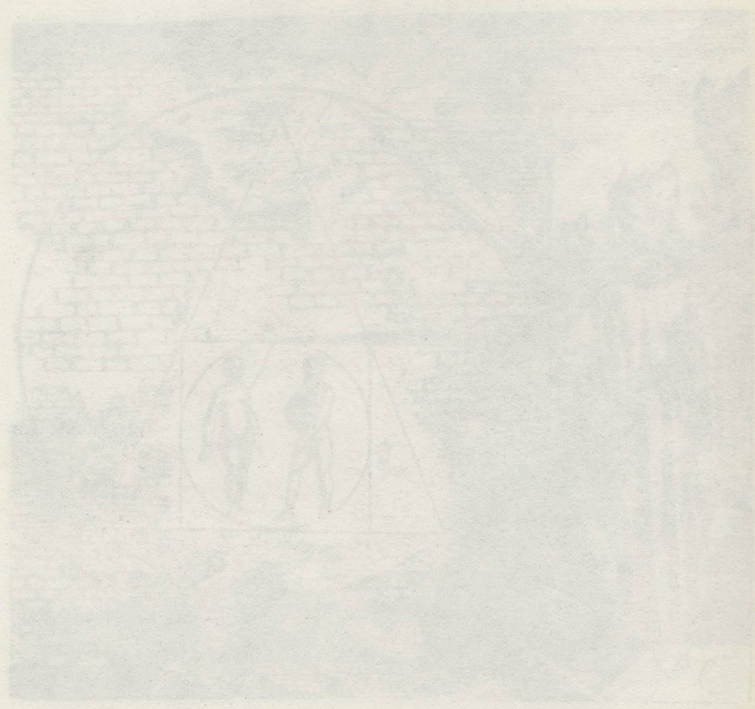
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EXPERIMENTAL
COLLEGE

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THE EXPERIMENTAL COLLEGE was founded on the idea that students can and should take an active responsibility in their education. Thus, anyone can participate in organizing or attending any courses offered through the E.C. The E.C. is also oriented toward innovation in learning techniques and the formation of communities of learning. Programs such as the Esalen Project, and the School of Education Project, in particular, are designed to address problems of innovation in the educational process.

The course organizers have been wonderfully helpful and patient in attending meetings and participating in the two days of registration in the Gallery Lounge.

ROOMS AND TIMES for E.C. courses will be posted in the Gallery Lounge during registration, and will be posted in Hut D, room 3, beginning Monday, Feb. 12. Information about the courses can be obtained by calling 469-1268.

Anyone interested in doing volunteer work with the E. C. staff is most welcome in Hut D, room 3.

Special thanks to the staff and people who have helped in designing the programs, typing and putting the catalogue together and producing the newsletter: Ian Grand, co-ordinator, Carol Talcott, Lindsey Turner, Sallie Hardage, Karen Ahlberg, Russell Bass, William Talcott, and the members of the Student Committee on General Studies; also to Jim Willems, a new staff member and project worker from San Diego.

Ein ander gut wasser

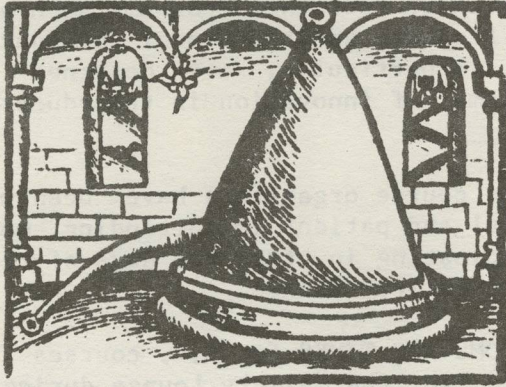
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GRAPHIC EXPERIMENTATION FOR MASS MEDIA
Course Organizers: Mark Freeman and Del Sonsten

This course will explore the various and dynamic uses to media graphics. Montage, collage photo-experimentation will be featured. Students' own work will be evaluated and in some cases submitted for publication in the Open Process newspaper and other media.

Credit may be feasible.

GOD IN A MID-CENTURY MILIEU - IS A CHRISTIAN HUMANISM POSSIBLE?

Course Organizer: Jerry McCarthy

The basic work of this course will be to examine the authentic dynamism of Christianity and of Christian theology in hope of finding principles serviceable for a humanism of our time. The course will be conducted in seminar fashion with three or four introductory lectures dealing with the tasks of theology today, the form and content of the Christian kerygma, and the life of the Christian in the world. Sympathetic but critical analysis of the culture of our times will be undertaken in papers to be read by members of the class in their respective disciplines. The attempt will be made to discern whether theism in general and Christianity in particular can speak to our time with any degree of clarity. This attempt will be undertaken with the utmost honesty granting the possibility that the Christian proclamation is useless for the work that lies before us in the future.

A basic bibliography will be presented to the class but there will be no required readings for the seminar. The sole responsibility of the students will be the presentation of one paper which will treat an aspect of the subject under discussion from the point of view of the student's interest and competence.

THE PROCESS - CHURCH OF THE FINAL JUDGEMENT

Course Organizer: Sammy Nasr

Assemblies: Every Sunday. 7:00 p.m.

First Process (Contact between people) every
Tuesday and Saturday at 7:00 p.m.. Telepathy
developing circle every Friday at 7:00 p.m.
2416 Geary Boulevard, San Francisco.

UTOPIAN METAPHYSICS OF THE THREE-FOLD FORCES

Course Organizer: Thomas Liatas

I. In theory: A Metaphysical inquiry into the Great Teachings, with special reference to the I Ching, i.e. concentration on the trigrams. The inquiry would also include synoptic readings in Taoist, Zen, Christian, Tibetan, Hindu, Amerind, and other Sacred Books.

II. In practice: The seminar is an In-Process application of the three-fold forces in nature: Earth, Man and God as the fundamental triad in the physics, metaphysics and mystique of utopianism. Open to former and future students of utopian thought. Graduate and undergraduate credit may be arranged. Phone 469-2119 for appointment.

THEOLOGY, CULTURE AND REVOLUTION

Course Organizer: Hugh Stuart

"Theology, Culture and Revolution," may be taken for credit, three units, either as Anthropology 177 or as Philosophy 177, under the sponsorship of Drs. Kemnitzer, or Forni, respectively, if there is sufficient interest. Details will be worked out during the week of February 12-16. If the course is not made into a "177" course, individuals may arrange for one to three units credit for Speech 199, with Dr.

McDermid.

The purpose of this course is to provide persons with an opportunity to discover and articulate the theological dimension of some particular aspect of culture. The term, "theological" covers all areas of human concern which apprehend questions of meaning, value, and significance. Theology includes atheism, non-theism, and theism. The theological dimension of any cultural phenomenon evolves out of man's effort to answer the question, "What, if any, is the significance of all this sound and fury?"

Individuals or teams may elect to work in any area of culture, or they may wish to develop a new religious or theological sub-culture. Special area of study might include LSD and new forms of mysticism, or theological motifs in world literature and in the arts, or in the philosophy and psychology of religion. Someone may want to study the relation between sexual, aesthetic, and religious experience. Some persons may desire to analyze the language of a particular piece of sacred or theological literature; or some may want to dig out the theological implications of a film by Bergman or Fellini, a play by Beckett or Albee, a poem by Eliot or Ginsberg, or a song by Dylan. Man today is experiencing a world - wide cultural revolution. There are as many possibilities for the study of the theological dimensions of culture as there are human beings in search of meaning.

Class time will involve seminar-discussions, presentations, and critiques by course participants. Persons taking the course for credit will work out special papers of projects in

PERSONALITY DEVELOPMENT AND RELITION

Course Organizer: Father Peter Sammon,
Director of the Newman Center, SFSC

Analysis of the role of religious influences in the development of personality. Authentic self-integration. Actual religious motivation. Relationship to live situation, others, values. Development of authentic existential will. Fixations and neurotic tendencies in the personalities of religiously motivated individuals.

Resource persons will include psychiatrists, psychologists and counselors in the Bay Area experienced in this field.

Bibliography: Adrian van Kaam, Religion and Personality; Eric Fromm, The Art of Loving; Ignace Lepp, The Psychology of Loving; Carl Rogers, On Becoming a Person.

ZEN

Course Organizer: Dick Cohen

An intensive exploration of the mind. Hourly appointments 10 a.m. to 4 p.m., Sat., Sun., and Mon. Requirements 1 hour per week. \$16.73 refunded at the completion of the course. Read "The Zen Teaching of Huang-Po."

ASTRO-PSYCHOLOGY of 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 expenses concerning field trips to planetarium, astronomical observatory, and some written material on the subject, a fee of 50¢ per meeting will be required, with the first two meetings free.

Class will meet Tuesday nights.

MYSTICAL EXPERIENCE: THE POINT OF LIFE

Course Organizer: Crist S. Lovdjieff

An exploration into the nature of the most central religious experience as it figures in its rich varieties in Hinduism, Buddhism, Taoism. This venturing will have as its point the discovering of the same rich treasures within Christianity's Jesus and some of the Saints. The point of the study will be the heightening of mystical awareness in our own experience and its relevance in our everyday lives.

Such an exploration would involve brief introductions to the great Asian spiritual traditions; an examination of the role of the Prophet in Judaism, the life of Jesus as mystic. Among the great saints it should be helpful to consider St. Anthony, the Egyptian; St. Francis of Assisi; St. Tereza of Avila, and St. John of the Cross. Some of the saints in Russian Orthodoxy as well as the role of the Holy Fool will also have to be considered.

Infusing the study with highly relevant materials from other sources can be one of the exciting ways of pointing up the richness and

power of mystical experience. These can include Plato's Allegory of the Cave from The Republic, dramas like T.S. Eliot's The Cocktail Party and Eugene O'Neill's Long Day's Journey Into Night, the poetry of Walt Whitman and some Japanese Haiku, Cabeza's relation entitled The Power Within Us, and Laurens van der Post's Venture to the Interior.

The first meeting will be Friday Eve., Feb. 16, at 7:30 p.m. Future meetings will be set then.

NORTH AMERICAN WHITE WITCHCRAFT

Course Organizer: Stephen Gaskin

An investigation of the theory and practice of magic and religion in contemporary life. The basic premise is that all acts are magical. In so far as is possible at this time/space nexux, classical magic will be illumined in the light of 20th century science with special attention to wave theory, quantum theory and sub-atomic physics.

All may come. College credit by arrangement with instructor. password: Love.

A GOLDEN AND BLESSED CASKET OF NATURE'S MARVELS

Course Organizer: Ian Grand

ALCHEMY/BIOLOGY/ZEN/MILAREPA/GITA/TAO/KARMA/DHARMA
AIR/EARTH/FIRE/WATER/LIFE/SUN/MOON
DANCE/CHANT/RAP/STORY/LITERATURE
ENERGY/FLOW/MERGE/EXCHANGE
FORM/ILLUSION/WAY/GAME
DAILY PRACTICE

DIALECTICAL MATERIALISM, a mutual study and questioning

Course Organizer: Cecille Hochman

This course will not be taught, but will hopefully be a creative exploration of the philosophy of Dialectical Materialism and its possible value in understanding and guiding history, science and human life.

A search for the relations in historical change and development, of evolution and revolution, harmony and conflict, absolutes and relativity, dualistic and dialectical thinking, and any other thoughts that arise from the readings and group exchange will be pursued. An application to movements, events and positions of the day will be attempted. A dogmatic or orthodox "Marxist" approach will be avoided. This will be an inquiry into dialectical materialism, as a philosophic approach. Writings specifically dealing with dialectics from Plekhanov, Hegel, Lenin, Marx, Stalin, Trotsky, Mao, etc., and literature suggested by the course members will be used. Those who have wanted to learn about and study dialectics, especially in relation to what is happening today may find the course valuable in stimulating new thoughts, insight, and further study.

PERSONAL ENCOUNTER GROUP FOR MARRIED COUPLES

Course Organizer: Evelyn Talbert

"Rather than relating directly, we usually respond to our images, myths, or expectations of the other person."

In this group there will be a focus on experiencing one another in the present. Verbal

and non-verbal approaches will be used toward facilitating listening skills and expression of feelings. Specific goals for the group will be formed by members themselves. A graduate student in the counseling department will lead the group under faculty supervision. Group size is limited to four couples.

(GAMES PEOPLE PLAY) STRUCTURAL AND TRANSACTIONAL ANALYSIS

Course Organizer: Cecille Hochman

This course will study, analyze, criticize, and apply the structural and transactional approach of psychotherapy. "Games People Play" will be used as basic reading, while the theory will be applied to issues of the day and specific individual problems. The value, limitation and dangers of this theory will also be discussed as we use it.

SELF, SOCIETY AND EXISTENCE

Course Organizer: Rich Adelman

An inquiry into the writings of George Herbert Mead and R.D. Laing with emphasis on how they illustrate the differences and similarities between the American pragmatist and European existentialist viewpoints.

The implications of their theories for the philosophy of science and for controversial issues in present-day psychology such as the behaviorism-phenomenology debate will also be discussed. Reading will include: C.H. Mead, On Social Psychology; R.D. Liang, Politics of Ex-

perience; T.S. Kuhn, The Structure of Scientific Revolutions. Credit available.

GESTALT SENSITIVITY

Course Organizers: Jim Morse and Ted Kaufman

A basic encounter group to explore the self image in a real and dynamic situation. This group will be unique among encounter groups in that attempts will be made throughout the semester to evaluate the process of the group, the problems with which it continually deals, and the changing relationships among group members. The evaluation will use techniques such as questionnaires and taped sessions and results will be made known to the group to facilitate and enrich the basic encounter experience. Mr. Morse has been working with Gestalt Groups at Mendocino State Hospital, and carried on workshops during the summer and the fall here at SFSC. Ted Kaufman is now doing graduate work in psychology at SFSC. He has had previous encounter group experience and is interested in doing research on such groups in a meaningful and non-exploitive way.

PSYCH. 177: FIELD EXPERIENCE IN PATTERNS OF REASONING IN NON-MIDDLE CLASS ENVIRONMENTS.

3 units. Letter grades.

Course Organizer: Margoroh Maruyama

Rationale: Life logic, philosophy, world view and interpersonal relations differ considerably from environment to environment. In this course the student engages in direct field experience in one of the environments which

differ considerably from his own.

Types of environment: American-Indian families living in San Francisco; Chinatown; Hunter's Point; Mexican - American families; lower-lower class whites; etc. Excluded are self-converted non-middle class of the middle class origin.

Methods: The student enters an environment of his choice. As an individual, he establishes a personal friendship with a family or a small number of persons in the environment. He has to be accepted or rejected in the environment on his own merits, not because of his academic function. He participates in the daily common activities in the environment, interacts with people, and observes and experiences in an unobtrusive manner. He gains insights mainly by living the environment. Verbal questioning may be incorporated only when it is a natural part of the mutual interaction. The student improves his sensitivity and perceptiveness during the course.

The class meets once a week to exchange experiences, critiques and methodological ideas. The student submits short progress reports (about one or two pages) twice a month, and a final report (about ten pages) at the end of the semester.

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 experiences will be employed to enhance self-awareness. Emphasis on the body as a total organism.

Ten couples (or more, 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 a Psychology of Being, A. Maslow.

The course will probably meet Tuesday nights from 7 to 10 p.m..

EXPLORING NEW FORMS OF SEXUAL RELATIONSHIPS

Course Organizer: Dave Allison

The course will try to go far beyond the usual approaches of sexology, sexual technique, or sexual psychotherapy. We intend to look at the various types of couple and courting relationship patterns that exist--unmarried, married and homosexual. We will try to pinpoint what's fulfilling and damaging about the existing patterns, and then aggressively construct new experimental methods and models to remedy the ills.

This will be a problem-solving, action-oriented seminar with a discussion and research format. Each member will draw on his unique background and abilities for the discussions and the individual projects that will make up the course content. The goal throughout will be to find paths to happier and more fulfilling relationships. Innovative, utopian, and far-out

solutions will be sought. For the approach to work, most of the seminar members should come with a conviction that change for the better is possible--either through structural or personal means. However, cynics are welcome and needed.

Techniques to be used in this exploration might include: autobiography and introspection; reading of relevant fiction or non-fiction; depth interviews with parents, siblings, children friends; lowers; interviewing of couples; observation and participant observation of tavern pick-ups; content analysis of movies, fiction, pornography, or sex manuals; historical analysis; field trips to turkish baths, psychiatric institutions, or nudist colonies; discussion in and out of class.

The class will meet some evening.

There is no limit on enrollment.

SEMINAR IN HYPNOSIS

Course Organizers: Peter L. Nelson and M.J. Samuels, M.D.

Class size: 10 students (chosen by course leaders)

Meetings: One three hour session per week.

Credit may be arranged in Psychology.

Requirements: An open and undefensive mind.

The seminar will demonstrate various types of hypnotic phenomena, and teach hypnotic induction procedures and autohypnosis. Readings from psychological literature will be assigned and discussed with an attempt to involve students in some level of hypnotic investigation and experimentation. Techniques of self-improvement, parapsychological phenomena, and teaching meditation through hypnosis will be

investigated. Special note will be made of hypnotic clairvoyants such as Edgar Cayce.

CONSCIOUSNESS, THE BODY AND EROS

Course Organizer: Stanley Keleman

The relationship between body muscle states and energetic aliveness will be demonstrated. The approach will show, by direct individual work, the difference between energy for work in the cultural sense and energy experiences as a state of personal aliveness, energy that is used for growth and experience. Different states of consciousness will also be explored.

VERBAL SENSITIVITY GROUP

Course Organizer: Roger Carlson

The group will meet Sundays from 2 to 5 p.m. There will be ten meetings starting on Sunday, February 18th. Group limited to 14 students.



THE DIMENSIONS OF MOVEMENT

Course Organizer: Karen Ahlberg

A study of the basic techniques of exploration into the body, the nature of movement, and the possibilities of dance as art, self-exploration and/or recreation.

We will deal with the methods of producing body change, the basics of improvisation, composition and breathing. We will explore the use of dance as a means of communication and as a basis for relationships. There will also be an attempt to take these ideas and begin to relate them to the community, by expanding our realm to the high schools and the community centers throughout the city.

We will explore the technique of learning through teaching.

We will attempt to take movement into the other realms -- or perhaps it would be better to say--discover movement in other realms.

ELEMENTARY BALLET (Cechetti 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 everyday 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 and joy in significant and economical movement.

PRIMITIVE JAZZ DANCE

Course Organizer: Janis Miller

A collage of dance movements directed towards Afro-Cuban and Haitian dance with some Jazz and Modern Dance technique. An emphasis on sensual-feeling levels of dance as associated with improvisation in African and Jazz music. African and Haitian music will be used, with possibility of live conga drummers.

AVANT-GARDE MUSIC SINCE 1945

Course Organizer: Charles Buel

Since so few students have had any acquaintance or understanding for the music written during the last twenty-three years, this course is designed to at least somewhat modify that situation. The special emphasis will be on listening to the music, and on learning to examine what has been heard.

Although no formal prior musical training is required of the students, whatever training a student has had should prove useful.

The music under consideration will include works by the post-Webern serialists, the American avant-garde, electronic composers and the new Polish school. This list is not to be regarded as exclusive, but should serve as a reference point. The ultimate nature of the class

sessions (more listening, more lectures, or more discussion) will be determined by the size and disposition of the class.

MUSIC AS PHILOSOPHY AND ART

Course Organizer: Jerome L. Dubins

Basically, the course is to be aimed at the non-music major and the student whose contact with music has involved no professional training. As such, the course must be approached at the more or less generalized level of music appreciation, presuming no prior skills or knowledge of technical concepts and specialized vocabulary; however, the course will not attempt to develop listening techniques nor present a chronological survey of music history. Instead, the course will be organized from the critical rather than the analytical viewpoint. Thus, musical works considered as an expression of philosophical and artistic attitudes, representative of corresponding social and political values. In this respect, I hope to achieve, if nothing else, an awareness and realization on the part of the students that music, more than a form of entertainment and a source of pleasure, is of a crucial, vital and moral concern to Man and the meaning of his existence. Posing the questions, 1) do we respond to the music and why? 2) what is the nature of our response? and 3) does the work come to grips with significant philosophical issues and aesthetic problems, the resolution of which contributes to a greater understanding of ourselves in relation to each other and the Universe? I hope ultimately to create a sense of

profound responsibility in dealing with musical works, and to establish certain empirical values by which such works may be intelligently, objectively, and critically evaluated.

INTRODUCTION TO BLUES MUSICOLOGY

Course Organizer: David Brooks

This course is intended only as a basic study of the musicology of the blues; a complete and thorough knowledge of the subject would require years of painstaking study and research. My purpose in organizing the class is to attempt to relate contemporary developments in what is loosely called "blues" to the older and more traditional basic resources out of which they have grown. Or to put the problem graphically, just where is the "soul" or the "blues-rock" musician at on a continuum of blues styles, from whom has he borrowed, who has borrowed from him, and what distinguishes his innovation or lack of it from that of other musicians on the scene today?

The course, then, will be a study in the historical, musical and sociological development of the blues from 1925 to the present. It will attempt to define a continuum beginning with country blues and ending with city blues; from acoustic instrumentation to amplified; from an essentially esoteric and solely Negroid music to a form which today enjoys widespread popularity among white audiences as well as black. Topics will be covered chronologically, and include the following: country blues and jug band music with regional variations; early piano blues and the gradual transition from

country to city music; postwar Chicago, Texas and Memphis styles; "urbane" styles; Cajun music and zydeco; and the influence of these forms on gospel music, rhythm & blues, rock and roll, folk music, such blues-inflected pop forms as the "San Francisco" and the "Detroit sound," and innovations among English blues musicians.

This course is obviously ambitious in scope for one semester, and regular attendance will be necessary. Structural lectures will be accompanied with recorded examples and hopefully some live music; in addition, each member of the class will be asked at the end of the semester to submit a paper of some length.

Enrollment will be by interview, and will be strictly limited to fifteen. While the course is not necessarily intended for musicians, some prior knowledge of music theory will be helpful.

SCULPTURE

Course Organizer: Phil Blackhurst

"There are no solutions because there are no problems." --M. Duchamp.

Using an unlimited variety of materials and objects, students will explore on an individual and a group basis, visual, physical, and mental aspects of sculpture experiences thru personal participation. No special knowledge of tools or materials or previous art are required as prerequisites.

Films, slides, reading and discussions will be introduced at relevant and irrelevant occasions. The class will meet every Thursday evening, 7:30 until ? at 143 Fillmore Street (be-

between Haight and Duboce)

Enrollment is limited to twelve students.

TOGETHER DANCES IN NATURE

Course Organizers: Dot and Charles Blair

We live on three acres of outdoors in Marin County. We have woods, part of a mountain, fields, and a stream. We dig dancing and using one's muscles. We dig interacting with people in a loving way.

In this environment we would like to teach people to develop their awareness about, and sensitivity to themselves, other people, and nature. Many media will be explored: dance, art, sculpture, music, theater, film, sounds, cats (we have six), cooking, gardening, crafts, building fires, etc.

The class will meet at our place from 2 to 4 p.m. on Sundays. In case of rain, no class.

DANCE WORKSHOP FOR TEENAGERS

Course Organizer: Barbara Howard and Judy White

This is a workshop for high school students who are interested in exploring dance and movement and who are also interested in investigating the college environment.

WORKSHOP IN DANCE

Course Organizer: Barbara Howard

Explorations in movement and dance. The focus of this group will be to devise processes

by which one can proceed with investigations into the body, movement, dance, and group interaction.

DANCE

Course Organizer: Carol Sandvik

We will explore the human body as an instrument of body spirit. The sensitivity of the human instrument will be developed through technique, improvisation, group interaction and ritual. Emphasis will be placed upon the relationship of dance to nature; its space, rhythm and energy. The class is for anyone.

DANCE COMPOSITION WORKSHOP

Course Organizer: Carol Sandvik

We will work with individual and group composition. The course will take its direction from those who register. The class will meet Friday afternoon and can work as long as necessary.



MAN, SOCIETY, AND THE ENVIRONMENT

Course Organizer: Joel Fort, M.D.

Biology 177. An upper division course open to majors and non-majors--taught by Joel Fort, M.D., Lecturer in Biology, educator, social critic, public health specialist. The course will explore the biological and psychological characteristics of man and the inter-relationships of these characteristics with man's environment (sociological, cultural, and physical). Where man and society are and where they are going--identity, alienation, absurdity, communication, aggression, deviance, youth, and urban problems--study of McLuhan, Lorenz, Montagu, Goodman, Mills, Riesman, and others.

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

Course Organizer: Mr. Edmund F. 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.

The class will meet on Wednesdays, late p.m. or evening.

WAYS OF LIFE AND MEANS OF LIVELIHOOD

Course Organizer: Piro Caro

This course will try to hold in view alternatives to the established system, i.e., how people, not intent on luxury consumption, arrange their personal and social satisfactions.

It would try to show, from social history, from the examples of innovators and artists, and from the technology, the multiplicity of avocations, the variety of life styles, and the simple basis of competence.

SEMINAR ON GUERRILLA WARFARE: Theory and Tactic in Contemporary America

Course Organizer: Roberto Kaffke

An analysis of the psychology and philosophy of revolution in the Americas. The importance of political ideology. Urban warfare, logistics and weaponry, underground activities, sabotage, espionage, counter-intelligence. An in-depth evaluation of the Mexican, Cuban, and Bolivian revolutions. Briefings on the rebel movements in Colombia, Guatemala, Nicaragua, Peru, Detroit, and likely areas of future rebellion.

This is to be a seminar with invited experts and is offered as an educational, not an advocative, activity.

Readings recommended: Guerrilla Warfare, by Che Guevara (Monthly Review Press), The Modoc War, by Murray, War of the Flea, by Robert Taber (Lyle Stuart Press), The Protracted War by Mao Tse Tung, Lenin's Thesis on Imperialism, Stalin, by Isaac Deutscher, Revolution in the Revolution by Regis Debray (Grove Press), State and Revolution by Lenin, US Army Guerrilla Warfare Manual, How to Survive in the Wilderness, 101 Questions for the Guerrilla by Col. Bayo, and Second Declaration of Havana, Fidel Castro.

WORKSHOP IN NON-VIOLENCE

Course Organizer: Paul Hanke

Workshop in Non-violence, cont'd.

This course is aimed at exploring and understanding the nature, principles, and practical action techniques of non-violence. It will also attempt to analyze the causes of and responses to violence. It is a response to the pressing need of our time to develop creative alternatives to war and violence as techniques of revolution and conflict resolution, at all levels. Relation to contemporary issues will be encouraged. The course will be on an informal but disciplined seminar basis--patterned after Joan Baez's Institute--involving discussion and periods of silence or meditation. Recommended readings will be given, but the course will range to cover the particular interests of the participants, who will make the decisions. A short paper is optional.

Class will meet TU 7-9:30, College "Y."

ANTI-ENVIRONMENTS: A Search for Methods of Survival in the 20th Century

Course Organizer: Bruce Skogen

An attempt to reconstruct the classroom according to criteria drawn from modern art, primarily cubism and surrealism. The class will be an exploration of the contemporary environment, the urban milieu, through discussions of "artifacts" retrieved from that environment by students. We will try to explore the complex interrelationships of technology and contemporary culture by probing everything pertinent, from art to automation. At least one field trip is planned.

ORGANIZING AND RUNNING VOLUNTEER ORGANIZATIONS

Course Organizer: Charles Goldberg

Course limited to 10 to 15. Meeting to be held three times a week, hour(s) to be arranged. Usual schedule: Monday: planning by all participants. Wednesday and Friday: those plans

Requirements: active participation in at least one volunteer organization on or off campus. Presentation of comprehensive organization report for discussion. General participation. Probably any readings we can find will be required readings (most will probably come from books on organization or community organization).

Purpose of class: Not to establish answers, but to learn to ask questions, propound alternatives, and evaluate these.

Focus and method: focus will be on problems encountered by individuals, on case studies, on problem areas, and on whole organizations. Method will consist of class interview, report of individual interviews, reading, two-person reports, discussion, creative speculation, and questions, etc., as the class closes.

Probable areas: getting members; getting people to meetings; getting a group to come to a decision; settling factional disputes; getting things done; coordinating people; getting effective workers; getting people to understand; getting them familiar with all of VO fund-raising tactics and problems preventing low morale; getting ideas out of people; legal aspects, e.g. VO liability for actions, funds, etc.

THE ECONOMICS OF SOCIAL CHANGE

Course Organizer: Allen T. Hayward

Analysis of three major theoretical economic models. Clinical comparison of basic assumptions. Georgian: (Free market economy.) The classical model. Ricardian law of rent. Analysis of industrial depression. Land value taxation. Its effect on resource allocation and income distribution. Marxian: (Controlled economy) Critique of the classical model. Surplus value as substitute for functional distribution, from factors of production. Conceptual value of surplus value. Does it clarify? etc. Keynesian: (Market economy.) The neo-classical model. The "euthanasia of the rentier." Inflation as social reform. The Affluent Society? The Acquisitive Society. Fiscal and monetary management. Are they effective? Are they necessary?

Required reading: Henry George, Karl Marx, J.M. Galbraith, R.H. Tawney, Joan Robinson, Eric Hoffer, Max Hirsch, and others.

This will be a theory course. The ethical implications of each of these three basic polarities of economic thought will be explored. Political consequences will be discussed only after a firm grasp of economic structure has been attained.

EFFECTING SOCIAL CHANGE

Course Organizer: Alfred S. Dale, Jr. ACSW

A review of recent institutional and individual efforts at social change that have been effective. The issue of reform or revolution is the issue.

A review of freedom and suppression in the

American scene as the arena in which change does or does not take place with a view to understanding why some efforts succeed or fail and what reactions can be expected when efforts at social change are attempted.

A look at Marcus Ruskin, Saul Alinsky, and Paul Goodman's use and comments about the church as a key instrument in effecting change.

Guest presentations by churchmen and others in the Bay Area who have had successful experience in helping institutions, social systems and individuals identify an issue, plan a strategy and effectively carry out a program that did in fact change the situation.

Members of the class will be assigned to work on a project which is developed by them in relation to the content of the course. (A few limited one-man projects may be accepted by the instructor.) The project may be designed in any field, business, education, politics, church, medicine, social service agency, etc.

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 instructor 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 Russian 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 AMERICAN IMAGINATION

Course Organizer: Marcia Salner

The general aim of the course is to call attention to the importance of looking past individual facts, arguments, opinions, ideas, and proposals to the basic emotional and imaginative structures on which they rest, in order to develop ways of evaluating possible consequent actions, particularly with respect to individual attitudes affecting communal identification.

1) Using Kenneth Boulding's book, The Image, as a starting point for discussion, we will try to establish a concept of a communal, social image--the transcendent structure to which our knowledge of the world is anchored, and which both sustains and encapsulates the individual imagination.

2) Thorstein Veblen's The Theory of the Leisure Class, which can be viewed as a prototypical statement of a 19th century image, and Marshall McLuhan's Gutenberg Galaxy, as a reflection of a twentieth century image, will be analyzed in order to uncover in what ways fundamental and often disguised assumptions about the nature of this image influence action and intellectual dispositions.

3) Discussion will explore the influence and content of these two basic images and their attendant value positions (which emerge at their core as mutually exclusive) in our present circumstances, and the ramifications of social actions based on these value positions, the collision and conflict between them, and possible opportunities for resolution.

Required texts: Kenneth Boulding, The Image, Thorstein Veblen, The Theory of the Leisure Class, Marshall McLuhan, Gutenberg Galaxy.

THE WORKSHOP ON THE KENNEDY ASSASSINATION

Course Organizer: Hal Verb

The Workshop on the Kennedy Assassination will attempt to make available to interested students all of the latest material pertaining to the Kennedy Assassination. The course will take a penetrating look at the Garrison thesis, studying original statements made by Garrison, journalistic accounts of the Garrison case for conspiracy, and transcripts from the New Orleans based trial of alleged conspirators. The Garrison thesis will be examined in the context of other materials written on the assassination. The Workshop will divide the other materials into categories looking at the first wave of doubts about the lone assassin thesis which immediately followed the assassination, and the second wave of doubts which began after the publication of the Warren Report, will be covered in detail. The Workshop will attempt to trace the plot structure of the assassination in terms of the Garrison thesis. Under such light, three basic levels will be examined in depth. These will consist of an operational level, an intermediate level, and a sponsorship level. The first work done on this plot structure would indicate that an operating level existed consisting of individuals pulling triggers, driving cars, and listening to special assassination radio equipment. On the intermediate level, we find individuals providing goods and services, individuals such as Jack Ruby and David Ferrie. On the sponsorship level, we find a high level plot reaching into the higher echelons of the military industrial complex, in a vertically integrated fashion. The Workshop encourages individual research, and often makes

its contributions known to interested parties through a variety of means.

OUR WORLD FROM OUTER SPACE: Mind-expansion and
Globe Shrinkage (without drugs)
Course Organizer: Bennet Skewes-Cox

There is a critical need to discard outworn methods of thinking about anything before adopting new methods for thinking about world affairs. The wholeness of knowledge must be appreciated first, the specific later. Much of today's teaching is so specialized that even primary students do not comprehend the interconnection between their courses. Too much of what is taught is so parochial as to distort reality. The revolutionary speed-up in both transport and communication has far outstripped our educational preparation for a world of ever growing interdependence.

How then, can education provide the tools for meaningful communication within nations and between nations? We must put into world-view perspective: the history, politics, economics, sociology, science, and ethics which color man's attitudes, behavior and institutions.

TO DO this we must use the Synoptic approach to world affairs (seeing the world as a whole--one dot in space; seeing today as a razor-edge in time, dividing the unchangeable past from the possibly changeable future; seeing each individual as one part of a continuum of mankind) as opposed to the Periscopic view (the limited vision of an egocentric or chauvinistic approach.)

Methods: 1) appraisal of tools at our disposal for studying any matter of human concern

(for instance: history is usable mainly as an indicator of trends or to show how former events provide lessons as to success or failure of mans experimentation.) 2) to use these tools to zero in on the subject of world affairs.

Experimental purpose: This is the second half of a pilot program in the formation of an Academy of World Studies. The general philosophy behind the Academy of World Studies is that no one activity of mankind can be completely isolated from other aspects of his existence. For example: to the mature worldview, "foreign policy" is seen as only one transitory aspect of world affairs. Even the burning current question "Can humanity continue to survive under the war system?" must be viewed in its relationship to not only military/diplomatic fields, or political/economic affairs, but to every aspect of man's knowledge, beliefs, and institutions.

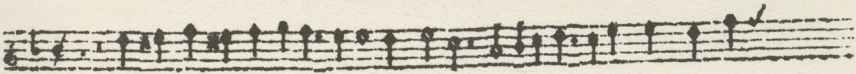
This class will meet from 3:10 to 4:30 on Tuesdays and Thursdays.

ESSENTIALS OF MARXISM

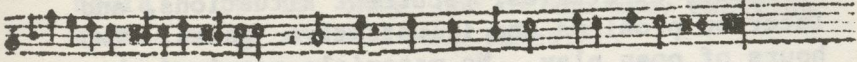
Course Organizer: Bob Himmel

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.



Fœmina mas que unus fiant tibi circulus ex quo sur-



SHARE AND TELL

Course Organizer: George Grist

There's a lot of people all around and we can all be friends. Get together and communicate verbally and non-verbally. Play Dylan and everybody else, and cook and eat food, and talk about life and other things. Everyone likes to share things and not share things, that's what this "class" can do. Bring people together in the midst of time here in this existence. Nothing to prove or judge seriously. Trips in a bus to different places, not here. Come together and share and tell. I'll tell you about Donovan and rocks and you tell me about trees and the ocean. Share and tell.

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. Two hours of open play. No materials required, but people with sets might bring them. Class limited to 20. No prerequisites.

EDUCATION ONE

Course Organizer: Ken Friedman

To be offered by Ken Friedman in respectable homes everywhere. In this class, Ken Friedman will teach everything he ever had to teach, and further he will study his students. These will be evenings of good conversation and mutual enjoyment. The class will meet in students' homes with refreshments provided by the host of the evening. Later, perhaps the instructor will load the class (limited to 8 students) into his Volkswagen bus for excursions to the country and coming trips.* In May, the class will travel for two weeks to Cleveland, Ohio, for practice in guerrilla theatre and radical theology; this field trip being optional.

Please register by seeing the instructor in the Gallery Lounge during EC Soft-shoe Days. If you cannot find him leave a message describing when and where he can find you, being sure to include your name and address.

For preparatory meeting to this class, you might read Mother Night by Kurt Vonnegut, Jr. It's out in Avon Paperbacks. Then you might read this course description two or three more times to buskin yourself against cultural shock and to be sure you want to get into this fairly unusual class. Come prepared with a napkin and a fork for Good Eating.

* Coming is the National sport of Lower Os-

novia. It is only one of the many exciting sports to be studied this semester.



NON-VERBAL ACTING

Course Organizer: Janis Chan

An introductory workshop in concepts and techniques of acting that can be used in the development of a more exciting, more meaningful theatre, better able to communicate to today's audiences than is the traditional text-bound Western theatre.

Emphasis will be on non-verbal communication of state of being, emotions, concepts. Techniques for achievement and application of greater sensory and spiritual awareness will be explored, as will the concepts of action, conflict, movement and character. The areas to be covered will include improvisation, ritual, mime, mimetics, rhythm, and non-textual sound and language. It is hoped that an ensemble will be created.

Previous training or experience is not necessary. Students are asked to wear clothing in which they can move comfortably.

WORKSHOP IN CREATIVE THEATRE

Course Organizer: Janis Chan

An extension of "Non-Verbal Acting," with further exploration into the techniques and concepts of acting necessary for an approach to a "new theatre" which is freed to some extent from the traditionally text-bound Western theatre, and thus able to experiment with more meaningful theatrical communication.

The focal point of the workshop will be a new play, presently in its "first draft" stage. It will be used as a starting point for further study of the craft and art of acting, and will be approached from many different angles in order to discover the most effective means of communicating its spirit to an audience. The author will be available and will in fact be completing the writing of the play while we are working on it in class. No specific plans for production have been made; it will be up to the class to determine if and when the play is to be produced.

Some training and/ or experience in theatre, dance or a related field is a prerequisite. The course organizer will be available for discussion during registration or can be contacted through the EC office.

AGIT PROP THEATRE

Course Organizer: Paul Rebellot

The class is oriented toward the study of and implimentation of theatre to achieve political or social change. There will be a great deal of emphasis placed on attempts to communicate the need to end the Viet Nam conflict.

there is a need for people talented, interested in all aspects of theatre as well as people in areas of psychology and literature (preferably playwrights), and anyone else interested in presenting the public with a point of view contrary to the Johnson administration's.

THE DRAMA OF A-DRAMA AND THING-NESS
Course Organizer: Terry Jon Bradley

Examine the idea of thingness in dramatic terms: in America life has lost its premium ... The thing is what is important. In such case, traditional drama is impossible, for it is founded on the viability of human contact, and of life, two words that no longer hold significance. Thus the symbol in theatre becomes more real than the human being, and the relationship is said to be "without drama." The truth of the matter is that there is in a-drama drama, because the a-drama, motivated by thingness, is really what the American subscribes to ... And the other theatre of moral problems, rather than prejudice-fear problems, is only a time-piece, hopelessly outworn.

Texts will include: Checkov's Cherry Orchard; Jarry's Ubu Roi; Beckett's Happy Days and Endgame; McClure's The Beard; Hamlet; Euripides Bacchae; Marlowe's Dr. Faustus; Deus Ex Machina; Up Jumped the Devil; and Paisley.

LIGHT LAB
Course Organizer: Dave Gealey

Course offers lab for construction & operation of strange, new, wild, and different light-

ing equipment; as is found in light shows. Visiting authorities, field trips. Some equipment will be demonstrated, but mainly participants will design and build their own individualized equipment, and use it at the BIG LIGHT FESTIVAL AND DANCE (Date to be announced). Also studied: devices to synchronize lights to music.

LIFE FORMS IN SEARCH OF INTERPLAYS: The Human Dimension in Communicational Activities And Dramatic Expression.

Course Organizer: Charles Kamp

The need for communication, physical, and emotional exchanges.

Everyday involvements, frustrations and deprivations.

Finding a thoughts- and -emotions platform for constructive communication.

The silent language, and one hundred languages in search of a play.

Sounds, moods and melodies.

Exercises in basic and in multiple interpersonal communication.

The universal and the peculiar in foreign plays.

Group writing of a short drama of cosmopolitan scope.

Actual staging of it.

Participants should also bring their personal knowledge and documentation, and share it generously and creatively.

A Table of Chymicall & Philosophicall Characters wth their significations as they are usually found in Chymicall Auth^{rs} both printed & manuscript.

♄ Saturne Lead	♄ ♄ ♄ ♄	Baln ^u Martis Baln ^u Veneris Bene Borax	MB VB tm W	Mensis Plurur: Jgnat Mere: Saturn Mer: Sublimat	☿ ♄ ♄
♃ Jupiter Turke	♃ ♃ ♃ ♃	Calinare Calx Calx vive Calx aurum	♃ U E T W V R O	Mens bou Nox	NB P P Q
♂ Mars Iron	♂ ♂ ♂ ♂	Caput martis Cannabura Cera	♂ ♂ ♂	Olunt Piacitara Pulvis	♂ ♂ ♂ ♂ ♂ ♂

FUTURISM - Causes Through Consequences
 Course Organizer: Paulo Lioni

Emerging poetically out of a fin-de-siècle Paris recovering from Poe, Rimbaud, first French translation of Leaves of Grass, Petrus Berel, Post-Impressionism, Fauvism, Jarry's Ubu Roi and Pataphysics, the Italo-Egyptian Filippo Tommaso Marinetti, writing poetry, prose, criticism and manifesti in French, turns to Italy where, after a brilliant attempt at synthesizing the character of the new national art, the allure of direct political involvement diverts the mainstream of his "futurism" towards Fascism which thus will claim as adherents to its nefast cause the two perhaps most formally revolutionary Western poets of the century; Pound and Marinetti. The course will trace: first, Marinetti's relationship with the personalities and movements informing his youth and first maturity just previous to WW1; second, Futurism's effect on the explosion of Isms through Post-WW2; third, the advisability of looking to the evolution of Futurism for answers and questions relating to avoidable (still) misunderstandings and mistakes in the art/involvement scene today and tomorrow.

To our knowledge this is the first time that a course on Futurism is being offered to students in an American University.

the idea of an inexhaustible dispensing of nourishment. However men may differ in disposition and education, the foundations of human nature are the same in everyone. And every human being can draw in the course of his education from the inexhaustible will-spring of the divine in man's nature. But here . . . two dangers threaten: a man may fail in his education to penetrate to the real roots of humanity and remain fixed in convention - a partial education of this sort is as bad as none - or he may suddenly collapse and neglect his self-development.

This class will attempt to avoid the pitfalls of conventional approaches to literature, to explore the validity of emotions as well as thought in education. We will attempt to approach literature and experience, thought and feeling, the wholeness of our Selves, through sundry means: meditation, reading aloud, listening, writing, and group techniques, together. We will decide on readings together.



SPHERICAL CONSCIOUSNESS

Course Organizer: Lorin Loverde

Heidegger notes that man's symbolic world is the abode of Being. As Being may be perceived as divine, the course will seek through the W.I.S.D.O.M. rites the joy of spherical consciousness such as sought by other modes (yoga, acid, etc.). But rather than "blow the mind," the W.I.S.D.O.M. rites and other possible phenomenologies of creative awareness will expand the very life-world (Lebenswelt) in which we have existence. The rites might initially be understood as a converse of the Synanon games, but here we will be using a poetic leap into the unthinkable via a group gestalt that evolves spontaneously through our community consciousness. It is worship only in the sense of co-creation fusing a life-form with a life-source. Through a new poetic dwelling invoked in our Now can the Word be made flesh to dwell among us. Prerequisite: Love.

We will have "encounter group" types of intersubjectivity, with the members creatively building their own evolution of poetic-consciousness. By group dynamics the trans-subjective gestalt achieves a more phenomenological and spherical awareness. Theoretical frameworks from phenomenology and more recent philosophies will be given as members may request it, but the orientation is experiential.

Texts: none, though suggested readings in abundance will be available.

Attendance: since an initial capacity for growth must be attained, some sustained attendance at the beginning will be most helpful. But thereafter, attendance at every meeting will not be necessary.

Class size: the size will depend upon how creative a given small group can be, with the numbers tending to increase as participation by each one is held back. Extra groups may be formed to keep the personal level.

EMPHASIS ON THE WORD

Course Organizer: Edith Roller

This course has experimented for two semesters with new methods of teaching communication skills and appreciation. The students who have stayed with it say they have not only deeply enjoyed it but have had their individual needs given close personal attention.

The basic idea is to give a very rich communicative experience in a warm, informal atmosphere. When competition and routine are ruled out, cooperation and participation encouraged, students find that English can be fun. Those who get the most out of the course seem to be young people who are adventurous, sensitive, and socially conscious. Some have a major other than English and want to broaden their college and life activities.

If you want to improve your speaking, writing and appreciation of both prose and poetry, you might see if "Emphasis on the Word" can help you. Credit can be arranged if desired and students are urged to take the course for credit so that they will have time to devote to it. The group will meet once a week from 7:00 to 9:45 p.m., evening to be arranged.

FAULKNER NOVELS: MAN, SIN, LOVE AND TIME
Course Organizer: Mary Langdon

The major works of Faulkner in the Yoknapatawpha County cycle. Works taken in the chronological order of their writing. Themes will be considered as unifying elements within each work as an independent artistic entity. However as the major themes emerge in the novels, discussion will examine the possibility of unifying Faulkner's conception of the South and of society into statements with wider significance.

Course conducted principally through in-depth discussion by group members. Careful individual readings of the works will be encouraged, and discussions will invite the greatest possible connotatively creative inter-relationship of character and incident in the discovery of theme. No rigid standard interpretations will be imposed upon discussion patterns. Comments by prominent Faulkner critics will be made available for group consideration, but emphasis will be on individual evaluation of criticism rather than on blind acceptance of critics' ideas as the word of God. As often as possible, Faulknerian approaches to race and the nature of society will be related to current campus and community happenings. Characteristic writing techniques will be discussed, and participants interested in creative techniques which particularly intrigue them, to be shared with the group. No papers or examinations will be assigned except as requested or authorized by the group.

Generally, course coordinator will serve as a resource person, giving overall direction to

to the course and serving as an impetus to group discussion. Individual interaction with the works will be emphasized. Course coordinator will share equally in discussions but just as a participant, not as an authority figure with final answers to interpretations and meanings.

Class limitations: None. All interested are welcome.

SCIENCE FICTION AS LITERATURE

Course Organizer: Stuart Knetter

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, Chiliasitic 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 7-9p.m.

IN-PROCESS WORKSHOP FOR THE SELECTION, EDITING,
AND CORRECTING FOR THE PRESS OF AN ANTHOLOGY OF
THE BEST STUDENT UTOPIAN THOUGHT AT SFSC, 1959-
1968

Course Organizer: Thomas Liatas

As teaching assistant these past semesters in English 130, a utopian seminar, I have collected and arranged for future publication a large file of student utopian writings. I have been editor-in-chief of this series to be entitled, Communication, Communion, and Commitment, an Anthology of Utopian Thought in Action, SFSC, 1959-1968. This is an anthology of utopian writings by students, for students. I offer a straight skills course in the selection and editing of materials from the archives of English 130, 1959-1968. The workshop will be involved in the compilation and correction of these writings. Rather than follow journalistic standards, the course adheres to the University of Chicago Manual of Style. Experience in writing will be required. Open to former, present, and future students of English 130 upon interview. Graduate and Undergraduate credit may be arranged. Phone 469-2119 for appointment.

CAMPUS PUBLICATION WORKSHOP

Course Organizer: Glenn Schiffman

Purpose: to print and distribute stories, columns, cartoons, pictures, news, incidences, ideas not now being distributed and printed on campus; to inform SF State students of the truthful nature of many of the occurrences on this campus; to satirize many of the targets of

this campus; to satirize many of the targets of this campus; to present an outlet for and distribute information about alienated groups and individuals on campus; to attempt to get as many as possible involved; to avow no distinct political affiliations.

Goal: to reach a majority of the students on campus.

PERCEPTIONS AND CONNECTIONS: AN EXPLORATION INTO IDEAS OF THE SUBLIME AND THE WICKED

Course Organizer: Jim Glass

The object of this course is to reach toward a conception of an historical statement, to link political and social indeterminacy with moral and ethical perceptions aiming at either answering or posing the problem of man's being in the world. Each of the authors to be read possessed an intimate awareness of the question of moral connection, each was vitally concerned with the redemption or acceptance of human character twisted and perverted by hypocrisy, sophistry, and social cruelty; each addressed himself to the problem of how to find significance in a world where the apparent lack of connections created actors and action encapsulated in sham, in the unnatural.

The concepts of perception and situation shall be extremely useful in approaching the readings: how an actor perceives any given set of events or moral postulates; how those events are related to or help to create and compose a "situation;" how the actor chooses to bracket that situation through the art of constructing and molding "meaning."

LECTURE/WORKSHOP SERIES

All sessions will be in the Gallery Lounge at 12:00 p.m. except as noted.

March 4 1:30 - 4:00 Severin Peterson "The Game of Games; The game is not game rather a directive fumbling into self discovery"

Mr. Peterson is a former resident Fellow at Esalen Institute and is currently working on a Ford Foundation grant to "the first comprehensive compilation and annotation of all known existing methods for actualizing human potential."

March 5 Robert Theobald "Economics for the Twentieth Century"

Mr. Theobald is currently working with Process 67. He is one of the leading advocates of the guaranteed income plan and has been working with the problems of cybernetics and poverty.

March 5 2:00 p.m. Ann Halprin and Casey Sonnabend - Dance Workshop

Mrs. Halprin is the Director of the San Francisco Dancers Workshop. She will be posing movement problems to Mr. Sonnabend's drumming. Involvement in primordial movement and tribal consciousness.

March 29 Gene Haggerty "How to Turn on Educational Systems"

Mr. Haggerty is the Founder/Director of the Gateway Montessori School and is working with neighborhood parent groups seeking to improve local education.

April 12 William Pemberton "Crisis Conversation"

Dr. Pemberton is a practicing consulting psychologist. This workshop will examine the language and feeling of crisis.

April 26 Joseph Henderson "Man and His Symbols"

Dr. Henderson, a San Francisco psychiatrist, is the author of several books including Thresholds of Initiation. He contributed an article to Carl Jung's book Man and His Symbols.

May 7 Richard Marsh "Confessions of a Psychedelic Semanticist"

Dr. Marsh is a member of the SFSC faculty, a contributor to ETC magazine, and a former member of Timothy Leary's Mexico community. He will explore the language problems of current rhetoric concerning the psychedelics.

Lecturers to be announced include:

Peter Marin, Director, Pacific High School
"The Body and Education"

Eugenie Revel, local artist and lecturer
"Evolution of the Dance"
"The Zodiac"

Mina Menreth, Sonoma State Department of Humanistic Psychology

"Piagetian Premises for American Education"

☉ Sol Gold	⊙ ♂ Δ ♥ ⊕ ♂ ♀ ♀ ♁ ♀ ♀	Christallum Cms — E C Cineros clovelli Cinlar Congular Cochoto Crocullum Craus Viny E. Vium Cruibulum Cucurbitum	Philos. Latini Purpure Purpure Quida Estro Reator Regulus Rotes Salcimon Sol Alti Sol Ammon
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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.

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 Spring there will be four classes in Modes of Educational Innovation organized by the staff of the EC.

A SEMINAR IN STYLES OF EDUCATING

Course Organizer: Ian Grand

Explorations of various models of innovative school practice. Montessori and A.S. Neill, 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. Students will be able to visit and work in various innovative bay area schools.

INNOVATIVE TEACHING: THE INTERNAL AND EXTERNAL ENVIRONMENT

Course Organizer: Ian Grand

The course will explore education as a process of interpersonal exchange of understanding the relationship between Self and Environment. The members of the class will be involved in a mutual exploration of the process of themselves and their learning, of the way they learn and teach. Techniques employed will range from encounter group and sensitivity training methods to information fragmentation, overlay and mixed media presentation. The primary focus of the course will be the development of methods of teaching and learning that free individuals to understand and move creatively in their environment. Readings will include Jung, Shutz, Neill, Lowen, Reich, alchemical and religious texts.

EDUCATIONAL VALIDITIES: Democratic, Professional, and Human-developmental

Course Organizer: Eugene Haggerty

This course will search for valid democratic professional, and curricular principles and practices such as will free human development. Mr. Haggerty, founder-president of Gateway Montessori Schools, developed his course to spotlight the revolutionary issues and realities beyond the rhetoric of conventional education.

The action-bent, open-ended course, featur-

ing testimony from educational critics and the depressed community (students, parents, and community representatives) as well as from established decision makers, will spearhead a "people's investigation" designed to appraise and turn on educational systems. Opportunities for contact with the vital fabrics of human development within the community. ED 177 (3)

GENERAL STUDIES, AFFECTIVE LEARNING AND TEACHER EDUCATION

Course Organizers: EC Staff members

Students will work with the Experimental College staff in developing Curriculum Programs emphasizing expansion of individual potential. Weekly seminars will attempt to evaluate work being done in the Experimental College, to discriminate techniques, teaching methods and material that could be most usefully translated into curriculum.

Note: These education courses will be credited.

ESALEN PROGRAM

Last semester the Experimental College began to work with the Esalen Institute of Big Sur and San Francisco to mutually explore methods of expanding human potential. We are experimenting with many techniques, particularly focusing on group learning experience, and are attempting to understand the implications of these techniques for College curriculum. Several courses in the Experimental College have already begun combined encounter group, sensitivity training, sensory awareness and other techniques with traditional scholarly material and there have been a variety of workshops, seminars and groups. The goal of these experiments is

the discovery of methods that increase our ability to experience ourselves and our world, to increase our ability to communicate with each other, to extend our individual possibilities for growth, learning and understanding, our individual strength and direction and freedom.

This semester the Esalen Program will expand its work, offering several weekend workshops, developing techniques, and organizing group explorations.

Workshops scheduled to date include:

- April 21, 22, 23 Dr. Frederick Perls
author, Gestalt Therapy
- March 29 - 31 Dr. Ed Maupin, Co-Director
Esalen Resident Fellows Program
- May 10 - 12 Claudio Naranjo
author I and Thou, Here and Now
- May 17 William Shutz Co-Director
Esalen Resident Fellows Program
- March 15 - Faculty and Staff Weekend at
Big Sur

Other Workshops are being planned and a planning group of State faculty and students and representatives of Esalen and the Gestalt Therapy Institute is being formed to explore techniques, applications, programming and curriculum possibilities.

There are many possibilities for participation in this program. Individuals can work with the planning group, participate in groups, workshops and seminars.

DRAFT HELP

Draft Help is an enterprise of the Experimental College designed to give everyone affected by the draft accurate information from which to make choices. 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 California 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 on draft issues, and for attorneys in need of SS information.

DRAFT HELP is located in Hut D, room 5, opposite the Bookstore, and is open from 9-5, Monday through Saturday. Should you have any questions about your own situation, drop by or give us a call at 469-1668. Nights or Sundays, call Steve Gibson at 826-8834.

MAX

MAX, short for "Maximizing Your Educational Possibilities," began as an Experimental College seminar (for credit) designed to develop

and codify ways by which S. F. State students could make their college experiences as 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 S. F. State College 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.

In MAX San Francisco State College appears to have one of the best professor evaluations in the country. Recently its director, Lewis Engel, was asked to the U.S. National Students Association Annual Congress to address representatives on the techniques that went into MAX. The spring publication is the second edition, and is available NOW. For the amount of work that goes into processing the 30,000 questionnaires that go into a MAX booklet, we need a large willing staff. Come to Hut D, room 1 if you are interested in working on MAX. Credit may be available along with further information.

Fœmina masque unus fiant tibi circulus, ex quo



furgat habens æquum forma quadrata latus.

XXI. Epigrammatis Latini versio Germanica.

¶ *Ob Mann und Weib mache dir ein Circel allermassen rund/
Darauf zieh ein Figur so vier Ecken hat zur stunde/
Wald verkehr solch in ein ander/so drey Ecken hat eben/
Und diese laß widerumb ein Circel rund dir geben/
So ist gemacht der Schein/welche so du nicht kanst wissen/
Die Geometrische Lehr zu verstehn sey geßissen.*

SELF-DIRECTION AND THE EXPERIENCE OF LITERATURE
Course Organizers: Stephen Lowell, Carol and
William Talcott, and Bill Harp

The well from which water is drawn conveys the idea of an inexhaustible dispensing of nourishment. However men may differ in disposition and education, the foundations of human nature are the same in everyone. And every human being can draw in the course of his education from the inexhaustible well-spring of the divine in man's nature. But here two dangers threaten: a man may fail in his education to penetrate to the real roots of humanity and remain fixed in convention—a partial education of this sort is as bad as none—or he may suddenly collapse and neglect his self-development.

--taken from the I Ching.

This class will attempt to avoid the pitfalls of conventional approaches to literature, to explore the validity of emotions as well as thought in education. We will attempt to approach literature and experience, thought and feeling, the wholeness of our Selves, through sundry means: reading aloud, listening, meditation, writing, and group techniques. We will decide on readings together.

AVANT-GARDE JAZZ

Course Organizer: De Leon Harrison

A workshop in avant-garde jazz, theory and techniques. To be given Tues/Thurs. 12:30-2.

Experimental College
San Francisco State College
1600 Holloway Avenue
San Francisco, Ca-94132

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