

Dear Everybody,

I would like to take you back to Tuesday of Week 1 when you did some fairly strenuous listening exercises, the object of which was to allow you to perceive the other person's message as "cleanly" as possible with as little of your own "stuff" superimposed on top of it as possible. ( Do you remember I spoke briefly about Lago Maggiore and some one immediately found themselves thinking about Lago di Garda? )

When people, yesterday afternoon, tried to go into "second position", taking on the role of the other and looking out through the other's eyes, we were back to trying to listen to the other from their side of the communication fence, we were back to trying to escape from the notion that our own map IS the territory.

Do you notice how the metaprogram SELF REFERENCED v OTHER REFERENCED relates to the work we did yesterday afternoon? On the whole it is harder for a strongly self-referenced person to role-reverse into second position. If you are naturally very other-referenced then going into second position may turn out to be relatively easier for you.

Trying to go into second position is a strong part of what writing is about, at least for me - before starting this paragraph I found myself wondering how R■■■■, A■■■■ and M■■■■ would make THEIR sense of this letter so far. I tried to think what each of them might use as reference points. The point of second-positioning my readers is not that I can accurately achieve a proper understanding of their mapping- what it does do though, is to modify the isolation of my own thoughts as I write. It puts me in the presence of my readers. In Gardner terms, it helps me think interpersonally from within the matrix of an intra-personal situation.

I hope you enjoyed the music session with G■■■■- for, me she brings a different perspective to using songs in the classroom.

Yours,

Mario. 