

8 Mar 73

Dear Mike,

I haven't written much lately because the direction of your recent letters seems increasingly obscure, and because I do not feel at all at home on the ice of philosophy. I do not understand what all of the architecture of learning has to do with alerting people to the possibility of their being a resource for the I.S. program.

This seems to me to be in the realm of practical problems and activities rather than the elucidation of the learning structures of individuals and institutions.

May we please get back to the project as a set of activities. True, this might seem mundane compared to the flights of philosophical 'architecture' but I think that in this direction lies the worth of the project. We have done nothing unless we do something. I guess that is a personal bias that is to say that I believe that in this case the answer is more important than the asking of the question. Probably the ~~quest~~ asking of the question is important only when the asking is in some way unusual. Anyway, the copying is nearly complete. I have found a copy machine that is perhaps better adjusted and will turn out decent copy of your blue stationary so you can still use it.

Here I am treading gingerly upon the ice. If the asking of the question (so called metaphysical) is more important than the answer does that imply that the answer is unimportant? I think that probably then that this asking is really not a asking at all but a statement or measure or the development of the asker, that he should be able to try, or is willing. Thus the asking becomes not an act but a location. "Where he's at". Where is that? How many dimensions are there? In what universe?

Back to the more concrete. I have been thinking on the problem of how it is that a person becomes self-actualized. It really is a complex thing to learn in that the facets of it intertwine a great deal. It is much like a maturing process I think so far as I am able to analyze it. For, example, does a person become self-actualized as a process of normal growth (that is usually stunted before reaching this location) or is it because of some special circumstances? Or are these the same? Perhaps it would be better to ask if self-actualization is a product of maturing or of learning. That is to say can it be taught either by the self or an institution in any sort of predictable way of combinations of smaller learning experiences or is it too complex to be reduced to that. Perhaps this is what I.S. is really an experiment of. What combinations of learned ideas (or concepts, facts, self-image, motivations, reasons for being, or whatever) contribute to the attainment of this location in some sort of regular way. i.e. what elements in a person's education/maturation lead most towards the direction in which this location lies?

And what precisely is self-actualization anyway?

love,
Dick.