

6 Feb 73 B

Dear Dick,

1) I think that we could fairly substitute for "I.S. Continuity" the words "lynx howl in the major on the finely tuned Chaos." Me or a reader might.

I will try to give a sundane expression of some of our problems (maybe that wording is unfair, you and I are writing letters, what are our problems?) as the contemporaneous responses of my 'circle' at least to possible I.S. continuities, both through time and laterally to other similar groups, for the benefit of our silent third, so they may know that "we've been there."

2) A good job. "It was nice to be one of the lucky ones." "These were the wild years." Like "the ertic flowers (that do not exist)," "They are gone, and I grow, older and more mature."

3) An artist. "But why? Independent Study: it was so horrible." (Horrible, I thought, because for me a stupid thing as school to ask to be taken seriously was horrible.)

4) A scientist and philosopher. "Yeah, I've had that dizziness (and wish for a community) too." That's David K. and Kathy A., maybe David will write; he said he might.

5) I wonder (the objective nightmare) what the character of point loss Independent Study is now (not to mention the others just now). Point loss where things get going and going.

Is that pale flame or dream
of hippie populism
what's that? still going
or Verde a Blaux
things are such a mix
or meticulous conceits
the Horrible market place of honor societies
of book-words
or the joy of being in a tree
and the Aristotelian-Dionysian gatekeeper
I'm sure he's on the job
who knows what it's like
nowadays?

Dick, it is better for us to ignore that, maybe.

6) We have discussed extension of independent study both temporally and laterally. Here's a question for discussion: what do we mean by lateral extension, and what might be the basis for it?

7) The discussion of evaluative procedures for Independent Study as it now exists would also apply to the evaluation of the I.S. graduates as a 'resource' for the program. Some useful parallels of criticism might be made. Maybe there is a symmetry: the evaluation of the usefulness (success) of the program for the people (in it, students) viz. the evaluation of people (beyond the program; graduates) for the program.

8) re(7) There may be useful dialectical landmarks in our general topic. How would the above symmetry (which is that of feedback) help to reformulate our question of 'maturation of the learning process'?

9) Maybe there is a teacher-learner cycle or what one could call the school systemic process that is maturing. 'maturing' seems a funny term at this point.

10) There is an epistemological problem about how to think about what may be possible. This is poorly said. Out of respect for this problem as a modern social phenomena we might expect a personal visit to (the land of our silent third) PLIS to be something to do, viz. what? there is only