

4/3/1973

Dear Dick,

1

We will probably make arrangements and plans for Easter vacation when it arrives. I will try to set aside some funds.

From here on out I will take care of distribution from this point without backshuffle, and I have no further distribution requests of your letters to make at this time. Blue paper or no blue paper!

2

I have already sent some comments on the state of our exchange. I will proceed with the process of reformulation in those modes[†] most meaningful so far: order of priorities and proposals, and catalogues, as soon as possible. Thank you for writing.

3

If our only "real" concern is to present a few practical proposals for the Independent Study Program, we have chosen a curious way to do such presenting, but at least it is a start.

You and I should determine:

- 1) to whom is it most important to make these proposals
- 2) according to what kind of presentation do these proposals need to be made?

[†]sentences have structure. There is an order or structure to the idea of activity in this sentence. "Modes" sits in the same place as "architectures" might in this sentence. It is best, however, to do without special terms. why?

I think's has the potential of making these language problems practically superfluous

4

I see no strictly inherent reason why a proposal should have either

- 1) prospects of success or,
- 2) obvious material relation to independent study as it presently exists

(similarly one might ask a stranger on the street "would you like a frog for breakfast?")

However, (and I can think of no better way to say it) ^{yes I can} our project concerns architecture of independent study continuity, from this vantage, and so we might expect to work with ideas of more systematic extent and design.

5

I would like to note in passing that your comments in (5) and (6) 21 Feb 73 seem quite obscure, just as you note my remarks on a similar topic seem to you. I do believe there are some questions in the range of "what is independent study all about? — what is its philosophy? what do you do there?" that may be important.

However, let us seek common ground in the practical and work from there. Do you agree with this fundamental approach?

I think it would help to have a list of the proposals we have both come up with, and conduct a poll or negotiating exchange between the two of us to determine those proposals which we agree to work jointly on to present and implement.

5A

Do you think we could write a letter to Mr. Lorch and the 72-73 class proposing a seminar in April "A Review of the Existence of Independent Study" with guest speakers Dr. Hermanson and Mr. Lorch and visitors you and [unclear]. Do you think this a good idea? If so we need to act quickly. Call me at 777-3562 5-8 PM your time, charge to 719-457-7260 and call with a rough draft written or call and tell me to write one. 37A7

Point #5 is most important. When we know what we agree upon to present practically, the philosophical remarks can be footnotes for our own enjoyment, and thence we shall have a good working ground for political presentation.

7

When we know specifically what we want to propose, then we should determine what aspects of the proposal are important.

For example, if we should agree on a proposal for return visit seminars, perhaps some idea of how interesting the idea may be to old I.S. graduates already out in the field would be important. So we might conduct a survey for this information. If permissions are needed, we might make a list of people, and of the political needs of each personal presentation, etc.

8

Are you planning on a survey for your project at Pitzer? There may be the possibility (basically logistical?) that we could include several (survey and) allied purposes in one package. How shall we set up our negotiations on the design of such a distribution item?

Remember, and sort out what is important: the key question in this letter is in (5) above: "Do you agree with this fundamental approach?"

love,
Mike