

30 Nov 72

Dear Dick,

I have your letters around somewhere and I plan to write you from them, but at the moment* I have an idea or two to develop. The essay I have begun flows in your direction and Mr. Lorch's and concerns "the educational architecture of schools" This is the first I have been writing about what I would like to write about in this essay, but you may consider this a practical proposal as well. These are the architectural forms we might consider:

- 1) show and tell
- 2) seminar
- 3) lecture presentation
- 4) "structures (problems?) predicated on custom and analysis"
 - i) "memberships and functions" classes and schools
 - ii) reunions (the group: the individual)

* of course I have a motivation, a wish, a personal reason for all this discourse. This is that I think about going back to Independent study and feel that I might contribute something. This could be something like seminar leadership or talk about recent superconductor research, the native plants of California, the effects of drugs, the military, Hegel and modern philosophy or many other possible subjects. And yet I have been back, and think about going back, and this would probably not happen at all unless there was some structure of custom or suggestion of this possibility. i.e. and invitation. My detailing of the personal reasons of this composition of scientific discourse and practical proposal might proceed from the following considerations: 1) such scientific discussion, even to you, might be or appear to be aimless, without comprehension, unless this explanation is given. I am thinking of all those people to whom science seems rambling and meaningless because and uninteresting because the dimensions of its human side, motivation, and involvement are not clearly given. My words here are weak; I hope you know what I am referring to. 2) To help my own honesty and clarity of discourse and proposal. 3) The political dimension: to enlist your own empathy to this situation, since you ~~wrote~~ are a graduate of I.S.

Also, these footnotes are to be a stylistic*experiment, since I think I can meet up the personal dimension of these notes with the scientific dimension of the pre-essay, and present in this way a body of discussion, a body of written words, of (what else?) interesting architectural qualities. The footnotes will continue on the plain side of the papers which follow.

These possibilities I can think of and welcome.

1) An Independent Study graduating debriefing (rebriefing?) of structural intent. Such as

- 1) A permanent written invitation to return to the Independent Study Group at any time during school hours.
- 2) A constitution to the custom, upon returning, of giving some presentation.

Should this be strongly worded? i.e. "We will permit no childish visits 'just to see the teachers.'" "Come back and set us a table!"

↑
a customary obligation

↑
permanent personal fixtures

2) A letter pool.

The Independent study Group as recipient and keeper and respondent possibility of a kind of letter addressed "to whom it may Interest"

3) Some constitution, some body of agreement, written or unwritten (preferably written in the case of school hours) which would include others* to these brief customs

* others whom we know or have come to know who might wish to participate in these brief customs, this chain letter of learning, this simple learning continuity. I have a couple of friends who might want to present something, who would feel honored to be a part of independent study, just as a visitor who was listened to, with something to share. Anyway, what is the best way to learn? To teach? It would be a "gas". Yesh.

4) And any concurrent phenomena of wider potential which would quicken the day when such brief customary structures might supercede the public schools of today.

5) variations which would enliven the recognition that "what is this resource we want back?" "You." Such as: besides just the obligation to speak about 'something' returning, the group may request a topic. Such as in a case which currently pisses me off, John Nolan, who went to West Point: I would like to know, "why did you make that choice? and what have you learned?" And if a person came back with some great resistance to such a presentation and with perhaps nothing to present except neurotic personal historical ramblings* well are there any budding psychologists in the class?

Dick, I have hardly enough time to write this. I am going to run over and xerox what I have written so far. Tonight I will try to answer your letters.

Send your telephone #. And I hope you find these ideas good. Let us collaborate on some composition to send the Lorch, Hermanson (perhaps just to Lorch?) type it, compose it well, be ready by April.

love,
Mike