

6 Mar 73 B

Dear Dick,

- 1) One of the problems of thinking about Independent Study this way is the terrific extent of the problem, or project. To talk about learning is to talk about something so vast, so bittersweet, so basic, yet sometimes there only like cactus juice in deserts and deserts. And so historical!
- 2) What we are talking about does not require the designation "Independent Study" or its institutional organization, does not and did not. Yet someone else picked up those possibilities and words and ran with them; so might we. What I shall designate with the abbreviation 'philosophy' (~~and thus what already exists is politicized~~) to all of independent study seems to me to applicable (and thus what already exists is politicized) to all people. Independent study as a program in the high schools has taken this applicability (architecture?) and fitted it down to the purposes of high school curriculum requirements. I would like to see the high school program given a continuity and laterality, and flexibility of architecture to respond to community. Does the graduate and present I.S. crowd represent a community? What constitutes community?
- 3) Case in point.

I know very briefly a person*who went through a lot of contemporary crises and landed up a serious hermit of psychology and philosophy volumes and, really, where is his community in the world of job holders (or earners) and purpose followers.

*out of regular h.s. and college

Independent Study, like it or not, it thrown by the ontology of learning, into the lap of God. What kind of a God are you (near), class of 72-73? Do I hear waters roaring? Science is easy day on this impassable river.

Independent Study, however, is also just a program of getting through curriculum on your own power, in high schools, and so what?

Is it possible that Independent Study, a community, and a very limited (so far) program of a wide idea, could become responsible to these greater worlds and parameters, in a controlled, plausible, coherent way?

love,

Mike