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**This scan was produced by Vito Acconci's studio staff prior to the notebooks' acquisition by Gilbert Silverman, who subsequently donated them to The Museum of Modern Art Archives. The scan captures the notebook in its entirety, from front to back cover, except for blank pages.**

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	Vito Acconci Notebooks	7

300  
100  
500  
200  
8

[Empty rectangular box]

33-004

80 SHEETS      NARROW RULED



Made in U. S. A.

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## Wintu language (Cal. Indian)

- No distinction of number.  
Whereas we start with singular form & then go on to plural.
- /// The Wintu indicates number only if he chooses to do so.
- What to us is a class, a plurality of particulars, is to him a mass or a quality or an attribute.  
These concepts the same for him.  
Red is of same sort as redness.  
The first is unpartitioned mass; a part of this the Wintu delimits into a particular individual.  
The particular exists not in nature but in the consciousness of the speaker.
- The case in which no distinction of number is limited by Wintu or distinction between particular & generic.  
We find number to be present in substance itself.  
The Wintu imposes particularity upon substance.  
Distinction is subjective.
- Essence or quality is generic, unaffected by man.  
Even imposed by man, though will; transitory.  
The deed is individual only at the moment of speech.

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- Writer my P.
- North is created; they are found, or stolen.
- These, primary of the whole.
  - One quality is not rigidly differentiated from other quality.
  - Semi-defined forms are changed easily.
- Writer concept of being of as one, not sum of limbs or members.
  - Look for 'body' - 'whole person'.
  - Not ~~the~~ 'my head aches'; rather "I head ache."
  - "I hands are hot."
  - He only say 'my leg' when it is cut from the body.
  - Clothes are part of this whole.
  - "I am dress-stripped."
  - When a woman is wearing her dress, it is 'my dress'.
- Non-apprehensive toward environment
  - but 'This is ~~the~~ head' but
  - 'I call this head' or 'I see it as head.'
  - Mixation of consciousness + sensation.

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- Incident of 'anti' class - may it remain unchanged.
- Incidental structural form.  
Anti + there the same; I would like  
invested part in motive. (Structure not  
function?)
- Incident of 'to process' - to 'be with.'  
Grounding relationships.

### Traditional class

- What we consider as quality or attribute  
G to T or in relation.

Over garden - T would include  
'garden' + 'garden.'

if garden lower garden, he  
is something else.

- No temporal connection.  
Something does not become 'worse' -  
it becomes 'worse' etc.
- No tense.
- No purpose class; no comparison.  
U.I: I draw conclusion, '  
true relationship.
- Traditional style: opposite of Vito  
Museum: 2 class

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- M. "and", M. (visual material)  
~~by~~ J. J. J.
  - Magic: validity outside text, not  
in review
  - Intention and can be seen part of pattern
- Different = result.  
P or T, together

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Nelson Richardson

MUS-4310



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1. Behavior has both antecedents + consequences.

2. If telephone rings, response to bell —  
 dial, it stops ringing, person in contact w.  
 caller.

Notion of feedback:

Servo-mechanism — a machine that is controlled  
 by consequences of its own behavior.

Ingredients of mechanism: a source of power;  
 a transducer, which is actuated by  
 the power source; a sensing device which  
 measures the output or output of  
 the mechanism; + a feedback loop which  
 translates the output into a  
 signal which can control the input.

Property of maintaining a set level  
 of output.

E.g.: ability of arm, hand, & fingers  
 to pick up + move loads  
 as different as heavy lump  
 of lead + an egg.

TOTE cycle (p. 21)  
 22)

Cones

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2. Work — effort expended in order of satisfaction  
 of wants.  
 Contribution to maintenance of artificial  
 environment.  
 Human work covers the need  
 of for the production.

Work is meant, carried on by the body +  
 influences the ment. of other things.  
 Power to intervene in nat. ment.

(Skill - expression of a cultural <sup>skill</sup> concept)  
 Work - performance of a function in society;  
 Work of an individual - specialized  
 + part of a larger sequence  
 of activity directed toward  
 specific ends.

Task plan under conditions  
 set by culture + submitted  
 by society.

3. Tools, facilities, symbols.

Tools - inorganic objects used to help transmit action  
 Facilities - statuary artificial objects to contain or  
 restrain motion

Symbols - consciously selected or deliberately created  
 device to record or suggest an idea or  
 cultural category.

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Enclosing myself in a space.  
 Being the periphery of that ~~space~~  
 enclosure.

Going along with the clock; going into the  
 clock.

Being in thought; being in the circle that is  
 the result of that thought, that  
 concentration.

Being inside my own activity; being ~~in~~ ~~the~~  
 in time; being, therefore, in the time of  
 the other activities.

Enclosing my mental activity  
 in a circle.

Enclosing my heart; ~~surrounding~~  
 my heart; haunting my  
 heart.

Taking a time-flow and concentrating it; being  
~~in~~ inside a movement.

Being so inside ~~myself~~ ~~the~~ ~~space~~ - so present  
 as - that the outside determines the

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outside of me - painting outward (shadow on  
wall, shifting + folding canvas.

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~~PHOTOS~~  
PHOTOS

- Conversions III 8x10's 15.00
  - Fitting Room I  
Mat Board B 8x10's 9.00
  - Fitting Room II  
Mat Board B 8x10's 15.00
  - Compromotion/Displacement Area  
Mat Board B 11x14's 5.00
  - Transference Zone (do-over)  
Mat Board A 8x10's 6.00  
~~Mat Board B 8x10's 15.00~~  
Mat Board B 11x14's 15.00
- 
- .00

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## Review of Literature -

Gay's Handbook of Research on Teaching

LB 15

Teaching Research in this.

Framework: Theoretical Orientations  
 Research in Broad Areas.  
 Complete Bibliography  
 Research on Teaching Reading

Harris

Encyclopedia of Educational Research

1/2 Sex Education Today

1960 - last printing

Content Areas

Psychology of Learning

Encyclopedia in format

It is not the same format  
 but while less complete than Handbook  
 but initial introduction  
 gives you a focus.

Dissertation Abstracts — a must  
 but very difficult to follow

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6.00 for study to be forwarded  
6 weeks

~~scribbled out text~~

- ① Prob.
- ② Statistical Methods Employed      Dissertation Abstracts
- ③ Recommendations

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### Review of Ed. Research

Educational Index - bimonthly - periodicals  
Subject hand

Bibliographical Index  
Like Ed index but books

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National Society to Study Sds 4r book there  
alot or no significance

Chi Square



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fundamental as

Embodied information: accessibility of ~~person~~ person:  
 The person in action, at hand, on the spot: ~~and~~  
~~of his actions, or thoughts, or intentions, or feelings~~  
~~of his actions, or thoughts, or intentions, or feelings~~  
 he is a sign not necessarily to an image but to  
 himself in his own action or thought (and of his  
 action or thought is to witness by subject action or  
 thought of himself).

Body of ~~action~~ ~~action~~ (all what);

Body as, feeler: body as painter: it applies itself  
 to space, like a hand to an instrument ~~in~~ a virtual  
 space in which joints get up by another possible  
 situation are recognized.

(it handles)

Performing: adhering to the terms of a rule, a space, a  
 given person, another person: learning process: the thing  
 the performer confronts is a thing under the condition  
 that it stands for its unambiguously given aspects (the  
 person in the concept of his labor as a clue to his  
 his next move).



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<del>9</del>	<del>30</del>	<del>1</del>	<del>20</del>	<del>15 to</del>
<del>5</del>	<del>31</del>	<del>4</del>	<del>18</del>	<del>10 +</del>
<del>6</del>	<del>33</del>	<del>6</del>	<del>21</del>	<del>12</del>
<del>11</del>		<del>8</del>	<del>22</del>	<del>20 +</del>
<del>12</del>		<del>10</del> ??	<del>24</del>	<del>28 to</del>
<del>13</del>		<del>11</del> ?	<del>25</del>	<del>1/2 hr</del>
<del>16</del>		<del>15</del>	<del>27</del>	
<del>17</del> ?				
<del>21</del>				

W

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	<del>38</del>		
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632 5300

11-12

9:30-10:00

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*kids know more?*

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