

6 Feb 73 A

Dear Dick,

- I) I am thinking of some of the problems which must be associated with an evaluation of the 'relative success' of Independent Study programs. I have a vague notion of the common terms of such an evaluation. Will you send some information of your current project?
- 2) One could say "who can measure happiness?" Yet, there are probably "subjective" terms of evaluation- "standards" of subjective success. I could say that these are not stable, and are not important evaluatively. That is not stated clearly and may be debatable anyway. I could also say that the objective terms (are likewise not stable or) not important. Neither objective nor subjective terms are architectural.
- 3) For me, what is architectural, in Independent Study, is (indefinite, immeasurable, paradoxical, dialectical, active). How would you measure the hunger for knowledge or the joy of learning, or the satisfaction thereof or therein? If a person wanted to know everything, where should he begin?
- 4) Here is a question: How can architectural concern (or if not criteria) be relevant to evaluative procedures? Perhaps the answer to this question lies in the articulation of a possible 'maturation of the learning process.' Perspective: what in the past has been the relationship pre- to post-graduate, student to citizen, mature (educational (system)) philosophy to feedback?
- 5) addenda to (3): active - generating ability  
What kind of genius generates the forum of its productivity? Forum, what forum? And the suspension thriller begins....
- 6) re(4) the question of architecture to evaluation: In one way evaluation must remain true to its practical consequences and design. Evaluation for a school system is in the realm of politics, and of structural philosophy. Why did I.S. come about?
- 7) re (4) discussion: some 'articulation of maturation of the learning process' i.e. feedback might be the beginning of a consistent excuse for these letters.
- 8) re(7): no, no, no, there is no logic involved the culture of two and a silent third is a gratuitous discussion, and such should be expected to go out
- 9) Evaluation might try to be according to social norms and forms. This is not neat, and I would like to do without these, as I would like to avoid being ideological, programmatarian, or even hopeful. The 'ground philosophy' of I.S. has some relation to anarchy. Evaluation ~~is~~ of Independent Study (might, should, could) make sure sense of social norms and forms. Maybe this could be put as 'the problem of evaluation as a generative role'.
- 10) If the evaluation process is to be self-conscious to such a political concern (...?...) maybe the partisanship is to the following modern political issue: free access to all information.  
Certainly, in making sense of modern social norms and forms, some simple criteria should be established:
- i) access to information  
2) access to various basic resources and tools
- II) re (10): This seems to me the tip of the modern international political iceberg. What has this got to do with Independent Study? Philosophy itself is substantially moving. Architecture generates metaphor. -what and so what?
- 12) re(II) Am I only asserting that poetry is a science?

love,  
Mike