

7 Feb 73

Dear Dick,

1) Whatever we may consider about possible extensions of I.S., there is very little that we can do. I.S. is a set of real activities and there is probably little philosophical common ground to be had easily. Any extension is going to be a matter of small real extensions of what already exists. I don't even know what they do in I.S. these days. When I was there, the seminars were a farce, or did not exist. The burden of development does not rest on theory, and you and I are just about out of practice though we might write a few different kinds of letters and visits.

2) There is an opening of the problem of the "common philosophy of independent study" and the interpretation thereof. There are some problems with the formulation I gave the "the only thing that matters is the independent (hunger for knowledge) joy of learning, and here is a place where this will be true" Perhaps the elucidation of such formulations from the structures of learning is our architectural project.

3) In preparing for the breadth of our discussion let me go into for a moment some answers and catalogues in response to the question of what we mean by "lateral extension". 6 Feb B (6)

1) extension (of what?) between existing school centers of I.S.

2) extension of independent study 'return participation' (i.e. going back (to 'school') and having some group who will listen and might be interested, etc.)

to friends and co. who 'share such independent interest and philosophy...'

; extension to the whole body of people who are put through schools by law these days i.e. all kids, everybody at P.L. High, etc.

; extension to graduates and friends.

3) extension to other groups (philosophy' or architectural structures) other schools, colleges, programs, participations.

4) Apple and Air

We are discussing, we are writing, and maybe I am hallucinating. I would hallucinate into these possibilities all my hopes for changing the structure of nations- schools and governments, of learning, performing, and receiving the daily bread of economic sustenance. I want independent study to have so much weight in this 'feedback' flow (as) to push over schools and governments. This has all the qualities of a campaign (religion, ideology) yet what such content can independent study have? No ideology. And what are we doing? (you and I, exchanging letters...) So what possibilities are these?

5) I have said what I think Independent Study was about. (2) From here I want to examine the content of the world (specifically: our catalogue of seminar, lectures, .., modes and forms) for the coming into being of this (appreciation, evaluation, measure, philosophy,...) architecturally, and I want to examine and critique my expression of such appreciation. This is besides, or at the heart of, according to the value of critical technique, the overt discussion (comparison) of 'what I got out of I.S.— what was offered to us as a philosophy of participation' viz. 'what is offered nowadays' viz. 'what is offered elsewhere (than at P.L. high)' and how these java. I want to know: please write: what do or did you get as the message (of how it was to work, etc.) from (of) I.S.? What was I.S. to you?

5) Any discussion of the possibilities of extension as a whole would have the problem that such a collection of little projects is just not accessible to ideological form. -?- the void seems personal.

love

Mike