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THE AMERICAN CONSCIOUSNESS:
CULTURAL ASSUMPTIONS AND ALTERNATIVES

Deane Shapiro, Jr.
Johanna Shapiro

General Statement of Purpose

We have only been back a few months, and we are very frightened by much of what we see in this country. We have some questions to ask you, America:

*Gandhi wrote that to eat too much is like stealing when there are people who do not have enough to eat. Why, America, do you compete so fiercely? Don't you have enough to eat?

*Why are you so concerned with impersonal credentials, lists of publications, degrees, awards -- and so unconcerned with the person?

*Why do people at Stanford put locks on their bicycles?

*In many parts of Asia where we hitchhiked there were only few cars. When a car did come, there was rarely an empty seat. If there was, however, they would stop and give us a ride. America, you have such big cars and so many empty seats. Why don't you stop?

America, we have returned, and in our small way, we are going to try to show you the possibility of a different value orientation. We plan to re-enter this society, while maintaining some values we hold very strongly -- Simplicity: few possessions; a poverty level income so we do not have to pay taxes and therefore in no way support the war; no automobile (as a gesture against pollution and the fast, impersonal way of life.) Humanity: an emphasis on cooperation and sharing; the acceptance of our basic worth as human beings, independent of degrees and social advancement.

Our program calls for cooperation: not only in our joint undertaking to complete the program, but in the sharing of our knowledge and ourselves both during and after its completion. We plan to teach and to offer guidance which reinforces rather than criticizes cooperation among students; for in this age of increased technological specialization, it is only through sharing that we as a species are going to survive.

Further, we are not going to hide behind our credentials, for they are useful only as a vehicle for personal contact. The teaching is living: what we say and how we live must remain as one. In this way we hope to fulfill our own human potential and to bring out the full potential and creative possibilities of those with whom we come into contact.

The proposal outlined below is the first part of a two part joint Ph.D. program. The program is cooperative on a thematic level. The subject matter of the two parts is complementary: part I deals primarily with an analysis and evaluation of cultural assumptions; Part II deals primarily with alternatives. The subject matter of the two parts is also interrelated, as there is much inevitable and necessary overlapping.

The program is also cooperative on another, an experiential level. We intend to engage in some team teaching, in which our complementary training will be brought into play. We are even considering the possibility of collaborating on a thesis. In this manner, through the form and content of our program, we intend to give expression to the cooperative ethic, which we offer as an alternative to the assumptions of the present educational system.

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Background

Until the second quarter of my junior year, I had a career. I was a political science student, and I would become a successful lawyer. That quarter I took a course from Professor Novak, Belief and Unbelief, and since then I have been seeking.

At first I was seeking myself: who was this Deane Shapiro, Jr.; his fears, his hopes, his shortcomings, his reason for being here. I began taking courses in the humanities, particularly in religion and existential literature.

After I graduated I left this society, the university, my family, my friends, because I was determined to find out more about this person. I went to Israel and began reading the Bible in an attempt to trace the roots of my Judeo-Christian heritage. This exploration gave rise to an autobiographical novel, J's Revolution, in which I tried to come to grips with my heritage and make an affirmative commitment to existence.

In Israel I learned as much as I could about myself while living in isolation from other human beings; and I realized that continued self-understanding and fulfillment could only come through involvement with others. I returned to America, and during the summer of 1969 was Director of Red Cross Life Saving Program for minority students at Occidental College. (I also married!)

A year and a half ago Joey and I left this society and began searching together, trying to understand and develop a relationship with each other, trying to see who we were, what our values were, and what sort of life we were hoping to build together.

Each morning, when we awoke, we were faced with both a burden of responsibility and the excitement of possibility -- for each morning we were challenged to create a day. We wrote a book of poetry, A Daily Musing; we created a book of Japanese sumiye painting; but most important we began to see and experience possibilities for personal fulfillment that we had never before imagined.

We learned very much about each other, and about the type of life style we want to lead. And now we have returned to this country to see if we can't share some of the possibilities we have seen.

Background

Stanford (Fall, 1965-December, 1968)
President Wilbur Dorm Trancos 1965-66
Chairman, Council of Presidents, Wilbur, 1965-66
Member, Wilbur Judicial Council, 1965-66
Dean's list, 1966, 67, 68
Honor's Political Science Seminar, 1967-68
Advertising Manager, Stanford Daily, 1967-68
Graduated Phi Beta Kappa, With high distinction

After Graduation:

January-June, 1969. Went to Israel. Read the Bible (learned basic Hebrew and translated certain passages of the Old Testament); re-traced Jesus's journey through the Holy Land. Began work on novel.

June-September, 1969. Director, Red Cross swimming and life saving program, Upward Bound, at Occidental College

September-May, 1970. Completed a years work in German and in classical Greek (translated the first book of the Iliad and certain passages of the New Testament
In January, 1970, finished J's Revolution

May-September, 1970. Married. Went to Japan, read translations of Buddhist texts; studied Japanese art as a reflection of faith; lived in Zen Buddhist monastery; created, with my wife, a small book of Japanese Sumiye painting

September-December: In Taiwan, read all Confucius' Analects, works of Mencius, Lao-Tse, and Chuang-tse; studied Chinese poetry and painting. Co-authored with my wife, a book of poetry A Daily Musing

January-May, 1971: In Malaysia: lectured to Malaysian Writers Association on "The Artist and his Relationship to Society"; studied basic Indian texts: Rig Veda, Bhagavad Gita, several of the Upanishads; read about Gandhi; studied yoga from a Chinese master who had lived in Tibet; completed novelette S and a collection of short stories, Seer

Background

I did two years of undergraduate work at UC Berkeley, during which time I received a Kraft Award for scholarship and a Genevieve MacEnerney Scholarship. Dissatisfied with the mechanicalness of the multiversity educational process, I transferred to Stanford. I spent the following summer teaching contemporary literature to minority students at Occidental College's Upward Bound program. In June of 1970 I graduated from Stanford Phi Beta Kappa, Magna Cum Laude, and was awarded the Wexler Prize for my history honors thesis. I had designed an independent major which, while it familiarized me with the major documents of Anglo-American history and Anglo-American literature, also attempted on a theoretical level to correlate and coordinate these two fields, to treat them as interrelated rather than as separate disciplines. Through an examination of man's attitudes and behavior in the past (History) and his own creative interpretation of himself (Literature), I wanted to explore human nature - how man thinks, how he relates, how he functions in society.

After graduation, I spent the subsequent year and a half travelling with my husband in Asia, where we studied Eastern religions, art, and literature. We tried to give creative expression to this educational experience through sumiye painting, short story writing, poetry, and haiku. At this point, the orientation of my studies became more personal and more ethical. I perceived education to be intimately connected with living, so that I became interested not only in the nature of man, but in my own nature; not only in how man acted, but in how I should act. My basic approach, however, remained the same: I investigated man's intellectual and artistic creations, seeking indications of his essential nature.

This time spent outside any societal framework was crucial in providing me with a perspective on the system which had produced me. America appeared as a culture of many dangers - the fast pace of living, the materialism, the competitive ethic, the impersonal hugeness. Yet it was also a society of possibility, my country to which I had to return. I propose to make my reentry in the following manner, which I hope will preserve the lifestyle my husband and I find so valuable: simplicity - the preservation of a minimal income, no automobile (as a gesture against pollution and the fast pace of life), few possessions; humanity - an emphasis on cooperation and trust, and the ability to treat people as people, rather than as objects; lowness - the acceptance of our basic worth as human beings, independent of degress and social advancement.

Career Plans.

This interdisciplinary Phd. program, drawing from the fields of psychology, psychiatry, anthropology, sociology, and education, is designed to provide me with the following career alternatives:

- *Pupil Personnel Services Credential, allowing guidance and counseling in California secondary schools.
- * Teaching at the university level
- *Continued research on problems of behavior modification and/or optimum learning environments
- *My wife and I are also considering the possibility of one day setting up our own school, and this program would provide basic necessary background knowledge for such an undertaking.

THE AMERICAN CONSCIOUSNESS:

CULTURAL ASSUMPTIONS AND ALTERNATIVES

PART I

Johanna Shapiro

The proposal outlined below is the first part of a two part joint Ph.D. program. The program is cooperative on a thematic level. The subject matter of the two parts is complementary: part I deals primarily with an analysis and evaluation of cultural assumptions; Part II deals primarily with alternatives. The subject matter of the two parts is also interrelated, as there is much inevitable and necessary overlapping.

The program is also cooperative on another, an experiential level. We intend to engage in some team teaching, in which our complementary training will be brought into play. We are even considering the possibility of collaborating on a thesis. In this manner, through the form and content of our program, we intend to give expression to the cooperative ethic, which we offer as an alternative to the assumptions of the present educational system.

Proposal - Part I

This is a proposal for a long-term study project, encompassing both an academic and an experiential aspect.

ACADEMIC

I would like to design an interdisciplinary Ph.D. program analysing the American Consciousness, its historical development, present condition, and future direction. The program would synthesize such fields as history, psychology, sociology, and psychological anthropology. I intend to use literature as the means of integration, a sort of amalgamating funnel through which the other disciplines could be channeled. I see the boundaries between these subjects as fluid and intertwining. To treat any one as a separate entity creates an artificial distinction which ignores the holistic approach.

This project would deal with such themes as collective self-consciousness and the destruction of innocence. It would analyse and evaluate the value assumptions of Americans. The following are major questions which this program raises and partial ways in which they might be answered.

- a. What is the impact of equality on American culture?
History 363 Modern America 1890-1950
de Tocqueville
- b. What influence did the Victorian era have on contemporary American psychology? What influence exists today?
English 354 Victorian Prose: a study of Victorian prophets in their dual role: interpreting their society, foreshadowing ours
- c. How did assumptions of purity and innocence mold the American character?
Modern Thought & Literature 366 Psychoanalysis and History: The relation of basic psychic mechanisms to social structures; the internalization of cultural contradictions as a factor in social change; conceptions of human nature in modern ideologies
English 264 Varieties of American Romanticism
- d. In what ways did the tarnishing of our self-image occur?
English 381C American Literature of the 1840s: Study of the major works of this decade in relation to each other and to the major issues of the time
- e. What is the modern heritage of the transcendentalist movement?
English 267 Emerson and Thoreau
Watts The Joyous Cosmology

- f. Is there such a thing as an American character?
History 352 Application to American History of Concepts
from the Social Sciences
- g. What and why are the forces of socialization in contemporary
America? What is the future of the American family?
Psychology 245: Socialization of Pre-Adults in Contemporary
U.S. Society
Sociology 135: Social Psychology of Family Relationships:
Analysis of the family as a social-psychological unit;
emphasis on family roles and relations, pathology
- h. What is the past and future role of the American woman?
- i. What motivates the behavior of Americans?
Education 236 Behavior Modification: Counseling techniques
for altering client behaviors in a variety of settings
Vernon Human Motivation
- j. What is the American's relationship to his society?
History 363 (see above)
English 381G Politics and Society in American literature,
1880-1930
Erikson Insights and Responsibility
Fromm The Sane Society
- k. What is the role of culture in personality development?
Psychology 269 Personality
Psychology 212 Advanced Social Psychology
- l. What generates American values? What controls the formation
of beliefs and attitudes?
Psychology 259 Attitudes and Behavior
English 262 Melville and Marx
Maslow New Knowledge in Human Values
- m. What governs the formation of interpersonal relations
among Americans?
Education 345 Sociodrama: the rationale and skills for
role-playing, dramatic play, and related techniques as
teaching tools for interpersonal relations
- n. How is culture transmitted?
Psychology 245 (see above)
Anthropology 256 Cultural Transmission: The transmission
of values, implicit cultural assumptions, and the patterning
of education in cross-cultural perspective, with special
attention to the American culture
- o. How do Americans adapt to rapid change, industrialization,
and post-industrialization?
Anthropology 255 Psychological Anthropology: Analysis of
selected psychocultural processes, including attention to
group and individual adaptations to rapid cultural change
and urbanization

Toffler Future Shock
 Seyle The Stress of Life

- p. American literature as an act of creation: Why?
 Graduate Special 340 Human Potentiality: an inquiry directed to the question what is the nature of man's highest potentiality and how does he move in the direction of its realization.
 Koestler The Act of Creation
 Mace "Psychology and Aesthetics"
 Sartre The Psychology of Imagination
 Modern Thought and Literature 362 Dynamic Psychology: Literary criticism and its biography
- q. What is the psychology of American literature? How do Americans cope with such psychological problems as death, the search for identity, alienation, human potentiality, confession, love etc.?
 Modern Thought and Literature 133 Psychology of Biography: Mark Twain
 Modern Thought 363 The Search for Identity in Psychology and Literature
 Modern Thought 365 Alienation and Detachment: two traditions of social philosophy depicting man's relation to the social and natural world as a problem of estrangement and reification
 Modern Thought 367 Literature and Psychology
 Undergraduate Special 105: The Meaning of Death: attitudes toward death as reflected in certain social phenomena aiming toward clarification of the meaning of death for human values
 Branden The Psychology of Self-Esteem
 Bugental Challenges of Humanistic Psychology
 Jourard The Transparent Self
 Maslow Toward a Psychology of Being
 May Man's Search for Himself
 Frankl Man's Search for Meaning
 Fromm The Art of Loving
 English 278 Popular Ballad and Folksong

EXPERIENTIAL

My proposal thus far has been of a purely academic nature. I am interested in exploring such theoretical themes as those stated above because of the rigorous scholarship and intellectual stimulation they provide. However, I am also interested in adding to my program a practical and personal dimension. I am concerned not only with specific research, but with its application through the educational process. Thus, concurrently with my work on a Ph.D., I would like to give creative expression to the concepts I would be assimilating through the instruction and guidance of students. As teacher and counselor, I could make available to young Americans my thoughts about the American consciousness which is their heritage. For this reason I intend to teach a course on "Zen: Its Relation to the America Dilemma" at Lothlorien, a free school sponsored by the Palo Alto Unitarian Church. I would also like to work as a teaching assistant at the university.

The American Consciousness
--Cultural Assumptions and Alternatives--

Part II

Committee Members:

Willis Harman (EE; formulation
of educational systems
in the future)

Carl Thoresen (School of
Education, department
of clinical psychology)

Irvin Yalom (Psychiatry)

* * *

cc: Robert McAfee Brown
(department of religion)
Dean Moses
(Dean of Graduate
Division)

Deane Shapiro, Jr.

Deane Shapiro, Jr.

Specific Program:

The American Consciousness
--cultural assumptions and alternatives--

This section of the program is set up in such a way as to reflect some fundamental concerns I have about education. For convenience I have divided the section into two parts.

Part I.

Cultural assumptions and their effect on the educational process.

This part of the program is going to try to formulate a comprehensive overview of some of the values and beliefs engrained in the American way of life; and to critically observe the effect of these values as evidenced in the educational process.

*Courses

- *Cultural Transmission (Anthropology 256--Spindler). The transmission of values, implicit cultural assumptions and the patterning of education in cross-cultural perspective, with special attention to American culture
- *Sociology of Education (Education 310--Baldridge) Influence of social structure on schools, school systems; American cultural values and their influence on education. Including such topics as status and stratification; evaluation and influence processes; professionalization
- *Socialization of Pre-adults in contemporary U.S. society ((Psychology 245--Hess) Study of socialization of children into systems of society with special attention to the relation between social structure and acquisition of behavior.
- *Psychological Anthropology (Anthropology 255--Spindler) Analysis of selected psychocultural processes, including attention to group and individual adaptations to rapid cultural change and urbanization
- *Seminar on Theories of Socialization (Education 410--Hess) Consideration of conceptualizations of the socialization process as viewed by theorists and researchers from different disciplines (psychology, sociology, anthropology, political science) and the application of these theories to relevant data in the several fields. Implications that follow from a conception of formal education as socialization into contemporary society will also be discussed with particular reference to the education of disadvantaged children
- *Meaning of Death (Undergraduate Special 105; Black)

Part II

This part will deal with ways to begin to make changes in the educational system. It will involve a dialectic between

theory and practice on two different, yet complementary levels. a) Behavior modification of the individual. I am particularly interested in the work of Joe Kamiya coming out of the Langley Porter Neuropsychology Institute in San Francisco dealing with the effects of meditation as recorded on EEG. He has shown that Zen and Yoga students can attain alpha rhythm states at will. (Kamiya, 1968). I am also interested in the work of Neals Miller and Leo De Cara at the Rockefeller Institute who are doing work on visceral control of the autonomic nervous system. The research of these men, though only embryonic, begins to show some of the possibilities for man to learn to control his own behavior.

The following courses are relevant to this investigation:

- *Principles of Personality Change I and II. (Psychology 254-55; Bandura)
- *Behavior Modification (education 236--Psychology 192; Thoresen) Counseling techniques for altering client's behavior in a variety of settings
- *Advanced Personality Seminar (Psychology 213--Mischel)
- *Directed reading in Humanistic Psychology--emphasis on creation and the creative process. Readings from Bugental, Maslow, Allport, Leonard, May
- *Advanced Educational Psychology: Social Psychology and Educational Practice (Gage, education 318) An advanced course applying the concepts of social psychology to educational practice. Deals with role theory, consistency theory, interpersonal perception
- *Motivation in the education process (Sears, Education 319) Research findings on attentional and motivational processes, including pupil traits and situational determiners.

b) the second level of this investigation involves the modification of the environment in such a way as to maximize student potentialities. The following courses are relevant to this investigation

- *Developmental guidance: (Education 230--Thoresen) Organizing educational environments to develop student potentialities, to prevent and ameliorate student problems relevant to guidance.
- *School Facility Planning: Optimum learning environment (Education 325c---MacConnell) Interrelations of education--behavior--roles with physical environment. Critical analysis of problems relating to interior space utilization
- *Practicum courses, including Education 238a,b,c; Counseling Center Practicum (Education 334); and Internship in guidance (Education 338 a,b,c: Intensive supervised field experience in local school districts will be designed to provide the interns with opportunities to design individualized learning environments for the purpose of improving children's decision making abilities, overcoming maladaptive behavior patterns, and preventing problems.

Under this subheading, "Modification of the environment" I include the role of the teacher. From the viewpoint of a guidance counselor, I see the teacher's role as one of preventive medicine. Therefore, with this in mind, I intend to do the following work:

*Teach a course on Zen Buddhism at Lothlorien, a free school at the Palo Alto Unitarian Church.

A popular misconception of Zen is that it rejects all books and academic knowledge. This is not completely true, for Zen believes that books have a place--however this place must be kept in perspective, for more than man's intellect must be educated.

Therefore, although a large part of education's task is to stimulate the student's intellectual growth and acquisition of knowledge, equally important is the encouragement of creative reflection. I intend to teach a course-- Zen Buddhism: Historical and Living Zen--in which I will integrate both dissemination of knowledge (historical roots: Bodhidharma; Ch'an and the southern Chinese school; arrival in Japan and subsequent influence of Zen on Japanese culture) at the same time allowing the student to come into contact with his own creative processes through haiku, meditation, and sumiye

- *Sociodrama and Related techniques (Education 345--Shaftel)
Designed to help classroom teachers explore the rationale and skills for role-playing, dramatic play, and related techniques as teaching tools for inter-personal relations, , cross-cultural understanding.
- *Interaction Processes in Education (Education 312b--Sociology 148b; Cohen) With increased use of group work as a classroom technique and the new developments in team teaching, the educational researcher can benefit from selected theory and research by sociologists and social psychologists in the small group setting. Topics will include the social process of evaluation, influence, and role differentiation
- *Introduction to Group Dynamics (Psychiatry 206 Leiderman)
Involves a personal experience in a small group setting and is oriented to increasing self-understanding as well as understanding of group processes.

For the specific three year course program including all above courses, please see the following pages:

The American Consciousness

--Cultural Assumptions and Alternatives--

Part 11

Three Year Course Program

Fall, 1971

- *Cultural Transmission (Anthropology 256--Education 315)
(Spindler) The transmission of values, implicit cultural assumptions, and the patterning of education in cross-cultural perspective, with special attention to American culture 5
- *Behavior Modification; (Education 236--Psychology 192;
(Thoresen) Counseling techniques for altering clients behavior in a variety of settings. Research studies, case studies, and demonstrations 3
- *Developmental Guidance: Basic Principles and Practices
(Education 230--Thoresen) Principles, practices, and program organization in guidance. Organizing educational environments to develop student potentialities, to prevent and ameliorate student problems relevant to guidance 3
- *Practicum in guidance (Education 238a--Krumboltz, Thoresen)
Supervised experience in public school counseling and guidance activities 4
- *General Counseling Competencies; (Education 233--Krumboltz)
Methods of making decision in guidance which maximize various criteria of success. Application of decision theory strategies to educational and vocational planning and to problems in emotional and social behavior 3

Winter, 1972

- *Sociology of Education (Education 310--Baldrige)
Influence of social structure on schools, school systems; American culture values and their influence on education. Including such topics as status and stratification; evaluation and influence processes; professionalization 6
- *Practicum in guidance (Education 238b) 4
- *Group Procedures in developmental guidance (Education 231--Thoresen) Principles and practices of counseling in groups to enhance student development and to solve problems 3
- *Introduction to Group Dynamics (Psychiatry 206--Leiderman) Involves a personal experience in a small group setting and is oriented to increasing self-understanding as well as understanding of group processes. Both theoretical and practical issues in group dynamics are discussed 2

Winter, 1972 (con't)

- *Decision making: Measurement and prediction of outcomes; (Education 234--Krumboltz) Research and practice on standardized educational and psychological tests to assess educational outcomes and estimate probabilities of success for alternative courses of action 3

Spring, 1972

- *Practicum in guidance Education 238c 4
- *Public School Law (Education 223) Nature of legal responsibilities faced by public school administrators; resources available for solution of legal problems; review of social welfare legislation and laws relating to children 3
- *Decision Making: Evaluation of guidance information sources (Education 235) Criteria for assessing sources of educational and vocational information Supervised experience in finding, using, and evaluating information relevant to educational and vocational decisions 1
- *Developmental guidance: Research (Education 232--Krumboltz) Evaluation of research studies on attempts to foster student development and to prevent problems 2
- *Behavior modification: Research and practice (Education 237--Thoresen) Research in developing and evaluating a variety of therapeutic techniques for altering client behaviors 3
- *Socialization of pre-adults in contemporary U.S. Society (Psychology 245--Education 311--Hess) Study of socialization of children into systems of society with special attention to the relation between social structure and acquisition of behavior 3
- *Teaching of Zen Buddhism course at Iothlorien (See statement of purpose for further details on the nature of this course) 3

Fall, 1972

- *Principles of Personality Change (Psychology 254--Bandura) 3
- *Reading in secondary schools (Education 398--Iverson) Methods of improving reading in major subjects. Introduction to remediation for retarded readers 3
- *Psychological anthropology (Anthropology 255--Spindler) analysis of selected psycho-cultural processes, including attention to group and individual adaptations to rapid cultural change and urbanization 5
- *Directed reading in Humanistic Psychology--emphasis on creation and the creative process. Readings from Bugental, Maslow, Allport, Leonard, May 5

Winter, 1973

- *Seminar on theories of socialization (Psychology 244--Education 410--Hess) Consideration of conceptualizations of the socialization process as viewed by theorists and researchers from different disciplines (psychology, sociology, political science, anthropology) and the application of these theories to relevant data in the several fields. Implications that follow from a conception of formal education as socialization into contemporary society will also be discussed with particular reference to education of disadvantaged children. 2
- *Seminar on advanced personality (Psychology 213) Mischel 3
- *The Meaning of Death (Undergraduate Special 105--Black) 3
- Sociodrama and related techniques (Education 345--Shaftel) Designed to help classroom teachers explore the rationale and skills for role-playing, dramatic play, and related techniques as teaching tools for inter-personal relations, cross-cultural understanding, and decision making in social studies 3
- *Directed reading: existential psychology. Readings from Frankl, Fromm, Erikson, May dealing with questions of man's search for identity, and meaning in his confrontation with himself and a silent universe. 5

Spring, 1973

- *Principles of Personality Change--Part II (Psychology 255--Bandura) 3
- *Interaction processes in education (Education 312b--Sociology 148b--Cohen) With increased use of group work as a classroom technique and the new developments in team teaching, the educational researcher can benefit from selected theory and research by sociologists and social psychologists in the small group setting. Topics will include the social process of evaluation, influence, and role differentiation 4
- *Counseling Center Practicum--experience in college counseling center operations, including testing and counseling (Education 334--Black) 4
- *School Facility Planning: Optimum learning environment (Education 325c--MacConnell) Interrelations of education --behavior--roles with physical environment. Critical analysis of problems relating to interior space utilization 3

Third Year
Fall, 1973

*Internship in guidance (Education 338a) Intensive supervised field experience in local school districts will be designed to provide the intern with opportunities to design individualized learning environments for the purpose of improving children's decision making abilities, overcoming maladaptive behavior patterns, and preventing problems. 6

*Research (I intend to leave substantial sections of the third year and my summers available for directed research in areas which arise as an outgrowth of either the course wrk or the practicum experience.

Winter, 1974

*Internship in guidance (Education 338b) 6
*Advanced Educational Psychology: Social Psychology and Educational practice--(Gage, Education 318) An advanced course applying the concepts of social psychology to educational practice. Deals with role theory, consistency theory, interpersonal perception 4

*Research

Spring, 1974

*Internship in guidance (education 338c) 6
*Guidance Seminar (Education 431) Analysis of professional problems in guidance and personnel work 1
*Research
*Motivation in the educational process (Education 319--Sears) Research findings on attentional and motivational processes, including pupil traits and situational determiners 3