Affect and reading: theory and practice.

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ABSTRACT

AFFECT AND READING:
THEORY AND PRACTICE

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The role of the affective domain in reading, the role of reading in affective integration, the acceptance of self-knowledge as a viable educational goal, and the integration of affective experiences are all examined in Affect and Reading: Theory and Practice. From the stated premise that all man's reading and learning should have relevance to his highest state of being, the work progresses through a theoretical framework, an experiential component, and finally the practical application of this theory and experience in a classroom setting.

In the initial chapter, "The Right to Be, The Right to Learn, The Right to Read," it is argued that the quality of man's existence, his self-actualization and being, must be a primary goal of all education. Before a man can have the right to read, he must first be given the right to learn and be those things which he desires and chooses. Reading, as one segment in the educational process, must aid in this being struggle for each individual, so that he may gain knowledge of himself as a man as he is and as he chooses to be. Man cannot achieve this total integration without
a suitable focus on the affective factors and process which are at work in each individual.

Chapter II, "Modeling Reading and Affect," attempts to view the connection of the reading process and the affective domain on three planes. The first is an examination of the role of affect in the reading process as defined by current models of the reading process; how individual emotions and values influence the various steps in reading. Here also is an attempt to define some of the affective factors in reading, individual components which are influenced by the affective process stipulated in the third section. The second section concerns itself with reading and learning to read as educational entities which fall under the affective domain as it influences all learning. It is a view toward understanding that only when reading is valued as a medium through which one can gain knowledge of both self and other will the motivation to gain reading competency be increased. The chapter concludes with an affective model for gaining self-knowledge and integration of the affective influences in both reading and non-reading experiences as they relate to the total "being self."

Chapter III, "To Be:continued:;," mirrors the author's experience with the affective model proposed and, through a poetic mode, attempts to further illuminate the processes of being, learning, and reading. The poetry also provides the reader with an experiential base from which to judge the validity of the affective integration model.

The concluding chapter provides a more pointed strateg-
ical example of how teachers might seek to incorporate reading and affect in the classroom. A description is offered of one university class focusing on this problem, as well as conditions necessary for implementing and fostering affective growth as part of a reading curriculum.
AFFECT AND READING:
THEORY AND PRACTICE

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# Affect and Reading: Theory and Practice

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To be nobody-but-yourself- in a world which is doing its best, day and night, to make you everybody else- means to fight the hardest battle which any human being can fight, and never stop fighting.

e.e. cummings
Chapter I

The Right to Be, the Right to Learn, the Right to Read

The greatest mistake one can make in dealing with the "things" and actions of people as they live is to assume or pretend that these "things" and actions are ends in themselves, that they have no relation to something larger. Each "thing" be it reading, writing, sex, or manual labor, must be viewed not only in the context of that specifically defined process, but also as a link or part in the larger framework of all human endeavors.

The reading field generally considers that reading is good in and of itself, and that methods of instruction, materials, teacher training programs, and, most essentially, this general philosophy can be held sacred in themselves. The question of the suitability of reading for all people within a much larger context, the context of life itself, goes unasked and unresolved. I hope to put the value of reading in its proper perspective, using as evidence my life, the only thing I can ever truly know.

The Right to Be

The major premise which one must understand in dealing with one's life, one's work, one's play, one's one, is that life, as it exists, makes sense only in terms of life and in terms of living. In the end, when man's existence ceases, he is judged by that existence and in terms of that existence.
This he cannot escape. Each man living a life must, if he is to really be alive, decide on the personal meaning of his life and govern his actions and his being accordingly, choosing to be or not to be what he knows, and what, when he understands, he is.

To be or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them?

William Shakespeare (1603)
(III,1.)

Actually, I was sure of myself, sure about everything, far surer than he; sure of my present life and the death that was coming. That, no doubt, was all I had; but at least that certainty was something I could get my teeth into—just as it had got its teeth into me. I'd been right, I was still right, I was always right. I had passed my life in a certain way and I might have passed it in another way.

Albert Camus (1946)
(p. 151)

I believe that it is "nobler" to be and to fight to achieve the reality that one is. I believe that in a life which makes sense only in terms of all life itself, a man must discover his meaning and live by that. Many men in the "fields" which man's mind has invented have tried to put meaning into life in terms of specific other things, only parts of the whole. Life only makes sense in terms of all things. Freud, for example, in the field of psychoanalysis, sees man's life explained in terms of sex. He is correct to a certain point, but in the end falls short of explaining all existence and all man's history. He is correct in part,
but as long as a part is all that is explained, man must struggle onward to find the whole, the unity. Each man, born into this struggle, must fight; so that he may perhaps discover the meaning that is his.

And the world will be better for this, that one man, scorned and covered with scars, still strove with his last ounce of courage, to reach the unreachable star.

Dale Wasserman (1965)

The field of mathematics has tried to put the meaning of life in terms of numbers. How do numbers, concepts, and mathematical constructs explain what life is about? They fail in part too, for the number 1 is the first and basic reality. Like others, mathematicians may find themselves trying to think their way out of a circle, discovering a part of man, but not all.

The language we use traps us in the very existence which we must question and in the end live. The knots that occur as we string out logic, the frivolity of the structure which leads us in verbal circles, is at all points evident.

\[
\begin{align*}
\text{I AM NOT ENTITLED TO WHAT I HAVE} \\
\text{THEREFORE} \\
\text{EVERYTHING I HAVE IS STOLEN} \\
\text{BECAUSE} \\
\text{I'M NOT ENTITLED TO IT}
\end{align*}
\]

\[
\begin{align*}
\text{THEREFORE} \\
\text{I'VE STOLEN IT} \\
\text{BECAUSE} \\
\text{I'M NOT ENTITLED TO IT}
\end{align*}
\]

R.D. Laing (197 (p. 35)

No one can escape the "is" in a sentence, just as few educators have ever been satisfied with the explanation of a verb as a word "that shows action or a state of being."
There is the being again, the word which cannot be explained with other words, and it can only exist, or be, and therefore exist only in relation to itself. All other things, according to the theory of relativity, exist in relation to something else. "A" exists in terms of "B", a sick dog in terms of a well dog. What one hopes to understand, and therefore do and become, is that when be is be, relativity ceases to exist. When I know I am, I cease to exist in terms of certain specific things and begin to exist with all things, even death.

I asked for all things that I might enjoy life
You gave me life that I might enjoy all things

American Indian Prayer

We so often lose sight of this very simple truth, that man must become man, that only through becoming can one know. Philosophy, the first of the academic fields, is concerned with finding the meaning of life, the meaning of man. Our educational system bestows a Ph.D. upon those people, in whatever field, who have seen through the specifics of the field and beyond into the meaning for man. The highest level, for which no other man can bestow a degree, is to look for the meaning in life, and hopefully, learn to become that meaning and become alive in one's own right.

The Right to Learn

If life only makes sense in terms of living, then does education have a place in the existence of man? Yes! What
is called education, true education, must be the vehicle by which each person can learn the meaning of his life. Education makes sense only in terms of the living process, the thinking process, the thoughts which have created the very system which we call education. The education of each individual, and so of all men, must lead him through the maze of human endeavor in order to find the meaning that life and his life have for him. When he discovers this, his being becomes attainable, and he becomes free to follow his path. Each man must have the right to learn, to discover, to know. That premise stands behind one of the greatest political documents of all times.

We hold these truths to be self-evident; That all men are created equal, That they are endowed by their creator With certain inalienable rights, And among these rights are life, liberty, And the pursuit of happiness.

United States (1776) Declaration of Independence

Only in terms of knowing can a man hold on to these original rights, and the right to be what he is. Each individual must find himself in the confused reality of time, and learn to live by the knowledge he gains from this. In his doing and living, he must learn to seek knowledge, for it is there for understanding.

I hear, I forget
I see, I remember
I do, I understand

Chinese Proverb
Education helps provide the last two steps in this progression, steps which complete the cycle:

I know, I become
I become, I am

Knowledge as a defined entity ceases to exist apart from the living process as each being becomes being. The learning process in the individual is no longer differentiated, for through his existence, the being self is knowledge and is the learning process. The confusion lies in any definition of knowledge that advocates one's knowing facts, theories, or concepts as detached entities; any definition that defines knowledge as good merely in that it is known, not that it is lived. No one thing that exists is the answer to the question, "What is life?". All things that exist are the answer to the question, "What is life?" Man's search for knowledge must go into himself, his ultimate reality (and then by definition his god), so that he can truly know. Education must help each man find the self that he is, so that he can, in finding, become that self. When man becomes man, he fulfills his commitment to life by becoming the very word that describes him.

In the beginning was the word,
And the word was God.

The Bible

If man learns, he can know; if he knows, he can become; if he can become, he can be. I learn about my life, I know about my life, I can become my life, I can be me. This
search into self, into existence, can never stop for a living being, or else, in a moment's whimper, the search is ended and part of man dies within. Shakespeare expresses his highest truth in *Hamlet*, Act I, Scene iii. (1603)

This above all: to thine own self be true,
And it must follow, as the night the day,
That thou then can'st be false to any man.

Don't compromise yourself,
It's all you got.

Janis Joplin (1969)

Knowing becomes the entity of knowledge as man discovers the essence of life. We can and must study life to find its meaning. In the end, we must study and know our own lives, but along the way, in guiding our discoveries, we can rely on those whom humanity, by its kinetic beliefs, has determined are great or good men. The true joy of living is to see life in all things, to see the miracle of existence in all that is.

In all people I see myself,
none more and not one barley-corn less,
And the good or bad I say of myself
I say of them. (p. 862)

All truths wait in all things,
They neither hasten their own delivery nor resist it,
They do not need the obstetric forceps of the surgeon,
The insignificant is as big to me as any,
(What is less or more than a touch?)

Walt Whitman (1855)
( p. 868)
That's who he is. That's who, what
a guru is. So any concept you can have
of any relation to a guru obviously is
a hype. How can you relate to something
which is already you and everything you've
ever related to or could relate to,........
How are you going to talk about it?
I met him Who? What? I am going to
look for the guru. How absurd!
You are it. It's really just another
cop-out to be searching for the guru.
He's your fingernail, just bite your fingernail
and you're eating him alive. When you
know how to listen, everybody is the
guru, speaking to you. It's right here
always.

Dr. Richard Alpert (1971)
(p. 78)

I may be a closed curve, but, closed
or open, I neither have a beginning
nor an end. Self-awareness is not
rational; it is absolute, and cannot
be reached to be destroyed or created.

Robert Heinlein (1961)
(p. 146)

To mature means to take responsibility
for your life, to be on your own...
And now you go away again—continue to
do this on your own until you really
feel comfortable in the present situation,
until you come to your senses, and you begin
to see and hear and be here in this world;
until you really begin to exist....

Dr. Fritz Perls (1969)
(p.61)

Many people have told us in some way that in the end,
the being of man is the ultimate reality for which we
search. Why then do we not believe—not believe by not
becoming? The answer, in short, is that each man must know
through his own life the ultimate reality for himself.
This then must be the goal of education: to help each
man have knowledge for himself of what he means, of what he
wants, what he can become, and finally, of what he is.

The more we learn about man's natural tendencies, the easier it will be to tell him how to be good, how to be happy, how to be fruitful, how to respect himself, how to love, how to fulfill his highest potentiality. This amounts to automatic solutions of many of the personality problems of the future. The thing to do seems to be to find out what one is really like inside, deep down, as a member of the human species and as a particular individual.

Abraham H. Maslow (1968) (p. 4-5)

The Right to Read

Reading is only a part, a minute part, of the larger process of communication, and the process of drawing meaning. This has been forgotten in many educational settings, and reading has become an action devoid of a larger heritage. If life is for living, and education is for knowing, then reading can only be good and meaningful if it helps in this effort. Reading is a small part of education, a segment which deals with the written word as a medium for communication, a device for understanding what other men have said. We can draw meaning from the way a flower grows, from the way a ball is kicked, from the smile on the face of a child: we can also draw meaning from words. When this is done, we can apply this meaning to ourselves and what we know already, eventually to apply it to our lives as we live them.
This is the missing ingredient in the right to read as it exists now - the chance to understand that the printed word must bear meaning for our lives; if not, it loses its relevance. Relevance to what?

I want education to be 'relevant' to the cultivation of the most vital and enriching aspects of humanity - the capacities for joy, awareness, and self-direction that are hallmarks of being human.

Peter Wagschal (1969)
(inner cover)

Reading must be seen and taught as a medium through which each individual can have access to and draw meaning from the thoughts, feelings, lives, and experiences of people who have before him. Reading, the printed word, transcends the existence of mere flesh, and can give each person the information against which he can make choices about his life. Paulo Friere (1970), a great revolutionary thinker of South America, speaks of literacy, and of reading, as a means for peasants to perform a revolution. And are not all people who are not themselves peasants to themselves? Friere states that each man must learn to do his own work, to be his own man, before true revolution can come and man can be free. Free to be what?

Freedom to be, but also, when you know what that be is, freedom to be free to be.

Sharon Davis (1972)

Each man must have the opportunity, which is given by other men and taken by that man, to be who he is. This is the
first step, and is man's birthright. The second opportunity each man must have is to be free to be free to be. This he gains through self-knowledge, learning what he is, and in receiving, responding, valuing, organizing, and characterizing himself (Krathwahl and Bloom, 1964) in that knowledge, becoming what he is—now—a human being, a man, a god.

"The woman was sane: She accepted the heavy penalties of reality and enjoyed its gifts also.

Hannah Green (1964) (p. 33)

So (said the doctor). Now vee may perhaps to begin. Yes?

Philip Roth (1967) (p. 274)
Models of the reading process and the affective domain must, if justifiable, mirror the larger conceptual base described in Chapter I. The modeling process must be viewed on multiple levels, each having its distinct part in the processes of being, learning, and reading. More specifically, as being is the end goal of living and learning, and it is stipulated that reading is only one medium of communication within these larger processes, various aspects of modeling must come to focus.

Within the being process is the reading process, and in the end, reading must relate back to this larger foundation. But, within the reading process there are also several component processes and domains which contribute to reading, and also to learning and being. The first stage of model discussion, therefore, will focus on the role of the affective domain in the reading process as defined in model literature of the reading field. This will be expanded to include a short discussion of the specific factors which are included as parts of the domain. At this point, the affective component in reading is viewed as a formal domain, a set of elements, rather than a process in itself. Here lies the break with traditional modeling of the reading process to date. The affective domain has been seen as a set of elements within the reading process rather than a process in itself. It must be viewed as both.
The second stage of discussion will focus on a different view of affect and reading, one step removed from the specific reading process and more concerned with reading as an entity and learning to read. Here we are concerned with the affective domain and its relation to an individual's desire to learn to read and his view of reading as a communication mode worth mastering.

The final section will focus on a third view of affect and reading. Presented here will be a proposed model for viewing the process of affect, a process which is an integral part of affective reading as well as a process sparked partially by the information one gains from reading. The model for affective integration will stand on its own as a larger affective model, which would then by its nature include the medium of reading, and also as a process sparked by reading, and therefore within reading.

In short, reading is a process, one of its components being the affective domain. This is the basis of the first section, "The Affective Domain Within the Reading Process." Reading is also an entity which falls under the general domains influencing all learning, one of which is the affective, and therefore learning to read involves a certain affective focus toward the whole idea of reading as an entity. This is the focus of section two, "Reading Within the Affective Domain." Finally, reading is a process which spurs on another process, the affective integration process, completing the necessary cycle and returning reading
and what is read to the larger framework of all learning and being. This view is incorporated in section three, "A Model for Affect and Affective Reading," and is the basis for the increased possibility of using reading in our lives.

The Affective Domain Within the Reading Process

The affective domain and the factors therein are included in many models of the reading process. The function that the affective domain plays and its degree of influence vary, however, from model to model, depending on the overall focus each modeler takes. Goodman (1970), for example, views the reading process as a "psycholinguistic guessing game," (p.259), and his inclusion of the affective elements in the process mirrors this general perspective. Singer (1970) sees reading as an "audio-visual verbal processing skill of symbolic reasoning," (p. 157), while Ruddell (1970) is looking at the "psychological reality of linguistic descriptions" (p.239). Each modeler views the role of the affective domain in a somewhat different light, and models vary in their degree of influence of the affective factors.

Primarily, the affective domain is viewed as a mobilizer, a generator, which spurs on the more cognitive and psycho-motor functions of the reading process. Holmes (1970) defines mobilizers as:
... fundamental driving value systems from whence spring the many and specific attitudes and anxieties a person holds toward the purposes and worth of life and death, of the social and physical nature of the universe, and of the self's expanding personality.

(p. 189)

This is the most complete and definitive statement of affective mobilizers encountered in my model search. Other models include cursory statements about the affective domain, but none follow through with specific definitions. Singer (1970) includes only the statement that there are "attitudinal factors and mobilizers," (p. 156); Goodman (1970) states that "the reader has available to him and brings to his reading the sum total of his experience and his language and thought development" (p. 264); and Venezsky and Calfee (1970) sum up the affective factors as "motivation and attention, which are significant variables at any age..." (p. 287). Each of the above authors point out some influence of motivational, attitudinal, or value mobilizers. The function is usually tangential to the actual reading process defined, and there is little effort to determine the degree of influence of these mobilizers.

Other modelers make no specific mention of affective factors, but use words which by their very definition should be included in a review of the affective domain in reading models. Hochberg and Brooks (1970) state that "intention affects reading" (p. 304). One may consider
intention as an affective factor, although no specific mention of this is made in the study. Other expressions such as "breadth and conceptualization of experience," (Singer, 1970, p. 156), and "effort and desire to know" (Holmes, 1970, p. 195) are used in other studies cited, but generally left unspecified as to function or degree of influence.

Let us look then at some specific models and their stated inclusion of the affective domain. Singer (1970) models the reading act through a breakdown of reading into speed and power (p. 156).

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**Figure I.**
From Singer (1970)
Here we see no inclusion of the affective domain as far as speed of reading and, in power of reading, factors such as "attitudinal, breadth and conceptualization of experience, and mobilizers "are included only in the area described as "not accounted for". If these three descriptors were assumed to have equal weight within this area of 10.7 per cent variance, one could assume that the total affective influence on one's power of reading would be approximately 6.3 per cent. This seems a low estimate in light of what we know about the affective influence in other learning situations. Singer also makes the assumption that such categories as "word meaning" or "reasoning in context" exist exclusive of affective influences. A person's feeling tone toward a word has a great deal to do with the meaning it has for him. In defense of modelers, it must also be stated that the specific term "affect" is relatively new to the literature of the reading field, and that its omission as a viable factor in modeling may be partly a matter of changing vocabulary.

Another model, (Singer, 1970), deals with the sub-strata factor theory of reading defined by Holmes (1970) as an "interfacilitation of an intricate heirarchy of sub-strata factors that have been mobilized as a psychological working system and pressed into service in accordance with the purposes of the reader" (p.185). (See figure 2.) It might be added here that although the sub-strata theory has been criticized by Davis (1971), and may
in fact be partly fallacious, it stands as a major model which has had significant impact for many years.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
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<tr>
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<td>Auding</td>
<td>6%</td>
</tr>
<tr>
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<td>11%</td>
<td>Meaning of Affixes</td>
<td>20%</td>
</tr>
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<td>71%</td>
<td>69%</td>
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<td>29%</td>
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</tr>
<tr>
<td>Total.</td>
<td>100%</td>
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</tbody>
</table>

Figure 2. From Holmes (1970)

In this model, Singer deals with the power of reading, but there is no specific mention of affective factors, merely percentages of variance in power of reading which are "not accounted for." One can only assume that within the range of unaccounted factors the affective domain has a significant place. The reading models do not generally deal with the affective domain when considering the reading process.
Two reasons for this may be evident. The first is that the affective domain is a difficult area for traditional measurement, and secondly, the reading field does not focus on affect as an area deserving significant study. Both these facts are evident as one views the traditional models of the reading process. Reading is viewed as highly cognitive in nature, and the affective domain is seen as an area apart rather than an integral part of the whole process.

Ruddell’s model (1970) does include "affective mobilizers" as a part of the reading process (p. 253). (See figure 3).
Here again we face a situation in which affect is merely a spark to the whole process rather than an integral part at every level of functioning. Its inclusion as a mobilizer in this communication model does point the way to new investigations. Ruddell makes no effort to define the degree of influence of the affective mobilizers, however, and we can only guess as to how importantly he views their influence.

Perhaps the simplest, yet most encouraging model is described by Singer (1970). In his citation of Strang's (1965) comprehensive model of reading, we see a more integrated role for the affective factors (p. 174).

![Diagram](image)

The diagram indicates the interrelationships among the individual (O), the classroom reading situation (S) the individual's responses to the situation (R), the resulting memory traces (T) and the individual's perception (P) of the next situation.

**Figure 4.**
From Holmes (1970)

Here the student, represented by "O," is seen himself as a psychological model which contains:

- physical, physiological, mental, attitudinal knowledge, self-concept, desire to read-
- in short, all those interacting systems and sub-systems within the individual that function between stimulus input and response output. (p. 174)

I state that this model is encouraging for it assumes a) that the reading process is circular in nature and on-
going in its operation, b) that the individual's self-concept, etc., are real influences in the reading process, and c) that the model is comprehensive in its outlook toward reading. There is, admittedly, no percentage of influence stated for the affective factors, but my assumption is that this leaves the door open for further investigation rather than shutting it, as do other models cited.

One can see that the modelers of the reading process know very little about the affective domain, have few adequate measuring tools, and are merely not ready to investigate the importance and influence of affective factors in reading. John Geyer (1971), an expert in reading modeling, has stated that in one study he made of seventy-seven models of the reading process, there were none which focused "to any significant degree on the affective domain in reading".

To fully understand the concept of the affective domain within the reading process, viewed as it is here as a set of elements influencing the process, one must discover which elements, or factors, have been designated as being influential. The modeling literature has described some of these, but others are also important in dealing with affect within the reading process.

It should be clear that not merely one or two factors within the affective domain influence reading, but that all factors within the affective domain influence reading and learning. There has been little focus on affect in reading literature to date, and basically only one major review of re-
search has appeared (Athey, 1970).

We know that feelings and emotions do contribute to one's ability to learn, and that feeling, "the direct experiencing of any phenomena at a given moment" (Greer, 1971, p. 337), produces emotions which cause the individual to act a certain way." Beatty (1969) states that emotions are "bodily reactions which arise when the inputs from the outside world are widely discrepant from the perceived self," and that "the emotion is directed toward this situation or person and arouses the organism to action" (p.82). The task here seems to be the explication of certain of these emotions, as well as a description of other affective factors which determine one's feeling tone.

One of the affective factors in reading is self-concept. Here we are concerned with how the person views himself within his world. Beatty (1969) breaks down self-concept into two areas: the "perceived self," which is the "organization of images which each person has about himself in the world," (p.76), and one's "concept of adequacy," which he defines as "the way the child perceives that he should be if he is really going to be adequate and effective in the world" (p. 77). In relation to self-concept and reading, Athey (1970) states that "in general, the research literature suggests that good readers tend to have more positive self-concepts than poor readers" (p.110). As an individual gains a concept of himself as capable, good, or worthwhile, he is more apt to immerse himself in new learning situations, for he will view these situations
as vehicles to enhance those qualities in himself about which he already feels good. If his concept of himself is one of inadequacy, he is less likely to look forward to new learning situations, for he sees himself as unable to accomplish the task before him. He may view himself as a failure and perceive future experiences as producers of more failure, a situation which he will try to avoid.

A second affective factor in reading is one's degree of autonomy, or the feeling that "one is capable of making choices and controlling one's future," (Beatty, 1969, p. 79). Erickson (1950, 1968) also speaks of the child's need for a feeling of autonomy as a prerequisite for normal psychological growth, and Athey (1970) describes poor readers as generally showing "a lack of independence, avoidance of leadership opportunities, and a poor attitude of responsibility" (p. 110). Each individual must learn to cope with his environment and feel a degree of capability in decision making. Without this feeling, the individual cannot succeed in fully successful learning. As one gains a feeling of autonomy, he is capable of more maturity, independence, and self-reliance (Athey, 1970, p. 110), factors which have also been found to influence a person's reading and learning ability.

There is less research and literature on how the emotions and affective factors influence reading and learning than on the fact that they do influence these two areas. If one sees that the affective domain plays a great part in the learning of an individual, then the definition of
various affective factors becomes more a matter of semantics. For example, in looking through the literature, one finds that one author (Athey, 1970) speaks of "attitude toward learning," while others (Beatty, 1969; Carver, 1971) may speak of "motivation." These two "factors" seem to be so intertwined and in part confused, that to delve into extensive study of each would be fruitless here. Each could be expanded to include, by definition, all the other factors which have been specified as part of the affective domain. Other terms which are used in the literature, and which comprise the main body of "affective factors in reading" are "affective climate and learning," (Fader and McNeil, 1968; Gage, 1963; Alpert and Haber, 1960; Humphrey, 1970; Lewin, 1939; Withall, 1949; Deutch, 1951; Lewin, Lippett, and White, 1939), "anxiety," (Alpert and Haber, 1960; Athey, 1970; Beatty, 1969; Jones, 1968), "environmental mastery," (Athey, 1970), "self-confidence," (Lefcourt, 1966), "coping behavior," (Beatty, 1969), "accurate perception of reality," (Van Allen, 1971; Athey, 1970; Mathis, 1970), "worth," (Beatty, 1969), "connectedness, identity, and power," (Weinstein and Fantini, 1970), and "trust, industry, and identity," (Erickson, 1950).

Once the reader understands the relation of affect to learning, the specific factors within the affective domain become a matter of semantics. Because there is no inherent division between psychology, education, philosophy, and child development, we must realize that when we speak of
affective factors in reading, we are also speaking of affective factors in living.

Reading Within the Affective Domain

Learning to read falls within the larger framework of learning, and is therefore influenced by the affective stages which influence all learning. Reading is viewed here as an entity (a portion of which is the process itself) which the individual must choose or not choose to integrate into his knowledge store, and is therefore influenced by the affective process applying to all knowledge.

Krathwahl and Bloom (1964) have provided a taxonomy of steps within the affective domain which influence one's learning. Reading, taken as a total entity, will or will not be integrated into a person's knowledge partly in relation to the degree to which the affective steps are fulfilled.

The five steps in the affective taxonomy and their influence on learning to read and reading will be discussed briefly. The specific objectives within each step are taken in part from Krathwahl and Bloom (1964), and show necessary behaviors within the larger process which must be accomplished if one is really to learn to read and be a reader.

The first step in the affective taxonomy is receiving. Here we are concerned with an individual's being aware of certain phenomena, a willingness to receive and be aware
of these phenomena, and controlled or selected attention to these phenomena. In terms of reading and learning to read, this could include such objectives as an awareness of reading as a medium of communication, a willingness to receive specific reading instruction, or some controlled or selected attention to various skills necessary for reading. This is simply the first stage and requires very little affective integration.

The second step is responding, and this includes acquiesence in response to a phenomena, a willingness to respond, and a satisfaction in responding. As the individual becomes more aware of reading and the skills involved, he must then gain a willingness to respond to the printed word, a satisfaction in responding to reading or reading instruction, or perhaps, a willingness to look for meaning in serious literature. The individual is beginning to see reading as more of something he might be interested in pursuing.

The third step is valuing, and this includes the realization that a) a thing, phenomenon, or behavior has worth, b) the acceptance of this worth, and c) the preference of and commitment to this valued phenomenon. In terms of reading there are various ramifications at this stage. The individual may "have increased appetite and taste for what is good in literature," (p. 141), prefer to read as opposed to doing other things, "have a willingness to form judgments about books read," (p. 147), or commit himself to learning to read well
and having a "devotion to reading as an avenue for self-improvement" (p. 152). There could be endless specific objectives at this stage and others, but the purpose here is only to describe how reading and learning to read fall within a larger affective framework.

The fourth step in the Krathwahl and Bloom taxonomy is organization. Here the quality of abstracting the value into an organized system of values is added. Examples of some objectives in terms of reading might be: a) developing a rationale as to the place of reading in one's life, b) developing a plan for regulating his reading activities, and c) developing techniques for serious reading as a means of "discovering ideas about one's own life" (p. 158).

The final step in the affective taxonomy is characterization by a value or value complex. This includes a person's orientation toward the value or value complex, with the final step being the person's characterization in terms of a philosophy of life. In relation to reading and learning to read, this might include the development of a consistent philosophy of life, a component of which might be the concept that within the larger framework of one's view of the universe, a person can only achieve total integration if he is an avid and skillful reader.
This final stage in the affective taxonomy is difficult to relate solely to reading, for Krathwahl and Bloom see this step as the most advanced in the process. They state that "here are found those objectives which concern one's view of the universe, one's philosophy of life, one's Weltanschauung—a value system having as its object the whole of what is known or knowable." (p. 185). The closest one might come in terms of reading is that when one had attained the final step, he would be characterized primarily as a reader."

Reading, then, must not only be considered as a process which has within it affective influences. The final section will deal with an affective process which can be seen as somewhat akin to Krathwahl and Bloom, but more specifically as a descriptive process for integrating the information gained in reading and experiences outside reading.

A Model for Affect and Affective Reading

I would like to propose a model which incorporates the following definition of affective reading. Affective reading is reading done toward the goal of integrating
concepts, facts, and information derived from reading into the larger framework of self-learning and the largest framework of self-being. The proposed model must be viewed as a model for individual affective integration within all experiences; reading is one of these.

Discussion of the model focuses on two areas: the form of the model and theoretical justifications for that form, and secondly, the affective stages which comprise the content within the form. To be successful, the model must embody the following definition put forth by Gephart (1970).

... a representation of a phenomenon which displays the identifiable elements of the phenomenon, the relationship between those elements and the process involved among those elements.

(p. 40)

And the seasons, they go round and round
And the painted ponies go up and down
We're captured on the carousel of time;
We can't return, we can only look
Behind from where we came
And go round and round and round
In the circle game.

Joni Mitchell (1970)

I believe that man's life can be conceptualized in terms of a circular entity. If the quest for an ultimate reality is indeed the task of living, then the circle affords
one true representation of that quest. Carl Jung (1964)
states that:

... the circle... as a symbol of the Self.
It expresses the totality of the psyche
in all its aspects, including the relation-
ship between man and the whole of nature. (p. 266)

As I see the goal of living to be being the total reality
of oneself, this statement gains meaning in terms of modeling
this very process. Jung (1964) also states that the circle:

... in the mandalas drawn by Tibetan
monks... always points to the single
most vital aspect of life- its ultimate
wholeness.

The circle symbolizes the "being" aspect of life, for
man's mind is trapped in the circularity of its very existence.
The Ying and Yang symbol of the Taoists, the Tibetan man-
dalas, the halo of Christianity; all are represented in
circular form, and in some way incorporate the idea of a
wholeness or oneness- an ultimate reality. If this quest
for ultimate reality, for truth, is man's goal, then
individual success will result in fulfilling one's circular
existence- becoming fully the self that one is.

When a child's life begins, when he is "born", be that
individually defined as occurring at zygote or "physical
birth," he is complete for that instant- he is, and life
in all its essence exists. Each part in the child's being
and experience is integrated totally for the instant man's
mind defines as the beginning of life. After that initial
total existence, experiences with other people and experiences
with other things occur.

The child may lose that total balance through a lack of knowledge about those experiences and their relation to himself, or it may be that as Sartre (1946) says, "Hell is—other people!" (p. 47). The child encounters the physical realm of the womb, the touch of uncontrollable outside forces, and, after physical birth, the phenomenon of others. Thus, in his initial being, the visual representation of the total child is:

![Diagram of the Total Child]

The abilities to integrate further experiences into the being self are encompassed, in educational terms, in the domains of cognition (pertaining to intellectual knowing), affect (pertaining to feeling tone, and emotion, or a degree of acceptance or rejection), and psycho-motor (muscular or motor skill, neuromuscular coordination.) (Krathwahl and Bloom, 1964). These three domains comprise the divisions of man's indefinable state of living. If one could define or explicitly state the final definition of any of these domains, there would be no need for further work, for man would have explained life and no more would need be said.
Even these divisions are arbitrary. Lawrence Kohlberg (1969), moral development theorist, states, for example:

Affective development & functioning, and cognitive development & functioning are not distinct realms. "Affective" and "Cognitive" development are parallel. They represent different perspectives and contexts in defining structural change.

(p. 349)

Using the arbitrary divisions in an effort to explain the being, learning, and reading processes, we can follow the process and model the second stage of man's existence, the discrepancy between his being and his experiences, the discrepancy which he must ultimately resolve if he is to exist in terms of life itself. As the child, or the man, begins to have discrepancies in the integration of his total being and his experiences (the loss of his total reality) the model is expanded to include the discrepancy.

The discrepancies between our being experiences and our unresolved experiences are in some way untrue to our inner being. They become the part of man which creates the will to become, as well as the anxiety, frustration, neurosis, etc.,
of our lives. Let us then call it the part of each man's existence which he has not understood, does not know, cannot integrate, but yearns to be at one with in his search for ultimate meaning.

The total individual, the being self, has no differentiation of domains. He is at one with the universe and in the flow of life that is all existence. Therefore, the experiences cause the differentiation into domains, and act as forces within that phenomenal "afterbirth" to integrate again the whole that was "is." If one were to put this within the model and make the arbitrary assumption that each domain is a) somewhere confused or integrated with each of the others, and that b) all the domains are working and integrating at the same time, the resulting model might be drawn with three forces, here represented by lines within the circle, pulling on the unresolved experiences of the individual in an effort to integrate those experiences with the central being self.

![Diagram of the model](image)
Three arbitrary, equi-distant points have been chosen to represent the point of definition of each of the three domains. The task of the "being self" is now to integrate all the experiences residing in the "unresolved" portion of life into the central core which is the "true person." As this happens, the inner circle expands within the outer circle of all experience, and both may eventually become one, the ultimate reality of the "being self" again.

What I call the "being self" has been referred to by Combs and Snygg (1959) as the "phenomenal self." They state that the driving force of all individual behavior is to "preserve and enhance the phenomenal self," again, merely words like mine, but supportive of my beliefs.

In the area of unresolved experiences, each experience is defined by the individual "being self." The self may choose to define the unresolved experiences in terms of a total entity, for example, as "the me I haven't dealt with," or in smaller specific units such as "my relationship with my father," "the day I got drunk," or "the time I fell
off a horse." These verbal definitions of this unresolved experiential field vary from individual to individual. For the sake of clarifying the model, let us choose one specific instance, for example, "getting pimples at 16," and see what happens in terms of its integration into the being self.

The experience of "getting pimples at 16" (P) is assumed to be unresolved within the individual, for he may feel anxiety about the situation, frustration, poor self-concept, or even physical flushes of embarrassment when the topic is discussed. He has not admitted that the situation really existed, nor accepted the fact and "learned to live with it." It is a thing apart. The experience is outside the being self, which may, if integration and resolution are successful, pull the experience into the domain of what the individual can accept and live with as his being self. Each domain influences the integrating process. Each domain pulls, with some force on the experience toward the point of central being integration. Much like Kurt Lewin's (1935) "dynamic tension," the domains can be seen as rubber bands, each stretching from its point of origin to pull the experience into being. Depending on the proximity of the "defined experience" to each of the points of domain influence, there will be varying tension in the affective domain, the cognitive domain, and the psycho-motor domain, striving to resolve the experience. The model at present looks like this.
If the individual were to define another experience, for example, "my sexual experiences" (S), it would also, by definition, take shape in the outer field, conceptualizing itself and falling under the influence of the tensions working on it from each of the three domains.

The tension created by the unequal distance of the "unresolved experience" from the central "being self" works to pull that experience, through various processes, into
the "being self" where each of the defined forces are in balance: equal and resolved. In the example above, the "P" experience of "having pimples at 16" is being pulled toward resolution most strongly by the affective and psycho-motor domains. This would point toward a resolution by changing a) neuro-motor operations or b) the feeling tone of the individual. In the "S" experience, "my sexual experiences," the major driving force pulling toward integration is the need for cognitive understanding. The central "being self" strives to integrate each of these experiences by fulfilling the progressive steps of each domain, the "various processes" referred to earlier.

We must not forget that the differentiation between affective and cognitive is in many ways arbitrary, and that when the self is being, the differentiation disappears and the self, as ultimate reality, exists.

The affective steps or stages are now ready for inclusion in the model, and may be seen in terms of my understanding of being, learning, and reading. These are not affective factors, as such, but steps leading to affective integration of the self.

In conceptualizing these stages, one should understand that they are represented within the model as concentric bands, beginning at the outer perimeter of the "unresolved experiences" and ending, at the most
advanced stage, at the outer edge of the "being self." Obviously, each defined "unresolved experience" will be within a different band and within a different space in the total field.

The first of the affective stages is generated by the size, power, and proportion of the "being self" as it exists at any point in time. This is the desire to resolve the conflicts and discrepancies between the "being self" and the "unresolved experiences." This desire also has a circular nature, for as it is generated by the strength of the "being self," its existence becomes both the first step of affective integration as well as the end result of all the integrative steps. As the inner circle of being grows larger within the entire circle of experience, the "desire to be" grows and the individual speeds ahead at accelerated rates to become a "being self." This "desire to be" is the inherent offshoot of a person's worldly existence, and the driving force which in the end seeks, by desire, to end desire and leave "Be" as the final resolution of man's commitment to life itself.

The first step, the "desire to be" (or learn, or read), spurs on the second stage, the ability to see and differentiate the various "unresolved experiences" into manageable units. This may come through increased awareness and perception
of the meaning in what one says, how one walks, where one goes, what one chooses: in general by asking the question "Why?" about everything that one does and sees. This is an exhaustive process, but the necessary first step in the process of becoming and eventually being. This means in essence that everything one perceives one must question. This allows the third stage to occur, depending on the degree to which one can accept the need to ask "Why?" and look for answers.

The third stage in the affective integration is admitting to oneself that a) there is an answer to the question "why?" and b) that the answer which one finds and admits may be real and must be dealt with. He then begins a diagnostic process on the answers he admits to himself. For example, if one perceives that he "throws litter on the highway" because he hates to dirty his own car, and at this point this answer is as comprehensive as he can give, he must act on this admission and continue through the affective stages. A "becoming" person, however, may be able to put his answer more in terms of an ultimate reality and propose that he "throws litter on the highway" because "he is a slob." As he can put the cause in terms of being, he gets closer to the real value derived from going through the process. The most important and valuable admissions are those which begin, "I am...," one form of the verb "to be." Other answers, beginning with perhaps "I like..."
"I know," "I see," or "I want," are in some ways capable of being resolved, but not completely until they are put in terms of "I am...

If the person can risk the security of partial "non-being" and really describe himself in an instance, especially in terms of something he is emotionally afraid of, the process is accelerated. For example, in the case of the "littering," if the person can define himself in terms of this experience as an entity which he feels uncomfortable about being, his resolution in the end is greater, for he is directly confronting something he is afraid of being. But, if he can deal with the anxiety in admittance, he may accept that and work toward the all being that is the "being self." In this case, the person may really be afraid of being an "inconsiderate fucking bastard." If he is, and is able to admit that this may be a part of the reason he litters, his emotions, cognitive functions, and neuromotor operations will respond at greater rates, due to an increased awareness of a part of his self which may in fact exist, but is not characterized as "being." To be able to openly admit that one occasionally shows behaviors which would make him "an inconsiderate fucking bastard" relieves the anxiety created by the discrepancy in what one does and how one views oneself. Through the admittance, the reality of the situation appears, and the person can begin to work on, and perhaps accept, his imperfection.
Let me personalize the example and follow it more specifically through the fourth stage, "defining and discovering." I think of myself in my life. I have asked myself in looking at my actions if I am perhaps a "sexual deviant." I admit the possibility that I am a "sexual deviant." The next stage, defining and discovering, proceeds like this.

The first step is to define for myself what being a "sexual deviant" means. Here the person's experience and the experience of others must be communicated to the self through speaking, listening, reading, or observing, so that he may form a meaningful and comprehensive definition of "sexual deviant." Once this definition is created and the individual can accept the "definition," the second part of stage 4, "discovering," can occur. Here the individual must, either through reflection on past experiences or through analysis of current experiences, (the here and now), find at least one instance where he, in his life, has been the definition of the experience he has defined. This is the most important step.

If I define "sexual deviant" as "partaking in sexual acts or fantasies in which the sex organs are used as a thing apart from the life process," or as "an experience where my sexual activity does not compliment my other attitudes toward sex as an extension of the process of being honest with myself and others," I now have a definition
against which I can judge my existence as a "sexual deviant." My job remains to find one instance, or more if possible, where I was, or am, by being, the definition I have created. I must be aware of the arbitrariness of my definition, and the fact that other people have helped to create those definitions. If I can accept the definition, I am half-way to accepting, or at least being able to discover, those times in my life when I was, or again am, the definition I expound.

In my case, I remember playing a "game" with myself to see in how many different places and with how many different things I could masturbate. I masturbated in toilets, in planes, in different people's bedrooms, and in "25¢ Take Your Own Picture Booths." I used mayonnaise, toothpaste, hand lotion, shaving cream, shampoo, and anything else I could get my hands on. At this point in my affective integration, that is a difficult thing to admit, but the truth. In being able to relate these experiences, and others which may be applicable, to my definition of "sexual deviant," and saying I am by that definition "a sexual deviant," I can come closer to accepting and integrating that definition into myself. When it is integrated and accepted, I need no longer be ashamed of the fact that part of me is that, nor am I scared of the unknown within me which pulls at my guts. I am still a person, the way I am now, and I view that experience as an experience that "was" and "is", and it becomes part of my "being self".
The fifth step in the affective integration process is communication with "other." Because the experiences in the "unresolved experiences" portion of the model are, in fact, linked with the experiences of A) other people, B) other things, or C) a reality other than oneself, this communication with that other must be resolved.

The first receptor of communication must be the very "being self" which is creating the "desire to be." Religiously, this could be called "God," the ultimate reality, or the life force. When I can admit the possibility of something, define and discover, and then finally admit the existence of that phenomena, I can begin to be free of the negative feelings within about being what originally there was no possibility I was. This communication to oneself will not, however, lead to ultimate resolution. To complete the total being process, one must communicate with other people, other facets of one's experiential life, these being the very existing entities which have created the defined discrepancies in being and experience. For example, I cannot define myself as a "sexual deviant" in isolation. The word "deviant", or any other word except "be", defends for its very existence on a definition of normalcy provided by oneself and other people. Here is where other people, in providing these pseudo-definitions of "normalcy", create the very term "deviant." All our "unresolved experiences" derive their very definition in terms of the fact that other people
experience the way they do. Our task at this point is to communicate with others the things which we can admit ourselves, what we have "discovered."

Admittance may be accomplished through the spoken word, the written word, non-verbal behavior such as the way one walks, talks, sits, or smiles, or by simply being that definition to whatever degree it has prominence within the "being self." In the case of the "sexual deviant," one can determine through the analysis of experiences in the past and present what proportion of one's total "being self" is encompassed in being a "sexual deviant." If I decide, for example, that within the framework of my entire life and experience, only .04 per cent of those experiences are "sexually deviant," then I must decide to communicate this .04 per cent verbally or non-verbally; these being only mediating steps to the final reality of being the .04 per cent in my life. This is true of anything one can accept about oneself. One must also remember that this percentage can change, for in living and having new experiences, the degree or proportion that the percentage remains true against the backdrop of all one has experienced, decreases proportionately as new experiences of a different nature are encountered. Although the percentage decreases, it will never, by the very nature of percentages and being, cease to exist; it will only become less and less of a factor in the total existence of the person. If the person can accept the fact that any proportion of that
definition exists, he can gear new experiences toward decreasing the behavioral, attitudinal, and existential prominence of that facet of himself. These "I am..." definitions will always exist, however, and to deny this starts the whole process of discrepancy all over again.

The sixth stage, following communication to others, is the integration of the communicated definition into the "being" and "existing" self of the individual. If he is .04 per cent a "sexual deviant," he must, if he is to complete his "journey into being," be".04 per cent sexually deviant," admit it to others, and if this is not in line with his ideal "being self," work to decrease the percentage by having new experiences which lessen the earlier proportion. I refer to thoughts as being experiences too, for all that one is need not be acted out- some thoughts may be only contained in "the being self" if they are accepted as real thoughts.

The sixth step, "the integration into being" stage, completes the cycle for that defined experience, and gives added strength to the central "being self" which supplies added fuel to the "desire to be." The process continues with other "unresolved experiences" at all times.

One added note before drawing the completed model. As each individual "unresolved experience" is pulled into the "being self," the "being self" grows larger and will eventually, if man succeeds, encompass the total circle. Since the person still exists and experiences while he is
becoming, and the outer circle continues to expand, there is a dilemma. The task of integrating the "being self" seemingly doubles in difficulty. The person must integrate the new experiences he has while becoming, and he must integrate those "unresolved experiences" which he has not integrated. The only possible answer to this dilemma is that while the person is integrating the "unresolved experiences," he must at all times live in harmony with his central "being self" and the things he can and has admitted about himself. If he deviates, the outer circle grows larger in proportion, and more and more work needs to be done. Each man must choose a moment to start "being himself." If he is consistent with his "being self" during the work of integration, the new experiences go directly to the central "being self," and it again expands within the total circle, taking up more than its earlier proportion of existence. The outer circle decreases in size proportionately, and the process is strengthened and accelerated again.

Each person can evaluate the success of his becoming process. This may be measured, in part, by the degree to which he can communicate to any and all people the facets of himself that "are." If he is ashamed or anxious about admitting his "being experiences," (what he is) to others, there remains some residue in the "unresolved experience" portion of the person. What one is afraid to admit to others totally, one is afraid to admit to oneself totally. Society
as it exists today does not allow people to admit all that they are, and one can almost agree with Sartre (1946) when he says "Hell is—other people!" We must bestow upon each other, through the admittance of our own "imperfections," the right to be for all men. Perhaps some day.....

The model is now complete and may be seen in relation to being, learning, and reading. For if to learn is to become, and if to become is eventually to be, then the process of integrating becomes the learning process within the model context, and the process of being is the result of learning—the gift of becoming a "being self."

The model's relation to reading must be viewed in relation to the previous definition of affective reading as reading "done toward the goal of integrating the concepts, facts, and information derived from reading into the larger framework of self-learning and the largest framework of self-being." As such, the model deals with reading at two levels. First, reading can be viewed as a medium which contributes to the experiences of the individual, an original confrontation, and which may, through its content, create the very "unresolved experiences" which must be integrated. This will be expanded upon in Chapter III. Secondly, reading may be viewed as an avenue for gaining knowledge at the various stages of integration. For example, one of the ways I can gain adequate information to define the various experiences at the fourth stage is to read how others have defined them. Reading is then the spur to the
whole process as well as a facilitator of the process in action.

We may apply these six steps of being integration to any experience. The ultimate result, as may be surmised, is that a person, if he has the desire and the freedom, will become all that he "is," all things and all people. He becomes existence, and therefore all life, and completes his circular destiny, shaking hands with the total being of his initial birth and being reborn again, to proceed as an adult through the maze of living.
See the great big letter "0"?
Well, it's a circle
See a bouncy ball? You know
that it's a circle.
Like that great big letter "0"
Like that bouncy ball. And so
The shape I like best, you know
Well, it's a circle
Yeah, it's a circle!
Oh! Yeah.

Children's Television Workshop (1971)

Hickory, Dickory Dock
The mouse ran up the clock
The clock struck 1
The mouse fell down
Hickory, Dickory Dock

Nursery Rhyme

To suffer one's death and to
be reborn is not easy.

Fritz Pearls (1969)
(inside cover)
Chapter III
To Be, continued:

A successful reading comprehension experience occurs when the affective and cognitive domains become so intermingled that the learner does what is being discussed, an experience in which the learner can not only read about something but also do or be the something under discussion. Without this active participation, learning loses its impact, and knowledge is removed from the process of being.

The poems in the following pages are an attempt to have part of this work be dramatically the very idea it is talking about, to become an experience rather than describe it. The poems will hopefully accomplish certain specific goals.

First, as the primary focus in this work is on the affective integration of experiences, and more specifically reading experiences, the poems will provide a "confrontation" with each reader so that he may attempt to use the affective integration model on reading experiences which may provide input to his affective feeling tone. Here the poems are seen as one method of creating unresolved experiences which may be integrated. Unresolved experiences should not necessarily be viewed as bad, for many people have more trouble admitting their strengths than they do their weaknesses. Also, the poems may help each reader accomplish the steps in his personal affective integration process as it exists before new input. The
poems may aid the reader to "see and question, admit the possibility, or define and discover" those personal experiences which are at present unresolved. There is an opportunity for affective reading and viewing both objectively and subjectively the content of each poem.

Secondly, the poems individually and collectively, mirror various stages in the affective process. Collectively, the poems primarily mirror the stages of "desire to be, seeing and questioning, admitting the possibility, and defining and discovering," although" communication and acceptance, and finally integration have been accomplished in certain specific instances. Also, individually some poems can be viewed as a microcosm of the whole process.

Thirdly, the chapter should point up experientially the degree to which the affective factors described in chapter two influence the reading process and reading comprehension. Each reader's anxiety, concept of self, perception of reality, identity concept, and ability to empathize will influence both the process of reading as it occurs, and the total meaning which the reader incorporates. If one has anxiety about obscenity, for example, his reading speed and power will be affected by what is included here. The chapter provides a laboratory in which to become aware of how one's affective state influences how one reads.

In reference to the medium of poetry as a suitable vehicle for communication, it is my strong belief that in
any endeavor, be it a statement or a task, "The Medium," as McLuhan (1967) says, "is the Massage:" that while words and actions are in themselves important tools of communication, the medium, (the how as well as the what; the form and structure within which words are presented) conveys the strongest and most meaningful impact.

The poems have been greatly influenced by others who have also sought for medium/message integration. e.e. cummings (1939) is a master at this. In dealing with his notion of the circularity of man's endeavors, for example, he transforms his poems into not only an entity which verbally states his belief, but also an entity which is, by its very nature, circular. The medium complements the message to produce maximum impact on the reader.

climbing into eachness being
dizzily swingthings
of speeds of trapeze gush somersaults
open ing hes shes
&meet&
swoop fully is are ex quisite theys of re

turn and

fall which now drop who all dreamlike

(p. 48)
Another example comes from the concrete poets whose poems are and do what they say the subject of the poem is and does. Claus Bremer (1963) points this up.

rendering the legible illegible
rendering the illegible
rendêîîngîîîlhe
ťăďéîîngēî

(p. 37)

The poems also exemplify a freedom in expression, a successful means of blending form and content to heighten impact, and a feeling for the various stages of affective integration which I am incapable of expressing in prose alone. The poems are evidence on which one may base a decision as to whether my thesis is meaningful and desireable for him.

The poems also fulfill the necessary fifth stage in many phases of my personal integration by "communicating to others" what I have admitted and learned for myself. Please accept them as a gift, to be read affectively and incorporated, if desireable, into your own unique struggle.
Reality, in the form of love, wooded me on.
My heart left its castle of sure defences
And crossed the bridge leading to the land.

Wandering, searching, doubting—
Until it came to rest in the palms of another.
Fingers that touched, lips that kissed
and did not run away...

What was winter became spring—
or Indian summer
For the snow has fallen again, and frozen solid the footsteps left in the mud of ecstasy...

Beaten, scarred,
perhaps convinced
A wounded am in torn mail trod again toward the castle of was...

And all seemed well—
But perception became reality
And the castle disappeared....
As one alone,  
my body and mind move unwillingly  
toward the lethargy in stillness  
I must know the feeling of being full-  
This is my albatross  
Only to feel the emptiness  
of love detached.

The hearth is ashes  
Charred relics of the fire of yesterday  
I know-  
. . I knew-  
Songs, whistles, tunes, portray to me  
in quick revelations  
the depth, the width, the volume of a sense I have known  
A sense of senses, an essense  
God-  
How can my frail body hold back the  
tidal forces of my mind - Can my  
sandy being dam what I must not  
show to others?  
They  
must not know  
what alone was  

Us
Two hopes, being glued together,
had no time to set.
The heat and cold of others would allow no time
and as all other
Left the house of together
and stormed toward lone.

Elmer's glue-all, even
Glue-All
began to stretch unwillingly.

The tentacles of glue held at length
the two hopes -- -- -- -- -- -- hopes
As they fell, and separated
One fear was is.
Would one land, and therefore stop
the break from coming?

Leaving--

There--
two which were one; hanging
by thin strands of hardening
white glue-

never together, never apart
merely there, here, ere.
God—
   Save that smile!
I don't know you.
   I never will,
But—
   I saw you smile—
And that was enough

Right now.
Stop music, stop dancing, stop talking
   and then
Can you smile?
I bet you can—
   because you're beautiful
   And that's enough

For me.
Mimi walks, and talks, and is (Thank God)

Once past that, all that can be, as opposed to is-

OPENS UP

How did I meet her?
Listener? How?

As a listener.
She listened with words (but no sounds)

Hold on tiger!

Feathers are fantastic, until you know they're used in pillows-

And I can't get to sleep

Without a pillow..
A warmth of midnight reveals itself in others-

Why others?

Cause you can't play that game

THE GAME

I hope I feel
I hope I mold

Because, loving, ?, liking,

all incorporates all & I don't believe I'm wrong

Because I care...
Catching small "Beatles" of truth
leaves all that outer skin unprotected

I've got to get
    a job-

FUCK IT

What breathes has air
What knows has a brain
What loves has a heart-
     A heart!
My being jumps-
   It's not you,
   It's me-

You see, I'm not versed, not aware
of the world of you.

Worlds & Yous
   ----

Not true-
But where are you.
   In a world
   I want to be
      of (a dangling
         preposition)
   ----

But you're real,
   you care
You belong to
the all I look
for....
And in

knowing---

I see---

Thank you---
I found a neat place
        But if I tell her about it
It's a sand quarry long the road
        She'll think I wrote it
And the pebbles and sand never stop
        Only to show and not because
Falling from their places on the walls
        I felt the urge in thinking
Of the quarry. The wind starts one
        Of the quarry and her place as
Small grain moving and the whole process
        I sat there. I want to say
Continues, and will, long before, after the time
        No words- I want to give her
I leave or return. The movement of
        Or you, because I am letting you read it,
The sand and pebbles gives me a thought

        A feeling, and more.
Burning questions of what and why fire into the being of now.
The layer of insurgency beneath the thin outer shell of me
Calls for a way to emerge, possibly to
\[ u \]
\[ p \]
e
Upwards, outwards, and inwards-
Self-sexual-intercourse of probing.

The penis of why!
The vagina of because!

Pulsing and panting in a love of life!? 

Ohh, I do, I will, I am, I see.
Ahh, Perhaps, Maybe, Me? Where?

Stop the fucking merry-go-round
I want to get off....

No..I don't, I just want to
find a horse,
hold on,
and ride-----------------------forward.
If you only knew
    how much I hate
        to have to use
            the word
                fuck!
The am of "became"

comes
after "c"ing
after "be"

But before
the end

of "me".
A wistful look at is may bring less to meaning.

The poignant realm of why is entered and the ugly head of fuck looms in the horizon.

Detachment may bring more, and when you're working with negative numbers in imaginary math, Crossing the hazy zone of zero becomes less important than the value that is one.

"Your number is up!"
"I've got your number!"
"That number is out of order, sir!"

We try everything to save the rationale—multiplying as repeated addition, Dividing as repeated subtraction, But they're all number games: And even the professor said, "Math is a system man invented. Without man, there is no math."

And he was 100% correct.
Once the clandestine head
of nothingness pokes out,

You know—
It's beautiful—

Because—
all is nothing, nothing is all,
and all the cliches work.

Because—
an untouched piece of granite
presents itself
  The rock is to shape
  The rock is to shape
  The rock is to shape

Shape is create, Rock is life
And any, any
  sculpture is beautiful

Because—what was not is,
  we transform reality to reality
and, we believe we live.

So who cares?
How much of today is spent
in yesterday and tomorrow?
Revisiting in churning stomachs the
mistakes of was
Or,
as if eroding our attempts at joys,
glancing at the errors of will.

The strobe light of now revolves
with patterns which define-
No, which are defined, by
the pastel humanity which
reflects.

"Today is for sure, Tomorrow is only maybe"

-Bullshit-
Hoursticktohours
    Daysmeltintodays

Now becomes new, or worse, no
And-
in trying to separate
was,is,shall be (Amen)

You get all fucked up..
The regrettable part of was stings the is of now  
   And is, planning to spend the winter,  
   Calls for strength from today to be tomorrow-  

Today is not today and the schematic plot falls apart  
Today is  
   all of what you call today  
   all of what I call today  
   all of what each man calls today  
Each man sees today, each man sees only part  
And the part we see is ours, in hours  

Can this bring on calm if there is no will-  
or will to will "to will"  

Where is today's strength if all is true?  

If all is true  
   is isn't  
   was wasn't  
   and will be- Ha! (see other side)
The immensity of the UNIVERSE
nips like a caged up
dog (or vice versa) at
the pant leg of my soul
    (and vice versa)

The greatness, smallness, 
insignificance and heroism of
the human race bring
being into light

People as shadows or
figures leave the time they
    inhabit to become
    gods in themselves.

The God of Man (or vice versa)
exhibits the love, concern, etc.,
which in the end all
strive for

I have known apart
    of you and the part
    was all— at the time we met.
The striking importance and significance
    (or in) of being at a place
    (as I am now) captures the
quote that speaks of me
    (or vice versa)

And I see that my life is all
that my being is or
becomes—
    the realm of the quietness of now,
at full volume
    (or vice versa)
Strip Monday of blahs
Tuesday of T.V.
Wednesday of Prince Spagetti
Thursday of bowling
Friday of beer
Saturday of football
and Sunday of God

and what of life is left?

Man-
bare-ass naked.....
The jackel cries out
Resting its paw on the shoulder of the
preying child
The child, condemned from the doing that
evil brought to be
To be now, to have been, to will be-
being--Hal
The child of the city stands tall-in stories-
and gains insight into in and sight
through the growth he knows (he noes)

What is built without destruction?
For in seeing clay-we see brick
sand- glass
earth- concrete
trees- paper
The creative process begins its erosive act

The birds begin to sing (that's standard)
The brook babbles (babbling brook?
but it was-it had to be)

The golden sky
All was there and there was all
Buildings grew in deserts of no worth-
Worth?
Glass to see through-We prefer that to seeing the real thing-
Because as if-as if- it had been always
and

that bruck that babbled
that skye so golden
were changed and became less
And the child was happy, for he
had justified his existence--
he was so happy
so happy
so happy------

he cried, ?.
Don't be fooled quite so quickly,
   it wasn't really clay.
Creation's dose of naval lint
   has made us all this way.
Countless mutilated odessies
down the minding road of we
Only heighten the agony of the
being act of living-

Ecstasy comes slowly for
in noing what we know,
we lengthen the avenues and
criss-crossed mental highways
that have torn apart our sylvan scenes of childhood.

This hurt that gains momentum can
only go downhill,
for climbing and growing are
brothers of ascendence.

The grotesque face of mendacity
had hidden quietly on our mountain-
eyes of stinging forge-like fires
teeth of grinding, smashing blades

Clandestine no more, this many headed monster-whole
save for reproductive organs,
Lashed out and killed-
killed growth long worked for, love and trust

Poison clouds of stinging vapor
Nestled close to rock and tree
All were choked with gaseous coughing
Gone our sight-we couldn't see
Nervous laughter echoed loudly
Spurring discontent and grief
"This can't happen on our mountain"
Choral sounds of disbelief.

Now the climbers rest their bodies
Night has fallen stillness cries
Time for needed contemplation
Of the who's, the how's, the why's.
Soon tomorrow's presence gives us
Second chances free of cost
Days to reattempt the summit
Find again what strength we lost.

Still respect ties all the climbers
Each must share the others task
Time to rest and then start upwards
That one wish is all I ask
By submission to the monster
Insight comes, we see we must
Break the spell that can destroy us
And respond again in trust.
Even as man reaches his apex in birth, he begins to die-

The neurotic general ravaged and conquered the lands he needed for empyreical growth.

At the moment of conquest, the commander's own population became a breeding ground for gorilla bands, and the erosion of then became real

    mirroring now as the
    reflection of won,
    new as wen
    was as saw
    love as evol-

The mirror continued, and the general, who also had a private life, vomited up the remains of his hym.

In his conquest, he foresaw the defeat he had gained-
Win and lose walked hand-in-hand, a sickness-
brought on by the vision of seeing
    need
    fucking
    want.

He saw-
    He thought-
    He feared-

For if in gaining what he needed he lost-
    if winning the battle meant losing the war

One thought galloped on...
    if winning is not,
    then losing all must be the only victory:

    and he contemplated the meaning of his ex-is-tense.

"At Ten Sion"
I'm just a kid,
   I shouldn't tell adults

The when they know, the where they know
My correct length of hair they know

They know the how, they know the will
They know how many men they kill

Of time they know, of space they know
The colored peoples' place they know

They know what's kind, they know what's cruel
They know what I should learn in school

What's good they know, what's bad they know
What makes me sad and mad they know

Two questions stump them all— it's odd
They're "What life means?" and "Who is God?"

I'm just a kid,
   I shouldn't tell adults!
The randomness of now
    comes from the crap game of was;
And will be, craving in longing sighs for the
order of even chaos,
discloses nothing-
    for will cannot be now, or in will be
it becomes was-and was is
nothing to look forward to.

Forward, backward in rhythms of roulette
wheel utterances
And damn it-
    This casino world has the odds going for it-
We play our games, bet our money
And in knowing we lose all-we cannot
make cents of leaving.
The dice become all---7----11----Boxcars (You're fucked baby)
The game becomes the "raison d'etre"
    (Learn French, collect $50 extra)

We turn in our money for chips
    and we play till our chips are gone-
We have to play because-
    our minds-being accustomed only to games-
don't even consider-
asking for our money back!
The being of

now is a product

of the graffiti

on the wall of

my soul
The calloused hands of the past reach around the me of now—
pulling, straining, to accomplish the original tragedy of man.
The fingers, ringed with the circular symbols of marriage, school and friendship, tighten their grasp.
The options—leaping and bounding on the meadow of my mind—have gone over the crest of the hill—They are out of sight—They are out of mind Bleeting laughter echoes in the dells of my stomach—reminding itself that the time for laughter is well, ..... stopped
Stopping is a momentary state, for it does not even exist without go—.... and going am I know I
The where seems.... The going is.... The journey ends in that meadow, nestled in the power of its own existence..... although surrounded by the mountains of other men..... And they too are meadow men, having options, fighting for choice, retreating—attacking—questioning
Now I must reseed the meadow so that options may return to feed on the green grass of dealing. The urge to go on is strong... The strength from strong pulls away the rocks that chip the plow's blade—

...... strains on the stumps of earlier days

...... and carries water to the meadow from the stream.
Days come........
   Weeks go.....
And the I of past, present
   in the future of now
am left on the hill
seeing many reasons to sit
   many reasons to stand
many reasons to walk
   and some to run.....
If go couldn't change to gone
than going would stop.
If what is does not become what was,
then will be disappears.
We can talk our way to salvation—
or defeat............long hair
Amazing that
  God hasn't shown up yet!
  or has he....
And if he has
The tempter voices again
for me

to stir up the marbles
of my universe-
    So neatly arranged-
    So beautiful to see-

Calling,
    with mind-boggling yet martial
    timing,
    to re-create-
    that "go" that soon
    will be "gone,"
    that going may exist...

Expanding tonsils in the craven
through of man
    grab the bag, after mere
    intrusion fails,

    and shake-
    what got me through the year!
    what erased the futility of bars?

Screaming,
    again comes that tirade,

    anon-
    you must begin,
    that there is no (t)ense to
    a pronoun-
    the tense is here and now.
Letting go-

Spreading fingers of yesterday's sand

leaving only remnants

hanging

on the recycled nails

that once held Christ....

Hel(p) is in others
Granted—
the sky is blue
the world is round—
But Why?
You are talking-
    I am listening-
You are talking-
    I am listening
You are talking-
    I am listening
You are talking-
    I am listening-
    I like that—but I have 2 questions......
I am strong, so I need
    "What depth is real?"
I am weak, so I need
    "Will you listen to me?"
I am talking
    Are you listening?
    If you are—
    we're in love......
Too much is
not enough

if the man

is crying
I am watching you
You are watching her
She is watching him
He is watching us.
We are watching them
They are watching me
I am watching me.........

"Hi, Me!"
The empty room lives through the remnants of man.

The apple, partly-eaten, rests on the soft rug, tottering till its masters return for the decision on disposal.

Old cigarettes—new cigarettes—lengths varying as to feelings and moments—

Perhaps there in the corner a tear drop, as well as the coffee stains of anxiety.

The room will wait for us—For now our lives are as much of its decoration as the rug, walls, and blackboard.

I feel somewhat in discord with the room—Is it asking me to go?

I hear its heartbeat—I accept its wish—

The door is now a step—

I feel uncertain.
The paralysis of anxiety
  recaptures the little boy
  in the
  man of all.
The spinning, churning, acidity of
  youthful visitations
denies the reconciliation
  of here and then-
  There and now...
My nowness rapes perspective
  and leaves it bloody on the
  pathway-
  When gone, the fall of emotionality
  brings on the winter
  of uncertainty.
My eyes are starting to hurt again
  My I's are starting to hurt again
Tremendous legends are most likely told of tremendous people——

"That's a good story, Tom"

do you have any more——

“No, Fred, but I know some dirty stories——

Tremendous legends are most likely told of tremendous people——

but——

only by those who can

see——
Again,
Part of the reason I
asked why
was to know!
some was to be...[?];
Seeing reason in
unreasonable,
and
if in
Life
I had to learn how to read.
And to see
What it meant?
(a)
(neat)
(mean)
(man)
(a)
(me)
it meant!

And two and two make fore,
or do they-
look again
and again
and ----

but then try good + aim
( )
( )
( )
( )
( )
The people behind
words is really
reading.....
What else does he believe...?
If he said that, then,
then, what else would he
say.....
Do you know--?--That. That?

When we really begin to
write exciting books,
each sentence will be
followed by an exclamation
mark!

And exclamation marks
follow answered questions----
if they were ever asked--------!
I put the can down
next to the bottle
next to the paper
next to the cigarettes
next to the dictionary
beside the poetry
above the table
under the ceiling
by the wall
behind the couch
which
I am sitting on.....
writing homonyms.
This is a poem tool
---This day was called Christmas
And as we spoke of all that
was...we became Christmas
and could love again.

No peace can come between us until
nothing comes between us....

We must stand, each on his own,
in the snow and son of life
To then feel....
The joy....
of finding and knowing our
twogethernessence

And as it comes, the ripped shreds
of mendacity lie strewn on
the floor of the delivery room

And we are..
before we even know it.

This day is called Sunday---
Parce que je t'aime,
    je suis un homme
Parce que je m'aime
    je suis tous hommes.
When a man,

no longer worried about

being a man

Can begin to love what

he is no longer worried about

He can gain perspective on the immensity

of the universe,

for he sees what is there.

and doesn't worry about it....
If you love me for loving,  
and not just loving you   
then we can be one———

For I will fall in love again  
with the man that eats spagetti  
and slurps on his shirt

And with a woman, or all women,  
I have a constant love affair  
for I am of them in the ultimate

I must treat all as one, for  
now I see that

In the facets of reality we differ—  
But in the essence of existence  
We are as all is.

I want to be what I am  
without being it....

I see that will be, if it  
comes, derives its strength  
from the dignity of now  
and all that is

If you must hold me to  
have me love you—  
Then love is a joke  
For  
love is a person all  
its own—who must  
also have the  
choice to be.....
Lift the eyes of your morning
into the universe of
us as we see

And when you speak of your
you-believe I am of you
and because of you

The sharp wind cracks against
the stale branches of
yesterday-

But tomorrow is spring and
the branches on the forest
floor give new life to
roots that produce the
very life—we think—

we live.
MAN....

of I can get to the top of that mountain-
That is of now-
But later when now is then state
I will want another mountain for all mountains are to be climbed so that one-the climber-can see that his mountain is a mountain the and therefore has a view And the view-though different- is yet a view and therefore is.... what I want to be So I must climb....
to eventually at sit....
looking at you forever wondering
A POEM IN THE HISTORY OF MAN

On December 28th at 8:21.5, David Barnes Boffey took a quick sip of Gablinger's beer.

Respectfully submitted,

David Barnes Boffey

P.S. Death is just another experience.
Mountains

and

being

and

bullshit

and you

make the me that is

me-when I like and hate

smile and frown

give and take away

the essence of the dilemma of living

and not accepting the fact or fiction

that nothing is everything,

and one can only see

everything from

the top of the

highest mountain

Help me climb for I

would love to be there be there to love

And mostly,

here,

I want to be with you.
My simplicity leaves me helpless
        when I believe I am more.
Why can't I accept living-
        why do I think you'll stop me
I am tangled in knots-nots-nos-knows
I can't accept my being-
        if I am being in love
But I say I accept my being-
        I even say
        I want to be
        and then I slap my soul
        across the face
        and
        hurt
        when I'm
        not with you.....
You see how scared I am when speaking of love........

Which makes me love you which makes me scared especially when you see what I can't admit

My now must be alive even tomorrow when tomorrows "now is today's then" and today is yesterday's was

Then was now
Now was then
and if I ever die without living I will have died before I lived...

You fill the empty me but I have never been full alone and must be if I am to love you we need to help each other live without each other and that done, we split, and the only true love that ever existed will live its fullest, as it became---- in the light of the god called man.
What I know
What I feel
What I do
What I see
get all fucked up when
they have to deal
with
what I am
I cried and asked Am I the type who should get married?

and he answered,

You could use some security in your life....

And Wednesday,

while taking a shower,

I laughed again.
The intensity of my love
  accuses its reality
And now I sit-
  In the court of my existence
    Praying for my in-oh
      sense
  for I don't know-
    and therefore am scared
      of the verdict

Woww-
  Sometimes the 11:00 news and
    my mind become confused
      in their words
For when I am on Channel 40, and
  the man I am watching
    is on Channel 2

I love you!
3 Poems

No, I was wrong—
( read old poem )
No, that’s right——

What do I do when—
no one shakes their heads—
to say I’m right—
or any
thing?

You have to help me
do what I think is
right!
Because sometimes, I
know,
I am....
Now that I know you,
You can't really be an idol
Dick Cavett

When you are you,
I can choose-
and if I
do, you are of me
because,
You see,
I choose too-

But when you are you, and
I love you,
and can't understand
Forgive me,
for I have been me,—simply human
and can't be anything else, for I

what can I say?!
Sitting and fighting over two phrases-
  each saying something
  each in a different way
  each with its own meaning
  each interchangeable in the poem being written
But only the poem in its first draft form could decide what line would go....
The poem having created itself through my mind rejected one and retained its original thought and... without becoming what it wasn't it became what it was and makes sense in its own right.......now I'm
When change,
the demand of the
becoming leading
to be
becomes a constant-
like time
and space
then the reality we
deal
and as I say that
dealt
with
catches us up in
the spiral
cresendo of our
existence
and like a whirlpool-
leaves us at the bottom
of our soul-
which-
in relation-
leaves us stranded-
at the top of mankind-
if there is a top-
Oh, Jack, lets not go parking tonight
Oh, Jack, lets not go parking
Oh, Jack, lets not go
Oh, Jack, lets not,
Oh, Jack lets,
Oh, Jack,
Oh.
When you're of love, you know what's right and yesterday I knew today brings some sorrow-
the sorrow of habit yet to be disposed.
and the poetry of existence is forced and hard-
and to write becomes a labor of love but,
today this poem can not quite resolve its elf.
I want to cross it out.
I can't deal without
the wholeness of our
being

And now in the
trancendence of the
rules of us we

Confuse our stories and try
to make them be one,
or three, when
in reality
it is
I.

You have told me
that you know and you do,
but not for me.
And now the guilt of
of ever having
the thought
of compromising
myself
gets me up at 7:00
to catch the train going west.

You see:
it is not bad to help
until it hurts-
and then the helping ends
and
then there
are decisions to be
made

And sex like everything else
is
or isn't
and I choose life over
death

For in that division problem
the word
divided by the word
equals I.

We have seen integrity
saved for only a few
and in seeing
I begin to understand
the immensity of
all that can be be
And yearn, in tune with
the vocal anguish of
my brothers
to become
Not all to all men, 
but all to one man, so 
that all men may see...

I think of Fritz, 
and Mary 
and Tom 
and you...

and me....

We must never be us 
that is unfair 
U is you 
S is me 

and by combining 
the two and 
restricting the 
definition 
of the entity 

US becomes part of 
U.S. History 
and I have no country 
save in the soul of 
the person I am.

By being I gain your respect-
You love me because you respect me-
I must, as part of being me 
be ultimately alone 
In being alone I can't be with you 
That hurts—but I must continue 
Or you won't respect me 
and therefore not love me 
and then 
in a knot- 
we are 
right back 
where? 
we? 
started? 
from?
What is left in this pit of my past?
What is a man
What is a dream
What is all things

period
question mark
exclamation mark

And when I try to see
the what relating
to the
who that
is me
And me becomes the I that is the what
I all of a sudden
know
that

What's the difference

a).
b)?
c)!
d)all of the above
e)none of the above
I cried away
alot
this last night
For I missed a turn
and banged
light-tire-hood-head
on into
a pole
and something
inside me
died or
was born
or
And in the tears of a dream
dismembered
flowed the pity
and the part
of mankind
which sees what it does
not reach
quite yet
And I want to feel bad-
that is the pattern of
"Ok. what's your name? Where were you born?"
my past
But it's gone and
I don't know how to
be without the been
I hate
I could replace the old monkey
on my back with
a new monkey on
my back
"Let me advise you of your rights."
"And the case will be continued on the 26th."
But If the absurdity of
pleading guilty
and not guilty
to a man who will judge me
shows through—and
and seems
to be now showing
does not escape me....... I may make it

But Gus died today
and I am still alive
and will be
until I miss a turn______
that someone else may cry—I hope.
I want to sleep
but can not
until I work
I want to work
but can not
until I sleep
so
I doze in the here and now
of ultimate confusion
eyes popping
open
at the sound of a
new
innovation
that may show itself
through the touch
of a smell
I can taste

And when everything falls together
I am left
standing
before the judge
of my existence

with
dirt under my nails
a cut on my finger
and peace
holding steadily
behind my eyes.
Sure I must suffer

but only
until

Your rules cease to
matter
and your matter ceases
to rule
and ceasing ceases
to matter
and ceasing ceases
and
then
in
the
triumphant cry
of a
seconds existence
I can
say
I
am

very loudly,
but without
a
word
(but without
a
)
And again
and again
and again
and again
and again
and again

it happens
When
the
taste buds of your
mind
crave a good joke

just look behind
you
and see
what you
tried to believe
was you

and you'll laugh
as the tears
fall down
and you
cry for
your existence

Welcome to the life
we share— you and
I....can we
do what
we must
do?
Yes-------- I think we can
(Loud guffaws from them)
(How badly they hurt)
Personally
  I believe we can
Philosophically
  I believe we mean
Religiously
  I believe we must
Educationally
  I believe we learn
Realistically
  I believe we hurt
because
  in a nutshell
we
find it hard,
  and oft times
impossible
to be
  what
we
believe
Totally________
Did you ever think that the only letter that begins the word impossible is i

Understand?
The simplicity of the answer to the question that I ask makes me vomit when I don't and cry when I am not.....

The
Smile
you silly shit-

you are
a child
of the
universe

who I am talking to?
sometimes it's
confusing
But more importantly

what is?
start here-it's as good a place as any

but as the man said "Put it in perspective!"
What's down there
crying to come out
trying to make itself heard?

Where in this churning
tumbling intestinal battle
is the truth which I already know

And then,
what's covering,
like a blanket holding
back a volcano,
the coals,
and embers,
and fire
of my double existence
searching
for unity....

It comes out slowly
in and by accidents
and although there-
avoids identification
avoids definition
avoids personification

Avoids?
Why—is it so scary
so big it can't
be dealt
with?

More and more
question marks
More and more
questions
Less and more
answers

Is this me?
Is this me?
It was but I fucked it up—
that's human
and I

am
in
the end

human—
—so simply
—with such fragility
—inextricably

human....
human.....
human...........
Human being

being

what?

being human

human

how?

being

a verb
a noun
an adjective
a preposition
an adverb
a conjunction
an exclamation

human

h—the sound of crisp wind
u—the taste of love
m—satisfaction in smelling life
a—an indefinite article
n—a thought unresolved

being human and searching
to be

man

without hu and stripped of ing.
If
You're not then
the rest is all words.....

If you are now - then the words have become
life and gain meaning from existence...

In running
through the meadow of our us
We have entered a new dimension
the personification of a being
that is the capacity
of is.....but not
yet now

And as you came
from the many miles across the desert
to the oasis
and drank from the
cup left by the Virgin Mary
I was still.....
recovering....
apart...
beside...
within.
you

And the rightness of the rose garden
the wrongness of the rose garden
permeated
the nostrils of my mind and body
and I was only there in
flesh and mind
my spirit-
which I want to share
in you
was confused,
beyond confusion
into the night of
the day

and I felt, smelt,
touched, looked,
was wrong
in part

And my wrongness,
crying for the inner forgiveness
that allows its being
conceptualized itself into
words.....for I wasn't

And the words,
breathful across the quaking,
dryness of my parched lips
touched the cup from which you drank....
and added
what I thought was
poison
to the water-wine
  of ecstasy

And you looked,
  you saw my
    confusion and my me
walking hand in hand in the sunlight
  of truth

And forgave-
  my love-
    the agony which I
fought for not being
  yet.....
    all that
    I do
    and say

And I was human...
  a man...
searching again
  but gaining
    through resolution
the chance
  for the inner
    acceptance
    of
    me
This miracle of living leaves me at my knees and ashamed that I cannot in this instant now be of the day, the night, the dawn, the dusk And all I can promise, as I pray at the alter of existence—is to work.... to work, to play, to see, to be and that being said the time is come for a second second's birth — to be followed by the definition of life: a state of being.
My byooduy:
  I am a man

My myionud:
  I am all men

My syoouul:
  I am god
Stop in the name of love what you have not started in the name of love so that you may be at peace......
I’ve
a be(er)
in my hand now.....
for I’ve got to slow d
ow
n.

My mind-
racing
through the slowly evolving
rain forest of
verbiage
hurts inside my head.
For those words,
that cross the line between
my work
and theirs
leave me stranded
in time
unable, at this moment
to think
of you and me.....

My closeness and the
love I have
for an-other
(and I’m glad that word evolved that way)
leaves me willing
to deal
but
helpless in my own vocabulary.

Christ,
I love you_____
and that strain on
the cloistered being
of here and now
craves the fulfillment of self-acceptance.

I kiss and think,
yearning only to kiss,
but alive none
the
less
in the realization that
I’m not there
yet_____
But the work of my being
takes time
and
when
it becomes-
through the
shadowy
hell of this balancing
existence

There will be light!
and a new day.....

followed by nights of
sunshine
and
storms
of
hailstone
ecstacy

Christ,
I love you.....
Hell is loving two people

    Heaven loving one

    And caught, as I am,
    between the Scylla and Charibdis
    of this nowness
    I live
    I want to cry
    for I can't admit
    or maybe
    I can,

that
the apology can't come

    Shit,
its so hard knowing,
because you can't cop out,
    that's
the
death....
I can only say
that you are my love,
    but so,
    for reasons-I won't lie-
is she.......


I should never have gone,
but it was right
so I went-

I should never have come-
    It was wrong,
    and I ripped open the bloody scars of years
of lying
    through the
    act of
    being the
    past-
I'm so hard on myself:
    for nothing short
    of being
    will satisfy
    my soul

And now,
    because I love you,
    I will hold the door,
    if you want to choose
to go.
I can't deal with the you that accepts me when I can't even accept myself.
I am trying to understand
the love I knew as love...
for it has no name
and as a person
I meet in the hallway
I remember its face....
And I am looking in the face of
love now
and by growing,
one from the other
the love for one
becomes
a person....
I am only afraid-
I don't
know how
to love
anymore
than I do, than I did, than I am.
I must learn
more about
love-
"it's time for school—hurry up"
and the nagging
voice of
motherhood—
where love was supposedly
defined
stirs up the anger that holds back my being—
ANGER—
thank God I have it—
I thought I wasn't human
and that anger
toward a paradise lost
rips me apart
and puts me
back together—
for as I hate another
more
I can love,
in reciprocal
heartbeats
the you I long
to
know.....
Until
I
admit
my
anger......
loving
is out of
the question
for my balls
dangle like a pendulum
in the timepiece
of my life
crying to be
and mine
Give them back, you fucking cunt
or I will take them
at almost any
or any
expense.......
(-When Nothing Seems to Click- 8 poems)

If you want a house
    nobody will steal from:
        then have a house
        you wouldn't
        steal from
        yourself.

If you want a child to be honest,
    then be honest:
        If you want him to
        talk about honesty
        talk
        about honesty

If you want to be happy
    be yourself,
        for in seeing the rising
        of the son and moon
        you may sit and revel
        at the wonder
        of the
        universe....

    That didn't start out as a poem-
    it had to become: through you----
To admit what you know means you know you don't know which means you know... and can admit it...

You mean what you are— not what you say— So when you mean what you say you are......

You prove your true self by being your true self.

Sometimes I think I write in platitudes...... but I must warn you I really believe I'm trying to do what I say...... and will need your forgiveness.
As I realize the
degree
to which I lie
to the men
to the women
and to myself, I realize
that
perhaps
when I couldn't stop lying ever,
when I wasn't the me I see HERE
The burden was tremendous:
the scars of
the great pack of
ultimate fulfillment
lay heavy on my shoulders, and I
could not stand,
but merely slouch in
shame at the
judgement I only could me te out.

I am sorry I cannot be with you now-
but I cry to find
and
then
to
teach
and find again so that
again I might
 teach.
and...........

I am so scared of what I am sometimes.
There are so many rooms to be opened
so many windows
 unlatched so that
there may be more sunlight

I can help as long as you help me open doors.
 If I must close those
entrances
to
my being----
I must walk down the hall.....
What I am scared, nervous
scared, anxious
scared shitless
about
I must not know
about....
If I don't know about it
then why am I scared about it
Because, my fragile, silly, friend who plays
marbles
in the ruins
we do know
(and I am angry now)
and we must exist-
as
man - itself-
yearns in each person
to
"break loose the bonds"
of his
non-being
existence......
We lie in degrees
for saying that we
are what we
are not
we certify falsehood
and the same goes on...

Let us not then
certify the falsehood-
though not total falsehood

but
certify the truth-
though not the total truth

if, of course,
we believe in what
we say
as being
the truth.
I feel so

talking about truth and justice-

when

depth in my soul there is so much to apologize for and again (to my soul)

I'm only trying,
I'm not succeeding totally-
the best I can at present

And you may say
I haven't found

but

at least

I looked........

"for one brief shining moment"
If I get married
as I see it now
I will stop looking,
I'm afraid

for you see, I don't know
people who have
married and haven't
stopped looking
but then I don't know of
anyone, married or not
who hasn't to
some degree
stopped looking

Why can't I admit to myself, that I
have stopped looking in part,
that some parts of me are at rest
and others alive?

They told me of a search for truth, but
wouldn't tell me, in the same breath, of
the many stones I would have to trip over
too, and the many days in the hot sun; and the
work, they didn't tell me of the work—that I had
to find out myself. But I also couldn't know
about the stones—that—
I had to find out for
myself

or the search for truth—that—
I couldn't find
out about myself

that I needed lies
for.......

You need sadness to have happiness
You need the night
to see the day
I need you to be me
You need me to be you
only
I
can
be
I
I don't want to stop fighting always to find what? peace truth
What is peace in yourself? I have only felt that a few times
with you, with others, alone but more than ever with you-
the electricity remember-
and I must fight for the peace alone-
If we cannot make it together-it hurts so much when I doubt but even more if I find the truth-
and "What's a typical day!"
But that's not it either?!
for not in the what but in the how for not in the
where
but the how and
for not in the

"I am confused at times"

I must know of my confusion-
My problem is

I want to make a final commitment.....
as long as there's a way out

Maybe I have to admit to myself that I can't make it now

and learn to live with that

but that really tears my guts up.....
Another day

The poems of yesterwhen, like their content, do not pull together in the entity of one. They stammer in the visual realm of phonic confusion and the words and thoughts behind the written drawings are thrown chaotic again—and the atoms of my being split...

I live again within the mushroom of my mind—looking carefully through the fog and cloud of the past and all its epileptic anger..... Why won't it come together?
What if they did, what we do, and ended up like that—-

For you see, they never told me they hid all that and pretended so that I believed that all was well, and then "boom."

The world exploded, and I learned to be alone and not to need love—so that I could live and be a live even in the lower depths for that's where I have come from....
Everytime
I saw truth
    someone lied....
    and that truth
(and I lied for it was not
everytime)
being integrated
     lost
    all of a sudden
    any relevance it
    had for my life
    It wasn't real
    I knew that
but others
told me that was truth
    and I
    wallowing in the
    shit of
    another day
believed
    how silly I was
    and how much it hurt
    my allness.
We're all just
parts
in this spinning,
spinning
ballet
of existence

And the stage door
is left open
to enter
to leave
to stand

and in sitting you become
the reason for all
the spinning
for it is all
spinning
around
you
and
you

and me
I am the center of
my universe-
you are the center of
yours

And it's a joke:
a kick in the ass
and a pat on the back

To think you have to
do
what you
can't live with
and expect
to be happy

and there
my little flower

is the predicament we call today
the catastrophe we call yesterday
and-
the anxiety we call
tomorrow.....
Aloft
  in the symphony
  of
  man

  each note
  reaches the
crescendo of the moment and slows to a halt
  in momentary
  tranquility;

followed always by
  the
  crash of the symbols of another moment

  and
  the drum roll
  of conflict
  with man and life

The music
  of the violin, the harp
  the body, the mind, the spirit

  Blend in the majesty of human endeavors and
  become at
once
  the systematic destruction of the destructive system-

The maimed and aging conductors
  hold the batons of another song—another piece

  and wonder in their silly obscene reality

why
  the stirring hearts of the full and loving—
musicians in this quest for harmony
turn their skcab and pack up their instruments-
:to grope for a time when their song will be heard-
:to play in the canyons, the deserts-
:to play to the animals, the sea that hears-
and to the children within them who listen to every single note
Love is not a
sometimes thing-
a coat of many
colors to be put
on and taken off-

it is,
like peace,
a way of
being-
a matter of life.

I can see the hurt
I inflict through feeling
it's infliction
and to be left without identity,
a body with no name,
a mind without a voice
a spirit without a resting place
makes sleep impossible
amd
anger-
stemming from the
pre-dawn churnings
in this lonely
me-
a growing pain,
perhaps to be viewed as such
and worshiped-

but this pinball game
has been unplugged,
when it merely needed
resting,
and no matter how the -
shooter and the
balls react
there can be no lights, no points;
no agony in losing
no joy in winning
no nothing

except fr(us)tration
at an unplugged
existence

and
-like Billy Pilgrim-
an unstuckedness
in time.
Words come hard
as the yesterdays of
now
laugh mockingly
at the human moment of
me....

No,
I cannot deal with all hurt,
and although
this weakness is in me
now ebbing
and then in floe
there seems to be no tide
without an ocean,
choppy,
rough,
without placidity
beneath the moon,
that has no light of its own,
but remains a victim of the follies of the sun.
Warming people thinking---is like up to---
a cold car on a biting morning...
and educational pistons
and cylinders need the spark of the battery of desire
to be to function smoothly-
without breaking down
and needing more than can be supplied by the unctious lubricant of humanity and the petrol of people who try to provide 100+ octane-
but as of yet, seem to provide alot of gas line freezes....
A Fill In The Blank Test...
There is poetry in math and in horseshit.....

There is love in a flower or a __________.
Money

is a medium
through which we get from other
people the things they are
free to give alone....

education is money,
for we pay with years

to communicate with
men and books
+
spirits

and when the education
(which is a medium)
becomes the end,
rather than the means-
then we die with facts
tucked underneath the
mattress,
rather than with happiness
on top-
If \( I \neq U \)
\[ \text{and } U \neq Me \]
but
\[ I = I \]
\[ \text{and } U = U \]
then
\[ U + I = Us \]
\[ \text{2 yous (use)-u's} \]
and 2 yous
\[ \text{two you} \]
are 2 mes
\[ 2 \text{ mes} = (\text{to you}) 2 \text{ yous} \]
\[ 2 \text{ Us} + 2 \text{ Us} = 4 \text{ U's} \]
\[ \text{for you(s)} \]
\[ U + I = U + I \]
\[ \text{and} \]
\[ \text{until we reach } \infty \]
cannot
\[ \text{be } UI(US)(We) \]
but must
remain U + I
\[ \text{B happy!} \]
You turn me on to
Me turn on to you
You turn on me to
On me you turn to
Me on you turn to

\[ \frac{I}{U} \rightarrow 2 \leftarrow \frac{U}{I} \]
Dear [Name],

Pay to the order of PEACE

M.E.

Sincerely,
Everybody's got to yell something,
so give them something to yell.
Everybody's got to love something,
so give them something to love-

what you are is
what you are-

if everybody's got to be something-then
find them something to be
that they
are proud
of- and
love,
and
hate
and
mourn
as

much as you
do{}
slow
If you like puzzles, make everything a puzzle.
If you like people, make everything a person.
If you like dramas, make everything a drama.
If you like joy, make everything a joy-a joyous
If you like love, make everything lovely
   (it would however, now, be hard to make war lovely)
If you like fights make everything a hassle,
   If you like misfortune make everything mis-
   unfortunate
If you like yourself, make everything yourself...
What do you want as a flower arrangement—
    find someone else who wants that and arrange flowers.
What do you want as a seat arrangement—
    find someone else who wants that and arrange chairs.
What do you want as a marriage arrangement find
    someone else who loves that
    and arrange a marriage.

But the marriage is no other arrangement than the
    salt and pepper,
    toothbrushes on the holder
    or the alarm setting....
    they are all equal
    for they are all themselves—
except you—who are divided—
    THAT'S NOT SO—
A typical lesson is what they want to see.

and be... not talk about...
The problem seems to be, said the aging linguist, that all the words men worship are singular—S.

"till death_____ do us part"

worship

1. reverence tendered a divine being or supernatural power; also an act of expressing such reverence.

2.

3.
When writing, and people, and learning, and flowers all fail to turn me on to the me I am then I run to the bottle-the beer, the alcohol of frustration, and looking at the suds slowly dying and bubbles floating aloft-makes my eyes drunk and my blood knows what it likes not and lives a lie through the parched uncertainty of today-and I re-alize where it's al at or where, gulp, it isn't.
I ran from me,
    through you,
but you loved me,
    and made me keep running
until
    I ran
    right
    smack
    into myself
coming back
the other
way, , , two.
All eyes

Re

al ize

all I's

are on

you

and me

Wheee!
As I walk in
  to the polluted
  lake,
    and the slimy ooze of
      yesterday
and the broken glass of
    a careless passerby
  scratch and cover my feet
    and my skin is open to the
  wounds
of supposed good times:
    and as I gather momentum, to walk
faster -
  I worry more about that litterary
    glass that
cuts -
  opening,
    forthcoming
  blood,
    incoming
  slime -
and there are two eventual
  choices-
  to run from the lake -
    or learn
to swim.
What if I told you that
a: drunk
dirty: bigamous
bastard,
running scared,
ahead of himself in time,
who masturbates,
cries,
screams, hurts,
loves, shits,
farts,
- has dreamed of fucking his mother
- remembers homosexuality as real
- doesn't know everything
- but
knows he is
all those psychological,
philosophical,
physiological,
terms you youse-
could still
be human-?

What if I told you
How much time do you and I spend thinking what we can't say?

To think is to act,
and the play goes on,
but only as a mirror of what really is...

for when we leave the stage,
dim the lights,
and really raze the curtain,
we realize at once that the play can be seen from either on stage or off.

It's less than a lifetime....
Write this down.
There is a problem... don't think there isn't

You are scared.... don't think you aren't

You have been evil.... don't think you haven't

You are alive.... don't think you aren't

You can be you.... don't think you can't

There is a problem.... don't think there isn't.

But that's o.k. because it's truth.....
As a "child" I wiped the shit of my self-hate across my chest: it stank and I almost vomited and I ran into the shower in tears—and later—on the couch—I said that—and this—and found through my communication that I was not alone
It was in pain.

But it remains in me. Now I can't deal with it...
god
what

a night
for
deciding of my life---
flat out
cold
confused

and
bending,

my
drains through
isesence
the strainer-
spagetti
macaroni
pasta
hot dogs-

no food
but alone
with the specialties
I

stand
and
want to cry....

but don't you
see I'm too strong - and that's the burden.
maybe none of this makes sense to you but you make sense of none of this, maybe.
My Family

\[ \frac{1}{2} + \frac{1}{2} = 2 \text{ (UC)} \]
but not really
(4 only
\[ 1 + 1 = 2 \rightarrow 3, 4, 5: \]
\[ + 1, 2, 3, 4, 5 = 1 \]
then the atom splits
\[ 1, 2 \rightarrow 3 \]

and chaos becomes order.
I never want to forget the man who has nobody... for within him, lies the beginning of us all and now maturity of in the whirlwind our hearts sink back to the peace of loneliness and our bosoms hang lower as we look behind ourselves to see who we really are.
There is peace and tranquility in the humility of now—
and people tell me to forget it—
to become more like them.

Teachers help us solve their own problems as they help us solve our own

and the thread, the umbilical cord of my moment, will be cut again 1, 2, 3, 4, 5 you can count on it
Do you see where I'm taking you?

or where I hope we are going?

You do....

and by doing you are

one step closer.....

imagine
Words
caress
as
loving hands the reader who is in touch!
and
mother strokes us
father jolts us
brothers bring forth tears
each word entering into our living moment tears, rips, pats, taps or hugs-
us
and with the word our bodies go to sleep
Each minute you are born again 
what do you think of birth- 
Each minute you must laugh again 
what do you think of mirth 
and 
as 
you 
think of all the things that 
you must face each day 
think 
not alone of just the facts- 
the what without the 
way.
The world is about to be changed by the discovery of grass.

For all those values which we each ascribe to grass will be o.k. in the h.o. m.e.

loosen up, baby, there's a new world coming...
Was your
name
defined
for you
when
they took a guess???

try it,,
like
our friend the hermit..
with
no
definition
at
all.
What age kid wrote this...

with a typewriter you can't tell

and you may be reading the words of an imbecile-

but I really hope you're not
The stormy guilt of a dream makes the pains of our daily waking a summer breeze against our cheek.

My mind took me ahead to see tomorrow and learn like Scrooge - what the future might bring but:
I can change that through a decision in now....

The trip came to an abrupt and tragic end brought on by a cloudy and confused conception (immaculate) of the current catastrophes of a fucked-up voyageur - my self -

standing at the helm of my existence and looking through the fog for a place to land.

Ho!
I wonder where my mind is

for its traveling through the void making magic out of horseshit

and touching, with the wand of knowledge the ignorance of a disputed universe which is traveling through the void
I sit in essence waiting for the day - which has already begun to begin and the time change - the lag of my mind in the process of operation - leaves a spark gap - and there's where the trouble lies a tune-up every 10,000 miles and changing points and plugs.
Each man prays for an outlet to the hell within his mind.
I saw the boy....
   a young man of 8
in a wheel chair -
   and it hurt so
   bad I thought that
you,
because I do but don't say -
   have what I don't want -
   but have
   none-the-less
and that has
gotten
down to
physical
   or up
   or into
and I wonder what you know - I don't:
and if I do
   I wonder if
   I'll wander
or
   wonder at my wanderings

This hurts.      mindfully -
Huddled together
in this
cave of ourselves
we look
out at the
mastadons
of stupidity
the storm of our
ultimate
fear
and
the work goes on inside
to feed the fire,
keep warm,
weather-
the storm-
or not
we want to
for that is our role
as humans
in this
comic-tragedy of
endeavors aimed
toward infinity
And death, wearing a badge and two pearl-handled
six-guns
waits at
the corral with John Wayne
and Wyatt Earp
to duel the impossible duel.
Our man in Tucson
removes his spurs-
and hanging up his
gun,
(for the sheriff
will follow with a possee,)
walks lightly
toward the hills
and the sun
and the caves,
where,
if he can survive,
he can survive
until....
and the challenged
choose
their weapons.
The mourning

and as I say hell to its passage
checking to see where we are

I look deeply beyond

the garments of today

in to the spirit of this man who I meet as time

his mind, circling below to land in the airport of yesterday and tomorrow

lies behind his eyes, but in front of his other.

And finally, in asking about the current state of affairs, I say today" - you're not dressed for the occasion... or are you?
I
drink too much
like any one
tormented by the reality of this moment and the promise of the future which will come not with glaring battles and opulent monetary abortions but through men and women of peace.... for they see tomorrow and today in the light of all time and its going to be hard to convince them (which is what our society of 9 to 5 penguins try) that their peace which they are living is wrong....

But: and the hooker comes again, the peace we know as peace now will perhaps be tomorrow's definition of war... and the beet goes on
Grossly calculated misconceptions
about the universal
problem
confront me
now
and you have become
and can be free___for awhile
until U return
and then
Smoky
Sharon
and the rest I shit on
(and not
even realizing
the
verbal
drop
p
i
ng
s.)

come back,
graciously,
haunt
to me!
to see
in fact
the
ghost.
I am a racist pig.
TO BE CONTINUED
Chapter IV

Conclusion

A strong theoretical base is a prerequisite for any successful teaching. The beliefs, attitudes, and mind-set of the teacher, how he looks at both the curriculum and the students, will largely determine the degree of success in classroom teaching experiences. One must also have a strategy with which to transfer these beliefs into practice. The theoretical framework offered in Chapter II and the experiential material in Chapter III can be drawn together through the facilitation of classroom learning geared toward integrating the medium of reading with the goals and processes of the affective integration model.

How can this be done? What strategy can be incorporated to transfer this theory into practice? Primarily, the teacher must view the integration not in terms of innumerable tactics to be mechanically employed, gimmicks to be used mindlessly, or a structure which can be universally imposed at every stage in teaching. It must be understood that the personal view one takes in looking at material to be used in the teaching process will be the primary force in changing many traditional practices in teaching reading. After one understands the process and has an overall view which really seeks to incorporate emotions, values, and attitudes into the arena of the classroom, the strategy for implementation begins to fall into larger goal-oriented patterns, concepts which focus on what is happening and
how that may be understood and used rather than the total pre-structuring of the specifics of the environment.

The theoretical framework for dealing with reading material and other experiences affectively has been stated. What then might be one example of the implementation of such a model in practice? I will use for an example a description of several sessions in a class for teacher trainees in reading. The primary goal was to have the class mirror and model for the students themselves the process they could employ in their own classes at various levels. The model for affective integration was the theoretical framework from which the class proceeded.

The class focus, agreed upon in opening sessions, was to become aware of the affective components within reading materials and to be able to transfer this awareness into classroom experiences aimed at personal self-integration, as well as the desire to discover how to transfer this process into teaching reading at all levels.

At one point, the class was asked to bring in stories from elementary basal readers which they felt could be affectively incorporated into the class process. Many stories were accumulated; one in particular which had a lasting effect. The story was taken from the Scott, Foresman Open Highways Program and found within the transitional reader, Rolling Along. It was entitled "How to Get an Ice Cream Cone," and it read as follows:
One day Sandy found a penny.  
It was a shiny new penny.  
Sandy wanted an ice cream cone.  
But she could not get one for a penny.  
Sandy met Cedric.  
Cedric had a magnet.  
"I'll trade you," said Sandy.  
"I'll trade you the penny for the magnet."  
Cedric wanted some bubble gum.  
He could get bubble gum for a penny.  
So Cedric said, "All right. I'll trade you."  

Soon Sandy met Max.  
Max had a butterfly in a jar.  
"I'll trade you," said Sandy.  
"I'll trade my magnet for your butterfly."  
Max wanted a magnet.  
He had wanted one for a long time.  
So Max said, "All right. I'll trade you."  

Sandy met Amy Lee.  
Amy Lee said, "Look at this button. I found it."  
Sandy said, "I'll trade you. I'll trade my butterfly for the button."  
Amy Lee wanted the butterfly.  
She had wanted one for a long time.  
So Amy Lee said, "All right. I'll trade you."  

Sandy saw Mrs. Bradford.  
Sandy said, "Look, Mrs. Bradford. I have a shiny button."  
"That's my button!" said Mrs. Bradford.  
"I lost it. You can see where it came off my coat."  
"Yes, I can," said Sandy.  
And she gave him the button to Mrs. Bradford.  

"Thank you Sandy," said Mrs. Bradford.  
Mrs. Bradford was very happy to get her button back. So she got an ice cream cone for Sandy.  

Sandy sat on the front steps to eat the cone.  
She said to herself, "This is my lucky day. I found a penny. I traded the penny for a magnet.  
I traded the magnet for a butterfly.  
I traded the butterfly for a button.  
I gave the button to Mrs. Bradford.  
And she got me an ice cream cone.  
I guess I got an ice cream cone for a penny after all."  

Rolling Along  
(P. 93-99)

The first task in the strategy remained to see what
area(s) in the story pertained to the affective concerns of emotions, values, attitudes, and character. Here the teacher's role must be to aid students in discovering the conflict areas within the story, to see the affective qualities and incidents which the story supplies. The teacher must ask himself, "If the people in this story were real people, or if I were one of the people in the story, what might be the real emotions, choices, conflicts, and decisions which would be encountered?"

This transference to a real experience base comprises the first stage in affective investigation. The class focused in on the area of trading; on the process of exchange between people of things, emotions, favors, encouragement, etc. What may have been the feelings of the little girl as she attempted to get what she wanted? What are our real feelings when we attempt to get the things we want from other people? How can we relate the two?

Trading was chosen as an issue worth dealing with, and several steps remained before the reading experience could be fully utilized to promote affective growth. The first step was to change the printed word into an experience which could be used as a source of study and experience base. Discussion may be the medium for this in many cases, but this tends to be about the experience which is being focused on rather than really creating an experience in itself. The creation of a new experience based on the concepts derived from the story increases involvement, motivation, and the resulting success of the process in action. The greater the connection between the words read and the experience of the reader, the greater
the chance of full comprehension at both the cognitive and affective levels.

The teacher's role at this stage becomes motivating the students to observe and question the intrapersonal, interpersonal, and situational processes which are occurring. The teacher must first be able to observe and question the relations himself, and this involves a real commitment to the process of becoming for the teacher himself. In the class under discussion, the desire to learn and become was spurred on by a mutual agreement of both the teacher and the student to involve themselves jointly in a journey into the becoming and being process. The teacher must first be willing to make a strong commitment to discovering what he is, what he wants, and what he can become before an honest effort can be realized for the students.

The class proceeded as each student was asked to take something on his person that he would be willing to trade in class, and then proceed to institute such a trade. Here the effort was to parallel the experience read about with an actual process in the class. The ideas in the story began to have an experiential base, and the genesis of questioning about the process resulted. The first trade was made and discussed, providing a current backlog on which each student could draw in the sessions to follow. Each was asked to share with the class some of the feelings and attitudes they had felt during the trading, and receive feedback as to how they themselves had been viewed by others in the class. The session ended
with the returning of objects (as this had not been stipulated as a final trade), with the instructions that each person would, for the next session, bring in something the would be willing to trade "for keeps." The stage of "seeing and questioning" had begun, and the next class was geared toward increasing the experiential base, defining and discovering attitudes, values, and behaviors, and integrating many of these questions about the self in the process.

Each student left the first session with questions as to what he had felt during the first trade, what this might mean as far as his being, and what would be happening when we met again. The desire to know how each was being perceived and how each was being had been planted through focusing on the experiences which usually go unquestioned and unresolved.

In an effort to "define and discover" the various affective influences within the students and the teacher, the second session had several distinct stages. The overall focus was to systematically discover, through self-generated, written explanations, the present feelings and values at work. Each student was asked to share, before disclosing the object he had brought to trade,a) the criteria by which he had chosen the object he did, and b) other objects which he had considered bringing but had decided against. This sharing started the communication process at one level, while also clarifying values within the class structure. The second step was to share a rank-ordered written list which each person had created in response to the question, "What criteria are you
going to use to decide what object you want to receive in the trade?" One list looked like this:

2. Can use today or tonight
4. Something I wouldn't normally buy
5. Great monetary value
1. Is pretty
3. Has some fun to it

The lists were used later to discover discrepancies in values stated and values acted upon. (Did I do what I said I was going to do? Why or why not? What does this say about me?)

One other base for examination was added before the actual trade. Assuming the importance of accuracy in one's perception of reality, the need to institute meaningful feedback was apparent. To do this, each student was asked to write down for each other student an object which they felt would have been characteristic for that person to bring. This provided some feedback to each person as to how they were being perceived by others in the class, hopefully toward the goal of comparing that to how they viewed themselves. Also, at the "communicating and accepting" stage, each student had the opportunity to ask about the other's stipulation of the characteristic object, a chance to perceive why they were coming across as they were.

The trade then followed each student's description of what they had brought and why, and the quiet explosion of values and emotions began. Many interactions took place, as in the story which sparked the experience, and each student had the opportunity to find out for himself how he really
behaved and felt in this situation.

The emotions ran high, for the class was becoming aware of the many issues they were encountering. There were conflicts over a) trading as to objects or as to personalities, b) rejection and rejecting, c) degree of emotional attachment to objects, d) risk-taking, and many others. After the trading, the final stages in the model were implemented. The students communicated to each other the emotions they had encountered and what had happened during the session. The admittances and emotions disclosed were accepted as valid, with judgment as to suitability of response being withheld. Several times the question was asked, "O.K., now what does this tell you about yourself?" As the question was answered either mentally (a real alternative to avoid high-risk situations) or verbally, more emotions, feelings, and value-laden areas were opened up. The atmosphere had become safe enough so that each person could attempt to integrate his emotions into his store of self-knowledge and being. Only as each sensed that his feelings were valid, that he would not be attacked as a person for feeling as he did, was the opportunity for self-disclosure enhanced.

The third session provided this more systematically, as each student was to share his learning with several groups. This started out in groups of three, then six, and finally the whole class. Each student was allowed to communicate what had happened and what he had learned about himself, progressively gaining security in disclosure. As the emotional intensity grows in any situation, the number of people to
whom one can honestly and safely communicate necessarily diminishes.

Written follow-ups to the whole process disclosed many personal advances in self-knowledge-integration, advances which were facilitated by the process described. The self-knowledge gained could now be used as a base from which to make decisions about what one could be. At this point one student’s comment seems worth noting:

What was it that transformed a group of light-hearted and carefree people into intense, probing individuals with an insatiable desire to satisfy some inexplicable need within themselves? Was it the mere thought of trading an object? Was it the fear of not receiving an equitable settlement? How much of the object contained parts of the people themselves? What sorts of things developed during the course of the class? These questions touch ever so briefly upon the surface of a far-reaching subject, a subject knocked around, platitudinized, over-killed, and underdeveloped. The subject is self, and what the group of people I mentioned were experiencing was self-analysis. Not the kind of self-analysis which requires a degree in psychology, but the kind of analysis which results from questioning the very blocks upon which individual foundations of values are built upon.

This is an example of but one experience in the classroom integration of reading and affect which created a real impact. Each story encountered in reading is somewhat different, and specific tactics for each story must be molded accordingly. The overall strategy is one of creating experiences based on reading, real intrapersonal and inter-
personal experiences which can be viewed and analyzed in aiming toward personal self understanding. The main force again, is the general understanding of the need to deal with materials, relationships, and experiences in the classroom with an eye toward using these as a basis for studying the being of the people in that classroom.

The teacher must structure the environment and questioning so that the integration stages can be traversed in an atmosphere of safety and real concern for the individual selves within the class. This group created an experience which increased the meaning of a little story in a basal reader to something which could be understood and transferred into the real living of the students. This group integrated the cognitive understanding of the story with an affective experiencing of the concepts and actions involved.

This is not a new idea. Sylvia Ashton-Warner's (1963) organic teaching of reading and the whole Language Experience movement are the beginnings of a new focus on and marriage of affect and reading. The idea that a child's reading must be affectively and cognitively relevant does not seem radical in theory, but much reading instruction at present does not realistically incorporate the concept.

In looking back at these sessions and others which seek to integrate reading and affect, one sees certain conditions which must be present if the class work is to foster understanding of the affective components in reading and subsequent student integration of the feelings, attitudes, and
values derived from the experience. They are:

1. The real acceptance of affective growth in the student as a subject goal suitable for classroom pursuit.

2. The sincere desire on the part of the teacher to discover his own affect as well as that of his students.

3. A view by all which espouses self-disclosure and knowledge as worthy of study.

4. A climate of safety in which students feel free to discuss emotions, etc.

5. An agreed upon focus by all that the affective domain is an area with which they will willingly deal.

6. An atmosphere of questioning designed to examine intra and interpersonal experiences.

7. Questioning designed to facilitate discovery and knowledge at each of the stages in the affective integration model.

8. Systematic written or oral opportunities for students to examine their feelings, etc., and determine realistically how they are behaving.

9. An opportunity for students to enter or exit the process at any point.

10. Peer and teacher feedback for students and teacher as to how they are being perceived by others.

11. The transference of learning to the being aspects of the student so that affective growth may be carried to areas outside the classroom.
The teacher must then incorporate these conditions into the classroom setting, providing experiences in reading and personal interaction which enhance the opportunity for self-study.

Being a good teacher of reading is a product of more than courses at a university, interesting work sheets, and a well planned lesson book. It involves an insight into the true nature of all teaching and therefore all being. The good reading teacher has an insatiable "desire to be" himself, and an incurable desire to help his students be themselves. This being comes about through total learning, learning which cannot be successful without integration of all the domains: psycho-motor, cognitive, and affective. The good teacher of reading will see the inherent connection of all the facets of learning to each child's existence, a connection which he can either destroy and ignore or facilitate and explore.
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