

# EXPERIMENTAL COLLEGE

S.F. STATE COLLEGE  
ARCHIVES



FALL 1968

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1908



The cover is a collage designed from plates found in Thomas Norton's The Ordinal of Alchimy, London, 1652; and Michaele Majero's Atalanta Fugiens, Frankfort am Main, 1617. The uroboric consciousness ascends to birth forms, the separation of the world parents. There are dragons to be slain.

Catalogue production staff: William Talcott  
Patti Crawford, Jo Puglisi.

Experimental College Staff: Robert Bayless  
Al Bellanti, Don Brasher, Patti Crawford,  
Steve Dunn, Steve Gibson, Ian Grand,  
William Talcott, Thomasin, Pat Tollefson,  
Jim Willems.

The courses and projects in this catalogue can be considered in terms of four areas or clusters. Affective Learning stresses a greater integration of the sensory, emotional and mental processes of the individual and his immediate relationship to those around him. Creative Arts emphasizes modes of self-expression within an aesthetic framework. The religion and philosophy cluster deals primarily with the experiential relationships between the individual and the universal and transcendent components of his nature. The social and political cluster works on increasing the individual's awareness of the strengths and weaknesses in our social structure and alternatives of action within and without that structure.

Despite such groupings, there is much overlap of intent among these courses, and the clusters should not be considered as distinct, exclusive entities. Taken as a whole, the EC courses and projects aim at transformation, the re-organization of the individual toward an aliveness and awareness that breaks through any attempts to condition, program and deaden him. At the same time, the EC hopes to continue providing a stimulus in the transformation of the "other" college into a more exciting learning environment.



#### SCHOOL OF EDUCATION PROJECT

Project Organizers: Bob Bayless, Patti Crawford, Ian Grand

This fall members of the Experimental College Staff will be team teaching with members of the regular faculty of the School of Education in sections of the Ed/Psych block and Curriculum and Instruction. The project is designed to combine experimental and traditional curriculum. Different kinds of learning and teaching styles in both cognitive and affective learning areas and media will be mutually explored in all the classes.



## THE GENERAL EDUCATION PROJECT

EC Staff Co-ordinators: Bob Bayless and  
Steve Dunn

"After twelve years of relatively regimented education, freshmen arrive on this campus looking forward to serious intellectual and aesthetic experiences and considerable independence. Motivation for learning and desire for self-assertion are often extremely high. Unfortunately, these same freshmen are too often disillusioned before the end of their first term. They have been told what to take (get your GE requirements out of the way, then take what you want) and have often found themselves in survey or introductory courses not too different from the 'college prep' courses they had in high school. Before the end of the first year they may exercise one of three choices: drop out; resignedly await the intellectual excitement that the 'major' will surely offer; or join the revolt."

--from a report of the Ad Hoc General Education Committee.

In the EC General Education Project we aim at enlivening the GE curriculum of the college (the 45 unit lower division requirement). Drawing on the Ad Hoc Committee's proposal for a new GE program and on the experience of the Experimental College, we are launching alternate models which give the students a maximum opportunity to direct their own learning.

As a result of our efforts, this fall the regular college is offering a six unit course combining introductory Psychology and English. In the Psychology sessions the student will focus on himself as he relates to self, other, and society; the English sessions will utilize the work of the Psychology sessions to help the student discover his own voice in writing. The reading will be contemporary and the problems immediate.

The course requires simultaneous enrollment in sections 20 or 21 of Psy 10.1 and Eng 6.1 and will satisfy those GE requirements. Class admit cards will be available at a special table during freshmen registration.

If you are interested in the work of the GE Project, see Bob Bayless or Steve Dunn at the Experimental College.





#### AFFECTIVE LEARNING PROGRAM

Bob Bayless, Al Bellante, Patti Crawford,  
Tom Darcy, Steve Dunn, Ian Grand, Spirit,  
Jim Willems.

For the past couple of years the Experimental College has been exploring the use of encounter groups, sensitivity training, body movement and other verbal and non-verbal techniques as aids in developing personal and group growth, creativity, and learning ability. Affective learning groups, classes and workshops have been conducted and some successful attempts have been made at integrating affective techniques with regular cognitive classes. The use of the techniques and exercises has in these cases been an attempt to overcome the separation between learning and being, the fragmentation and resulting frustration that has been characteristic of classroom education. The attempt has been made to create modes of a more complete, alive and energetic education that involves the whole person and facilitates authentic communication, community, exchange and learning.

This summer the Affective Learning Program began to evolve standards of evaluation and criteria for this kind of work and better understandings about the nature and responsibility of the group leader working in the affective learning realm. We began to think in terms of training programs in affective learning for pro-

spective leaders, teachers, community organizers, and began work on the problem of the relationship of cognitive and affective learning. We are developing a community of trained personnel who are evolving forms and formats of affective learning, learning more about the business of creating groups that can begin to nourish, protect and foster each other's personal, educational and learning growth. We are learning more about creating settings that promote greater aliveness, connection with nature and society, action and creativity. We are learning more about uses of knowledge as a tool of life rather than as an instrument of personal and cultural death.

During the fall semester the Affective Learning Program will offer a series of classes, workshops, lectures, services, groups and educational designs in the affective realm. Regular announcements of dates and times will be made throughout the semester. At the time of this publication the program will include:

### Services

a) Members of the Affective Learning Program staff are available for working in class situations using affective techniques to promote community, communication and group involvement. We will also work with interested faculty and students in program and curriculum design involving affective techniques.



b) Affective Learning personnel and people connected with the program are available for conducting on-going encounter and sensitivity training sessions and weekend workshops and training experience for interested individuals and groups.

#### Workshops and Lectures

The Affective Learning Program will be conducting weekend and other workshops that will combine varying approaches and will be centered around different themes and learning experiences. In addition lectures will be given in areas related to the work. At this time scheduled events include:

##### a) Fraternity-Sorority Weekend

A weekend of encounter and community development for fraternity, sorority and other students.

##### b) Workshop Series in Gestalt Art

Conducted by Janie Rhyne, a director of the Gestalt Therapy Institute of San Francisco and group leader under the auspices of The Institute, Esalen Institute, San Francisco Venture and various schools and colleges. She has worked closely with Dr Fritz Perls. She uses art materials and gestalt techniques to develop individual creativity.

##### c) The Body, Eros and Consciousness

A lecture by Stanley Keleman.  
Stanley Keleman teaches and practices Bio-

Energetic Analysis in Berkeley. He is on the Board of Advisors of Kairos and has conducted workshops there, at Esalen and throughout California. He has studied and worked with Alexander Lowen, Ola Raknes, Professor Durkheim and others in the field of psychotherapy. His approach stresses the primacy of the body in Being and therapy.

d) Four Lectures on the Yi Ching (the Book of Change) by Professor Tze-Ching Chiang Chao.

Professor Chao will deal with the chief characteristics of the Book of Change discussing aspects of its philosophy, ontology, cosmology, religious, ethical and proto-scientific teachings. He stresses accuracy, authenticity and seriousness in approach to this book. (For a description of Professor Chao's background see course description: History of Chinese Philosophy)

October 25--Confucianism and Taoism: a comparative study as background for the study of the Yi Ching.

November 1,8,15-----Aspects of the Yi Ching - 3 studies.

e) Scientology Lecture - November 1  
A lecture concerning the philosophy and practice of Scientology in its approach to man's Being. Speaker and details to be announced.



## THE GROUP AS A VEHICLE TOWARDS A GREATER WHOLENESS

Course Organizer: Al Bellante

The goal of group process, as well as for the individual, should be the achievement of a greater wholeness or integration. In order to accomplish this we will not be able to limit ourselves to any one approach to groups. My training, background and experience ranges through Gestalt, traditional T-groups, Jungian, psychodramatic, sensory awareness, and other diverse but not necessarily distinct or unconnected approaches. Partly our reality will simply evolve as we go along. We will be working predominately within the whole group context of from 10 but no more than 14 people. Meetings will be once a week for roughly 3 hours. Additional times will be set up to listen to and discuss tape recordings of the sessions. Admission will be on an interview basis. There will also be a charge for the group which will be discussed at the interview. Suggested reading: Jacobi, J. The Psychology of C.G. Jung, Jung (ed) Man and His Symbols, Jung, C. Psyche & Symbol, Neumann, E. Amour & Psyche, Neumann, E. Origins and the History of Consciousness, Perls, F. Gestalt Therapy.



## COMMUNICATING

Course Organizer: Dan Rink

This course deals with the problems which hinder communication between two or more people who meet to talk about or act on common concerns.

Ideally the communication process is talking listening, acting and responding in an atmosphere of openness and mutual respect to explore common concerns. It is a sharing of points of views, opinions, information, and experiences which make us more effective as individuals.

The intent of the course is that we will help each other become better communicators. The good is that we will become as individuals 1) better listeners, able and willing to understand what others are trying to communicate, 2) capable in establishing an atmosphere of openness and respect, 3) able to talk and act freely and effectively, 4) skillful in avoiding or where necessary breaking communication-deadlocks.

Specific techniques used will depend on the nature of the people in the group, what these people bring to the group in the way of skills and resources, how the interaction develops, and what we learn through our interaction. Various types of feedback will be used as appropriate to the developing interaction.



Some time will be devoted to the question, "Where do we go from here?" Many people, groups, organizations, etc. are concerned with and doing exciting things in the area of communication. We will explore the possibilities for continued development beyond this course.

The course is intended to be more a seminar than an encounter group. The emphasis is on creating an awareness of communication problems and developing the skills to cope with these problems.

#### RELAXATION-AWARENESS, EXPERIENCE, AND CHANGE

Course Organizer: Fred Vassi

Experience is private. Behavior is what people use to infer who we are. The connection between the two is unknown. Alienation is the state of having our behavior so thoroughly misunderstood that we begin to doubt the reality of our own experience. We come to feel that we don't really exist.

The purpose of the workshop is two-fold: to help people develop as firm and articulate an appreciation of their experience as possible, and to unhinge their behavioral sets. The means is a technique of

relaxation-awareness, which is a first and never ending attempt to let go of muscular (including perceptual), emotional, and ideational tensions so we can find the blocks to our appreciation of our experience. It is also a starting point from which to work on movement, expression, sexual freedom, creativity, interpersonal encounter, and other aspects of behavior.

The work includes exercises in breathing, the use of imagery and guided fantasy, and learning to find and relieve areas of tension in others. Some attempt will be made to develop a sense of organic unity in the group, and to formulate some rough notions about values implicit in this work, and how it can be related to revolution in life style and social conditions.

Each session is two hours. Please wear leotards and dancing tights, or shorts and t-shirts. The workshop is limited to twelve people. Recommended reading: Life Against Death, Norman Brown; The Function of the Orgasm, Wilhelm Reich; The Politics of Experience, R.D. Laing.





TRANSCENDENTAL COMMUNICATIONS AND PRAG-  
MATIC UTOPIAN PHILOSOPHY

Course Organizer: The Kerista Tribe

This course is designed to study methods which can liberate humans from tragic suffering. The "methods" are a fusion of sociology, psychology, economics, religious spiritualism, political science, social reform, world unification, art, theatre, nature, technology, swinging, and raising healthy children.--mentally as well as physically.

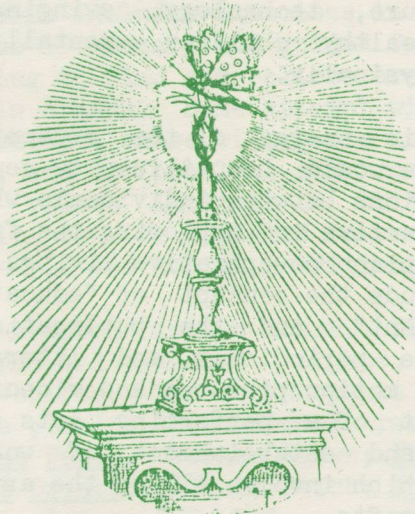
The esthetic energy of the students of this course would be utilized to generate communications between individuals who are currently active in exploring the frontiers of Utopian co-operative living. This would include the concept of "educational entertainment" and the publication of avant-garde periodicals and literature; making of motion pictures and videotapes; development of a performing arts social society; and establishment of workshop projects which involve all of the arts and the handicrafts.

Enlightened people who get to know other similar-minded people can construct meaningful relationships while participating in meaningful projects and activities.

Interpersonal relationships lead to sublime ecstasy if, as and when setting is, at last, civilized and free from violence.

Our current conception of utopian-oriented individualists who communicate with each other through means of a viable network of personal liaison is that of enlightened, educated free-thinkers, pulling together to increase the quality of their social life.

For information about the course see:  
Howard, Dau, Jud or Qes



#### YOUR BODY AND MINE

Course Organizers: Andy Simmonds and  
Mike Costuros

Our philosophy is that most people's troubles or hang-ups are self-induced and that the companionship of a group dedicated to honest expression of feelings can minimize problems.



Some of the areas we are interested in exposing to a group are:

(a) How far can an honest rapport between people permissibly go?

(b) Respect for the body, both yours and mine.

(1) physical

a) activities such as dancing, sunning, running, swimming, and building.

b) exercise as joyful intercommunication and as a way of reaching and vitalizing unused parts of the body.

c) exercise as a means of breaking down emotional barriers.

(2) Biological - food intake

(3) Experimentalism in competition what it does to the body and mind.

(c) Relaxing body and mind - relieving tension through relaxization.

Limited to 15/group.



HATHA YOGA CLASS

Course Organizer: Yogi Rajaswami

Within the emotional world of the senses lies a quiet, vibrant, pool of peace. Hatha Yoga is a system of simple positions

(asanas) which release pockets of conscious mind tension and balance the forces of the mind so that an inner source of energy can flood the mind and body.

The "Catalyst" for the class is Yogi Rajaswami of Himalayan Academy. At first he will carefully explain the positions (asanas) and go into their origins and sequence carefully. Later on, after explanation is no longer necessary, the class will simply happen...

Yogi Rajaswami will introduce Master Subramuniya's new international superconscious language called Shum.

#### SENSORY AWARENESS: ITS USE IN ENCOUNTERING OURSELVES AND OTHERS

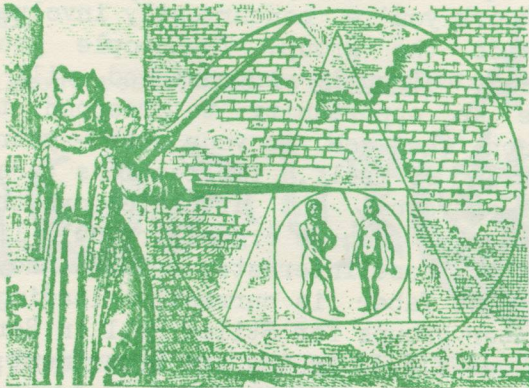
Course Organizer: Sandra Scott

Knowing who we are begins with being in touch with our own bodies. I envision the course partly as an exploration by each participant of the potential of his own body - its tensions, strengths, ability to feel, to move, to express, to communicate. Some techniques for getting in touch with our bodies will include breathing exercises and sensory awakening. We'll explore ourselves at rest, in motion, moving sep-



arately, together, finding new ways to touch each other.

We'll move alternately from self-encounter to other-encounter and explore unusual ways of communicating - primarily non-verbally. We'll use a variety of approaches - sensory awareness, mirror images touching, using our bodies and extensions of our bodies (e.g. art materials, the outdoor environment, music) to encounter each other. Limit 15 persons.



THE LITERATURE OF HUMAN ENERGY  
Course Organizer: Ian Grand

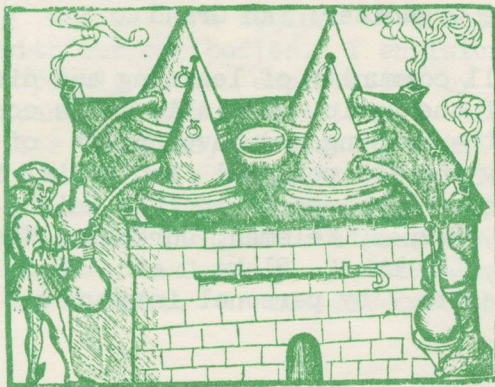
A small community of learning and discussion of the basic available texts concerning the freeing and development of human energy and its personal and social implications. Readings to include Reich, Lowen Baker, Raknes, Keleman, Durkheim, Nietzsche, Rilke, Lawrence, Blake, etc. Enrollment limited to 7 by personal interview.

GESTALT, ART AND ALL THE GOOD THINGS:  
A SYNTHESIS

Course Organizer: Bob Taber

(Enrollment limited to 15 people deeply involved in some art form: painting, sculpture, music, dance, etc.)

A gestalt-sensitivity-encounter group incorporating your art form into the encounter experience. There will be individual critiques toward the end of the semester of work you're concurrently involved in outside the group. The people you have already directly encountered will then have an opportunity to respond to the person they see in your work - your extension of self. Implications are for both personal and artistic growth and synthesis. Course organizer would like to talk to those interested before they sign up. Bob Taber is currently leading encounter groups for Stiles Hall in Berkeley and was a T.A. in the Art Department here two years ago.





TOWARD A PSYCHOLOGY OF DEVELOPING MAN:  
THEORY AND PRACTICE  
Course Organizer: Ian Grand

The course involves the work of the Affective Learning section of the EC. Observation and critique of the materials developed in EC and other affective learning workshops and settings. The development of criteria, training materials, understandings, conceptions. The development of an integrated and specific outlook on the development of potential and being of man.

Enrollment restricted by interview.



AN INTRODUCTION TO EASTERN SPIRITUAL PATHS  
BY MASTERS IN SAN FRANCISCO

Course Organizers: Phillip Davenport and  
Amin Quance

A lecture course in Eastern disciplines, Zen, Ch'an Buddhism, Mahayana, Theravada and Tibetan Buddhism, Islam, Sufism, Vedanta and Yoga. The lectures will be given by Masters in the Bay Area, all of whom have been great disciples of great Eastern teachers. Emphasis will be on the actual

practices rather than on interpretations of the theologies. There will be, interspersed during the semester, sessions with visiting Masters.

The role of the course instructors will be to give out pertinent information preceding visits to each Master and to direct discussions after sessions. Class time and place will change weekly.



#### LEARNING ENVIRONMENTS

Course Organizer: William Talcott

This course will explore what kinds of learning environments exist within the EC, offering the prospective teacher an overview of the multitude of teaching styles found in relatively unrestricted systems such as the EC. Course work will involve visiting other EC classes, making critical evaluations of the experience, sharing and comparing the results with fellow course members, and publishing some of our written work in the EC newsletter.



## MYTHIC CONSCIOUSNESS

Course Organizer: Patrick B. Lufkin

Mythic Consciousness: An exploration into the nature and the development of mythic consciousness as revealed in both primitive mythology, and in modern works. Class discussion will consider different approaches to mythic consciousness, with special attention being given to the theory of archetypes, and recurrent patterns, and their relevance for modern man. The student will conduct an individual exploration in some area of special interest, and may draw on any materials, art, literature, film, music, which he feels relevant. Some reading will be assigned. The class will require the consent of the instructor, and will be limited to 15 students. The student will be responsible for his own credit arrangements. Time and place to be determined.

## INTRODUCTION TO ASTROLOGY

Course Organizers: Jim Maher and  
Kaaren Maize

The course organizers will present through lectures a study of the Zodiac signs and the planets, how to make and synthesize your personal horoscope. There may be some guest speakers. No credit. No prerequisites. Maximum enrollment 20.

METAPHYSICAL EDUCATION (Meta P.E.)

Course Organizer: Stephen Gaskin

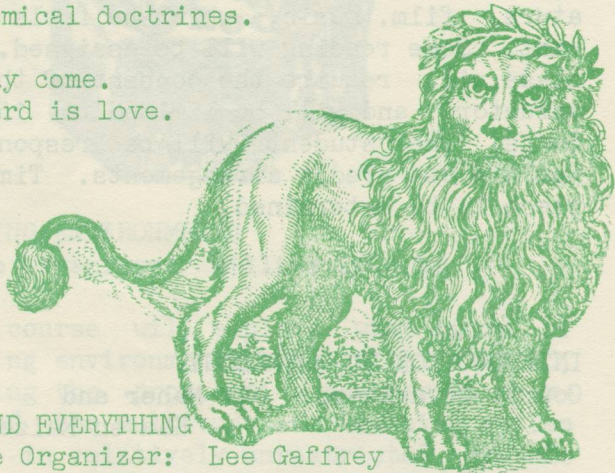
Time: 7 o'clock, Monday evenings

Place: Gallery Lounge, S.F.S.C.

Meta P.E. will explore the relationships of the physical, etheric, astral, mental, and spiritual planes in the light of magic superstition, religion, field theory, ethics wave theory. Prime attention will be given to love and human relationships.

Information will be derived from Zen, Yoga Occult, psychological, scientific and psychochemical doctrines.

All may come.  
Password is love.



ALL AND EVERYTHING

Course Organizer: Lee Gaffney

To destroy, mercilessly, without any compromises, whatsoever, in the mentation and feelings of the participant: the beliefs and views, by centuries rooted in him, about everything existing in the world.



To acquaint the participant with the material required for a new creation and to prove the soundness and good quality of it.

And to assist the arising in the mentation and the feelings of the participant of a veritable non-fantastic representation, not of that illusory world which he now perceives, but of the world existing in reality. Time & place of class meetings at periodic intervals as suggested by convenience and inclination and correspondingly occurring at similarly chosen locations.

#### TIBETAN STUDIES WORKSHOP

Course Organizer: Sam Bercholz

The workshop will be concerned with bringing the workshop members to a realization of their own essence of mind. The methods used will be those of the Tibetan yogas and tantras as expounded in Dr. W.Y. Evans-Wentz' Tibetan Yoga and Secret Doctrines and The Tibetan Book of the Great Liberation. Workshop members may approach themselves and this subject in any way that they find valid for themselves. Encounters will be arranged with Dr. Evans-Wentz' disciple Rev. Joe Miller and Lama Anagariku Govinda. Taking Euclidean and Non-Euclidean Mountain Climbing Workshop is highly recommended.

MYSTICAL EXPERIENCE: THE POINT OF LIFE  
Course Organizer: Crist S. Lovdjieff

This is to be a study of principle elements in the world-wide traditions about mystical experience. The primary intention is to provide helpful grounding in non-idolatrous concepts which facilitate both the recognition and perception as well as the communication about the spiritual in present-moment experience, whether that occurs psychedelically or otherwise. All earnest and reflective seekers are welcome for all or any portion of the course.

The concerns of this study are not to be confused with direct political-sociological activism; nor with psychic phenomena (ESP, clairvoyance, mediumship, etc.); nor with such para-spiritual games as astrology, magic, divination, esotericism, fetishism, diet and meditation fads, and the like.

Instead, how will mystical experience be defined? As man's actual, non-mediated here-now experience of What Is. Two recurring elements in the singularly vivid undergoing of mystical experience which will receive special attention are: Presence (the Eternal--timeless-Now, discerned right through this present moment), and Rhythm (the mutual interdependence of all dualities, contrasts, or opposites in the unflinching flow of all existence).



For this study materials will be selected from Hinduism, Buddhism, Taoism, Indian cultures like the Hopi, and contemporary sages like Krishnamurti. But considerable emphasis will also be made on the great Prophets of Israel and their culmination in Jesus of Nazareth, the Anti-Messiah! Lives of some of the great saints will be reviewed: St. Anthony the Egyptian, St. Francis of Assisi, St. Teresa of Avila and her protege St. John of the Cross. From Russian Orthodoxy the marvelous concept of Kenosis and the role of the Holy Fool will be examined.



## A GENERAL CONSIDERATION OF BEING AND CONSCIOUSNESS

Course Organizer: Richard Best

This course represents a presentation of a body of certain possibility new postulations with respect to some of the general qualities and elements of being and consciousness. Extant parallel systems will be evaluated to the extent that time permits. Domains of consideration will include:

(1) Systems Integration, differentiation, and conflict as universal processes.

(2) Interaction as an ontological gestalt. Its relationship to the general theory of reality. Dependent, interdependent, and incidental covariance. An evaluation of epistemological systems, in particular, the theory of probability. Repetition, non-repetition, and typification. The concept of probabilistic correlations.

(3) The general elements of consciousness, including perception, feeling, memory, ideation, imagery, fantasy, symbolism, and emotion. The organization and interrelationships of these elements.

Some of these issues, particularly traditional to philosophy and psychology, around which it is hoped the course will be organized are:

- (1) Fundamentally, what is?
- (2) Fundamentally, what is good? or What shall I/we do?
- (3) Who/what am/are I/we?
- (4) How shall I/we know?

ZEN

Course Organizer: Dick Cohen

This course involves an intensive investigation of the mind. Students are required to attend individual sessions one hour a week at 674 35th Avenue. A \$25 fee for the semester is refunded if the requirements are met.



EUCLIDEAN AND NON-EUCLIDEAN ADVENTURES IN  
MOUNTAIN CLIMBING WORKSHOP

Course Organizer: Sam Bercholz

This workshop is not a course in the techniques of mountain and rock climbing, but rather an introduction to a technique of self realization. Each weekend one of the local peaks will be climbed via the established trails. The only prerequisites are a willingness to work as a group and a suitable pair of shoes.

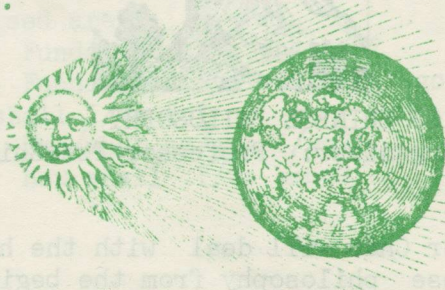


HISTORY OF CHINESE PHILOSOPHY

Course Organizer: Professor Tze-Chiang Chao

Professor Chao will deal with the history of Chinese philosophy from the beginnings before the inception of European thought. He will give special attention to the Book of Change (the Yi Ching) as the foundation of Chinese thought, with emphasis on ontology, and cosmology. There will also be discussion of the mystical, religious, ethical and proto-scientific teachings of the Yi Ching.

Professor Chao has previously taught at Kuomin University, Hong Kong, and Lignan University, Ku-Kong. He presented a paper on the Yi Ching before the 27th International Congress of Orientalists. He is now engaged in writing a new translation of the Yi Ching with the aid of a Bollingen Foundation Fellowship. Professor Chao is the author of several books and papers, including a translation of The Garden of Serenity, published by Peter Pauper Press, and some of the poems of Tu Fu, published in (University of) Chicago Review. In addition to his class and lecture series with the Experimental College, Professor Chao teaches at the American Academy of Asian Studies, San Francisco.



ASTROLOGY, ASTRO-PSYCHOLOGY, IN SEARCH  
FOR IDENTITY

Course Organizer: Milo Kovar

Material to be covered: Interpreting the spiritual, psychic symbolism as reflected in astrology, brief outline of history, its place in psychological, healing and



spiritual arts of the Far East. Latest findings of 20th century Science concerning astral, cosmic influences, radiation upon the Planet and life on it. Bio-rhythms, Nature's Laws of Periodicity, Cycles; Correlations in Freud, Jung's psychology, basic astronomical concepts reading astrological symbols and learning to erect an astronomical chart -horoscope  
Class notes: Astrology - Science or Fiction, available at Student Union Book Store \$1.75. Field trip to the Planetarium or Astronomical Observatory will be arranged.

PHYSICAL SCIENCE 177.06 - ATOMS TO STARS  
AND IN-BETWEEN

Course Organizer: Dr. John Shaw

Physical phenomena at all levels of complexity structure to galactic formation will be studied in terms of a theoretical foundation based on extrapolation of the purely arbitrary hypotheses. The basic premise is that an universal order exists, and that it is accessible to human understanding in all of its details, if a reasonable and rigorous effort is made to look

at natural processes as preferences and prejudices. Once the theoretical foundation is laid and its implications in physical science discussed, some investigation will be made into the various modes of human response to the observed cosmos, as expressed in both Eastern and Western philosophies, religions, metaphysics, etc.

The basic concepts of space and time will be explored in some detail, but the mathematical complexity will be no greater than that of high school algebra. Some knowledge of fundamental concepts of physics and astronomy will be helpful, but not necessary. Admission by consent of the instructor. The course will meet 7-9 Wednesday. Sci. 101.

TRANSCENDENTAL MEDITATION AS TAUGHT BY  
MAHARISHI MAHESH YOGI

Course Organizer: Greg Pearson

It is a joy and pleasure to announce that Transcendental Meditation will be available in San Francisco. The course is in two parts: first two introductory lectures on the philosophy and practice of Transcendental, then individual instruction in the practice of Transcendental Meditation. All lectures and group meetings will be held at S.I.M.S. Center, Berkeley.



## PERSONALITY DEVELOPMENT AND RELIGION

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 include Psychiatrists, psychologists, and counselors in the Bay Area experienced in this field.

## MAN IN THE UNIVERSE

Course Organizer: David Alosi  
Instructor: Walt Eells

Studies in Esoteric Buddhism. You and all that you are-God Consciousness; Law of Cycles; Law of Karma: the Physical, Astral, and Mental Bodies.

You and all that you are-The Divine Man. Presentations, Color Slides, Discussions Meditation, Beauty, and ?????

Join us. Saturday Nights, 7:30 p.m. 414  
Mason St. #703. First meeting November 2.

DANCE PROGRAM

Co-Ordinator: Ellen Bayless

Dance: movement etc.? I

What is dance?

Is it for a special class of performances?

Is it for everyone?

Does it spring from body form, tension, emotion, aura, or music?

Who is the authority? Performers, or people developing their own body sensitivity?

How do people find their own movement?

Are you learning dance or imitative movement? (authenticity)

Can we use dance as everyday expression?

When is expression not dance?

Is life dance?

Is living dancing?

A thousand bubbling creatures  
stand around us naked  
with silent green faces.



The purpose of the EC Dance Program is basically to provide opportunities for students to explore learning experience not available in the regular college. We are committed to developing and facilitating ways for people to actualize their own approach to dance and teaching dance. In addition, we anticipate developing a more meaningful curricula for dancers.

Dance up to now has been part of a classroom. We believe that dance is a part of one's involvement with oneself and others and life. We are looking for ways to make it live.

The Dance Committee will meet regularly to plan, initiate action, communicate, etc. Anyone interested is welcome. Information is at the EC office. A movement encounter workshop will be scheduled for the dance committee as well as the business meetings.

#### CORRECTIVE WORKSHOP

Course Organizer: Lynn MacGregor

This class will focus on freeing & strengthening the body. The class structure will allow maximum opportunity for each student to share his own knowledge of body movement.

DANCE: MOVEMENT, SPACE, SHAPE, PERSON  
BODY, GESTURE, MESSAGE  
Course Organizer: Ellen Bayless

In this class each student will begin to develop his knowledge of dance as not only body movement, but also as communication with himself and with others, and as design (Sensitivity training, gesture, Moving Sculpture).

The class is seen as a preliminary to creative and spontaneous dance. One goal is for the student to grow in an awareness of his physical self that will be experienced in his every day life as well as in the studio.

The class structure will provide some opportunity for those students who develop their own approaches to creative dance to lead the class.

DANCE  
Course Organizer: Jeremy Switzer

Let us seek together new freedoms, new expressions in the dance. Let dance live what it is at its greatest - a sacred transcendence beyond the material world beyond time - an allegory of man's suffering and triumph and immutable spirit. New sounds, new syntheses of my experiences



from classical ballet through meditation to primitive, and explorations of things you and I do not yet know that we know. I believe this liberation can only be accomplished with a basis of strict concentrated techniqua; discipline; to dance is in our heart: but to be made manifest in all its purity requires work, sweat, and love-

I move in praise

The sensual ascetic is the dancer

Flow radiating glow

The force

The order of all things in motion

Alive the every of life

Earth Air Fire Water the body

I danced to speak the glory none can speak

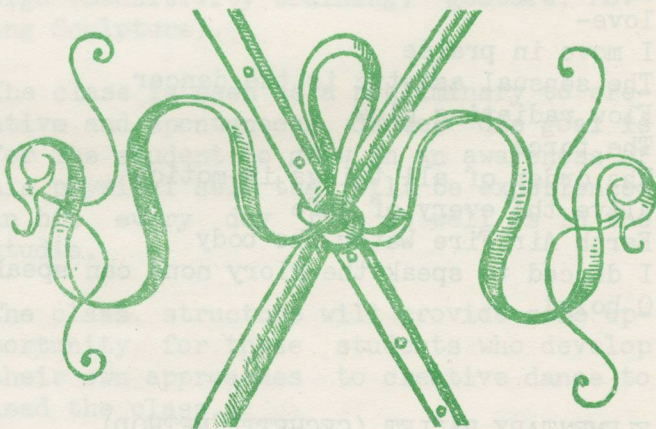
O holy!

#### ELEMENTARY BALLET (CECHETTI METHOD)

Course Organizer; Hyam Glickman

The Ballet, as taught by Maestro Enrico Cechetti and his certified 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 the 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.



PRE-COMPOSITION WORKSHOP: EXPLORATION  
DESIGN

Course Organizer: Marcia Harp

We will explore forms of movement, shape space, and time. Students should have some previous dance experience. Class limited to 25.



THE SAN FRANCISCO STATE COMMUNITY STRING  
BAND

Course Organizer: Steve Duetsch, Graduate  
Assistant with the Mus-  
ic Department

The S.F., State Community String Band will perform classical and experimental works , and chamber music, in public concerts, in the S.F. Bay Area high schools, on the campus, and for privately contracted engagements. The aims of the group are to INVOLVE the audiences in music, acquainting them with a variety of music literature and music values, and illustrating how music is an important means of communication and self-expression. Music Department students, graduates, and faculty comprise the nucleus of membership, of string players, conductor Duetsch, and soloist Istvan Nadas, a concert pianist and member of the faculty. Additional instrumentalists and original works will be needed for the group to be able to offer any type of program. Immediate plans are the performance perfection of classical pieces, work in improvisation so that "Music for Everybody"-- featuring improvisation and the teaching of some note to individuals in the audience by each performer on his instrument--can be performed, and the determination of a permanent group name.

In addition to consent of the instructor, Steve Deutsch, and commitment to attend

weekly rehearsals and participate in performances scheduled by the group, interested students should be able to compose music or play an instrument well--and it must be an instrument which will be utilized for at least one performance during the semester. One unit performance credit can possibly be arranged, under Creative Arts 177.2.

A SEMINAR IN CRITICISM OF ROCK MUSIC  
Course Organizer: Edward Spring

My own points of approach to rock music have been through prior experience with jazz, literature, and poetry. These give me certain biases towards a music with improvisation and instrumental virtuosity, a strong blues orientation and a degree of literary interest of complexity in the lyrics. Others, I trust, will bring to the class different backgrounds and interests so that we can discuss music from a broad base of knowledge. I am not a musician, trained or otherwise, and I certainly hope to have at least one or two people in the class who can clarify musical devices and technical matters for us.

In addition to records, we will analyze writings on rock music and perhaps define some critical approaches partly through



literature. Anything relevant is encouraged; however, I'm skeptical of elaborate critical constructs in general. I have no particular critical theory of my own, and I'm not sure of the value of verbalizing one's critical tendencies too generally. I am sure, however, of the value and the sheer fun of using them in the particular.

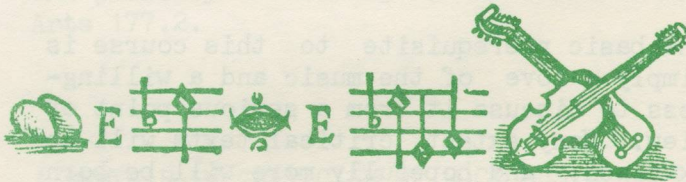
The basic prerequisite to this course is simply a love of the music and a willingness to discuss it from a serious point of view. Many extant critical texts will be examined, and hopefully more will be born out of our efforts.

#### THE JOHN HANDY SEMINAR IN JAZZ

Course Organizer: John Handy

The John Handy Seminar in Jazz will encompass lecture and music performance sections to acquaint the students with the development of jazz. Tapes and musical demonstrations and workshops will be utilized for the lecture sections. Music performance sessions will be held in the fields of African rhythms, blues, and contemporary jazz forms. The music performance classes will be handled in several ways to facilitate the expansion of jazz or professionals. Student interests and

needs will be solicited before final structural decisions are made. Credit can possibly be arranged after student response finalizes course structure. Consent of the instructor for acceptance and placement is required. For registration and information call B.S.S. 469-1085 or Carole Gilmore, A.S. Activities 469-2171.



#### CINEMATIC CONSCIOUSNESS

Course Organizer: Nick Pasquariello

A class whose only structure consists in the film titles that have been selected for showing during the first half of the semester; discussion of stylistic contrasts, e.g. surrealist cinematic techniques and explicitly realistic ones; varying degrees of stylistic consciousness of a number of European directors; style as a reflection of emotional or intellectual sentimentality; economic-historical effects on cinematic style (e.g. Open City, and The Childhood of Maxim Gorky.) Among the titles to be shown: Magnificent Ambersons, Zero for Conduct, I was born but ..., Le Plaisir, Letter from an Unknown Woman, The Shorts of Charles Chaplin, Orphans of the Storm, Intolerance, and Gold Diggers of 1933. Weekly on Thursday evenings, and (optional) Friday; off-campus.



## WORKSHOP IN 8mm FILM

Course Organizer: Laurie Zimmer

A group of people interested in working with 8mm film, starting more or less from scratch. Solving initial problems concerning resources and facilities, discussing shooting, editing, producing, and public showing of finished film. Certain expenses should be anticipated, e.g., it isn't so difficult to locate a 2nd hand 8 mm camera for about \$10. If enough people are interested, we may be getting assistance from some grad students in the film department.



## THE BEANS THEATRE

Course Organizers: Brian Herwood and  
Richard Alcott

The Beans Theatre proposes the preparation and presentation of scripted and/or improvised radio or occasional live satiric drama program of aural hygiene and regular professional craftsmanship, the product of which would be a rebirth of interest in the radio-type drama, the main appeal of which is a nostalgia, fond glimpses back into the days when the imagination was a useful instrument of theatre, and funniness.

The function of the group is the writing and tape recording of plays in the tradition of The Goon Show, the Marx Brothers, Laurel and Hardy, early television, and verbal slapstick; therefore, what we need are students who can readily improvise satiric situations and be able to commit same to paper if necessary.

We'll be using the studios here at State, so the quality of the tapes will be excellent. Hopefully, we will be getting air play.

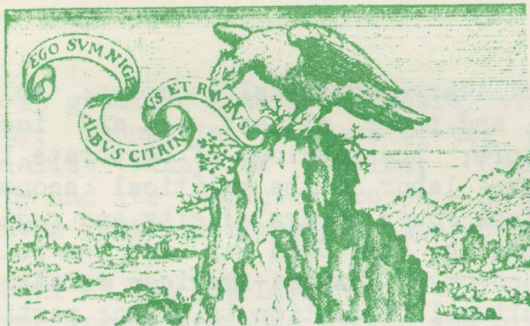


#### EXPERIMENT IN THEATRE PRODUCTION

Course Organizer: Janis Chan

The class will experiment with and improvisationally develop an original scenario using non-verbal theatre techniques. The end will be an improvisationally based production. Both beginning and advanced students are welcome.





### PERSPECTIVES OF MODERN AMERICAN SOCIETY

This group of courses was worked up by 3 people active in the Movement. They are intended to provide historical and social background to the problems facing contemporary radical politics. The course will be conducted as lecture - discussions and will include a number of outside speakers competent in some of the specific problems the discussions will deal with. Credit for these courses may be arranged.

THE POLITICAL ECONOMY OF THE UNITED STATES  
Course Organizer: Anatole Anton and  
Jim Syfers

This course will provide a broad overview of the political economy of the United States. The bulk of the discussion will concentrate on the U.S. system as it operates internally, although some consideration will be given to American policies of penetration into other countries, e.g. Mexico, Cuba, China, Greece, Iran. The tentative list of lecture topics includes: monopoly capitalism in the United States;

the military-industrial complex; ruling class and power elites; tax and income structure; the ideology of corporate liberalism; labor in the political economy; the Black Power struggle; city and regional planning; the Cold War and the political economy; Mexican-American relations; the cultural revolution in China; participatory democracy; dream or possibility; the concept of alienation in Marx. Guest lecturers prominent in their field will be invited to speak on many of these topics. The course can be taken for credit in conjunction with philosophy 122.

#### RADICAL MOVEMENT IN THE UNITED STATES

This course is divided into two parts, each of which will run about half a semester.

#### THE OLD LEFT

Course Organizer: Dick Fitzgerald

This portion will be offered and will focus on the ideas and programs rather than the organization and tactics of nineteenth and early twentieth century American radicalism. Groups and movements discussed include: Jacksonian workingmen's movements; utopian socialists; Knights of Labor; the American Federation of Labor;



and in greater detail the Socialist Labor Party; Industrial workers of the World; Socialist Party of America; Communist Party and its splinter groups - Socialist Workers Party, Progressive Labor, etc.

## HISTORY OF THE NEW LEFT

Course Organizer: Todd Gitlin and others

The New Left is old enough to have a history which includes several distinct phases: The pre-test-ban peace movement; SNCC, 1960-1964; northern response to the southern student movement (Freedom rides, Northern Student Movement, etc.); the Berkeley Free Speech Movement and its successors; SDS as a theory-center and a mass movement; community and union organizing; the anti-war and anti-draft movements, 1965-; Black Power, SNCC for the Black Panthers; "new politics", National Conference for New Politics, Peace and Freedom Party, etc., post-student radical organizations, Radicals in the professions, etc. movement counterinstitutions in theory and practice.

Leaders of lectures and seminars will be persons previously involved in one of these phases of the New Left history. Each will discuss his experiences in the movement from the following perspectives:

- 1) as a social movement - which raises questions of group composition, organization, goals, ideology;
- 2) as a strategic episode - raising questions of its relationships to past and future phases of the

New Left history; 3) as a political reality - the question of each phase's relationship to the whole political system.

We are interested not in "movement gossip" but in learning from our collective experience, understanding it not as an accidental phenomenon but as a caused movement. For this reason we will also examine theories of the movement's origins-- political-economical, cultural, socio-psychological-- and its meaning in American and international politics.

Where possible some films and seminars will be employed. Suggested reading will include Paul Jacobs and Saul Landau, The New Radicals, which is in a paperback and is also a good background study for this course. Among those residents of the Bay Area who might offer lectures and seminars are Frank Bardake, Marvin Garson, Todd Gitlin, Bruce Hartford, Al Haber, Tom Hayden, Carl Oglesby, David Wellman, Peter Wiley.

THE WORKING CLASS IN INDUSTRIAL AMERICA,  
Social and Economic History  
Course Organizer: Brad Wiley

The course traces the origins of the working class in the factory system. It will relate to the emergence of the working class and its politics and culture to such



conditions as rapid industrial growth, technological change, urbanization and immigration. The last half of the course will deal with the impact of modern mass communications and education on the working class and related white collar classes.



## HISTORY OF THE SOUTHERN CIVIL RIGHTS MOVEMENT

Course Organizer: Bruce Hartford

This course will cover the events in the South from the school desegregation cases in the fifties through the advent of the Black Power movement in 1966. Covered will be such topics as SNCC, CORE, SCLS, voter registration, student sit-ins, Freedom Rides, Birmingham, Albany, Selma, etc. There will be some reading, possibly movies. The course should take from 12-15 hours of lecture and seminar time.

## 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 the life styles, and the simple basis of competence.

## THE POLITICS OF POVERTY

Course Organizer: Portia Shapiro

This course offers an exploration into the politics of poverty. It focuses on the role of the community action agency as a model of a "holding action" in the War on Poverty, rather than a vehicle of social change. A number of politically sensitive relationships will be examined: the Poverty War Generals and the local poverty director; the social welfare oriented professionals and the indigenous poverty groups; the establishment minority groups and activist minorities; the poverty agency and its surrounding government and community environment (supportive and/or hostile). Particular emphasis will be given to the question of the poor's "maximum feasible participation" in the



decision-making processes of the poverty agency: the public and private image. The conflicting priorities of social services vs. community organization will further illustrate the political nature of the poverty program. A series of selected encounters with a poverty program-field visit to a target area, a poverty policy-making board meeting, a service center - will be arranged for the student to determine whether or not the politics of poverty impedes or advances the aspirations of the poor.



CONTEMPORARY SOVIET SOCIAL THOUGHT  
Course Organizer: William Mandel

Today the Soviet Union offers social challenges to the West that no other non-capitalist country has existed long enough to offer. This is particularly true because the Soviet Union is the only country of the Marxist camp where that philosophy has resulted in new and significant work across the entire spectrum of the social sciences, although Soviet scholars admit freely that, in particular disciplines, some other socialist countries have produced more pioneering work, as have certain Marxist scholars in the West. This course will focus on these developments in contemporary Soviet social thought and their relation to the role of the USSR in the world today.

The textbook for the course will be Social Thought in the Soviet Union, edited by Professor Alex Simirenko, in which Mr. Mandel has the opening essay, "Soviet Marxism and Social Science," which is the first overall critique covering developments in the creative decade since Marcuse's Soviet Marxism of 1958, and implicitly a rejoinder to that book. Supplementary readings are The USSR After 50 Years, edited by Professors Hendel and Braham, to which Mr. Mandel contributed "Reflections on the Soviet System," and Russia Re-Examined by Mr. Mandel, revised edition, 1967.



William Mandel, although constantly publishing at the request of colleagues (the three titles above were all written by request), is unemployable in the academic world because the appointment-makers are fearful of right-wing attack, inasmuch as he was a hostile witness before the Joe McCarthy, McCarran, and HUAC Committees.

FREEDOM FOR ADOPTIVE CHILDREN.  
Course Organizer: Tony Calaman

20,000 Bastard children doomed to a life of Foster-Care, costing the taxpayers of California \$120, 000, 000 in 1967. \$20,000,000 for the kids, \$100,000,000 for the administration. The Department of Social Welfare has promoted the public image of benevolence and painted a beautiful "adoption picture" since they "took over" in 1947. But only the "picture" has changed since the nightmare of foster children of pre WW II. The destruction of children has never been abated. It is still as total as Hitler's Concentration.

During this course we will seek a feedback of information from some students who have been adopted, seek to adopt and from students who were raised in foster homes.

This course will portray how California

can become the first state in North America to be free of Adoptable Children. One book, Adopting A Child Today by Real Jean Issac, Harper and Row is suggested for

Biology 177

MAN, SOCIETY, AND THE ENVIRONMENT

Course Organizer: Joel Fort, M.D.

Upper division course open to majors, non-majors, and Experimental College registrants.

Dr. Fort, Lecturer in Biology, is an educator, author, social critic and activist, physician specializing in public health and social psychiatry, founder and former director of San Francisco's Center for Special Problems, and traveler in 50 countries as a Consultant to the United Nations World Health Organization, Peace Corps.

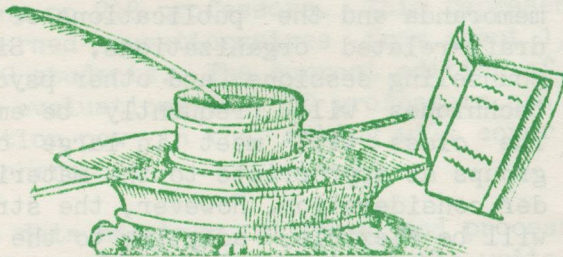
The course is inter-disciplinary and designed to produce thoughtful generalists, stressing student participation in discussion, planning, and grading; along with lectures, audio-visual features, and spontaneous "happenings".

The biological, sociological, and psychological characteristics of man; the inter-relationships with the physical and cult-



ural environment; values, goals, and utopia thought. Specific subjects to be included: semantics and logic; drug use and abuse; sexuality; social (urban) problems such as race, poverty, illness, crime; the organizational-political process; youth and the generation gap.

Individualism and creative social change as preferable and attainable alternatives to alienation, destructive (negative) aggression and rebellion, and absurdity. An attempt to examine where we are and where we are going while telling it like it is.



#### COMMUNITY ACTION

Course Organizer: Albert Duro

This course attempts to create a community of thought and action among freshmen and sophomores who feel all is not well with their past and projected educational experiences. The course will focus on problems facing freshmen and sophomores at SF State and ways of working on these problems through campus organizing, student programs, and other kinds of individual and group action.

## DRAFT COUNSELOR TRAINING

Course Organizers: Staff, Draft Help

This course will help participants acquire a working knowledge of the statutory material which is the basis of draft counseling; come to a thorough understanding of the counseling process; and develop an overview of the structure, practice, and effects of the Selective Service System.

There will be a good deal of written material to be studied, including the Selective Service Regulations and other regulatory material, as well as Draft Help memoranda and the publications of various draft-related organizations. Simulated counseling sessions and other psychodrama techniques will frequently be employed. The class will meet in large or small groups as appropriate to the material under consideration. However, the structure will be flexible, adapting to the needs of the class members.

The course will be led by staff members of Draft Help, the draft counseling service of the Experimental College.

Registration will be fixed at the third session, and enrollment will not be open after that time.

Draft Help Staff: Steve Gibson,  
Arlene Anderson, Mark Freeman



MAX

Course Organizer: Charles Abar

MAX, short for "Maximizing Your Educational Possibilities." began as an Experimental College course designed to develop and codify ways by which SFSC students could cut through the red tape of college bureaucracy and enjoy their learning experience. To the people in the EC seminar this meant finding a way to choose the best professors teaching the best classes. The idea grew into a published "Evaluation Booklet" containing evaluations on 213 professors. This represented returned questionnaires from about 1,000 SFSC students. The current edition of MAX has evaluations on 600 professors and the edition now in the making will cover 800 teachers.

The data has been gathered and processed. What remains to be done is the write-ups of the individual professors and the actual publishing of the book. We desperately need people who can write clear descriptions from data and comments. Also this semester we are evaluating our own achievements and methods in order to collect data for the next MAX. If you feel that you can help in the writing, editing, or in any other way, we would love to have you join us in our efforts. There is a 2 hour meeting one evening per week and members are expected to put in an average of about 6 hours outside of the meeting per

week. And... if you have ideas about the way a professor evaluation should be conducted, we would appreciate your ideas, time, and assistance. We also welcome those who wish to "pitch in" occasional help. MAX can be taken for 3 units of English credit or possibly credit from other departments.

#### A SURVEY OF RUSSIAN PROSE FICTION

Course Organizer: Edward Spring

Apart from the great trio of Russian writers, Dostoyevsky, Tolstoy, and Chekov, there are many others worth attention. From Puskin's time to the present day Russian prose fiction is at least equal to that of any country's. I would like this to be a survey course in Russian literature, avoiding long novels and probably omitting Dostoyevsky, Tolstoy, and Chekhov altogether. Works by Puskin, Lermontov, Gogol, and Turgenyev in the 19th Century, and from the 20th Babel, Olesha, and others, provide a good sample of breadth of the subject. Fortunately these men are all masters of the short story and the novella.

One possible approach would be a study of the theme of the frontier in Russian literature, where it attains an importance similar to what it has for Americans.



Pushkin's stories, Lermontov's Hero of Our Time, Gogol's Taras Bulba, Tolstoy's The Cossacks, Babel's Red Calvary and other works can be fitted into such a scheme, but such great works as Dead Souls and Fathers and Sons cannot..

The decision on what material to use will depend largely on the student's preferences. Whatever works are used, I hope to approach them from a writer's point of view rather than that of a literary historian. However, since Russian literature is involved with the country's history and politics to an extraordinary degree, it will be impossible entirely to overlook the "background" of the works.

THE ANTHOLOGY OF STUDENT UTOPIAN WRITINGS  
Course Organizer: Steve Dunn

The purpose of the course is to compile, edit, and publish the writings of the students of Wilder Bently. They range from Bently's first class in Utopian Thought and Literature in 1959 to the present. What we are after is a book about students, written and compiled by students, which expresses the possibilities for communication and growth from student to student, and from student to a wise man, Wilder Bently. Also we (the people who have been working on the anthology for the past



year) hope that through the anthology we can indicate the development of student thought at State over the last ten years, from the cloistered fifties through the HUAC, FSM, and civil rights mind changes of the early 60's on up to the War, intentional communities and now.

The course will be rigorous. It will require a great deal of reading and a great deal of thought and group discussion about how we go about organizing the writings of several hundred students over a period of twenty semesters into an organic whole. What criteria for judging material we use, whether it is conscious or unconscious. In short, the course will be hard work, but I think worthwhile and important.

The course is recommended primarily for present or past students of Wilder Bently, but others will not be excluded. Credit available.



#### READING AND DISCUSSION FOR ENGLISH 295 STUDENTS

Course Organizer: Carol Talcott

The present reading course for MA candidates in English Literature is run perfunctorily: the student is handed a list to read from and at scheduled dates in the semester he is summoned for questioning. He can talk to his advisor about the reading assignments if he makes an appointment.



This course is designed to offer a more humane, supportive, and hopefully stimulating and constructive approach to preparation for the orals. A small discussion group serves the purpose of creating a community of concern over the literary as well as practical problems involved in this long and intensive review. Meeting once a week for two or three hours will help to keep up momentum for all concerned, and will open up perspectives on the literature through discussion. No more than eight people can work effectively in this kind of group, but more than one section may be arranged if there is need. The course organizer took her orals last June and passed.



#### WORKSHOP IN LYRICAL WRITING

Course Organizer: Robert Leverant

The word is meant for the mouth to say, the ear to hear, and the heart to catch. Not alone the brain and eye. This course encourages the aural and oral tradition of the written work: storytelling in fiction and singing in poetry. Application of Gestalt techniques towards developing an ear when writing and reading. Individual and group classwork. Some consultation with instructor. Concurrent reading in esthetics and American and English Literature. Fifteen two hour meetings. Maximum fifteen students.

THE AVANT-GUARDE IN 20th CENTURY FRENCH  
LITERATURE

Course Organizer: David Austin

My own experience has been that many foreign language literature courses get mucked-up in language problems, and due to limited understandings of texts tend to treat literary themes only superficially. What I am proposing is a study of twentieth century French literature done in translation (those who want can read in French) dealing mostly with the "off-beat" literary movements: 'Pataphysics, Dada, Surrealism, existentialism, the theatre of the absurde, and perhaps the "new novel." We can create our own reading list. We will, I hope, play surrealist games, do improvisational theatre, do some "écriture automatique," and encounter group situations will certainly arise. No French background is at all necessary.





# draft help

Draft Help is an affiliate of the EC designed to give everyone affected by the draft accurate information from which to make choices. This has meant that we have been concerned with 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 draft law.

Draft Help is located in Hut D, opposite the Bookstore, and is open weekdays 9 to 5 and Saturdays 9 to 3. Should you have any questions about your own situation, drop by or give us a call at 469-1668. Needless to say, volunteer help is always welcome. Also, if you are interested in learning some of the ins and outs of draft counseling, see the course description elsewhere in this catalogue.

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