

Experimental
College



Summer
Catalogue

THE EXPERIMENTAL COLLEGE...WHAT IS IT?

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

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

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

lished methods of education, had been neglected.

The Staff of the Experimental College began to work out ways of approaching the problems of educational innovation and of defining the role of the Experimental College as an institution for change within the college.

Planning in the Spring resulted in the Summer Program, 1967. This catalogue contains descriptions, not only of the general courses, organized by students and non-students, but also contains information on workshops set up by Experimental College staff members to deal directly with problems in Education, means and methods of innovation in educational techniques, student responsibility in education, the nature of the learning process, and many more aspects of the phenomenon of education. This program of workshops indicates the new direction the Experimental College is taking, and represents facets of the educational process that are of interest to the entire college community.

The staff of the Experimental College is a self-selecting body of students and interested people who make a full-time commitment to the running of the organization. One of the services that is provided by the staff is the administrative and publicity work for the general courses program; another is the planning and organization of such projects as the workshops on education. It is the purpose of the staff to relate the Experimental College to the college as a whole, to keep in touch with the course organizers, and to arrange meetings for them, to perform services such as scheduling lecturers and providing some materials that will help in the investigation and improvement of the education process.

ELEMENTARY BALLET (Cecchetti Method) Bedall
Course organizer: Hyam Glickman .587081

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

MUSICAL SYNTHESIS

Course organizer: Al Smith

In a total musical experience there is listening, theory, practice, and performance. We have centered our emphasis on theory as being a fulcrum for music appreciation, composition, and improvisation, as formulated by Schillinger's mathematical basis of the arts. The class will consist of two groups, one made up of student with some background in mathematics and/or music, and the other made up of students with some background in either field. Thus the learning experience is a group experience within the class, with the second, less experienced group gaining equivalent knowledge with the other group, and the first group growing in analytic and synthetic understanding of music phenomena. The class will be carried out in an informal manner with instructor and students as associates.

CREATIVE DANCE

Course Organizer: Norma Leistikio

Aims of the class: (1) For each student to gain a clear understanding of his own unique skeletal and muscular make-up, what range and qualities of movement are easy and which are difficult for him; (2) For each student to gain a clear understanding and knowledge of the feelings of movement based on our kinesthetic sense; that is, to develop sensitivity to movement in order to increase ability to know and express ones' self through movement, to structure and express ideas, images, and life forces through movement.

Method: Generally the first hour will be spent on technique and the second on composition, but this division will be adhered to according to class needs.

In each class, a specific body part or muscle will be focused on and basic exercises will be given the student to do. The student will be encouraged to improvise and explore with this basic movement to make it useful for the individual's body structure and psychic (i.e. spiritual) needs. Students will then be encouraged to improvise and compose single and group dances using music, sounds, balls, and other stimulating sources. Example compositions may be given by the instructor and assignments given to develop dances outside class as well as composing within the class time.

There will be two classes, one to meet for three hours in the daytime, and one evening class. The daytime class will dance outside on the lawn, in the sky and through large spaces, and will go inside only if it pours.

READING FOLKLORE

Course Organizer: Carolyn Niece

A possible way to return folklore and literature from the thralls of lineal print to the cool medium of the human voice reading it. We could read plays, short stories, poetry -- anything that is fun to share by reading aloud to each other. Participants need no background in anything. Purpose of the class is pleasure. Class size, meeting times and places will be up to the interested ones.

COMEDY WORKSHOP

Course Organizer: Syd Saltzman

This course is designed for people who want to develop their abilities in performing comedy and humor. All types of humor will be approached in a workshop situation including pantomime, monologue, and other forms. No previous theatre experience is required.

THEATRE IMPROVISATION

Course Organizer: John Robinson

A project built around a play, "Veterans of Foreign Wars," written by the course organizer. The class will improvise around the play and re-write it with the author. The class is open to anyone; previous theatre experience is not necessary. The class will be run as a workshop, with participation and discussion in the improvisatory techniques of theatre work.

MEDITATION

Course Organizers: Deneal Amos and Syd Saltzman

Training in meditation, concentration and contemplation and simple chanting. No doctrine; consultation time available outside class hours. Class will meet at 7 a.m. daily, however, periodically the instructor will not be present.

PSYCHOLOGY: A study in the Futility of Science

Course Organizer: Sigerson

Over the years, Psychology has come to adopt the sacramental tenets of scientific method in its approach to human behavior. The assumption of this method necessarily committed Psychology to a view that there was a reality, but a reality conceived only as one awaiting subjuration and domestication by this method. At the same time it is almost impossible to reconcile Psychology, in its smug trance with this method, with the things it must necessarily deny as the result of applying it.

What I would like to do in this course is look critically at the way Psychology has failed and will continue to fail because of its own methods. (I don't pretend this is something new, but it is something well ignored). Next, and very difficult, how should we go about, analyzing, identifying, thinking about, talking about human behavior. What should stand for explanation? Is there an empirical approach to a study of the meaningfulness of behavior? What is the role of "inner" subjective description of experience? All of this considered in the light of a rejection of present scientific criteria, there probably will not be a monopoly of insight into these problems. If you have a familiarity

with the philosophy of science, it will help all of us. My own part in the course will only be an initial one; I will try to show how and in what way a rejection of present methods is called for.

Course operation: I envisioned a reading and discussion activity for about one and a half hours, twice a week.

Readings: I have a reading list that consists of such men as Szasz, R.S. Peters, Louch, C. Taylor, Ryle, Winch, R. Taylor (I hope we can evade the Freedom vs. Determinism issue). All are important, admittedly inconclusive.

Credit: None.

Size: About 15. I'll take another section if necessary.

PLANES OF SOCIAL CONSCIOUSNESS

Course Organizer: Carl Bailey

Societal games, realities, destinies and predicaments will be examined by the students for the mutual enlightenment of the course organizer and the students. Processes ridden and dogmas broken... personality and social self will be included in a cultural investigation of improved existence in modern civilization. No texts required - no unnecessary barriers to scale except self-transcendence.

CONTEMPORARY SOVIET SOCIAL THOUGHT

Course Organizer: William Mandel

Social thought since the de-Stalinization Congress of 1956. The course will deal with the ways in which modern Soviet scholars apply the Marxist method to the study of the West, the newly-liberated world, and the socialist countries. Attention will be given to the modes of expression, the re-examination of Marxist premises, and the debates within Soviet schol-

arly circles. The work is available in periodicals which Mr. Mandel translates personally.

Credit available. The instructor will attend one meeting a week; the second meeting will be a student seminar for discussion.

MCLUHAN, TECHNOLOGY AND EDUCATION (Ed 277)
Course Organizer: Ron Levaco

A study of the impact of the electronic media on American society and education. Specifically aimed at assessing the applicability of the ideas of Marshall McLuhan to the classroom. Instructor and student select special areas for study. Topics will include the role of film relative to the aims of education in social and vocational preparation; students' television and film experience with respect to the classroom; desirability of multi-media approaches to the education of the culturally deprived; techniques of the teaching of films and other media as literature; and the influence of the computer and information storage on the classroom. This class will involve some practical classroom experience with the Upward Bound project.

Course Organizer is a former teacher of English in the San Francisco Unified School District, and is currently a Graduate Assistant and master's candidate in Radio-Television-Film.

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

HUEMAN ENGINEERING

Course Organizer: Dr. G. Stanley Hayden

This class will be a functional investigation of the metaphysical laws of Hueman existence to better achieve a functional understanding of Hueman happiness. Everyone is a metaphysician. It is as much a part of him and as natural to him as being a Hueman being. All life is governed by metaphysical law from the farthest star to the most intimate personal experience. We are fairly familiar with the laws governing the physical world. But the laws that apply to Hueman consciousness and experience remain a mystery to most. Nevertheless, "ignorance of the law is no excuse", and it keeps operating in our lives just the same. There is no such thing then as luck. Least of all when it comes to understanding and applying the metaphysical laws to our own lives to achieve happiness. The achievement of Happiness in our lives depends on our understanding of what happiness is -- and how to apply the Law of Life to our own experience that we may have happiness in our own lives. The measure of the validity of your philosophy is to be seen in the degree of happiness you feel within yourself. This class then is an investigation of the metaphysical laws that relate to life in general, and to happiness in particular. Topics of lectures and discussion relate to happiness. Some philosophy and symbolism such as the vampire, warewolf and Frankenstein. Your feelings and you. Classification of the areas of Hueman existence and how they relate to happiness. Why things happen to us. Functional faith. Why children and "good people" often suffer and why some "bad" people do not. The mystic and secret principles of gambling. Some of the philosophy of space people.

GRASS, ACID AND ZEN

Course Organizer: Dick Cohen

Discussions on the uses of Psychedelic drugs to gain enlightenment.

SEXUAL ENJOYMENT

Course Organizer: Dick Cohen

Discussions on our fears, inhibitions, and desires that influence our love life.

WORKSHOP ON THE KENNEDY ASSASSINATION

Course Organizer: Hal Verb

The Workshop will continue its examination of the Warren Commission and will pay particular attention to the developments of the probe now being conducted by District Attorney Jim Garrison of New Orleans. Weekly sessions of the Workshop have up-to-the-minute information on the Garrison investigation as well as other aspects surrounding the assassination of President Kennedy. The Workshop has films, tapes, documents, etc. pertinent to the course. All are welcome to attend.

SUMMER WORKSHOP/LECTURE SERIES

Self Realization and Educational Innovation

One of the prime responsibilities of the school is to foster the development of the essential being of each student such that he becomes increasingly aware of his source of creativity and experiences the ongoing process of himself and the world. The ultimate aim of education is the full flowering of an adaptable and creative human being who is able to function in many roles in his society because he is wholly integrated and firmly founded in his innermost self.

The summer lecture/workshop series has been developed to explore ways of educating that can achieve these stated goals of education and to provide opportunities for participants to further their own Self development. Noted Psychologists and Educators will present both theory and methods to be incorporated into school curriculum on all levels, and experts in the fields of Sensitivity Training, Gestalt Therapy, Dance, and Theater Games will conduct workshops using their particular specialities toward Self-realization.

Students in the Work/Study, Tutorial and Community Involvement Programs of San Francisco State College will discuss the problems of developing creativity in the areas in which they have worked and High School students from schools in the Bay Area will present workshops concerning inhibiting factors to the development of creativity in the public schools and possible remedies. Speakers from various innovative schools will explain practices in their curricula toward the freeing of the individual and participants in the Series will have the opportunity to visit and work in several innovative schools in the Bay Area.

Throughout the Series the focal point of inquiry will be the nature of Being and Creativity and how they may be developed in the student in a public school setting.

LECTURE SERIES

Lectures will be conducted at 12:00 Thursdays in the Gallery Lounge except as noted.

June 26 Frederick Perls, M.D., Ph.D.
"Gestalt Therapy"

The noted originator of the theory and technique of Gestalt Therapy; author of Ego, Hunger and Aggression; co-author of Gestalt Therapy, will explain the theory and demonstrate the technique of Gestalt Therapy.

June 29 Rodney Clark

Discusses the philosophy and politics of social change in public secondary schools. The local school board member and professor of education has worked extensively to emphasize the learning situation as distinct from the "babysitting" situation.

July 6 Carlos Kruytbosch
"Summerhill"

Mr. Kruytbosch, now working toward his Doctorate at the University of California at Berkeley, attended AS Neill's famous school in England and offers first hand information concerning the success and ramifications of experiences there.

July 13 William Coulson, Ph.d., Ed.D.
"Basic Encounter Groups in
Education"
Dr. Coulson is engaged in re-
search at the Western Behav-
ioral Science Institute, con-
tinuing his long term work as-
sociation with Carl Rogers. He
with Rogers, is currently de-
veloping the application of
encounter groups to public
school education. A book, co-
authored with Carl Rogers, is
soon to be released.

July 20 William Kenny
Mr. Kenny is Headmaster of the
Pinel School, an innovative
school in Martinez, Calif.;
assistant Professor in the San
Francisco State College School
of Education; and consultant
to the STEP program in the Sau-
salito public schools.

Mary Lane, Ed.D.
"Play; A Way of Learning"
Dr. Lane is the founder and
director of the experimental
nurseries in Cross Cultural
Education Project and Profes-
sor of Education at San Fran-
cisco State College.

**1:30 p.m.

July 27 Tony Johansson
"Freedom in the Development of
Being"
Mr. Johansson formerly taught
in the Berkeley Public School
system and is the founder and
director of the Shire School,
an innovative school in San
Francisco's Haight - Ashbury
district. He will explain the

need and method for a grass-roots alternative to the public education system.

August 10

Robert Olton, Ph.D.

"The Development of Creativity"

Mr. Olton, a member of the faculty of the Department of Psychology, University of California, Berkeley, is currently conducting research in the measurement and development of creativity.

Date to be
Announced

Peter Marin

Mr. Marin is currently on the English Department Faculty of the State College of Los Angeles. He will be the Director of Pacific High School, an innovative school in Saratoga, California. A participant in various educational experiments, Mr. Marin has published in several educational publications.

August 17

Logan Miles, Ph.D.

Dr. Miles is the curriculum consultant for the Mill Valley School district working with the documentation and evaluation of creativity.

WORKSHOP SERIES

Sensitivity Training and Gestalt Groups

Sonoma State College Department of Humanistic Psychology

Members of the Faculty of this Department, the only one of its kind currently offering a graduate degree program, will conduct group explorations in Sensitivity Training and Basic Encounters. Times to be announced.

Janie Rhyne Wise, Gestalt Art

An intensive one week workshop will use Art to gain closer touch with the creative self of the participant, closer touch with the rhythms of the natural world.

Mrs. Wise is a member of San Francisco Venture, and associate of Fritz Perls. She will be working this summer with Dr. Perls at Esalen Institute and will be publishing an article concerning her work in the Journal of Humanistic Psychology.

July 10-14.

Louis Cartwright, Group Processes;
Response-Ability

A basic encounter group in which the emphasis will be the discovery and development of the group-self. Mr. Cartwright is currently a group counselor for Marin County Probation Department, rehabilitating and reuniting families with their "delinquent" offspring. Author of The New Hero.

James Morse, Gestalt Sensitivity

A basic-encounter group to explore the self-image in a real and dynamic situation. Mr. Morse has been working with gestalt groups at Mendocino State Hospital.

Dance Workshops

Karen Ahlberg

Miss Ahlberg is a member of the Dancer's Workshop Company, where she will be conducting workshops this summer. She has worked in the Sausalito Public Schools and other school situations developing dance as a means for contacting creative being. July 24-28.

Sandra Dungan, Workshop in Dance Therapy

Miss Dungan received her M.S. degree in Recreation Therapy with an emphasis in Dance Therapy. She has started Dance Therapy Programs at McAuley Neuropsychiatric Institute, Napa State Hospital, Mira Monte Mental Health Center and has worked with many groups in the Bay Area.

Jenny Hunter, Not Even Hello, 6 day workshop, Aug. 14-19

An intensive, non-verbal body movement course designed to relate people, time and space in a variety of situations to increase the individual's integration with his surroundings. Jenny Hunter is director of the well-known Jenny Hunter Dance Studio and has worked at all educational levels.

Theatre Games Workshops

Dr. Syd Saltzman, Comedy Workshop

Tuesdays, beginning June 27.

Designed to explore comedy as a basic means of communication and experience. Various comedy modes will prevail. Dr. Saltzman is a psychologist at San Francisco General Hospital.

John Robinson

The published playwright and actor develops technique by having the class rewrite a play through improvisation, designed to manifest the individual's ability to experience himself as other see him.

High School Students Workshops

Groups of students from San Ramon High School conduct seminars in educative innovation by presenting their personal educational concerns. They have been working with newly instituted seminar situations in their public school.

Tutorial Program

The Tutorial Program is a student organized and administered program that provides tutorial assistance to children throughout the Bay Area, particularly in poverty areas. Working closely with the children, the people in this program have developed exciting techniques for educating.

Community Involvement Program and Work/Study Program

Working in groups in the city's poverty areas, people in these programs are particularly well acquainted with blocks to creative education generated by the economic and social pressures of these areas.

INNOVATIVE SCHOOLS PROGRAM

Participants in the Summer Series will be able to visit and in some cases work in several innovative schools in the Bay Area. Arrangements can be made through the Experimental College office.

- A list of possible schools includes:
- Pinel School, Martinez, California
 - Shire School, San Francisco, California
 - Walden School, Berkeley, California
 - Pacific High School, Saratoga, California

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Room 3.

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