

Education probe begins

by Mary Shepper

"Education at SF State College" will be dissected, analyzed and hopefully reconstructed after the two-day Student-Faculty Conference being held on campus this Wednesday and Thursday.

All daytime classes scheduled for the two days have been cancelled.

The conference format for both days will be:
9:00-9:30—orientation and gathering at topic centers.

9:30-12:00—morning session.

12:00-2:00—lunch and entertainment.

2:00-5:00—afternoon session.

The Thursday afternoon session will be open to discussing activation of ideas and proposals through

institutional channels and formulation of resolutions, petitions, etc. by on-campus groups or ad hoc student-faculty committees.

The conference will focus on the following issues:

CAMPUS AFFAIRS: the grading process; the classroom situation; student-faculty relations; students' role in evaluation of teachers, courses, and curriculum; student power and involvement in decision-making; general studies, general education and liberal education; year-round operation and the quarter system; graduate education; communication on the campus.

COLLEGE IN RELATION TO THE COMMUNITY: work-study, Experimental College, tutorial programs, the Haight-Ashbury, drugs, religion 1967,

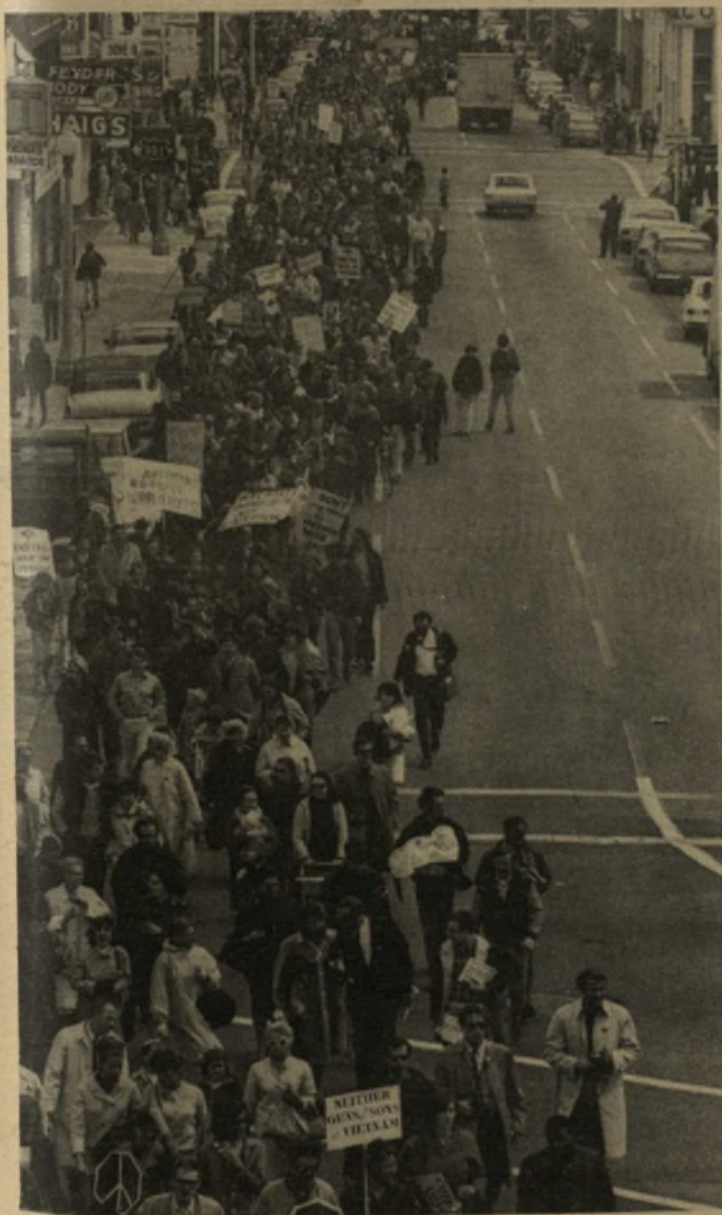
Black Students' Union.

COLLEGE IN RELATION TO STATE AND NATIONAL AFFAIRS: the racial crisis, problems of poverty, the crisis of reasonable murder, the war and the draft, the budget and tuition as instruments of political control.

Today's Gater carries a complete listing of discussion group locations on page three.

In addition, there will be a special magazine section of the Gater with a complete agenda and a run-down on all the issues tomorrow and Thursday.

All persons interested in participating in the conference can address suggestions to The Student-Faculty Conference Committee, Academic Senate Office, Ad 125.



GOLDEN GATE AVENUE
They were among 50,000 protestors

Mobilization weekend

Peaceful pace for march; dragging drone for speeches

by Larry Maatz

Peace broke out in San Francisco Saturday—and nobody seemed to mind at all.

A 50,000 strong amalgam of hippies and businessmen, housewives and students and rock bands and dancers, gathered near First and Market streets to march to Kezar Stadium. A rally was to be held there protesting the war in Vietnam.

But the rally at Kezar wasn't where it was at—the march was.

For the rally was the same as every other rally—a long list of the same speakers saying the same things they've been saying for the past three years—and most of the crowd left before it was half over.

The march was different too, from those many hecklers, and people would smile and tap their feet as the rock bands rolled by in their trucks. At one point a marcher called to a group of onlookers "why don't you join us?" They did.

The March was different, too, from those of a year or so ago—a bit less militant and a bit more happy.

The picket signs carried gentler statements than you usually see. Like "blessed are the merciful," and "children are for loving, not for burning." Others were in a more humorous vein—like "I'd rather save my ass than Johnson's face."

Tom Ravetta, up from Boulder, Colorado for the march said "I really don't know if it'll do any good. It's just something I had to do, that's all."

A housewife, standing on a corner watching

the marchers assemble, just shook her head. "I can't figure it out," she said. "I know they're wrong and stupid, but they're so happy I just can't get mad at them like I used to."

And the happy mood was set early in the day—before the march even started—down at Davis and Market where 5000 students waited their turn to join the march.

Country Joe and The Fish, a former jug band gone electric, was shaking the windows with acid rock. A young girl danced on the cab of their truck, getting a trampoline-like effect as it flexed under her moccasins.

As the morning drew on, and their group still hadn't started, the crowd grew restless and started to shout "let's go, let's go." More and more people picked up the chant and the crowd started pushing toward the parade route.

Without any apparent signal, the Fish broke into something that sounded more like Grace Cathedral than the Fillmore. Joe MacDonald, painted like a psychedelic Apache, his lion's mane of hair thrown back and his face glistening as the rain washed over his war paint, hammered at the organ as if his very salvation depended on it.

The girl stopped dancing and the crowd quieted down. They stood in the rain, smiles on their faces as the organ notes bounced off the buildings and ricocheted down Market street.

Somebody looked up at MacDonald and asked "what is that piece anyway?" MacDonald, his war paint running in the rain, looked down and smiled.

"It's love," he said, "just love."

Election results accepted

by Clem Glynn

The confusion over the AS election results for sophomore and division representatives has been settled by the AS election committee.

The committee voted 3-2 in favor of accepting the election results. Two persons abstained and committee chairman, Art Howard, cast the deciding ballot.

The confusion arose when students voted for representatives in other than the division representing the students' major. As a result 11,000 ballots were cast for the division representatives by the 4190 voters.

The argument wavered between

whether the election results could be considered legal or not. The results of the election for division representatives were determined through a violation of the constitution.

On the other hand, it was argued that since the election had attracted more than 1000 more persons than had any previous election, that the results should be considered the most democratic to date.

Business Manager, Harold Harroun, called the election results "a mandate of the student body. The student body should not be penalized because of an oversight by the election committee."

The second primary matter acted

upon by the committee was a question of legality concerning results of the entire election. The constitutional requirement of a 2.25 grade point average for executive candidates, and a 2.5 GPA for legislative candidates had been waived before the election so that 17 candidates would not be disqualified.

The Committee on Student Affairs (COSA) ruled that candidates need only have a 2.0 GPA and be carrying a minimum of 6.5 units.

Thus, a motion was made to initiate a constitutional amendment to make eligibility requirements at least as liberal as those set forth in COSA.

The motion was passed unanimous-

ly, 6-0.

The referendum ballots presented at the election will be counted today.

Both proposals were made by "Available" partisan member, Greg deGiere, and were seconded by "Shape Up" partisan member, Kay Tsenin.

The official division representatives are: Elaine Paioff, Education; Tony Volk, Physical Education; Denise Chaconas, Natural Science; Shirley Redmond, Social and Behavioral Science; Dave Richmond, Humanities; Patrick Kimbley, Creative Arts; John Barsotti, Business.

The sophomore representatives are Steve Diaz and Pat Garford.

Letters • letters • letters

Golden's dilemma

Editor:

My name is Betty Golden; I'm a junior in Speech with a minor in Communications Disorders. This is my first semester at SF State.

During all of February I was on crutches with my right leg in a cast. When the Gater asked interested students to apply for positions on the student court, I crutched in to leave my name. I was interviewed by David Ragnetti, Kay Tsenin, and a large German shepherd dog.

There were also vacancies in student reps to Academic Senate committees. I applied for possible appointment to the TEC, still on crutches, and was interviewed by Mike Powell for that opening.

March 2, the cast came off and I limped around with an Ace bandage until March 23, during which time I heard nothing from anybody in Associated Students.

I have a copy of a letter from Mike Powell to the TEC, dated March 28, in which it is stated that I was appointed to the TEC to take his place. March 29 I received a phone call at home from Mrs. Nixon, asking me to come in March 30 for an interview with Mr. Nixon about the Student Court. That same evening, Mike called me at home to set up an interview for me with Mrs. Nixon about that appointment.

The interview on March 30 was, in a word, perplexing. Mr. N concluded the interview

by saying, "My wife or I will let you know if I make a decision."

April 4 I attended a meeting of the TEC at which I was introduced as Mike Powell's successor representative to that body.

April 5 I got a frantic phone call from Dave Ragnetti, asking me to serve on the Election Committee as a problem solver, since the other members had gotten to the point of calling one another names.

I met with Art Howard at 1 p.m. April 7. That afternoon, however, the AS Board of Directors looked at the Election Committee, decided I was "partisan" and purged me from the ranks. On what basis this was decided I know not, nor do I know who decided this.

Mr. Nixon says he never got any recommendations. Then where did he get my name, and why did he have me come in for an interview? And why did he then purge me from a position I hadn't applied for, but had been asked to take?

And if he never heard of me—who in the foggy blue morning appointed me to the TEC?

The whole contretemps is, to say the least, perplexing.

Betty B. Golden
SB No. 310240

Everybody leave!

Editor:

I wish to express my wholehearted co-operation and agreement with the Students for a Democratic Society and

other groups who demand that the AFROTC get off campus. However, I have to add that the S.D.S. et al, must also leave campus—they don't see it quite my way, you see. They don't demand enough. The Chemistry Department HAS to go also, because it indirectly encourages and prolongs war by its researches. The School of Business MUST go also, because it turns out too many capitalistic-oriented graduates, and we all know how capitalism thrives on war. The P.E. Department, of course, must go—too many Marine-supporting, war mongering jocks there. Industrial Arts indirectly contributes to militarism by encouraging the study of machinery, and machinery figures prominently in any war effort, so away with it. The Administration from Dr. Summerskill on down doesn't quite coincide with my viewpoint—they haven't issued any protest of significance against the war effort, so of course Administration has got to go.

There are just too damn many groups and individuals on this campus who don't see things my way. They'll all have to go, naturally. So AFROTC, SDS, and the rest, I hope you'll all be off campus before the week's out. I just can't stand you bigots who don't think I'm right.

Richard Canty
SB No. 251

March, not swing

Editor:

I think there is a need to express strong objection to the inclusion of rock groups as entertainment at the April 15th anti-Vietnam March. While I strongly supported the march, I found the presence of rock groups totally inconsistent with what I saw as its objectives. If the purpose of the march was to communicate SERIOUS opposition to the War, then the rock groups largely detracted from that purpose. Rock groups are

quite appropriate to "Happenings" but the march was not or should not have intended to be a "Happening." Marches, to be effective must present a serious political threat to the establishment, and serious threats are not only perceived in terms of large numbers. They are often perceived in terms of the seriousness with which they will be taken by the community at large. It is much easier for people to dismiss rock groups and happenings than it is for them to avoid the implications of a militant and determined group of marchers. If we intend to communicate the seriousness of our protest at all to the power structure we must use symbols to which they will respond. Quite decidedly the rock groups are not those symbols.

Sandra E. Bressler
SB No. 5118

Skeptical student

Editor:

I hereby accuse the Gater and Campus Publicity with false advertising. I paid \$1.50 Friday night for what was advertised as an Animated Film festival. There was no mention of any lecture in the advertisement. The program was advertised as a two-and-a-half hour program. As it turned out, the program ran from 8:30 to midnight. I was subjected to seemingly interminable drivel from the mouth of an unannounced lecturer.

In the future, if the film department intends to lay some fine words on us, let the program be announced as such. I resent being duped into spending money and time in good faith, expecting to receive what was announced, and instead being bored and repulsed by the egocentric pedagogy of an unannounced pedant.

I have now been forced into an unpleasant skepticism about attending events on this campus sponsored by the Film Department.

George Ganer
SB No. 13967

Japan's thank you

Editor:

Attached is a copy of a letter from Osamu and Hiroyuki Matsui, two of the students from Kyoto University of Foreign Studies, Kyoto, Japan, who visited our campus in March of this year and were guests in the home of Mrs. McKelvey.

As you will note, they have asked to have this letter published in the Gater and they have asked to have a copy of the Gater sent to them.

Norman E. Melick
Co-ordinator of
Administrative Units

To San Francisco State
College:

We must thank you and many other professors and students for treating us very kindly, and having had many graceful words and parties and a celebration. We had a wonderful time to talk with many foreigners and foreign students, especially students of San Francisco State College. When in San Francisco State College, we were troubled, because Mrs. McKelvey, a madam of our home stay, told us and gave us a letter to tell Professor Melick that she must have a psychology lesson at Thursday night, so after our lessons, wait in the library at 5:30. But she didn't come at 5:30. So, when we asked any student to seek Mrs. McKelvey, he sought every rooms of psychology. During that time she came, and we took supper at the school. It was a sudden case, so we couldn't have a time to meet and thank him. It is certain, I think, that we must meet and thank him. And please seek that student, and give me his name and address; because we want to give him many thankful words. Would you mind taking up this news to the student paper, Daily Gater and others? If possible, please send the paper to us, Osamu, and Hiroyuki. Our address Mrs. McKelvey knows.

Truly Yours.
Osamu Matsui

Daily Gater

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Unique educational project

by James Loveland

SF State is sponsoring a unique kind of teacher education program called Sausalito Teacher Education Project (STEP).

The project, the first of its kind in the country, is different because it is set:

- In an off-campus teacher education center;
- In a desegregated, operating school district;
- On an elementary school campus;
- And in a community with diverse social, economic, political, and ethnic components.

The main objective of STEP is to develop a program which will prepare students to become more effective teachers and to offer pupils a learning opportunity better adapted to their special needs.

The project was started in February, 1966, by James Bixler, professor of education at the college. At the time, he visualized STEP as a pre-service, inservice program where-

by graduate students, interested in teaching, could receive credentials by working on a three semester basis, starting as tutors and finishing as student teachers.

Bixler's proposal to the Sausalito School District and the campus was enthusiastically accepted. It resulted in an elastic study course wherein candidates travel across the Bay four times a week for coursework and experimental classes.

Funds for the project are received, disbursed and accounted through the Frederic Burk Foundation.

STEP's temporary facilities are located in the Tutorial Center Building, across from the Richardson Bay School, in Sausalito.

The center houses college students and campus faculty. It offers students the opportunity of receiving professional instruction and guidance before their actual teaching experience and a place to develop the instructional materials they plan to use.



SAUSALITO TEACHER EDUCATION PROJECT
Pupils learn by listening to themselves

— Photo by Phiz Mozesson

At present 30 student teacher volunteers from SF State's teacher education program are assigned to work with resident teachers, made up of SF State faculty, in the primary and intermediate grades.

The student teachers offer the pupils one-to-one work relationships, small group teaching, and summer camping experience.

Instruction is assessed by video-taped classroom partici-

pation, peers, and by classroom teachers.

Students interested in working in STEP should see Elizabeth Titsworth, in the corporation yard or the secretary in ED 127.

Local yogist condemns LSD

by Virginia Maches

LSD isn't half as effective as yoga in "opening the mind," according to a local yogist.

Donald Stoner, who has spent three years at SF State, is an instructor at the Himalayan Academy, a school of Classical Yoga. The Academy is a non-profit volunteer organization.

Stoner said "Yoga can help a person gain much more self-awareness than LSD. With Yoga, there is no possibility of a bad trip."

"With LSD," he said, "a person is thrown into a room and forced to stay there. With Yoga, he can quietly open the door and if he doesn't like what he sees, go to a different room."

By opening up mental, emotional and spiritual senses, the student of classical Yoga can "excel in any occupation," Stoner said.

This ability comes from greater concentration and uninhibitedness.

"Yoga gets rid of all the mental blocks and hangups," Stoner said. "A student's cre-

control exercise and disciplines are presented to the students. Hathayoga is the first one given. It consists of exercises to relax the body and so help the person concentrate on his mind.

As Stoner puts it, after the body is relaxed the mind works like a "\$1000 stereo set, where it performs like a \$10 Japanese radio before."

The Academy teaches yoga at "Y" classes, the research center at 3575 Sacramento, and at the Interservice Campus on Clear Lake. At the Interservice "Interns" work with each other to achieve their goals. There is also an administrative center at Virginia City.

The Academy staff, entirely volunteer, has 22 members

and only 13 of these are full-time. They have 300 students

at a time and would have more if they had the facilities.

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But don't be embarrassed about your slow reading. The simple fact is that you don't read slowly by average standards; but by the standards of Reading Dynamics you poke along at a snail's pace—probably reading between 250 and 400 words per minute. You are not alone. Most of your friends and neighbors—and many highly placed professional people—can't read any faster than you. Many undoubtedly read at a considerably slower pace.

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In recent years over 250,000 people have graduated from the 63 Reading Dynamics Institutes here and abroad. All of these people took the course with the guarantee that their reading efficiency would at least triple in the short span of eight weeks. In virtually every case, when the student attended class sessions and did the required practice, this exciting promise came true. Reading Dynamics makes you the same astonishing guarantee: We guarantee to increase your reading efficiency at least 3 times. We will refund the entire tuition to any student who, after completing minimum class and study requirements, does not at least triple his reading efficiency as measured by our beginning and ending tests. Reading efficiency combines rate and comprehension, not speed alone.

Compared to the national average of 325 words a minute, most Reading Dynamics graduates from the Bay Area read nearly 3,000 words per minute. Many people who read Dynamically have developed their skill so successfully that they are able to read at even higher rates. Astonishing? Yes, it is. But true.

At this point you are probably a bit incredulous. A doubting Thomas. Be our

guest. We admit our claims are dramatic—indeed, overwhelming. But they are based on documented statistical case histories of our thousands of students. When you become one of our students—even though you may be a relatively slow reader now—you, too, will contribute to our startling record of achievement.

Evelyn Wood first observed Dynamic Reading 18 years ago when a professor at the University of Utah read her term paper at an amazing 6,000 words per minute. Mrs. Wood's curiosity caused her to look for other exceptional readers, and over the next few years, she found 50 people who could read faster than 1,500 words per minute, with fine comprehension, outstanding recall, and great satisfaction in reading.

"Reading is a waste of time, slow or fast, if you don't understand what you are reading," stated Evelyn Wood at a recent teacher training conference. "If you are not comprehending, you are not reading."

The first thing you are asked to do after enrolling in the Evelyn Wood Reading Dynamics course is to forget everything you have ever been taught about how to read. Reading Dynamics teaches you to read all over again. A relatively fast reader beginning the course does not have any particular advantage over an average reader starting the course. You will be taught to read not just with your eyes, but with *all* your senses. Words will become pictures, and pages will roll by like frames on film. Your eyes will learn to move in rhythmic patterns down the page and through the volume; and you will read with thorough comprehension in a fraction of the time it takes you now.

As a child you were taught to "hear" the words as you read them. You will be untaught that cumbersome technique and discover that you can read swiftly and meaningfully by circumventing your old audio reading patterns. Once this eye-to-mind communication has been established, you practically eliminate the necessity of saying, hearing or re-thinking words. You will no longer read word-by-word or even phrase-by-phrase; indeed, as you develop your skill, neither will you read sentence-by-sentence. Instead, you will read in "chunks." You will visually lift large blocks of material from the printed page and instantaneously project actions and pictures onto the screen of your imagination. As the course develops your Reading Dynamics skills, you will discover the exhilaration of experiencing the vitality of the printed page. Reading will become less and less like reading, as it becomes more and more a process of experiencing.

Dynamic Readers, having finished this article, are now pages ahead of you in this newspaper.

As you read, your hand will function as a pacer, swiftly brushing across printed material as the words well into pictures in continuous, dramatic flow. You will be gratified at your increased speed; you will be moved by your newly developed sensitivity to literary values; and you will be thrilled at the high degree of retention of the printed material after it has been read. Many Reading Dynamics graduates find that their ability to recall even highly technical material long after it has been read is the single most valuable aspect of their new skill.

The Evelyn Wood Reading Dynamics teaching staff in the Northern California area is highly experienced. Naturally, all instructors are college graduates. Many hold MA's and some are preparing for their Ph.D's. Their instruction never includes the use of machines or electronic eye movement devices used frequently in skim-reading courses. Mechanical devices tend to make students dependent upon machines as a reading crutch. Moreover, Reading Dynamics does not teach skimming. It teaches improved reading efficiency which includes both speed *and* comprehension. Skimming techniques negate improved comprehension and are therefore unacceptable in the Evelyn Wood method.

As Mrs. Wood frequently points out, "You read five times faster not by reading every fifth word, but by reading five times as many words in the same amount of time. It is impossible to tell which words to skip or disregard until you have seen them all and determined their relative importance and meaning."

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The Dynamic Reader, having finished this newspaper, is off doing something else.

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age where your most precious possessions are time and knowledge, isn't this a wonderful gift to give yourself? The rare and exciting gift of self-improvement. It can be yours in **EIGHT SHORT WEEKS**. The 32 second challenge is now over.

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KRTG disc jockeys fired

by Doris Worsham

Eight KRTG disc jockeys have been fired from the campus station because of their inadequate performances on the air. Steve Newman, station manager of KRTG, said that the disc jockeys were dismissed because they were not following the procedures of the station.

John Hawkins, Steve Rood, and Dave Sholdan, all members of the KRTG staff, assisted Newman in the dismissal of the disc jockeys.

Newman objected to the disc jockeys' straying from the format of the campus station. "This is a radio discipline and we are trying to train broadcasters," he said.

"Some of them were bring-

ing in their own records and others were putting their friends on the air. They were just fooling around," he said.

Newman cited another example: "One night I walked

into the studio and a certain tape was put on the air without any of the administration knowing about it. This is not done on a commercial station."

He said the station was suffering from the disc jockeys' negligence in presenting the programs intelligently. "For the sound of the station, we had to make a change," he said.

He said the station lacked quality and the disc jockeys did not strive to improve their

shows.

According to Newman, the disc jockeys did not ask for suggestions to improve their shows. He said that he gave talks in the Radio-TV-Guild meetings on how to improve their shows before they were dismissed.

"These people should strive for improvement," he said, "they can't just show up and leave."

To get their jobs back, the

disc jockeys must reaudition and show concern about the quality and presentation of their shows on KRTG.

The format of KRTG has also changed to a more productive and active sound which compensates for the lack of drive and energy the station had beforehand.

At present, the station has the remaining disc jockeys and other students in the department taking over the shows.

Today at State

• Chinese Students Intercollegiate Organization—Fashion Show and Lunch—Gym 217, noon-2 p.m.

• Community Involvement Project—Films, "The Dream Blowers" and "From the Inside Out"—Ed 117, noon-2 p.m.

• Encore Film Series — Alain Delon, "Purple Noon" (in dazzling Technicolor)—Ed 117, 4 p.m. and 7:30 p.m., 25 cents.

• Hillel—Moshe Yaari, "Israeli Theatre" — BSS 220, 12:30-1:30 p.m.

• Oral Interpretative Readings — "The Sacco - Vanzetti Letters," "A Man for all Seasons," and the poetry of T. S. Elliot—Little Theatre, 1-2 p.m.

MEETINGS

• Aikido Club — Gym 212, noon-2 p.m.

• Arab - American Association—BSS 213B, 12:15-1 p.m.

• AS Finance — BSS 206, 12:30-2 p.m.

• COSA — BSS 214, 12:30-2 p.m.

• Christian Science Organization — Ecumenical House, 190 Denslowe, 1-2 p.m.

• CIP — HLL 349, noon-1 p.m.; HLL 385, 5-7 p.m.; Ed 114, 2-4 p.m.

• Forensic Union—HLL 213, 1 p.m.

• French Club — Faculty Dining Room A, 5:30-7 p.m.

• Goju Kai Karate-Do — Main Gym, 12:15-2 p.m.

• Iran-American—BSS 110, 12:15-2 p.m.

• K. I. T. E. Project—AI 201, 9 a.m.-noon.

• Latter Day Saints — Ed 207, 12:15-2 p.m.

• MENC—CA 221, 1-2 p.m.

• Newman Club Discussion Group—BSS 109, 12:30-2 p.m.

• Pedalers Club—Lib G-12,

12:15-1:15 p.m.

• Psych Forum—College Y, 4-5 p.m.

• Students Mobilization Committee — HLL 349, 3:30-5 p.m.

• Urban Studies Commission—Ad 101, 3:30 p.m.

• Work Study — Ed 229, 11 a.m.-noon.

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Hallway museums

Little "museums" encased in glass serve to display a few of the items collected by the anthropology department.

The displays which are showcased in the BSS and HLL buildings include such things as a Micronesian typhoon god named HOS and a few of the African gods collected by physical education student Jim Brown while he was with the American Goodwill Olympics team in West Africa.

Bob Schenck, a graduate student in charge of the exhibits said this is the best the department could do because it cannot finance a large museum for the sizable collection now in storage.

Schenck said he did not expect it to be in the near future. "It depends on when Reagan decides to give us the money," he said.

HOS, who hangs by the stair-

well at the south entrance of the HLL building, looks like a maimed wooden man. After looking at it, it is possible to believe that the grotesque little creature can protect sailors from storms.

Brown's collection of African goods include some lavish garments worn by high-ranking men there.

Other items shown in the

HLL building are South Sea tapa cloth made from tree bark; various Northern California Indian house types built a few years ago by students of anthropology chairman Adan Treganza; Lebanese goods owned by Herbert Williams, associate professor

in anthropology, and a display titled "Inventions in Technology."

Still in storage are an assorted collection of weapons big enough to support a small war and many remnants of early California days.

Schenck said that up to last

year the department had about 300 skeletons, but because of the lack of space, they were shipped off to Berkeley.

But, said Schenck, most of these items cannot be seen because the little "museums" will not hold them all.

—Delphine Hirasuna

Official Notices

GRADUATE RECORD EXAMS

Friday, April 21, is the last day to register for the Graduate Record Examination given on Saturday, May 13. Registration forms are available in the Graduate Division Office, Ad 171. The aptitude test is one of the requirements for admission to classified graduate status in programs leading to a master's degree or an advanced credential. The Area Tests or the Advanced tests are required for advancement to candidacy in a number of fields. Students should contact the Graduate Division Bulletin to determine the requirements in their graduate major. Students signing up for these examinations must have been enrolled in the college within the last year, or must have received a permit to register for next semester.

CREDENTIALS

Continuing students interested in the Standard Elementary Credential who do not have a credential adviser should attend a meeting either on Monday, April 17, from 1-2 p.m. in Ed 128, or on Thursday, May 4, at noon in Ed 114.

Students who have a credential adviser should check the adviser's office bulletin board for a pre-advising appointment.

Class cards for professional education courses will not be issued without the credential adviser's prior permission and signature.

PLANNING CARDS

Continuing students who expect to register for the Fall Semester, 1967, should pick up their program planning cards and the Advising and Registration Schedule in Ad 162 from Wednesday, April 12 to

Wednesday, April 19. Students who cannot come in person may send a stamped, self-addressed envelope (print name under which registered) to the Advising Office, Ad 178, and these materials will be mailed.

UDWET EXAM

The Upper Division Written English Examination, which must be passed by all students seeking a Bachelor's Degree or Standard Teaching Credential, will be given on Saturday, April 22.

The two hour exam will be in HLL 104, at 9 a.m. Students must bring a ball point pen and may bring a dictionary.

STUDENT TEACHERS

Applications for secondary student teaching during the Fall Semester, 1967 will be accepted by the Department of Secondary Education beginning Monday, April 24. Applications are available in the department office, Ed 31, for those students not currently enrolled in Ed 150 or Ed 152.3. Students enrolled in these courses will receive applications for student teaching from their instructors.

PEACE CORPS PLACEMENT TESTS

The special on campus Peace Corps Placement Tests will be administered during the week of April 24-29. To take the test students must have filed a complete Peace Corps Application, or bring it to the test. Tests will be given in Ad 162, on April 24, 1 p.m.; April 25, Noon; April 26, 2 p.m.; April 27, 11 a.m.; April 28, 10 a.m.; and April 29 11 a.m.

RESEARCH PROGRAMMERS!!!

DO YOU QUALIFY to work with top research psychologists in the analysis of challenging behavioral research data? Would you enjoy working with other members of a closely knit research team in the preparation of research proposals and experimental designs? Oregon Research Institute, a small, informal research organization will have two openings for qualified persons in June and September of 1967.

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5. Salary will be contingent on qualifications and experience. Further information may be obtained from: Oregon Research Institute, P.O. Box 5173, Eugene, Oregon 97403.

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Saturday, April 22, 1967 — 8:30 p.m.

Oakland Auditorium Theater

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PERSONALS

Ja, das ist der Lichtensteiner Polka! P 4/21

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PHIL, please phone redhaired chick who spoke to you in Commons last Wed. about Poli-Sci Test. Harriet, 771-3228. P 4/21

DANCE INSTRUCTION

Balkan and other dances taught taught Monday eves. 8:30-10:30. Changs Intern'l. Folk Dancers, 1074 Valencia St. JU 5-7344. DI 4/24

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Young women will go to the

training school for 10 weeks to learn how to be an officer, after which they will receive a second lieutenant's commission.

Women officers are paid as much as men of the same rank, and get the same benefits, like free food in the mess hall and a housing allowance.

Qualified women may contact Sgt. Armstrong at 564-2923 for more information on how to become an officer.

CIP shows movies made by ghetto kids

Two documentary films are being presented by the Community Involvement Program today from 12-2 p.m. in Ed 117.

Both films are written and produced by Dan Robbin, a social worker. The CIP thinks they will be of interest to film makers and to all persons interested in reaching youth through the film medium.

The first movie is called "The Bike Thief" and was made by 13 and 14 year olds. The story concerns a boy who steals a bike and the social pressures which occur from it.

"From the Inside Out" is the second feature, a black and white documentary made by a high school student. It was recently shown over television.

The film lets the youth tell how they feel about the ghetto, the self help programs in the community and their difficulties at Richmond High School.

Sammie Brooks, the direct-

or of the film, said, "The film was made for the benefit of the white community. The youth disapproves of the stereotype — that of being a foolish child, a brainless hood and a welfare seeking bum. This is what the teenagers have to say about it."

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GRODINS

"Gawd! This is desolation"

(This is the seventh in a series of letters sent to an SF State student from a friend now stationed in Vietnam. Responses to the letters should be addressed to the Gater, HLL 207. —The Editor)

I'm all growled out. In the last 72 hours I have had almost six hours sleep. The ward work is good, but 12 hours long. Sleep during the day? Ha! 0700 formation, 0730 formation, morning detail (building a sandbag wall), lunch, 1300 formation, then maybe some rest but it's so hot, I wake up drenched in sweat or a slight breeze wakes me up with a case of chills. Or mortar blasts. Or it's jets sweeping low over the buildings. No rest for the wicked.

Still no mail. I'm on guard duty tonight. Have KP tomorrow (actually today by the time this is picked up in the ward. A bit depressed. At this rate it may be a good year for poetry. Only 50 more malaria pills till I leave here. Monday is pill day. Today was payday. Did I get it? Six. Sex life here is zilch. Still confined to compound. Will I ever get out? I remember seeing a poster once of a soldier on perimeter guard duty and the caption admonished writing letters or praying for him or something like that. He was standing there all decked out in rifle, pistol belt, rounds, etc. silhouetted against a blank evening sky. Very stark appearing. Anyway, there I was tonight,

sitting on a path drawing in the sand with my toes a million miles from anyone I knew and the horizon was black but the sky was almost colorless, a washed-out pale lemon color and I knew how that poster-soldier felt. Gawd! THIS IS DESOLATION. And today I had a bad nightmare (daymare?) about VC's with smashed-in faces and men mortared in half and a train ride with my dad and getting locked in the Tacoma Sears store with a nymphomaniac secretary — after-hours. I mumbled and thrashed about until I fell on the floor. What a rude awakening. I was afraid to go back to sleep. Such is life on the Eastern Front. —Joe

If you're graduating this June, here's your chance to get a running head start in a successful career.

There's only one hitch: it will take eight months of your time.

But measured against results, these eight months could be the most advantageous ones you'll ever spend.

If you have the right qualifications — a B.A. or B.S. degree and a genuine interest in succeeding — you may be one of a select group of young men participating in the new Management Internship Program at Saranac Lake in the Lake Placid area of upstate New York.

This unprecedented program starts in early September and is sponsored by the American Management Association — the world's largest and foremost non-profit educational organization devoted to advancing and sharing the principles of sound management throughout the entire management community. Last year alone some 1,800 separate AMA educational programs were attended by more than 100,000 managers representing such diverse fields as business, education, labor, government, religion, public health, and the communications media.

Everything about the Management Internship Program is unique. The Management Center where you'll live and study is equipped with every recent technical advance in educational methodology. The faculty is drawn from the nation's most gifted and successful practicing managers. And the curriculum is tailor-made to the knowledge every beginning manager needs but few possess — including well-developed leadership skills... a sophisticated understanding of the interrelationships between business and other social and economic organizations... a thorough indoctrination in the various phases of management... and a firm grasp of practical business techniques.

In addition, you will have the invaluable opportunity to associate with the company presidents, labor leaders, government officials and other top-level administrators who participate in AMA's regularly scheduled meetings.

It's unlikely that there is a manager at work today who would not have welcomed a comparable opportunity to get a practical orientation in management *before* embarking on his demanding career. Can you afford to pass it up?

For further details on the Management Internship Program — including information on scholarships and fellowships — write to:

Dr. Robert I. Brigham

American Management Association, Inc.
The American Management Association Building
135 West 50th Street, New York, N. Y. 10020

Tenny-boppers keep hopes alive

by Leonard Neft

The SF State varsity tennis team kept its faint Far Western Conference (FWC) title hopes alive Saturday with a 9-0 drubbing of Sonoma State at Sonoma.

The win leveled the Gator conference record at 2-2. With only three games left in the seven match FWC tennis season the Gators are rooting desperately for two conference teams to upset league leading and undefeated UC Davis and for a tie.

But to gain a tie in this manner, the Gators must go undefeated in their final three matches of the season.

The whole thing may well go up in smoke today as the Gators face tough Sacramento State in a 2:30 home match.

BIG IF

If number two singles man Mike Schneider, out with a chipped ankle bone in last week's 7-2 loss to CS Hayward, is unable to play today, the Gators can just about forget it.

In Tom Pucci and Larry Bryant, the Hornets possess the best one-two singles punch in the FWC, with Pucci the best singles player in the conference.

"If we beat them, it will have to be down the line," Gator coach Dan Farmer said.

"UC Davis, the only team to defeat the Hornets, lost their first two singles matches and the first double match to Pucci and Bryant, but won the rest of the way."

EASY VICTORY

Against the Sonoma Cossacks the Gators had little trouble, with the first four singles men each losing only one game in sweeping to straight sets victories.

First man Jack Bracken kept Doyle Thomson off balance with drops and lobs and won 6-1, 6-0. Bracken had a slight spin on his serve

and Thomson was unable to handle it.

Len Floyd's big serve and return of service enabled him to keep Bill Delia deep and allowed Floyd to play the net. Floyd at 6'2½" had too much reach and dumped Delia 6-0, 6-1.

Doug Chickering displayed a consistent backhand and an improved service in disposing of John Owens 6-1, 6-0.

In last week's 7-2 loss to CS Hayward, Ron Reinig couldn't handle the shot to his backhand at the net, but he had no problems against Ralph Smith, winning 6-0, 6-1.

CLOSE MATCH

The only close match was fifth man Bob Scott's three set win over Bill Powell. Scott won the first set, 6-0, but his serve went to pieces in the second set. He lost 4-6, but pulled himself together in the final set to win 6-3, and make the match.

Sixth man Art Nolet controlled the net and continually put away forced shots by Dave Thomas in winning 6-1, 6-3.

With the match decided, Bracken and Floyd both charged the net in defeating Thomson and Owens 6-0, 6-3.

Coach Farmer moved Scott up to the number two doubles team to take advantage of his big serve and he teamed with Chickering to beat Delia and Smith 6-2, 6-2.

Reinig and Nolet were sharp in defeating Powell and Thomas 6-3, 6-0.

TO RENO

The Gators face the University of Nevada Saturday at Reno and figure to win big.

"Humboldt State defeated the Wolfpack 8-0 and we beat the Lumberjacks 5-4," coach Farmer said.

"CS Hayward beat Nevada 6-3, and without Schneider we lost to the Pioneers 7-2 last week."

Anyway, the Gators are favored.

Gator judo club ranked nationally

After only four years of competition the SF State Judo Club has gained national recognition. The club placed second in the 1967 National Judo Championships held Saturday at San Jose State.

Coach Teru Kawaoka sent a six man team to the championships to gain much needed experience, but to his surprise the Gators were able to stave off a strong bid for second by Loyola University of Chicago.

San Jose State won the championship easily with a 43 point margin over the second place Gators. Fielding strong teams for 27 years, the Spartans have won the championship for the last six years.

Led by the talents of Yoshihiro Katata and Nick Kukulica the SF State team totaled 11 points. Both men were awarded five points for third place in their weight division. The team was awarded another point for having placed two men in the championships.

Katata, a second degree black belt, competed in the 154 lb. class. He had to engage seven opponents with each match lasting almost the

full time (five minutes). The deciding match was with Roy Mayeda, a second degree black belt from UC at Berkeley.

Competing in the heavy weight class, Kukulica won third place by pinning Joe Silverman of the University of Pennsylvania.

Kukulica is considered world championship material and has been invited to train in Japan. He presently holds a brown belt.

30 colleges from around the nation competed in the tournament and only 17 finished. Ten of the 17 were California schools.

An Evening with THE

FUGS



Sat. -- April 22
8:30

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Adm.: \$250, 3.50, 4.50.

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Spikers carve league wins

The Gator track team captured its first victories of the Far Western Conference season in a four-way meet at Chico on Saturday.

The Gators upended Chico and Sonoma, scoring 104½ points to the Wildcats 73½ and Sonoma's 21. The University of Pacific, which is not a member of the FWC, took first place in the meet.

POTTER & CONROY

Gator trackmen Steve Potter and Mike Conroy set meet records as Potter was timed at 9:56.2 in the 3000 steeple-

chase and Conroy ran the three mile in 15:09.4.

Conroy led off the meet winning the mile in 4:26.7. Potter came back after the steeplechase event to place third in the three-mile at 15:33.5.

CLEAN SWEEP

The Gators managed to sweep all positions in the mile and three mile events.

The Gators face Sacramento State this Saturday in a dual home meet.

The Hornets have been conference champs or runnerups for the last five years.

"Sacramento is loaded all the way through," SF track coach Arner Gustafson said. He thinks the Hornets will wind up in second place behind the Nevada Wolf Pack.

Fighting it out for third, according to Gustafson will be the Cal Aggies and CS Hayward. SF State is not in the picture.

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from the Editor's Desk

Due largely to a few world wars, conflicting socio-political ideologies, and imbalances of international wealth, this earth of ours is none too beautiful.

And, due largely to current, active participation in a war, conflicting generational ideologies, and an imbalance of national wealth, this country of ours isn't exactly a pace-setter for the world.

But, we believe, the scars can still be erased.

★ ★ ★

Oh, we're certain they said the same thing in the early 1900's, during the Depression, after the Japanese surrender, and even during Eisenhower's silent generation."

But today's would-be world-makers are a unique breed.

They don't trust anyone over 30; they won't help their country wage what they are convinced is an immoral, impossible-to-win war; they "tune in" to their own fantasies by dropping out of

straight society; they try to bend that society a bit through active involvement for change; they reject conventional life through explicit use or dismissal of drugs, religion, beauty, love, the arts, and anarchy.

Finally—and this makes them unique—they're out to win their antagonists over at the same time.

But while articulate, open, and idealistic, they may not have an easy time succeeding, for in the frenzy of protest and in the self-driven urge for changes in the Establishment, their minds can get bent, too, and they become guilty of the very things they claim to be battling: withholding of rights, violence, and intolerance.

Further, no one generation—at least not to our knowledge—can blossom into a civilization of one mind, one fixed set of goals. There will always be opposition within the ranks, and, whatever form it takes, disagreement will

be valuable, affording a built-in check-and-balance system for the movement.

But whatever the barriers may be, they cannot override the spirit of the sixties, the mood that has among other things, redefined "education" on many college campuses throughout the nation.

At this college, the talk is often about the escape of education from the lecture rooms out into the "total environment." Strangers in the Coffee Shop, in other words, could well give a student more valuable knowledge than he could ever pray for from a 45-unit GE bloc of required courses.

Now, recognizing the changing times, the college is hosting this wide-ranging conference on what may well become known as the "New Education."

This is another chance to learn; hopefully, you will take full advantage.

Education is change

These are changing times, as institutions of higher learning know only too well. Hopefully, our colleges and universities become centers for leadership in bringing about social change, rather than being merely passive barometers of the passing scene.

For me, education and change are synonymous in the sense that active inquiry never allows one to remain in the same place. But do our educational systems stand for active inquiry? Do we here at SF State pass muster when active inquiry is the criterion by which we must be measured?

In our discussion today, I hope we can break through the generational barrier—not for the purpose of our changing each other toward some mythical norm—but so that our work together can proceed more fruitfully.

Respect for differences is indeed a rare commodity; understanding of differences perhaps a rarer one. But perhaps the most precious thing of all takes place when people decide to try and listen and learn from each other.

Can we do it?

Jules Grossman

Chairman, Academic Senate

ISSUES

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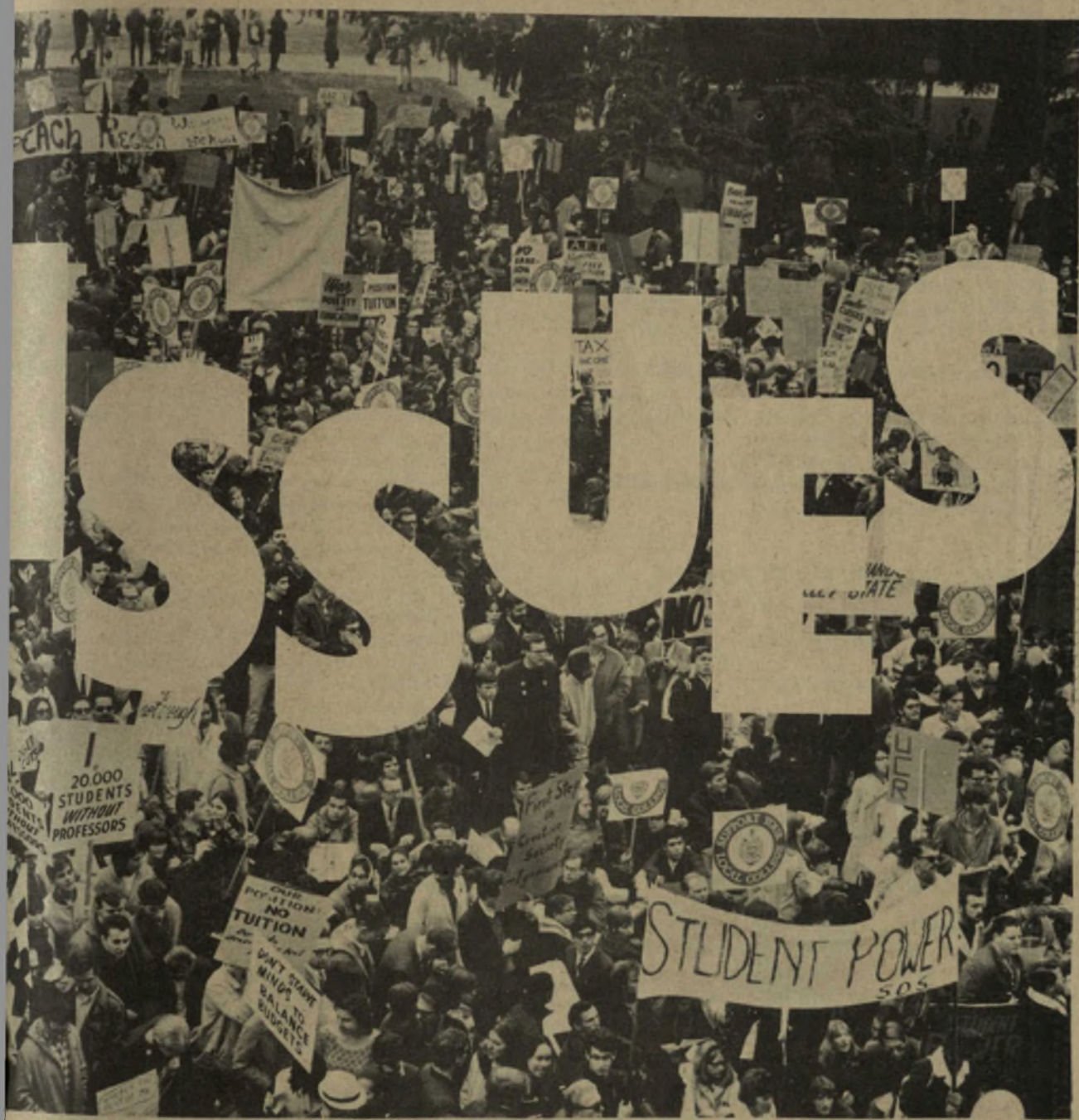
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'Education at San Francisco State'
A two-day student-faculty conference
April 19-20, 1967



Education at San Francisco State

(Name of discussion; main meeting room; panel members involved.)

BLACK STUDENTS' UNION (BSS 203)

THE BUDGET AND TUITION AS INSTRUMENTS OF
POLITICAL CONTROL OF EDUCATION (CA 221)
THE CLASSROOM SITUATION: WHAT DETERMINES
CONTENT? WHO MAKES CHOICES? WHO MAKES
DECISIONS? WHO DIRECTS? WHO CONTROLS?
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(BSS 104)

COMMUNICATION ON THE SFSC CAMPUS
(HLL 319)

THE IMPACT OF DRUGS ON THE CAMPUS
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GENERAL STUDIES, GENERAL EDUCATION AND
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THE VALUE AND FUNCTION OF GRADING
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WORK-STUDY (AND FINANCIAL AID
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YEAR-ROUND OPERATION AND THE
QUARTER SYSTEM (Ed 202)

Jimmy Garrett (co-ordinator)

Ben Stewart, JoAnn Mitchell,
Jerry Varnado, Patricia Anderson

Leroy Egenberger (co-ordinator)

Karen Duncan, Larry Davis,
Charles Goldberg, Kevin Brennan

Rod Clark (co-ordinator)

Irving Halperin, Mark Blum,
Clifford Josephson, Robin Gadjusek

Livvie Martinez (co-ordinator), Dave Miller (co-ordinator)

Ben Fong-Torres, Marshall Windmiller

Robert Mogar (co-ordinator), Mervin Freedman,
John McCaffery, Jim White

Ian Grand (co-ordinator)

(panel members to be announced)

John Sheedy (co-ordinator), panelists from the com-
bined Ad-Hoc G.E. Committee and Undergraduate
Curriculum Committee—Cynthia Nixon

Mike Powell (co-ordinator)

Verne Black, Diane Redmond, Henry McGuckin
Herbert Kaufman

Don Fletcher (co-ordinator), Floyd Turner, Don Jordon,
Maurice Bassan, Joel Dorius, Robert Picker

Steve Davidson (co-ordinator), Bill Belmont, Tsui
Strauch, John Feil, Leonard Wolf, Gary Wagner,
Steve Gaskin, Patrick Gleeson

Robert McBride (co-ordinator), Barbara Kahn, Sheryl
Sanders, Ken, Mesa, Yael Stuckgold, Glenn Cheatham

Chuck Sizemore (co-ordinator), Morgan Yamanaka,
Roger Alvarado, Eugene Orro, Rev. Jesse James

James Downton, Jr. (co-ordinator), Harry Specht,
Dennis Briggs, Le Roi Jones, Magoroh Maruyama

Lorin Loverde (co-ordinator), Daniel Knapp, Jacob
Needleman, Mark Linenthal, Otto Butz

Rev. Alfred Dale (co-ordinator)

John C. Jones

Gregory Lum, other panelists
Alfred Dale, other panelists

Timothy D. Forester, Pastor Joe Barndt,
Reuben Green

Hal Jonsson (co-ordinator), Jack Tomlinson, Floyd
Turner (members of the Research Committee)

Claire Salop (co-ordinator), Peter Pursley, Theodore
Kroeber, Otto Butz, Manfred Wolf, Wilder Bentley

Bill Barlow (co-ordinator), Eric Solomon,
Phillip Garlington, Jim Nixon

George Hallowitz (co-ordinator), Rudy Weingartner,
John Dennis, Lew Engel, Polly Glycer

George Murray (co-ordinator), Robert Weaver,
JoAnna Mitchell, Cynthia Jordan

Wennet Hagens (co-ordinator), Ed Washington (co-
ordinator), Joe Testa, Art Thomas, Octavius Tracy

Roger Alvarado (co-ordinator), Donald Jones,
Sharon Gold, MariAnna Waddi

William Dickey (co-ordinator), Norman Melick,
Urban Whitaker, Gary Hawkins

SF State talk-in

Major issues --and jazz

by **BLAIR PALTRIDGE**
Gater City Editor

SF State has once again broken into a new area of campus relations with the Student-Faculty Conference.

No other college in the country has ever invited students to sit and talk with faculty members on an equal basis about college policies or educational concerns.

The conference was first proposed last summer by Academic Senate chairman Jules Grossman.

Because of a series of other campus issues, planning for the conference did not begin until this February. At that time the Academic Senate polled the faculty, and it responded strongly in favor of the student-faculty "talk-in".

Once the conference had been given the go ahead, the planning committee, composed of Chairman Michael Gregory, Livie Martinez, Fred Thalheimer, Peter Pursley and Peter Weiss, began work.

The two-day affair will be divided



JULES GROSSMAN

ISSUES

A magazine of up-to-date briefings on issues to be studied at the Student-Faculty Conference. Produced as a public service by the Daily Gater.

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into four sessions. On both days, there will be an orientation and gathering at the topic centers from 9 to 9:30 a.m.

This will be followed, from 9:30 to noon, by the regular morning session of discussion groups.

From noon to 2 p.m. will be a lunch and entertainment break. Entertainment will include a jazz concert, poetry reading and dance troupe show.

In the afternoon, the regular discussion group will continue from 2 to 5 p.m.

On Thursday, students will be given an option. If they want to continue their topic discussions, arrangements will be made to reopen the rooms the discussions were in previously.

However, during that second afternoon session, there will be regularly scheduled departmental meetings between students and faculty members.

The departmental meetings af-

ford students a chance to talk to professors within their own academic major areas about course content and teaching techniques.

In the first three sessions, however, a wide-ranging variety of topics will be discussed at the same time at various points around the school. These will be grouped under three general headings.

The first, Campus Affairs, will include grading, student power, graduate education, quarter system and college communication.

The second, College in Relation to the Community, will include the Work-Study and Tutorial programs, drugs, hippies, religion and the Black Students' Union.

The last, College in Relation to State and National Affairs, will cover the racial crisis, poverty, Vietnam and the draft, and the tuition turmoil.

There will be information booths at every campus building with directions to topic discussion rooms.



JOHN SUMMERSKILL

A word from the top . . .

To The Students of San Francisco State College:

The faculty recently voted overwhelmingly in favor of a student-faculty conference, and during this time the usual manner in which the college operates will be suspended.

It is a serious matter when such a step is taken and we should do all in our power to make the conference a success. The ultimate success of the conference, of course, depends on the support and participation that students and staff will give.

This conference affords an unusual opportunity for faculty, students, and staff to meet one another and to exchange views on issues of importance. It is a significant step toward creating a sense of community and common concern at the College, and of combatting trends toward alienation and deper-

sonalization disturbingly apparent at many large colleges and universities.

I believe we have the responsibility of coming to know and to respect one another, both as members of this academic institution and as individuals. We have the further responsibility of confronting questions which are crucial on this campus and in the world in which we live.

The conference is based upon principles of mutual responsibility for both our education function and our human fate. Our full participation in the conference may be seen as an important exercise of obligation as responsible members of a democratic society.

I very much hope to see you at the conference.

Sincerely,
John Summerskill
President

Conference planning group's vow: Scholars finding 'home'

Members of the College Community:

The Student-Faculty Conference is an experiment.

It is an experiment with a new kind of communication, a new kind of educational process. We of the Conference Planning Committee, together with many students and faculty on this campus, recognize that the college is rapidly changing in both its form and its function. Increasingly, the concerns of the college are merging with those of the community, and the distinction between scholar and citizen is properly diminishing.

The role of the scholar in American life has until now been an ambiguous one.

Formerly, he was expected to remain within his sanctuary, pursuing his recondite interests and leaving the affairs of the world to those skilled in the rude ways of politics. It has never been clear whether he chose the ivory tower or was placed there. In any event, he was not expected to involve himself in the mundane rigors of ordinary life. He was safe within the ivory tower — and those below him were safe as well, safe from his thought, his conscience, his professional concern with truth.

He has left the tower. He is making his home in this world. His concerns are becoming consonant with those of all men. Teacher and student together

are assuming for the first time in America the full burdens of democratic citizenship. They work in the ghettos. They march against the war. They protest the murderous bigotry of their leaders.

They insist that against these abuses and horrors there is no sharper weapon than the informed conscience, and the intellectual courage to give that conscience voice and action.

The Student-Faculty Conference honors this new role of the American scholar. The conference provides a time for students and teachers to focus their thought on issues which are vital to the interests of us all as academics, as citizens, and as men.

In our debate we are exercising an ancient right and performing a function older than any existing nation or tradition. We speak out together with the passionate conscience which is engendered by the free mind confronting the manifold and complex problems of human life. In this way we perform our most basic function as scholars and as citizens and in this way we assume again the obligations of our humanness.

Michael Gregory
Department of English
Chairman, Student-Faculty Conference
Planning Committee



The changing campus

by PAT PIERARD

Pass-Fail

The pass-fail system of grading has staunch support at SF State. The abolishing of letter grades, proponents say, would cut down on cheating, reduce general pressure, and put the emphasis back on learning.

However, the two-grade system hasn't been tried here, due mainly to two drawbacks found at UC Santa Cruz, Cal Santa Barbara, and San Jose State, where pass-fail has been attempted.

First, a student must prove documented good grades to get or maintain his 2-S Army deferment. If his local draft board has to determine his class standing on the basis of an amorphous pass-fail measurement, the student could be sunk.

It's also been noted at Santa Barbara that students who formerly made "A's" and "B's" under the old grading system settled for lazy "C" or "D" work with the pass-fail system in effect.

Year-round-operation

In the summer of 1969, SF State will begin year-round instruction on the quarter system (each quarter 10 weeks long and class meetings five days a week).

Donald Garrity, Acting Vice President of Academic Affairs, has serious doubts about the changeover—as many at SF State do.

"Is it realistic to put a kid through college in three years?" he asks. "We would be putting more

No more A's
— or F's?
5-day-a-week
class sessions?
G.E. reshuffled
— or dumped?

people in the labor force and therefore compound existing problems."

Further, he wonders whether it is educationally sound.

"Can you still fully achieve educational objectives? It takes time for students to chew the educational cud," he warns.

General Education

For years, students and faculty alike have griped about the 45-unit bloc of required General Education courses. Last fall, the Ad Hoc General Education Committee of the Academic Senate began a two-year re-evaluation of GE which may end in a revamping of the requirement.

President John Summerskill has afforded his blessing: "I would not be disturbed at all if after a careful review of all possibilities the judgment was that the State requirement was inadequate and needed revision," he says.

The two major reasons for the GE review are the recent innova-

tions in educational methodology, as illustrated by the Experimental College, and a fundamental change in the composition of the student body since the '40's.

Twenty years ago when GE was first established, most students spent all four of their college years at SF State before getting their degrees. Today, the majority are transfer students.

To handle the problems arising from the masses of incoming students, the first and major solution has been the dividing of the GE program into two setups, the "College" pattern for entering freshmen and the "State" pattern for transfer students.

However, four out of five students receiving their BA degrees last year followed the "State Pattern," which allows transfer students to use courses completed at other schools as substitutes for the specific SF State courses outlined in the "College Pattern" requirements. Therefore, the idea of a "common" liberal education for all SF State students is little more than an idea.

The GE committee chairman John Sheedy, associate professor of English, fairly licks his lips at the thought of getting student suggestions for the improvement of the program.

His committee is trying to answer these questions:

- How should SF State implement the state requirement of "a minimum of 45 units of general

(Continued on Page 6)

Building a bridge for the student-prof 'gap'

by MIKE BARBER

Nationwide campus disturbances, from the relatively mild, verbal flap that arose here over the professor evaluation booklet to the violent, vandalistic protests staged at Howard and Fisk Universities last week, emphasize the rift existing between the students and members of the establishment in academic communities.

President John Summerskill has labeled this trouble area "the gap between the concerns of the students and those of the faculty."

During the student-faculty conference, efforts of one particular group — the Student-Faculty Relations Committee — will be aimed at defining and narrowing this gap.

The committee will be coordinated by Claire Salop, counselor in the Activities Office.

Faculty panel members are Otto Butz, professor of social science interdisciplinary studies, and Associate Professors of Psychology John Schummers and Ted Kroeber.

Kroeber says the committee will probably be lightly structured, with the inclinations and interests of the members determining the depth to which each area is probed.

"It will be almost solid discussion, I hope, with the areas of changing responsibilities between students and instructors and the degree that students should participate in their own education as prime topics," he says.

Kroeber also would like to see discussed the role of the faculty in courses the students have brought, through the Experimental College, to the campus.

Other subjects that may be woven into the discussion include the grade system, student and faculty attitudes, student power and the academic establishment, and areas of possible student-faculty interaction.

As part of the group discussing Campus Affairs, the student-faculty relations committee will be able to draw on the progress made by other committees restricted to single topics such as the grade system or the classroom situation (below).

This, according to Miss Salop, will help the committee sidestep the danger of bogging down in details and allow the committee to expand its activities in the three sessions to include a more general

view of student faculty relations.

"We hope to reach a realistic appraisal of the problems and their possible solutions," she says.

Changes

(Continued from Page 5)

education?" Is the requirement even worth implementing?

- What is the meaning of a "general education?" What is its purpose?

- Is a "general education" a necessary part of a "liberal education?" Are the two synonymous?

- Should Freshmen be required to take the "College Pattern," the "State Pattern," or some other pattern? Should they be offered a choice?

- Should choices include "advanced placement" or "honors" programs? Experimental programs?

- If the majority of students take general education courses elsewhere, should SF State feel obligated to contribute somehow to their "general education?" If so, why and how? If not, why not?

Classes: 'heaven or hell?'

by DAVE RICHMOND

It can be heaven, hell or purgatory, but it's supposed to be a large part of a college education.

The classroom situation, including the instructor's presentation and the student's participation, is where the learning process takes place—at least in the traditional educational scheme.

It doesn't always work that way.

Whether it's in the pages of "Blue MAX," the AS-sponsored student evaluation of SF State professors, or in a conversation in the crowded Commons, complaints are frequently made about boring classes and uninteresting professors.

Both complaints and compliments concerning classroom situations, along with other insights, will compose one discussion topic at the Student-Faculty Conference.

The classroom situation will be reviewed in the area of campus affairs. The discussion will be headed by Rodney Clark, associate professor of secondary education, along with three other faculty members: Mark Blum, instructor of humanities, Irving Halperin, professor of English, and Clifford Josephson, associate professor of English.

Josephson said there will be no formal structure because "it is largely the students' conference opportunity to make their thoughts known."

"It doesn't do any good to gripe in the Commons. This conference is something the campus needs," said.

Jules Grossman, Chairman of the Academic Senate and prime sponsor of the conference, said the talk might be centered around the amount of learning that can, and does take place in SF State classrooms.

Dean Fletcher adds up the Graduate School Problems

by JIM VASZKO

If the faculty members of the SF State graduate school could subtract, then their division would be one of the most prominent in the nation.

But when subtraction difficulties are compounded by the bitter battle for more funds, then this institution's stultifying problems for gaining solid graduate recognition become more evident.

Specifically, acting dean of grad-

uate studies Donald Fletcher would like to take away the universities of California, Stanford and San Francisco; the Vietnam War, and California's Donohoe Act.

Minus these items, he feels SF State would get the recognition it deserves for its graduate division, which, as is, boasts almost 6,000 students.

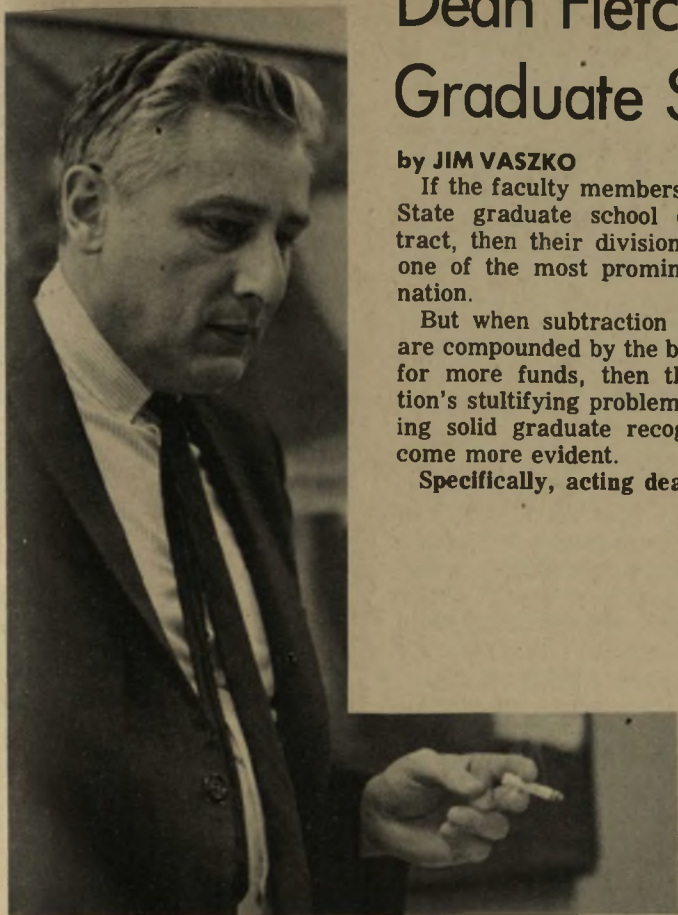
"SF State would play a much more obvious national role if we relocated," Fletcher said.

Federal funds, from which most graduate monies come, would be more readily available to SF State if it had visibility and a program that extended past the Master's level.

Stanford and UC, however, were among the top three grad schools in the country in the recent Carter report on graduate education, and the established competition is too great to combat. SF State goes unnoticed.

In addition, USF "gets more publicity because of its geography," according to Fletcher.

California's Donohoe Act says
(Continued on Page 14)



Students turn the grading tables

by SCOTT C. HARRISON

One of the noisiest things to hit SF State under the auspices of educational reform has been the Course Evaluation Guide—a book in which students evaluate courses and professors.

Late last Fall, a group of students led by director Lew Engle began work for MAX, short for "Maximize Your Educational Possibilities."

The group formulated questionnaires designed to reveal student opinion of classes. The questions attempted to cover the courses from content to effectiveness of the professor and his grading practices.

In all, 221 courses and professors of students' "report cards."

The questionnaires were run through a computer, analyzed,

verbalized, and published in a blue-covered booklet, also dubbed MAX.

The first edition of 1000 copies sold out in no time at all. A second edition, an additional 1000 copies, is due to go on sale this week.

Since publication, MAX has stirred much debate about the effectiveness and necessity of such a course evaluation device.

According to Engle, "the booklet is concerned with clarifying what the professors have to offer, thereby allowing the student to intelligently choose the course and teachers which fit his individual needs."

MAX will next collect information from professors on the ins and outs of departmental requirements which, he says, will be included

in a section called "Beating the System."

On the negative side, MAX's basic fault seems to be its lack of consensus.

Many of the evaluations are based on the opinions of half a dozen students.

An expected problem was encouragement of students to fully cooperate with the lengthy questionnaires. As a result of the small samples procured, not much credence has been paid the endeavor.

Rudolph Weingartner, chairman of the Philosophy Department, says "student opinion is a valid and useful criterion. But anything less than an accurate, comprehensive course evaluation guide has to be ignored."

by **BOB FENSTER**

Unique within the last few years has been the Associated Students sponsorship of five quasi-experimental programs. Each program, the Experimental College (EC), Community Involvement Program (CIP), Tutorial Program, Work-Study Program, and the Ocean View - Merced Heights - Ingleside Stabilization and Neighborhood Improvement Project, will be discussed briefly.

'Other College'

The Experimental College, organized early last spring, was designed to fill the gap between conventional college courses and subjects of student-interest not available in the regular college.

Starting on a thread-bare shoestring, without catalogs to chronicle its ideas, and only an \$8,000 working budget, the college blossomed into something less than originally desired.

During its first months, the college attracted some 150 students and offered 15 investigations—seminars, classes, group process sessions, and lectures. Students had a choice of four areas of study to pursue:

- Community Involvement
- Conceptual Focus
- Artistic Expression
- Psychological Learning

Instead of trying to explain each of these vague categories, it would probably be better just to give examples of what it was all about. "Astronauts of Inner Space" was concerned with the literature and graphics of the European avant-garde since 1885.

An easy how-to-overthrow-a-government course, "Perspectives of Revolution," dealt with protests and tactics of destroying power structures. Another, "People and Peace" investigated the problem of war and the relationship between ideas and actions.

As the instructors became less

Through such programs as SF State's Tutorial project, many students have moved into the community to become "teachers." Aimed at "underprivileged children," the Tutorials program is moving into its fourth year.

Going all out-- and into the community

violent, so did the courses. Recent offerings include "Zen Basketball," "Photojournalism," and something entitled "Total Vision."

While patterned after "free universities" in New York and Berkeley, the college within a college has become a leader.

The EC has received considerable national attention as a successful educational innovation. National magazines have covered its workings and progress, and CBS-TV filmed parts of its operation for a new network series, "21st Century."

This semester, financial and personnel problems have plagued the EC operation. After failing to successfully coordinate the various autonomous areas of the EC, and when she felt that she was "no longer providing primary leader-

ship," EC director Cynthia Nixon resigned.

The EC is currently struggling to align its financial resources with its financial obligations of salaries and supplies.

CIP

The CIP, established by the AS to provide the opportunity for students to "broaden their educational experiences by working in the community," has concentrated its attention on the issues of public housing and the plight of the poor.

Under the leadership of, among others, Joe Persico and Sharon Gold, the CIP (Community Involvement Program) has organized tenant unions and fought against housing discrimination.

Tutorials

The Tutorial Program, involving over 50 tutors and 200 children, was established in 1964, to help improve the basic math and reading skills of children from poverty areas and minority groups.

It recently abandoned its policy of "each one, teach one" because the leaders felt that "it tended to cre-

(Continued on Page 9)



the H-A

by CHRISTINA BERG

A Haight-Ashbury hippie has definite characteristics, but they shouldn't be defined by hair, dress or the other overworked categories.

A distinct socio-economic-philosophical-political makeup separates the Haight-A resident from most other San Franciscans.

A two-month survey by three SF State graduate students, the first such study on the colorful area, concludes the hippie is a dropout from the "Ken and Barbie" mainstream of consciousness but by no means a dropout from society.

Jim Earnshaw, a psychology major; Michiyo Yamaguchi, a sociology major, and transfer student from Japan, and Michael Billings, also a sociology major, conducted the survey as part of Soc. 162, a class in deviant behavior.

They interviewed 50 hippies at random and sent out 500 questionnaires. Earnshaw said the questionnaire results, just coming in, support the results of the personal interviews.

Out into the community

(Continued from Page 8)

ate a dependency of the child on his particular tutor."

It is currently organized on the basis of three or four tutees to one teacher of the same race.

This policy of black to black and white to white brought charges of "black racism" from student critics.

Robert Weaver, off-campus coordinator for the program, however, claims that "in many ways black tutor can communicate with black kid a lot better than a white tutor can."

OMI

The OMI was established three years ago to develop the neighborhood "as a fine place for both cau-



For the Haight-A set, all the world's a canvas ready to soak up the hippies' rendition of mellow-yellow life. At love-ins they love; at mill-ins they mill; and at chalk-ins (above), they show the public why they're known as flowered children.

Some definite characteristics are borne out by the survey. The overwhelming majority of residents are from upper middle middle-class background and over 80 percent are white, single and between the ages of 16 and 30.

'Psychedelic' drugs are used almost to a man—96 percent has used marijuana, 90 percent LSD, 50 percent DMT and 30 percent others including mescaline, peyote, etc.

The H-A is not a low-rent district, compared with the Fillmore, Hun-

ters Point, and other semi-slums. Residents solve housing problems by group living — over 25 percent share a pad with 10 or more others, 27 percent with four to nine, and one-third with one to three other persons. Only 14 percent live alone.

The unemployment rate is quite high—31 percent—but only seven percent live on welfare. The rest borrow from friends and relatives or have other means.

Ninety-four percent of the predominantly male population have had heterosexual relationships — this is 28 percent more than the national norm. Almost half the males have had homosexual relations, while one fourth of the H-A women have played gay. Residents are more tolerant of illegal drug use than homosexuality—97 percent would have a friend who used drugs; only 57 percent one who has homosexual relations.

Anti-war sentiment dominates the political scene like LBJ's nose dominates his head. Not one person supports the war in Vietnam.

Earnshaw notes that people seem to enjoy life without a great deal of money—half earn less than \$50 a week, according to the survey.

The main reason most residents live in the Haight-A is the "other people." But there is a variety of other reasons: their friends, the atmosphere, love, the climate, and like that.

casians and non-caucasians to live."

In cooperation with the Ecumenical Council, the OMI established its own tutorial program in neighborhood churches.

OMI coordinator Mark Walters says that, unlike the Tutorial Program, the OMI "does not place racial restrictions on its tutors and students."

Work-Study

The Work-Study Program, an offshoot of the Tutorial Program, also tutors children in the low income communities of San Francisco.

However, in this program the tutors receive college credit for their work, and meet in seminars to discuss their field-work experiences.



REV. JOHN JONES

Whom Shalt Thou Believe?



BUDDHA

Religion in the

by PAMELA BERG

"God is dead." "No, He's not—He's hiding." "Been replaced, been forgotten, doesn't matter."

The existence of religion in today's community of youth is a much-argued subject. There are those who say religion is antiquated and dying. Others say the practice of traditional religion is being replaced by a "new morality," or humanism.

This replacement of religious practice has not gone unnoticed by American churches. Like stores losing customers, they have sprung to action. Liturgy, dogma, doctrines are being re-examined, up-dated, changed to meet the needs of religious demand. Even the Catholic Church, long unchanged, is undergoing intensive scrutiny and question by its own following.

Bob Flynn, an Activities Counselor here and former Presbyterian minister, says the trend in youth is "not a reaction against, but more of an indifference to established churches." He says the new religion is a religion of concern—concern about problems of society rather than traditions of Christianity.

Father Peter Salmon of the SF State Newman Center says, "Interest in religion has increased from three generations ago when no one cared much," but he adds that to be a religious person today is to be very much a part of the world.

In this respect churches too are becoming more a part of the world. Reverend John C. Jones, Presbyterian campus minister, says, "Churches are gradually taking on the characteristics of free and open forums and becoming enabling forces in an impersonal world."

Other churches have tried more radical departures

Love Generation

from tradition to associate themselves with the push for change.

In Boston, for example, teenage worshippers stepped into the aisles to do the "Frug" and pray "Help us remember that to You good looks are deeper inside than clear complexions and neat hair."

These activities spell change, not the possibility of change. While some consider dancing in church blasphemous, students feel such activity brings them closer to religion. They say going to church or following rules laid down by a church is not necessary if one abides by moral laws.

Their new morality is based on standards each attributes to himself like a personal religion.

This personalization of religion means, in Jones' words, that "the practical student is disenfranchised or has split from any recognizable identification with the institution."

Both Salmon and Jones feel students are more interested in religion than ever. Evidence of this is visible even within the hippie world, often called the "Love Generation."

Hippies base much of their moral philosophy on love and the brotherhood of man. But hippies have gone a few steps farther.

Their involvement with self-enrichment and expanded consciousness has led to exploration into existent religions, Hindu worship and Zen Buddhism.

The importance of these changes and explorations is what a Protestant theologian in Atlanta calls a "new wave in theology."

2-S, or not 2-S...

by MARTY MELLERA

Virtually every male student at SF State is in some way concerned with the Selective Service System. College cooperation or non-cooperation with local draft boards thus becomes a question with implications far beyond a simple yes or no answer.

The act of registering with the local board is a matter covered quite explicitly by Federal law. The decision to obey or break the law at that point is a strictly personal one. However, no part of the law requires a college to send to a draft board any information about a student's academic record.

SF State's Academic Senate has gone on record against the forwarding of information of any kind to draft boards without specific permission of the student. Present college practice is to send all information if requested in writing by the student.

During the past year agitation to end all cooperation with the draft has spread across the country. As a result four colleges now refuse to send class rankings. These are the University of Chicago, Haverford College, Wayne State University, and Reed College.

Reed, which had been operating in the system used at SF State, now sends only confirmation of enrollment at the beginning of the year and a statement of satisfactory progress at the end.

The Students for a Democratic Society (SDS), however, are opting for absolute non-cooperation. The recent AS elections included an opinion poll on the question.

Opposition to the plan is fairly predictable. Many students feel that non-cooperation will bring fast reprisals from the selective service in the form of 1-A classifications.

While most will admit that student deferments discriminate against those who are unable to afford college or who simply do not wish to attend college, they are not anxious to voluntarily give up their 2-S classifications.

SDS contends that if every college

instituted non-cooperation it would hasten significant reforms in the draft leading to eventual end of conscription.

Meanwhile, students needing advice on draft questions can obtain counseling from many individuals on campus or from the Institute For Social Change headed by Steve Gibson.

Operating from Hut D, the ISC has advised more than 500 students this year.

The entire question of the draft becomes increasingly involved with opposition to the Vietnam war. Many students not normally against war in general are opposed to U.S. policy in Vietnam and feel that in-

creased draft calls to supply troops for the conflict are at best an unfair imposition on them.

The controversy over college cooperation with the selective service has heated up to the point that the Committee on Student Affairs is now studying the present college policy with an eye to changing to a plan similar to Reed's or possibly even adapting a policy of non-cooperation.

The two-day student-faculty conference recommendations on the matter will be given heavy consideration by COSA in making a final decision. A complete airing of all sides of the issue is planned by the conference.



BLACK POWER

by LARRY MAATZ

On a hot July day in Mississippi last year, Stokely Carmichael, Chairman of the Student Nonviolent Coordinating Committee, addressed a civil rights rally. "What we want is power—Black Power," he said.

In the resulting furor, former SNCC Chairman John Lewis left the movement and charges of "Black Racism" and "Black Separatism" were leveled at Carmichael and SNCC. Many white civil rights workers were alienated from the movement and the phrase "Black Power" has since become one of the most discussed topics on the American political scene.

Its most current manifestation was an announcement by Carmichael and deposed Congressman Adam Clayton Powell pointing toward the development of a third political party using Black Power as a springboard.

In the opinion of Carmichael, as well as many others involved in the movement, Black Power is nothing new, but is rather very much in the American political tradition. In this sense it is a matter of local political control — Negroes organizing for political power in areas where their interests are at stake.

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In another sense, Carmichael's position is that any movement aimed at ending racism must address itself to the black community, not the white community.

"We should begin with the basic fact that black Americans have two problems," Carmichael has said. "They are poor and they are black. All other problems arise from this two-sided reality: lack of education and the so-called apathy of black men. Any program to end racism must address itself to that double standard."

In this light, much of the work of



STOKELY CARMICHAEL

SNCC and others involved with Black Power has been aimed at the Negro community in an attempt to develop a sense of "Black Consciousness" — a pride in blackness, as well as working on the educational level. This has been manifested here in the programs of the Black Student Union and in such activities as the Tutorial Program.

Work also continues on a political level to organize the Negro community for political power in its own right, and it is in this vein that Carmichael declares that integration at the present time is "irrelevant."

"Integration today," Carmichael says, "means the man who 'makes it' leaving his black brothers behind in the ghetto as fast as his new sports car can take him. It has no relevance to the Harlem wino or to the cotton-picker making \$3 a day."

"Such situations will not change until black people have more power," Carmichael adds. "Then Negroes become equal in a way that

means something, and integration ceases to be a one-way street. Then integration doesn't mean draining skills and energies from the ghetto into the white neighborhoods. It becomes relevant."

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There is, of course, another side to the coin. Black Power does have its detractors.

Disaffected white members of the civil rights movement, for example, feel hurt because there no longer seems to be a place for them. Others feel that the increased and highly visible militancy on the part of the black community can only result in further alienation from the mainstream of American life — something that must be reversed in any enduring form of integration is to occur.

Some label Black Power as nothing more than racism in reverse and others, while purportedly sympathetic to the aspirations of the American Negro, feel that Black Power is nullifying the substantial gains of the civil rights movement.

Many veterans of the civil rights battles in the South, as well as many who were involved in civil rights projects in the North, simply say they don't understand where the black community is going now.

In answer to those opposed to Black Power, as well as many skeptics, Carmichael emphasizes that Black Power is neither racist or separatist. Rather, he says, it is a movement aimed at the black community and conducted by members of the black community for the black community.

There is a place for whites in the movement, he stresses, but the place is in the white community, not the black community.

The message seems to be that when both have been reorganized in their attitudes and structures, then a meaningful form of integration may finally take place.

Tight pockets from Sacramento

by PHIL REILLY

Relations between the state colleges and the state government have been, at best, a bit strained this year.

Governor Ronald Reagan had been in office barely four days when he set the educational community on its collective ear by announcing extensive cuts in the schools' budgets.

"Cut, trim and squeeze," the Governor pronounced and he put forth a plan for the schools to follow.

The state college budget, requested by the Board of Trustees, was \$213 million. In line with his economy moves, the Governor proposed a new budget of \$154 million—a 27 percent reduction.

To augment this state money, he proposed the state college students pay tuition which would raise another \$18 million. The idea was for

each student to pay \$174 a year.

Among the students, at least, the Governor's tuition proposal caused a greater flap than the budget cut.

Student letter writing campaigns were organized at most colleges in the state and students met with the Governor in an effort to dissuade him from the tuition plan.

Two marches on the state capitol took place in early February. The first was conducted primarily by students and was well received by the Governor and the legislators.

The second march, organized by the American Federation of Teachers and various student groups, was something less than successful in the view of many observers.

After being hooted for five minutes, the Governor left and the marchers spent the rest of the afternoon listening to speakers.

The effect of the marches was largely incalculable, but in any case



RONALD REAGAN

the Governor did rescind his tuition proposal.

Opposition to the budget cut was carried primarily by the state college Chancellor's Office in Ingle-side. Chancellor Glenn Dumke imposed a freeze on all college admissions in an effort to force the budget issue.

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... to the state college campuses



Tight pockets from Sacramento

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Dumke pressed for the restoration of the college's requested budget of \$213 million. "There is no fat in this budget and a 20 per cent reduction would mean turning away about 18,000 students next fall," he said.

In early March Reagan added \$18 million, the money which would have come from tuition, to the budget. This raised the amount to \$172 million, still a good deal short of the trustees' request of \$213 million.

In restoring a part of the budget, Reagan gave some cause for optimism by the college. "I am willing to admit that the colleges have been a little undernourished in recent years," he mused.

The real turning of the tide came at the Board of Trustees meeting held at SF State during Easter vacation. While nothing specific was decided with respect to the budget, a "new found understanding and cooperation" between the colleges and the Governor's office did result.

Negotiations between the Chancellor's Office and the State Department of Finance are still in progress, but the major issue of the budget has been essentially settled.

The budget as it will now be submitted to the legislature represents a \$10 million cut from the original \$213 million requested.

\$189 million has been submitted for the work load portion of the budget and \$14.5 million for improvement of the college facilities.

This revised budget contains only one serious cut — in the area of plant operations. And this was done as a compromise by both parties.

The next step for the budget is legislative approval. Donald Garrity, SF State Acting Vice President for Academic Affairs expressed optimism for this final step by the embattled budget.

"From what I have been able to learn, legislative approval of this budget is fairly certain," he says.



The battlefields for the War on Poverty may be in Hunters Point, on an Indian reservation, or (above) away in La Paz, Bolivia, where a Peace Corpsman does his part to shape up the badlands.

'Bound' for poverty

by MARY SHEPPER

Major front of SF State for the war against poverty is a program entitled "Upward Bound," started two years ago by the Economic Opportunity Council (EOC).

The program is directed by Raymond Simpson, Chairman of Secondary Education, and administered by Scott Hope of the Fred-eric Burk Foundation.

The purpose of the project is twofold: to motivate impoverished students with untapped intellectual potential to go to college, and to raise the "aspiration level" of the students.

"Upward Bound" is designed to let high school students work with faculty and tutors during the academic year, making periodic visits to the campus and attending cultural events.

The program provides a set of learning experiences which allow a selected group of high school students to feel comfortable with the prospects of college life.

Last summer 120 tenth and eleventh graders from low income families in San Francisco's three poverty areas lived in the dormitories for six weeks and were introduced to college life through "Upward Bound."

The summer program combines an academic schedule with counseling sessions and physical activities. It is not designed to conflict with high school courses, but rather, act as a supplement to them.

"Upward Bound attempts to break down the students' hostility towards school and bring a change in their attitudes towards learning," Simpson says.

Graduate problems spelled

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that the only state-supported institution offering doctorates shall be the University of California. This legislation has further marred SF State's fight for graduate identity.

Then, too, the cost of the Vietnam War has cut into funds originally earmarked for education.

The end result is a vicious circle. SF State has the potential for limited growth if funds can be provided. But this institution has little hope for national recognition.

Without that recognition sufficient federal funds will not be forthcoming and the potential for unlimited growth will remain just that—potential.