

# The Stack

## Compilation Q3 2023

[ wc=105694 ]  
XXX=27

01 July 2023

### Personal Mastery ...

**Philosophical Inquiry** — Merleau-Ponty, Husserl and Phenomenology ... John Dewey & Pragmatism. Not unrelated would be Martin Heidegger, Jean Paul Sartre and Immanuel Kant along with Rene Decartes, Georg Wilhelm Friedrich Hegel and Aristotle.

**SOURCES** of Philosophical Inquiry and Explanation include the [Stanford Encyclopedia of Philosophy](#), the [Internet Encyclopedia of Philosophy](#) and Wikipedia ... IEP and SEP claim peer-review, while the review and revision of Wikipedia may remain somewhat suspect ... Quality of sources is or should never be free of skepticism—that is to say, questioning authority and merit of content. Authors, Authority and Authorization are all open to healthy skepticism. Healthy skepticism is fair and without prejudice or prejudicial biases. Bias stems from, perhaps among other things, unquestioned use or repetition of unquestioned assertions from any source.

**Writing** — with cognizance of Critical Thinking ... listing and adhering to the elements or principles of all (critical) thinking ... purposes, questions, information, inferences [conclusions], assumptions, point of view, implications, and [extant, surviving, living, settled] concepts.

Investigative Journalism— South Carolina—Charleston SC “*Post and Currier*” program supporting investigative journalism in local newspapers ...

## Education's Ecology

### Skill

***Skillful Application of Knowledge***—means something but off the seat of my pants I can't say just exactly what it means. Certainly it would involve accurately applying concepts, categories to a subject of study. It would also consider critical evaluation of a subject or topic ...

What does it mean to be skillful?

### D<sub>3</sub>

MacKenzie Scott has provided \$millions to early childhood programs. SEE listing from EdSurge PreK-12 today (7/5/23). Zero To Three received \$10 million, along with a long listing of other organizations. At least one listed program had a Neighborhood focus related to child care received #2 million. Also

receiving \$2 million was Valley Settlement — a local nonprofit working with Latino immigrant families in the Roaring Fork Valley of Colorado to promote early childhood development. ...

By ten years, most children have completed grade 4 (is that correct?). That is to say most ten year olds are in 5<sup>th</sup> grade.

**Neighborhood Villages** is —a Boston-based nonprofit that aims to create a more equitable, accessible and high-quality child care system

*Neighborhood Villages is a systems-change non-profit working to realize a future in which all families have access to affordable, high-quality early education and care.*

Neighborhood Villages advocates for early education and care policy reform and implements innovative and scalable solutions that address the biggest challenges facing early education and care providers and the families who rely on them.

This is about equity - for children, for families, and for communities. Access to early education and child care is foundational: it's a **multigenerational driver** of education attainment, employment opportunity, financial security, and economic mobility.

**Valley Settlement** —based in Roaming Fork Valley of Colorado, promotes early child hood development with a focus on Latino families ... The emphasize “**2GEN programs working with immigrant families.**”

Valley Settlement listens to Latina families, and together we create opportunities for **early childhood and adult education**, connection, and growth, so children and families can thrive.

We envision an equitable and inclusive community that nurtures cultural connection and a sense of belonging so all can reach their full potential.

ALMA is a research project co-created with University of Colorado, Boulder. Peer “compañeras” are trained to provide peer mentoring. Alma is informed by an evidence-based approach called Behavioral Activation and is used as a lens to offer in-home support to mothers experiencing perinatal depression.

## Merit

Is merit a quality you have or a quality you pursue? Measuring merit with standardized tests, GPA and courses completed as well as relative ranking is a class of age-based individuals in a local school, is certainly fraught. This opinion piece from [Inside Higher Education](#) takes to task these measures and labels them as meaningless because of built in biases that are emphatically geographic and economic as well as bearing the luck of the draw about parents.

Concern is that Latino and Black students are systematically abused in high-stakes higher education at elite universities because they are more likely to experience poor teaching, have low income peers, attend poorly funded schools. They are also less likely to access advanced classes and attend resource rich high schools.

Traditional measures of merit for high school graduates are unlikely to recognize grit and stamina, in overcoming obstacles or problem- solving ability, which may be even more powerful predictors of

college success.

Rather these authors view merit as currently construed as a myth. Who would be surprised to see evidence of admissions being manipulated by wealthy parents and alumni of high prestige colleges and universities. This is not and has never been an Ivy League or Seven Sisters issue. Less well known but nevertheless selective admissions are also biased at smaller private colleges. These biases are also evident, but to a less extent, by the flagship public universities across the US, although at these schools, capacity to cut the mustard in tough classes comes quickly to the freshmen admitted. A legacy of cutting mustard in rigorous high schools probably does deserve some meritorious attention.

The med school at UC Davis uses an *adversity score* to rate candidates for admission. Chief Justice John Roberts, in writing the majority opinion in the recent case excluding affirmative action based on racial or gendered criteria, did not exclude overcoming adversity as a way to judge the potential success of candidates for admission.

There are many different definition of success and it may well be that IHEs should begin taking into account for graduation many different demonstrations of capacity to contribute to quality of life both personally and socially. College is a valued experience and a potential launching pad for a lifelong and lifewide development of skills, knowledge and attitudes needed to advance with confidence in the direction of dreams as well as a life of worth and dignity with stewardship, leadership and an example, which others may follow.

XXX

/wc=411

## Democracy

John Dewey believed that democracy was much more than a political movement ... an ethical ideal for humanity ... he saw democracy as an application or pragmatism and attuned to science recognizing the role of falsification. [This could /should be substantiated through re-reading of Becker's book ...]

First, Dewey believed that democracy is an ethical ideal rather than merely a political arrangement. Second, he considered participation, not representation, the essence of democracy. Third, he insisted on the harmony between democracy and the scientific method: ever-expanding and self-critical communities of inquiry, operating on pragmatic principles and constantly revising their beliefs in light of new evidence, provided Dewey with a model for democratic decision making ... Finally, Dewey called for extending democracy, conceived as an ethical project, from politics to industry and society.

SOURCE: Wikipedia

**On Humanism:** *What Humanism means to me is an expansion, not a contraction, of human life, an expansion in which nature and the science of nature are made the willing servants of human good.* John Dewey

[[The gap between Christianity and Democracy is broad-brimmed, but the gap between Democracy and Humanism is narrow. ]]

## Cosmopolitanism

**Cosmopolitanism** is the idea that all [human beings](#) are members of a single [community](#) and is both prescriptive and aspirational, believing humans can and should be "[world citizens](#)" in a "universal community". The idea encompasses different dimensions and avenues of community, such as promoting [universal moral standards](#), establishing global political structures, or developing a platform for mutual cultural expression and tolerance. ... proponents of cosmopolitanism share an emphasis that all humans should form one cohesive and united community.

The philosophical concepts of [Emmanuel Levinas](#), on ethics, and [Jacques Derrida](#), on hospitality, provide a theoretical framework for the relationships between people in their everyday lives and apart from any form of written laws or codes. For Derrida, the foundation of ethics is hospitality, the readiness and the inclination to welcome the Other into one's home. Ethics, he claims, is [hospitality](#).

SOURCE: Wikipedia

Welcoming strangers ...

*Bennington. [Politics and Friendship: A Discussion with Jacques Derrida](#). 1997.*

[Thich Nhat Hanh](#) discusses what he calls "Interbeing" as a way of living one's life in relation to others ... Nhat Hanh's philosophy is grounded in Buddhism's compassion and understanding to live in harmony with all things ...

Appiah has implied that democracy is a pre-requisite for cosmopolitan intervention in developing nations

[Jesús Mosterín](#) analyzes how the world political system should be organized in order to maximize individual freedom and individual opportunity. Because of the tendencies to violence and aggression that lurk in human nature, some constraint on freedom is necessary for peaceful and fruitful social interaction.<sup>[26]</sup> . . . . . Mosterín thinks that the nation-state is incompatible with the full development of freedom, whose blossoming requires the reorganization of the world political system along cosmopolitan lines.

Carol Nicholson compares [John Searle](#)'s opposition to multiculturalism with [Charles Taylor](#)'s celebration of it. She uses [Richard Rorty](#) as a triangulation point in that he remains neutral about multiculturalism, but his philosophical analysis of truth and practice can be deployed to argue against Searle and in favor of Taylor.<sup>[29]</sup>

[Emile Durkheim](#) (1858–1917) observed the development of what he called the '[cult of the individual](#)', which is a new religion that replaced the Christianity that was dying out, and which is centered around the sacredness of human dignity. . . . / Societies can have their pride, not in being the greatest or the wealthiest, but in being the most just, the best organized and in possessing the best moral constitution.

[Ulrich Beck](#) (1944–2015) was a sociologist who posed the new concept of [cosmopolitan critical theory](#) in direct opposition to traditional [nation-state](#) politics.

A number of philosophers, including [Emmanuel Levinas](#), have introduced [the concept of the "Other"](#). For Levinas, the [Other is given context in ethics and responsibility](#); we should think of the Other as anyone and everyone outside ourselves.

SOURCE: Wikipedia

## Hybrid Work

The hybrid work experience has overwhelmed workforce development ... it is, of course, highly dependent upon digital infrastructures that deliver a satisfying sense of belonging, accomplishment and advancement.

Whether your organization has standardized on Microsoft Teams Rooms, Zoom Rooms, or another **collaboration and communications software**, there is a clear need for every collaboration space to have the **ability to become agnostic when needed**.

For collaboration and communication to be successful, every space must be easy to use, flexible, scalable, and able to be managed and monitored remotely.

SOURCE: promo piece for AV Network Roundtable.

AV/IT recognizes the fusion of traditional audio visual support for meetings and classrooms with information technologies, which now include AIML.

## Critical Thinking

**Linda Elder** and the late **Richard Paul**, at California State University—Sonoma, founded the Center for Critical thinking. Among many accomplishments, they developed a list of components for Critical Thinking. The [Foundation for Critical Thinking](#)

**Writing** — with cognizance of Critical Thinking ... listing and adhering to the principles of critical thinking as described by the late Richard Paul and his wife Linda Elder. What are the *stages* of critical thinking *development* that Elder and Paul published in the mid 1990s? Elder writes quarterly columns (articles) on critical thinking for the **Journal of Developmental Education** ... JDE is Open Access ... peer-reviewed ... egocentric and sociocentric thought (thinking) ... forms of group *pathologies in thought* ... [[... is ignorance a pathology of thought?? I don't believe so ... ]] pathology arising out of ethnicity ... detection of media bias and propaganda.

Why is there a striving for *neat propositions*?

### Richard Paul (1908-2015)

... human nature is heavily influenced by prejudice, illusion, mythology, ignorance, and self-deception.

Distinction between strong sense and weak sense ... critical thinking.

Points of view, consequences of thinking, fair mindedness, considerations for the rights and needs of others ...

"critical thinking is a mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them." Elder & Paul ...

... eight distinctive **elements of thought** — purposes, questions, information, inferences, assumptions, point of view, implications, and concepts. (Categories? Patterns? ) Analysis involves assessments of each of these elements ....

... products of reasoning (conversations, articles, books, speeches, editorials, video programs, etc.

... intellectual standards of clarity, accuracy, precision, relevance, breadth, depth, logicalness, significance, and fairness, though he recognized that hundreds of intellectual standards exist in natural or everyday languages.

... develop[ment of] intellectual character [attitudes?] ... happens across a lifetime ...

... need to understand and cultivate the intellectual virtues of intellectual empathy, intellectual integrity, intellectual perseverance, intellectual courage, intellectual autonomy, confidence in reason, fair mindedness, and intellectual sense of justice.

Richard Paul was a life-long critic of schooling because he believed that schooling generally lacks an emphasis on critical thinking or intellectual development. Paul said:

"It is now generally recognized that the art of thinking critically is a major missing link in education today, and that effective communication and problem-solving skills, as well as mastery of content, require critical thinking...It is also generally understood that some major changes in instruction will have to take place to shift the overarching emphasis of student learning from rote memorization to effective critical thinking (as a primary tool of learning)." adding that there is a need for the "reworking of education where students construct knowledge through application of their own reasoning."

Paul's emphasis on the logic of questions was influenced by **John Wisdom**'s approach to questions.

Paul's critique of education is similar to John Henry Newman's view as detailed in *The Idea of a University*.

SOURCE: [Obituary](#) ...

## Poiesis

Autopoiesis and cognition were linked by Maturana & Varela ... and give significant if not sufficient evidence for my emphasis on development rather than learning in the (my) formulation of Education's Ecology. Poiesis means creative formation. And autopoiesis refers to a system capable of producing and maintaining itself by creating its own parts. Oxford Reference. Accordingly is is essential to grasp the concept of systems if there is to be an understanding of individual development as a scope of education.

## Systems

Structure and function of a system describes its boundaries and behavior as well as its interconnections and relationships with other systems. It is only withing this conceptual framework that living systems—autopoietic and metabolic—may be considered autonomous even as they are recognized as open systems requiring external input of energy and material as well as export of accumulated material.

*Bela H. Banathy cautioned that for any inquiry into a system understanding its kind is crucial, and defined natural and designed, i. e. artificial, systems. [13] For example, natural systems include subatomic systems, living systems, the Solar System, galaxies, and the Universe, while artificial systems include man-made physical structures, hybrids of natural and artificial systems, and conceptual knowledge. The human elements of organization and functions are emphasized with their relevant abstract systems and representations.*

SOURCE: Wikipedia

Any treatment of systems should emphasize *social systems*, and *systems science*. Engineering deals with systems with an intent of optimizing both structures and functions as well as the behavioral

controls embedded in systems to enable responses to external conditions. The origin of studies of systems theory is attributed to Ludwig von Bertalanffy, who recognized the mathematical treatment of systems in General Systems Theory (GST).

## ***Embodied Theory***

The concepts of embodied psychology and embodied philosophy are certainly correct. The brain is an embedded and inseparable (no mind in a vat) from the body within which it resides and is connected through the peripheral nervous system. In fact the whole notion of Central and Peripheral Nervous Systems should be taught with great caution. The notion of an Autonomic Nervous System with its “two” divisions is a bit of historical nutsy-fritzy that we continue to emphasize in Anatomy-Physiology courses taught at the undergraduate level. Human Biology should replace AP in the nursing and allied health curriculum. Too bad you didn't stick around Normandale to make this happen.

## ***Enactivism***

Enaction is part of a larger or more comprehensive consideration of cognition, which includes what has been labeled as the *Four Es*.— Embedded, Embedded, Enacted & Extended. Others have added the dependent relationship of cognition to affect or emotions, which may be considered a 5<sup>th</sup> E. Enactive was introduced by Maturana and Varela in *Autopoiesis & Cognition*, while Varela, Thompson and Rouch elaborated the concept.

Recognizes that knowledge is constructed through interaction of an actor /agent with the environment. This does not mean that the environment simply feeds data to the nervous system of the agent, but that the agent is engaged in an active relationship with the environment. The agent is not passive but is active in engagement with the environment.

Ego-centrism and social-centrism alter the engagement of agent with environment.

Enactivism is fully embedded with perception. A dimension of this condition is ***action-space***. Action-space is illustrated by perception of a tomato including its color and shape ... but also and importantly the space constraints related to the perception of the tomato through picking it up, tasting it, etc. If, for example, it is too far away to be picked up, picking it up is excluded from the action-space. A perceptive element is excluded by virtue of the action-space.

*Another application of enaction to perception is analysis of the human hand.*

The first definition of enaction was introduced by psychologist [Jerome Bruner](#),<sup>[60][61]</sup> who introduced enaction as 'learning by doing' in his discussion of how children learn, and how they can best be helped to learn.<sup>[62][63]</sup>

SOURCE: [Wikipedia](#) reference to an external paper (action-space?)

*Ezequiel Di Paolo; Hanne De Jaegher (June 2012). "The Interactive Brain Hypothesis". [Frontiers in Human Neuroscience](#). 7 (6): 163. doi:10.3389/fnhum.2012.00163. PMC 3369190. PMID 22701412.*

## ***New World Learning***

### **A New View**

I probably wrote the earliest drafts of ***New World Learning*** in 1997, as I was becoming disillusioned with my experiences in education. Years earlier, a colleague, psychologist Gary Johnson had been writing essays periodically which he labeled ***Brave New Work World***. A lot has happened to my thinking across 25 years.

The greatest evolution in my thinking has been the futility of schooling, and my concepts of learning. Neither of these evolutionary elements is reflected adequately in the original formulation of New World Learning. Most conspicuous is the use of “learning” to label a concept within the greater framework of education. I no longer believe that the word *learning* has communicative value. My choice for replacement is *human development* or simply development. The meanings of development include growth of skills, knowledge and attitudes. I now recognize that schools are increasingly irrelevant as places and processes for this growth. That was brought to mind through consideration of the well-established (settled) neuroscience, which recognizes that the most important growth in our capacity occurs before the school years—roughly ages 5-25. Human growth and development begins at conception and for a period of roughly a decade is almost totally dependent on guidance and support of others, mainly adults and often with the role of parent or guardian. I refer to this period of human life as D<sub>3</sub> — a Decade of Dependent Development. That decade is followed by another period, perhaps as much as another decade or more, in which a human individual achieves personhood and is emancipated to fully engage with our world. In this sense development and education are about the practice or praxis of freedom. Engagement means responsible contribution to relationships that are local, regional and global. What emerges is Education's Ecology.

Responsibility and relationships dominate a human ecology of education. This ecology is either about oppression or it is about freedom. Indoctrination and hierarchy dominate our vocabulary and concepts of education. Accordingly our social structures (institutions) for education are built to deliver individuals as a product through what may be called *brain factories*, delivering to society workers for a Brave New World, in which oligarchs sustain their positions.

With the enlightenment and the industrial age freedom and personal choice became inclusive and resembled Greek democracy. In Greek democracy and its republic outlined by Plato, slaves held an economic system of support.

The Six Elements I originally included with New World Learning: Resource Rich, Life-long, Constructive, Independence of Time and Space, Brain-science Based and Sustainability Focused retain their original salience, but my narrative for each would be much different today. Much greater emphasis will include democracy, spirituality and secularity, biocentricity, and deschooling. And, I will drop *learning* in favor of human development. Learning may retain some important salience in the field of animal behavior, and ethology may contribute to our understanding of human development through an expanding discipline of neuroscience that recognizes a maturation of an embodied mind that is a uniquely human possession or phenotype. I hold out hope that I or more likely others will someday understand the human mind, while understanding the mind of a baboon or a bacterium is far away.

To gain understanding of human growth and development our world must be reshaped through new language. This will entail a paradigm shift, a framework for education that takes us from the industrial



age to an evolving enlightenment. This will mean reconciling the place of individualism in society. Though I firmly believe that, it should, of necessity and ignorance on my part, be left to others. The use or abuse of my ideas about how the New World that will develop cannot be predicted.

I hope what follows will assist in answering three questions: What do we mean? How do we know? What difference will it make?

### **Resource Rich ...**

My initial 1997 draft was informed by developments initiating digital technology. Very few in my sphere saw the potential for the Internet and the vast improvements that would happen across a quarter century and are just now finding fruition in machine learning and artificial intelligence. This will entail formation of new social structures in yet to be imagined ways. Databases and digital encyclopedias continue to emerge and find increasing accessibility. Advertising has driven printed information sources, particularly newspapers, into a dusty place. Yet advertisers continue to spin out messages through animation, music and crafted language that staggers our notions of credibility, while our politicians follow obediently where truth is murky at best. The convergence of mind and machine is still in its infancy, but the importance of machine learning points toward the nearness of Kurzweil's Singularity. Kurzweil's genius did not anticipate a machine costing well under \$100 that could connect data and meaning through the Internet at virtually no-cost. The reality of Wikipedia bringing together all of the world's knowledge has been a magnificent beginning though massively distributed collaboration. Open Access to world's literature is an ever sharpening focus for our vision of the future.

### **Life-long ...**

The hyphen in life-long is no longer necessary. The recognition that development begins with conception initiates a crucial connection linking generations in a continuum in which every woman is the owner of the future. Affordances of choice is a moral imperative needed to shape the future for human development. Every child deserves a champion that is more than a single person. Experience and age combine for More Knowledgeable Others to guide growth and development. And, everyone, regardless of age, is in need of guidance as they build a personal path forward through a chaotic world. Wisdom is elusive, yet essential for a lifelong and lifewide community to support not only individual development of skills, knowledge and attitudes but for communities to do so as well. Development begins with conception and ends with death. What remains beyond death is not and cannot be known. Some may believe it is nothingness, but that has been hard to justify.

### **Constructive ...**

You are, from the first to the final analysis, your own teacher. At birth you begin to make sense of a world that is vastly different from the womb. Although there is growing evidence that even development in utero includes much environmental influences, some positive and some not so positive, the formation of foundations for life that occur in the first 30-40 weeks set the stage for much of an individual's lifelong developmental potential to take advantage of opportunities that are manifestations of a social milieu that is not chosen. No one chooses either parents or zipcode. However choice can attend, sometimes with great difficulty, development of skills, knowledge and attitude. The difficulty will be increasingly ameliorated through the richness of resources as they spread through global development of technologies for connection. Barriers of language are being torn down through expansion of natural language algorithms that increasingly translate global languages and enable the

preservation of endangered languages.

Furthermore, there is growing understanding about how our body interacts with its environment, and how that interaction is coordinated and integrated through our amazing nervous systems, which connects virtually every cell of our body and enables coordination, communication and cooperation to guide development. The basics of this development begin at birth bringing resources to meet basic needs for water, food, shelter, safety and belonging in the form of affection. From day zero adaptation and accommodation with the world enables the nervous system's development and sets the stage for future developments. To be sure error occurs and may or may not be followed by repairs or replacements.

It turns out that repairing and replacing components of development is a biological determinant that is for the most part beyond the known capacity for modification through outside intervention. Yet from the earliest beginning, the new individual begins to interact or enact with the environment. This enactment serves development of the body and all of its brain-related connections. Every cell responds to its environment removing and adding oxygen and nutrients as well as unneeded molecules of metabolism. Energy flows through the body in the form of sugar (glucose) and oxygen enabling the cell's mitochondria to supply all cellular function with energy through ATP (Adenosine Tri Phosphate). Everything the body is able to do is a result of coordinated cellular actions. These actions include breathing, passing food (initially as milk) through a digestive system's tract, circulating fluids and cells throughout the body and movements of body parts including bones eyeballs, tongue initially reflexively and later intentionally.

This early development provides a frame for future development and making sense of the world. Mobility normally begins in the first year and includes responses supporting body needs. Language foundations are in place by around age two. Language emerges to identify and call forth body needs and cementing the belonging in the environment. Much of this formation is in place by around three years of age.

### **Independent ...**

Independence of time and place is perhaps the biggest motivator and factor in deschooling society.

### **Brain-science based ...**

Education in the absence of information and knowledge from neuroscience is irresponsible. The scientific foundations for education have been emerging from multiple disciplines but at their base is fundamental anatomy of the body and its brain. The conceptual advancement of an embodied brain is a driver of not only neuroscience but also psychology, sociology, anthropology as well as child development and our understanding of how evolution has shaped and continues to illuminate understanding of shapes that develop throughout life as repair and replacement that is by and large continuous.

### **Sustainability Focused ...**

The Anthropocene was scarcely known two decades ago but has now been recognized because the impact of *Homo sapiens* is ubiquitous and by sheer numbers but also through its technologies that have

emerged in the past 250 years (industrial revolution) all of earth's ecosystems are being degraded. It is now recognized that the human species is the only species on earth that can correct for this damage. Sustainability is a Planetary Imperative for humanity. If calamity strikes through global warming, nuclear malfeasance or a wayward comet, life on earth will continue in some form but perhaps not in human form. As Lewis Thomas wrote, Mahler's Ninth Symphony should scare every metaphysical or solipsistic believer.

Our world religions have provided humanity with much that supports our success in adapting to a hostile environment that challenges human survival. Yet there is no supernatural force to save our planet from ourselves. We are it. If that supports humanism, then I support humanism to carry humanity toward sustainability. Humanist philosophy many still support itself through many flaws in reasoning and action. Yet humanism is all we can really count on. Doing so many well demand taking advantage of the positive attributes of world religions, particularly those that eschew deity, including but not limited to Buddhism, Taoism, and others.

XXX

/wc=1797

## **Neural Networks**

In a neural network, connections strengths change according to various learning rules.

I was about to say good luck with building an arm with a thumb and forefinger but then I realized that the roboticists have already done that and connected it with neural networks that can receive sensory inputs from tiny digital cameras (sensors) that compile images. WHEW!

... we can adopt in our own first-person case different mental attitudes or stances toward the world, life, and experience. [17 in Chapter Two of Evan Thompson (2010).] in a section provocatively titled PHENENOLOGY WITH AN ATTITUDE.

## **Autism**

Tooby, J. and Cosmides, L. (1995), 'Foreword' to S. Baron-Cohen, *Mindblindness: An Essay on Autism and Theory of Mind* (Cambridge, MA: MIT Press), pp. xi–xviii.

Gopnik, A. and Meltzoff, A.N. (1997), *Words, Thoughts, and Theories* (Cambridge, MA: MIT Press).

Frith, C.D. and Frith, U. (1999), 'Interacting minds — A biological basis', *Science*, 286, pp. 1692–5

Bruner, J. and Kalmar, D.A. (1998), 'Narrative and metanarrative in the construction of self', in *Self-Awareness: Its Nature and Development*, ed. M. Ferrari and R.J. Sternberg (New York: Guilford Press), pp. 308–31.

Baron-Cohen, S. (1995), *Mindblindness: An Essay on Autism and Theory of Mind* (Cambridge, MA: MIT Press).

<http://psyche.cs.monash.edu>

## **The Book**

No change across the past week or even the full Second Quarter of 2023.

That does not mean that the content has been ignored as I have continued to study, however has asses that may be, a variety of the principles that I have attempted to develop in the book. Unfortunately much remains to be learned and written to the point of being daunting if not depressing. I do think that some entries from the 2<sup>nd</sup> Quarter include important ideas together with some useful statement of facts, concepts and principles that can well be incorporated into the text of the book.

## **Questions, Quotes & Notes**

### **Questioning**

Are you or are you not sane? Insanity comes in many, many forms ant it is hard to believe that I don't possess any of those forms?

How might it be possible to convince CC faculty to redesign the undergraduate curriculum for nursing and allied health programs to embrace a much more holistic view of the human body? This would kill the concepts of separate anatomy and physiology courses in favor of a comprehensive—lifelong and lifewide—consideration of Human Biology that would begin with emergence theory and levels of biological organization ... emphasizing both awe and mystery of what we know and don't know (our taxonomy of ignorance ...) as well as the practical imperatives of understanding the molecular biology of the biomes. Molecular biology requires biochemistry as a basis for knowing and understanding physical organic chemistry—not the other way around. Psychiatry is not merely another form of chemical engineering.

What is phenomenological evidence and how is it different from scientific evidence?

Perhaps ChatGPS could write an essay comparing and contrasting phenomenological and scientific evidence.

How has Christianity after Paul been replaced by Durkheim's "cult of the individual"?

### **Quoting**

*The best way to cheer yourself up is to try to cheer someone else up.*

Mark Twain

*You see things as they are and ask: WHY? But I dream things that never were and ask: WHY NOT?*

George Bernard Shaw

*What we have learned in this most scientifically productive of all centuries, is that we are profoundly ignorant.*

Lewis Thomas

*Democracy and the one, ultimate, ethical ideal of humanity are to my mind synonymous.*

John Dewey

[[ *He may not be a prick but he is prickly ...* ]]

## Other Thomas Quotes:

*The need to make music, and to listen to it, is universally expressed by human beings. I cannot imagine, even in our most primitive times, the emergence of talented painters to make cave paintings without there having been, near at hand, equally creative people making song. It is, like speech, a dominant aspect of human biology.*

Lewis Thomas

*Doctors, dressed up in one professional costume or another, have been in busy practice since the earliest records of every culture on earth. It is hard to think of a more dependable or enduring occupation, harder still to imagine any future events leading to its extinction.*

Lewis Thomas

*The most solid piece of scientific truth I know of is that we are profoundly ignorant about nature.*

Lewis Thomas

*In the fields I know best, among the life sciences, it is required that the most expert and sophisticated minds be capable of changing course - often with a great lurch - every few years.*

Lewis Thomas

*I suggest that the introductory courses in science, at all levels from grade school through college, be radically revised. Leave the fundamentals, the so-called basics, aside for a while, and concentrate the attention of all students on the things that are not known.*

Lewis Thomas

## Noted

## SMP

HuffPost carried a [long article](#) on the potential for development of **Small Modular Reactors** to help meet the US and World energy needs and combat climate change consequences. The article provides considerable detail as to the companies and the politics that vie for a piece of global market share. Westinghouse has apparently recovered from a 2011 bankrupts and is now a player in the market but

with large 1,000 megawatt plants, although it is also producing or planning to produce small units in the 300 megawatt range.

The HuffPo article provides a long section on the history of nuclear power and its rise and fall in the US market.

One has to question the workforce development and market for these new technologies. The training of a nuclear engineer seems daunting if literally 1,000s are to be needed globally. Russia and China are very big players in nuclear development. The US is said to hold some advantage because of its stores of unmined Uranium. Recycling is mentioned but without elaboration regarding the handling of nuclear waste, although large scale storage is not considered an acceptable alternative to on-site storage.

The maker of on-site storage units has not become a player in SMP development, buying decommissioned plants in the US and using the sites as potential locations for SMP.

[Allen] Hickman's employer, Holtec International, built a business helping utilities from New York to Ukraine to Japan manage nuclear waste.

## 20230707 IC

TTDT: Go to UMN, MCTC, phone calling ... cousins, prep for next Tuesday evening Zoom /TEAMS connection (aka CALL) ... call Jack /Karen, Compile a list of Ten Contemporary Philosophers such as:

Martha Nussbaum, Patricia and Paul Churchland,

Daniel Dennett— [Biography](#), [Philosophical views](#), [Free will](#), [Mind](#), [Evolutionary debate](#), [Religion and morality](#), [Memetics](#), [postmodernism and deepity](#), [Artificial intelligence](#), [Personal life](#), [Selected works](#). [See also](#)

- *philosophy of biology* provides accounts of biological knowledge, asking: how are explanation, causation, evidence and other epistemological ...
- **[ABSTRACT & OUTLINE in PhiPapers](#)** ...
- Applied Ontology ... Ontology is ... 1.) the branch of [metaphysics](#) dealing with the nature of being [existence ... ]. 2.) a set of concepts and categories in a subject area or domain that shows their properties and the relations between them. "*what's new about our ontology is that it is created automatically from large datasets*" [with massively parallel computation ... and the algorithms of AIM: ...]
- **Existence**—Where did we come from? Where are we going? What are we doing here?
- 

Hastings, Janna ; Ceusters, Werner ; Smith, Barry & Mulligan, Kevin (2011). The Emotion Ontology: Enabling Interdisciplinary Research in the Affective Sciences. In M. Beigl, H. Christiansen, T. Roth-Berghofer, A. Kofod-Petersen, K. R. Coventry & H. R. Schmidtke (eds.), CONTEXT, The Seventh International and Interdisciplinary Conference on Modeling and Using Context. Springer. pp. 119--123.

Janna Hastings<sup>1,2,#</sup>, Werner Ceusters<sup>3</sup>, Barry Smith<sup>4</sup>, and Kevin Mulligan<sup>1</sup>. 2011. *The Emotion Ontology: Enabling Interdisciplinary Research in the Affective Sciences*

•

**Philosophy Of Biology—extensive outline ...**  
**Including Developmental, Evolutionary ...**

The education of a journalist is never ending ... a J-School only serves to get a person started in a positive direction ... this is actually the case for everyone at the undergraduate level. BUT is it possible or feasible to get this process started a decade earlier—IOW by around age 14-15?

- 1.) Asynchronous courses: to what extent are asynchronous course structures compatible with the various LMS systems employed at 2-year colleges? The concept of asynchrony seems to have some differences as it may be applied to students, courses, faculty, disciplines within a college, and the overall curriculum pattern for any specific college within a system and at the state level. If asynchronous education is needed or desirable (What does that mean?) then how are systems designed, implemented, and operated to make asynchrony a norm in education? Is it possible for an educational system at a college or district level to build structures enabling student spontaneity and choice regarding the value of synchronous meetings for elements within a course?
- 2.) A possible strategy for building income from writing may be to take national magazine / online /blog writing and look for possible applications and implications at the local level. An article for Inside Higher Education could raise questions about what is happening in Minnesota, the TC area region or MCTC or NCC. Access to these local sources could be enabled through phone calls and emails. ...

Build a strategy for connecting with key people representing or representative of institutions ... sources for quotable leads and facts ... factual local leads ...

Keep a running list of easily accessible article ideas, concepts, categories, sources, editors.

CONCEPTS —basic principles, ways, means, modes of thinking about nouns (people, places, things) ... things include organizations, firms, institutions ... AND how things are run or running ...

CATEGORIES — titles of nouns (people, places, things) — that may have value ... an audience ...

What are the relevant concepts that apply to any particular category?

Read articles on categories and concepts in the Stanford Encyclopedia of Philosophy ...

Take your books on journalism and use the categorical headings (chapter titles and subtitles) as keys to finding online published material to guide your quest for involvement with publishing at a paying level. IOW I don't much care for what does not lead to a paycheck ... with ethics being a *possible* though regrettably not a sole, exception. What is right is what sells!

**20230703 IC**

- 1.) If a system has activity and capacity, what other properties does a system have? It may be said that a system has control features but those controls may be included with its capacity. And, for that matter with its activity, feedback systems all depend upon activity for whatever role they may lend to control.

- 2.) What about inclusion of values and interests as a potential property of a system?
- 3.) How might merit relate to adaptive competence?
- 4.) Health care costs are maintained in the US at extremely high revenue, in part because our major R1 research universities look toward pharmaceutical revenue to support their research and technology functions. I will look into this again but I believe the UMN revenue includes something between 20-30% derived from non state revenue sources. Some part of that very likely comes from technology transfer that is a result of spending and support. The university provides for biomedical energy and transportation research. Through indirect costs grant receipts provide a significant support for UMN research operations. How much of these research operations and revenues are consumed through salaries of non-teaching personnel that of course, includes some percentage but not all of UMN administrative expense. My sense is that the public is being ripped off through collaboration between the so called health care correctly called the biomedical industry and R1 University research.
- 5.) It seems clear that between R1 research universities, the NSF and NIH as well as the direct and indirect subsidies to the biomedical industrial complex is a cause for deep economic concern; though, I will grant that the extent of this concern probably doesn't rival the situation with the military industrial complex. Where there is a strong vested interest in sustaining the appearance if not the actuality of global conflicts. ... This should in no way be taken to excuse the actions of oligarchs and dictators—most notably Vladimir Putin.
- 6.) What would it take for a comprehensive university to become an R1 research institution? How many PIs would have to be recognized? What about dedicated buildings, faculty with outside funding, unique equipment, patents, etc. etc. would be required? Is it even feasible for a comprehensive university (state university) to elevate itself to R1 status? If it is possible what is being done in WI, MN and MI to achieve such status? Is Michigan Tech., NDSU, Northern Michigan or UMD either now R1 or striving to be R1? Get a list of R1 institutions.

Note: NY, CA & TX each have eleven R1s, MA has 8, FL-6, VA&CO-5, GA&OH-4 ... total in US is 146 ... SOURCE: Carnegie Fdn for Adv. HE

SOURCE: Wikipedia

- 7.) What is being done in MN to foster or promote the teaching of critical thinking at all grade levels in public schools, chartered schools, and private /parochial schools? This question could be and should be extended to every other state in the US. How has the CA foundation for Critical Thinking migrated from Sonoma to Santa Barbara and what impact has that had on the growth of teaching critical thinking in CA public schools?

## 20230702\_2 IC

- 1.) The human instinct for rules. Compared with Europe religion in the US is not doing anything substantive to reduce crime and malevolent behavior.
- 2.) Fukuama is critical of the electoral college. Too much power Small v large states . dg CA v WY. Prospects of doing it now is almost zero. Ranked choice votins makes 3<sup>rd</sup> parties viable.
- 3.) Culture meets biology. culture is literally biology movies have to involve some drama or conflict and therefore are unlikely to be optimistic . You can't have a modern society if you



don't have a modern state.

- 4.) Fukuama. Liberalism and Its Discontents.
- 5.) Dan Eagen. The Devils Element. Phosphorus and A World Out of Balance.
- 6.) Michelle Foucault. Critique of Modern Science (theme of several of his books.)
- 7.) socity really needs a No Assholes p\Policy. However there are not any realistic ways to prevent assholes from behaving like assholes. It may well be that to deal with assholes it may be necessary to install a social Asshole Prevention Plan that will begin before kindergarten.

## 20230702 IC

- 1.) consider the property rights of a woman regarding her eggs. The ovum is an entity of the worman not owned by anyone else including the husband and including thte sphincter mouth and his colleagues in congress. (it too often seems that colleagues in congress are conjoining—that is to say fucking each other as opponents and, accordingly, the people they are supposed to represent.
- 2.) Basic cognitive capacities perceiving, imagining and remembering. SEE article by Tobias Schlicht and Tobias Staarzak. 2019 prospects of enactment apporaches to intentionality and cognition. Syunthese. 198:89-113. Basic cognition can be explained without positing mental representations. Language is a complex form of cognition and mental representations may be needed becvause and related to the need for the need for explanations of content. Language is considered a public symbol system, Hence semiotics and semantics (syntax & meaning—as precise uses of vocabulary ... ).
- 3.) SEE Daniel D. Hutto & Erik Myin.20xx? *Evolving Enactivism: Basin Minds Meet Content*. Cambridge.
- 4.) SEE Huto and Myin *Radicalizing Enactivism. Basic Minds Without Content*. Cambridge. MIT Press.
- 5.) I wonder if there is a case to be made for jounalism and its style of communication being based on or embedde with enactivism in that a journalistic account will mostly focus on what people do to create events that are newsworthy. That creation may be conscious or coincidental or accident. However journalistic attempts to explain are missing and that is because explanations often too often. Lack an objective foundation. Accordingly the journalist may employ quotation from other who may or may not have , done the hard work of explanation pertaining to the why and how of a particular event that is being recorded. An editor is unlikely to have the time or spece to include detailed explanation. And where time and space re available such as a longer article in a peiriodical like Nyer or Harpers or in a tevelision documentary the explanation may be supported by reporting of quotations or descriptions of actions taking which could include dialogue among characters or agents within a longer article or documentary. (four minutes to record and four minutes to transcribe!)

## 20230701 IC

- 1.) Autopoiesis refers to a system capable of producing and maintaining itself by creating its own

parts. Oxford Reference.

- 2.) Poiesis means creation or production. Praxis refers to ACTION.
- 3.) Metabolism is characterized as transformation and destruction through a network of processes (relations) ...
- 4.) Maturana and Varela regard cognition in all autopoietic systems that is in all living systems. Representation is likely required for language development and function. Cognition in bacteria is non representational ...
- 5.) autopoietic enactivism is a view that cognition is present in all living systems. Autopoietic activity occurs in any closed system that has autonomy, self-reference and self-construction. Living systems exhibit dynamism or are dynamic and autonomous ...
- 6.) Evan Thompson 2007. *Autonomy and emergence. Mind and Life*. Harvard U Press.
- 7.) Merleau-Ponty and Husserl are cited to establish phenomenology in relation to consciousness and seeing science as “science has not and never will have, by its nature, the same significance qua form of being as the world which we perceive, for the simple reason that it is a rationale or explanation of that world.” Thomas Baldwin. 2003. Part One Merleau-Ponty perspective of his work.
- 8.) Gallagher, Shaun. 2014. Pragmatic Interventions into an active and extended conceptions of cognition: Pragmatic interventions into an active and extended conceptions of cognition. Published Philosophical Issues 24(1). 110-126. linking the pragmatic philosophies of Charles Sanders Pierce and John Dewey ... enactivism argues [that cognition] is not just a matter of brain processes and the brain is just one part of the body consisting of the dynamical regulation.
- 9.) Skills may be regarded as the way any sentient creature deal with its world. Citation: Brandom. Robert. 2008. *Between saying and doing toward an analytic framework*. Oxford U Press.
- 10.) Nathalie Gontier. 2006. Evolutionary Epistemology. From the Internet Encyclopedia of Philosophy.
- 11.) The notion of 'Truth' is replaced with 'viability' within a subject's experiential world. Cited: Olaf Dietrich 2008. cognitive Evolution in the *Handbook of Evolution*. The Evolution of Human society.
- 12.) Evolutionary epistemologists include Karl Popper, Donald T. Campbell. Peter Munz and Gary Cziko. According to Munz an organism is an embodied theory about its environment ... embodied theories are also no longer expressed in language, but in anatomical structures, reflex responses, etc. Peter Munz 2002. Philosophical Darwinism: on the origin of knowledge by means of Natural Selection. P154.

## The BLOG

### [Publish](#)

Nothing published but some strong thought about moving some of the essays into publishable forms.

## LONet

Not much in the way of progress. However, Microsoft TEAMS was tested successfully yesterday (Saturday) with T. Florin. The recording function will require purchase of a monthly subscription that could cost \$6.99. However that cost of around \$84 per year is considerably less than Zoom AND includes a transcript of the narrative. The built-in speech to text function worked very well during the test.

Live Conversation sessions in July will be on Tuesdays—the 11<sup>th</sup> and 25<sup>th</sup>. Roots and Shoots will be sent on the 28<sup>th</sup> ... I hope to use MS TEAMS at least once in July and convert to it for the remaining of 2023 as well as 2024. LOOK for a YouTube video about using TEAMS ... to send out to potential participants ...

## Parking Lot

- 1.) YouTube introduction to TEAMS ...
- 2.) FIND The *Internet Encyclopedia of Philosophy* ...
- 3.) What is the cost of a JumboTron?
- 4.)

## Bibliography

Popper, Karl. 19xx. *Conjectures and Refutations. The Open Society and It's Enemies.*

Dewey. *Education and Experience.*

Varela, Thompson & Rosch. 20Xx. *Enacted* ...

Thompson, Evan. 2010. *Mind in Life.*

## Music

Beethooven. *Piano Sonata No.20 in G Manor. Op.49, No.2.* . Beethoven Sonaatas. Stephen Kovacek.

**9 July 2023**

## Personal Mastery ...

**Writing**—finding a path toward publication. See notes from last week's The Stack ... particularly

local application of items in national news ... using education and medical newsletters like EdSurge, GEN, Inside Higher Education, ... read an article and then create local connections, contact local sources and do needed research via PubMed and ERIC as well as HCLS ...

**Procrastination**—I think I may be way too annoyed by inconvenience. Although sometimes my reluctance to endure some minor inconvenience in starting a project or software is due to back-of-the-head consideration for the consumption of time that may be much better spent on something different ... even if that different element is vague or undefined.

**Scrivener**—Which reminds me of my procrastination in getting the 2023 Q2 Compilation of The Stack completed. I have held some second thoughts about how to best or better integrate Scrivener with these compilations. I don't know that dating these entries in Scrivener would add much of value.

**Philosophy**—What are the modern statements of problems of philosophy that have emerged since my experience with the course at UMN in 1960-61. It would be nice if I could remember the problems Charles Robb articulated in the class, but all I can remember from my vantage point in the back rows was the graduate students in the front row arguing with Dr. Robb about the interpretation of Greek writing by Aristotle, Plato and probably other philosophers of ages past. I cringe a thinking about how bad my score likely was on the final blue-book exam. Fortunately the grading scheme or the graders were generous with the idiots they had to deal with. For his part, Dr. Robb did not likely give a smelly shit or a flying fuck.

## Education's Ecology

Normandale CC and a lot of administrators were lucky I decided to retire in 1997, because if I had stayed around, I would have made their professional lives miserable with questioning nearly everything they did or were doing to “manage” the college. It would have been easy enough to pick on practices that they supported but had nothing to do with education, teaching or learning. Student development was never a viable administrative goal. The administrative goal was to generate student credit hours. Never did they care, at a deeply interpersonal level, about a student dropping out or failing courses. They did care about the losses of revenue.

***Sophia Perennis*** — perennial wisdom ... would this mean: *That which always grows back?*

## Cost of College

Student loans have gone beyond reasonable prudence for far too many students. Alternative plans for paying for college are needed. Tweaking the student loan program is not likely to answer the needs of very many of today's students. Repayment of student loans is a major burden for many of yesterday's students; out of college and searching for a decent job. One definition of decent includes capacity to payoff student loans.

A solution may lie in the need for workforce development. College should be a path not only for better paying jobs but college educations are a huge element in producing workers for American commerce and industry. Looking around the fields of economics and economic development shortages of capable workers looms large. It is worth taking a look at ways to shift the cost of college from the backs of

graduates to the ranks of those employers who benefit. Our country has long subsidized commerce and industry. It may be high time to flip that subsidy.

The future is what college is almost all about. A great or good starting point would be revision of our tax system to begin shifting current costs to support the future. Governments should not only be required to run a balanced budget, they should morally provide certain revenues for the future. Our society currently sustains a class of people who are enjoying their futures as members of the 1% earners. Our income tax should become more progressive but doing that in the absence of huge Democratic party majorities in both the House and Senate is mere wishful thinking. Both Republicans and Democrats should seek budget balancing. That is to say we need a majority of political philosophy not party.

What mainly stands in the way of those majorities of political philosophy is complex including the legacy of a Constitution that greatly favors small states in the Senate, gerrymandered US house and State house districts, unlimited, untethered and unnamed political donations from the rich and famous, and a panoply of remuneration schemes that favor those already privileged. Executive pay and escalation of entertainment has weakened our economy and wiped out surplus government revenue that should be available to alter the relationship of students to the college they attend.

College endowments are wonderful for college administrators and to some more limited extent for faculty. Endowments can pay for those “nice to have” elements of a college budget. Endowments are managed for profit and command excellent ROI (Return On Investment) for the college. Even small private college are often able to control endowments of a quarter billion dollars. That yield at a modest 8-10% ROI annually, can amount to tens of millions of dollars. Using a modest part of that income to reduce student's obligation for tuition, housing and books could reduce the need for students to obtain loans. Admittedly some endowment profits are awarded to students for scholarships. Endowed professorships may include stipends for graduate students as well as space and equipment.

Family obligations for student support are also a tricky mix. Student loans are generally low or below market rate loans. Accordingly a well-to-do family with good access to investment advice can see margin advantages between interest rates charged and interest and/or appreciation gains. Rather than dorm fees or off-campus rental a student's housing can be hugely subsidized if a family purchased a home or apartment building, with or without a low interest student loan money, can reduce a significant portion of college costs.

Then go after the fat-cats in the C-suite, and entertainment businesses with a steep escalation in income tax rates for incomes over \$1 million annually. Remuneration plans don't require immoral generosity to keep professional athletics and all other entertainers from begging on the streets. An NBA player just out of high school can well afford a tidy tax on a \$40 million annual contract. Consider that some give-back for the Village subsidy for the gyms, field, coaches, supporting fellow players and equipment to develop some genetic advantage (aka talent) like height or heft.

Finally, a little nipping and tucking of our laws governing not-for-profit institutions can enjoin college administrators and boards of trustees from belting students with high tuition costs.

XXX

/wc=701

## CBT

**Cognitive Behavioral Therapy (CBT)** is intended to alter behavior through understanding how behaviors are built around ways and habits of thinking.

A recent viewpoint published by Inside Higher Education, elaborates on how a professor of history uses CBT to engage students in thinking broadly and alternatively about the impact of historical events in the conduct of contemporary life in the United States.

Tina Stavredes, in formulating the business plan for Starting Poing Education (SPE) remarked that she intended to build the business around the use of principles of educational psychology to reduce dropping out in higher education. It seems now to me, very likely, that at least one of these principles was CBT.

What are the opinions of psychologists and psychiatrists regarding the broad implications and applications of CTT?

In a school situation, who is best qualified and adequately qualified to assess behavioral conditions on the part of students (and school staff), which may warrant consideration of a course of CBT?

What are the constraints on CBT imposed by school funding and family insurances on use of CBT?

How long does a typical course of CBT take from diagnosis until resolution?

Wjhat are the alternatives when CBT is considered by professional psychologists to be ineffective?

What are the differences between CBT for children and for adults?

**Google Search:** Cognitive Behavioral Therapy ... → Scholarly articles ... NIH, Mayo, Cleveland Clinic, referrals ...

Rothbaum, B. O., Meadows, E. A., Resick, P., & Foy, D. W. (2000). Cognitive-behavioral therapy. In E. B. Foa, T. M. Keane, & M. J. Friedman (Eds.), *Effective treatments for PTSD: Practice guidelines from the International Society for Traumatic Stress Studies* (pp. 320–325). The Guilford Press.

*Cognitive Behavioral Therapy (CBT)* is a psycho-social intervention that aims to reduce symptoms of various mental health conditions, primarily depression ...

CBT holds a large number of variations ...

**Criticism:** Slife and Williams write that one of the hidden assumptions in CBT is that of determinism, or the absence of free will. They argue that CBT holds that external stimuli from the environment enter the mind, causing different thoughts that cause emotional states: nowhere in CBT theory is agency, or free will, accounted for.

Farhad Dalal questions the scientific basis for CBT, claiming that it is founded on managerialism (management focused rather than evidence-based. ;

SOURCE: Wikipedia

*Cognitive behavioral therapy (CBT)* is a short-term form of psychotherapy based on the idea that the way someone thinks and feels affects the ...

SOURCE: Psychology Today

CBT is regarded as a form of psychotherapy ... and applies evidence-based techniques.

## Virtual Reality

VR Virtual Reality Extended Reality (XR), Augmented Reality (AR). Virtual Reality (VR), Mixed Reality (MR) GEEKFLARE

Now virtual reality has crept into the university environment through a program by Meta, which supports 10 IHEs to pilot through providing cost subsidy for use of their the VR Goggles (Meta's Quest 2 headset) at about \$300 per pop. A start-up firm in Iowa is a manufacturer of this critical hardware.

PHOTO CAPTIONS: Morehouse College students use Meta's virtual reality headsets to enhance their learning in a **microbiology class**.

*But for the vanguard of colleges experimenting with the concept of "metaversities" and classes held in virtual reality, a financial reality is becoming clear: bringing the metaverse to large numbers of faculty and students is costly and hard to pull off.*

*Daniel Mintz, department chair for information technology at the University of Maryland Global Campus.*

*Robbie Grant, director of technology at New Mexico State University*

*Muhsinah Morris, Morehouse's metaversity director.*

**VictoryXR**, an Iowa-based education technology company. Iowa Headquarters: 5200 30th Street SW, Davenport, IA 52802, Texas Headquarters: 701 Brazos St, Austin, TX 78701.

PITCH to homeschool families: **VR and AR learning** have made way for innovative and engaging learning outcomes for students of all ages! Subscriptions available for VXR Labs, VXR Direct & VXR Web ... 3-month subscription to all three is \$60. Other subscriptions including VXR Academy will range upward toward \$2000 ...

VictoryXR CEO Steve Grubbs.

Where are the headsets manufactured? Iowa? China>?

*Morehouse has put close to 700 total students through classes in the metaverse, with topics including **biology**, Africana studies and education.*

*New Mexico State University is working with a school district in New Mexico that received a grant from Meta to bring the technology to local high schools. South Dakota State University has found success in donations from alumni and its foundation.*

*Greg Harbinger, associate dean in the College of Natural Science at South Dakota State.*

*... pointing toward the potential gamification of education.*

PHOTO CAPTION: Anatomy and biology courses use the metaverse to immerse students in the subject matter.

... a virtual equine farm for veterans in need of therapy.

Temple University's Kathy Hirsh-Pasek.

... also serves as a senior fellow at the Brookings Institute.

"A year ago, a lot of companies were going full steam ahead," said Hirsch-Pasek, "Today, that's not true; they've rerouted a lot of their funds for AI and [Twitter alternatives](#)."

Glenn Platt, a C. Michael Armstrong Chair in Emerging Technology at Ohio-based Miami University, ... mass backing of the technology is 2+ decades away ... WHY"

SOURCE: Article in [Inside Higher Education](#) today, Tuesday 11 July 2023.

## **Game Theory**

Gamification of Education (mentioned above in the XR section.

Wikipedia disambiguates Game Theory using two series: Economics & Strategy ...

Game theory was developed extensively in the 1950s by many scholars. It was explicitly applied to [evolution](#) in the 1970s,

By 2020, ... fifteen game theorists have won the economics Nobel Prize.

[John Maynard Smith](#) was awarded the [Crafoord Prize](#) for his application of [evolutionary game theory](#).

Wikipedia seems to contain no references to Game Theory in Education or Gamification of education. Try an ERIC search ...

SOURCE: Wikipedia

## **Capitalism**

**Pandemic Profiteering** ... that is to say profit-making activity that exploits the conditions brought about by the COVID-19 pandemic.

It may also recognize that capitalism itself represents a pandemic *of* profiteering that is spreading globally and without much of any serious restraint. Capitalism in this sense fully embraces nationalism and the competition for commercial-industrial-military dominance that characterizes virtually every governance structure on earth. Elsewise, why would the major global systems of governance be so willing to ignore climate changes that are destroying critical ecosystems including air, water and soil components of these ecosystems. Diversity is being decimated and stability is at increasing risk.

Natural tendency to compete ...

## **Autopoiesis & Cognition**

Review the writing of Varela, Thompson and Rosch ... Begin reading the Evan Thompson, sequel. Within this conceptual frame of autopoiesis and its linkage to cognition, there emerges a new paradigm



for evolution that diminishes the importance of adaption in the morphological sense in which it has been primarily conceived since Darwin. Evolutionary psychology and philosophy take on a distinctive stance when viewed through the lens of self-organization.

See also notes below.

## Schooling

I have been guessing that as many as 1/3 of enrollees in our public schools virtually drop out before the 4<sup>th</sup> grade. I have said that many of these “drop outs” stay in school but they are not either ready or willing to engage in the self-improvements that education should be all about and which should lead to freedom—the practice of freedom and a sense of control regarding the elements of society that are oppressive. Unfortunately for these drop outs, whatever the actual number or percentage, they will consider themselves to be failures and remain throughout life essentially a tragic victim of our schooling system. Most will never rebel ... but some will in very antisocial ways including but not limited to exhibiting criminal behaviors. Drug use may well fit this pattern ... seeking pleasure where it cannot be obtained in socially acceptable ways.

It may be productive to consider the school as a stress-induction system (and one that has gone hay-wire) ...

## AIML

### Learning Rules

As much as I am bothered by the meaningless uses of “learning” in the literature of education, I may be inclined to orient my thinking to the Learning Rules that have been established (and are currently being refined) for Machine Learning. One paper (cited below) describes the mathematical definitions for six learning rules.

Learning rule is a **method or a mathematical logic**. It helps a Neural Network to learn from the existing conditions and improve its performance. It is an iterative process.

SOURCE: [Introduction of Learning Rules in a Neural Network](#).

Let us see different learning rules in the Neural network:

- **Hebbian learning rule** – It identifies, how to modify the weights of nodes of a network.
- **Perceptron learning rule** – Network starts its learning by assigning a random value to each weight.
- **Delta learning rule** – Modification in **sympatric weight** of a node is equal to the multiplication of error and the input.
  - The Delta rule in machine learning and neural network environments is a specific type of backpropagation that helps to refine connectionist ML/AI networks, making connections between inputs and outputs with layers of artificial neurons. [SOURCE](#) Useful added info.
  -
- **Correlation learning rule** – The correlation rule is the supervised learning.

- **Outstar learning rule** – We can use it when it assumes that nodes or neurons in a network arranged in a layer.

Definition. Rule learning in machine learning is a process of creating rules from data, and/or existing rules or models. Rule learning can involve all types of inferences, including inductive, deductive, and analogical reasoning, although inductive rule learning, a.k.a. **rule induction**, is by far the most popular.

SOURCE: [Rule Learning | Springer Link](#).

Rule ONE: ***People Learn by Doing!***

Activities that involve thoughtful responses, decision-making and solving problems encourage active learning and also promote higher order thinking.

SEE ALSO: Saved PDF *7 Golden Rules of Learning* ... © 2015 Connie Malamed

## Neural Networks

... architecture of the neuro-network (units, layers, connections), the learning rules, and the distributed sub-symbolic representations that emerge from the network's activity. Thompson LOC?

Wikipedia provides a series on **Machine Learning** and **Data Mining** ... of which Artificial Neural Networks are just one part of eleven parts.

### Architecture—

The building of structure is the province of architecture. Accordingly we most typically think of a architect as trained in the science, engineering and technologies of building buildings. However, there is a concept from biological sciency, autopoiesis, that elaborates on how structures can be self-assembling as is well demonstrated by the successes of cells across 3.5 billion years. A self-assembling system makes or acquires from its environment the energy and parts needed for its continuing existence. We may well defend the idea that the organization and self-perpetuation of life depends upon the constant assembly and disassembly of parts—a process called metabolism. Accordingly a widely acception characterization of life is that it is autopoietic and metabolic. The self-sustaining organization needed for life is its architecture. This architecture is built at all levels from molecules to the biosphere. These levels are essentially systems including materials and energy. As such they are open systems.

### Systems Theory—

Systems have been treated mathematically from the outset of the concept created by the Austrian biologist Ludwig von Bertalanffy (1901-1972) over a half-century ago (1947-1951). He recognized that growth and development could be treated with formulaic expressions. He related these formulas to the physical properties of life and made reference to *biophysik*. The bulk of Bertalanffy's thought was published in German. A key English publication was *General Systems Theory* from 1968. It was an enormous influence on development of ecology by Kenneth Boulding among others. His influence on computers was enormous through Jay Wright Forrester at MIT, organizational systems through Russell Ackoff, and philosophy of systems science through Ervin Laszlo.

Accordingly, systems theory in the absence of mathematics may be considered empty and floating on

hot air. Yet is it through the mathematical formulae of Bertalanffy and others,, that descriptive or phenomenological concepts of systems theory are said to emerge.

Emergence is an elusive concept to say the least. Yet it may well be that emergence only occurs in the presence of systems. It is in this sense that autopoiesis—systems of self-making and self-assembling is fundamentally emergent. The systems does more than can be fully explained through the behavior of its parts. Maturana and Varela labeled this enacted.

Dynamic Systems Theory may be redundant or a tautology—an internally consistent truth—a statement that is true by necessity or by [virtue](#) of its logical form and may contain words saying the same thing. Systems are dynamic or else they could not exist. Stasis or sameness is a fully inconsistent concept with systems theory. It is not an egregious a tautology to refer to a dynamic system, even though a static system is nonsense. Systems Theory is applied to organizations, which are recognized to be dynamic, that is to say constantly changing and likely growing. The Bertalanffy Growth Model is represented mathematically by differential equations, which recognize change with time.

Too much and perhaps fully all of education fails to recognize that it is dynamic; a systems of systems. That is to say that the networks and systems of education are networks of networks and systems of systems. Niche and habitat need to be elaborated as elements of Education's Ecology. Habit is the physical space in which education takes place and niche is the activity occurring within that space. It is in this sense that education is enacted. Unfortunately education has been corrupted through the imposition of external controls. In a developmental framework or paradigm, there may be some elements of control that are or seem to be needed. Given the dependence of young people within this developmental framework, provision for meeting the basic needs of dependent children is entirely appropriate (or seems so ... ) because it would be morally and ethically to ignore a child's dependent status.

What about pathology within systems? Or, should pathology be described, characterized phenomenologically as integral or as aberrant elements of a system? If so, how much aberration is required to warrant characterization as pathological. Schooling for education seems laced with pathologies but clarity regarding any particular pathology is elusive and attempting to even begin describing pathology is fraught. Where should one begin? What would be a worthwhile function of such description? My sense is that the managers of educational systems could use the descriptions to add layers of control expecting improvement where no improvement is even possible. Einstein's definition of insanity comes to mind—“the very definition of insanity is doing the same thing over and over again and expecting change/”

Relationships are systems of systems ...

Unfortunately education in society is required to cut through the fog of system and provide clarity for the political forces operating in society. That these political forces are inherently undemocratic almost goes without saying. The facts of the matter are that we don't really understand the systems dynamics of politics.

## **Development**

The majority of toolkit genes are components of signaling pathways and encode for the

production of transcription factors, [cell adhesion](#) proteins, cell surface [receptor](#) proteins (and signalling [ligands](#) that bind to them), and secreted [morphogens](#); all of these participate in defining the fate of undifferentiated cells, generating spatial and temporal patterns that, in turn, form the [body plan](#) of the organism.

HOX genes (around 8) provide for patterning the body plan of animals.

Gene expression is regulated by the toolkit genes through transcription factors, which include a large (huge? Many yet to be known or fully known) range of RNA forms.

SOURCE: Wikipedia

## DST

Developmental Systems Theory (DST) (attributed to the work of psychologist & philosopher Susan Oyama).

## Stress

Hormones responsible or correlated with stress include cortisol and related adrenal steroids.

- ✓ What role is played by cortisol in “helping” the body cope with stress?
- ✓ What is the “stress response system”?

What if any role does the cerebellum play in mitigation of stress and control of the hypothalamo-pituitary-adrenal axis (HPA axis)

## Inheritance

**Inheritance**—Consider how immoral it may be for parents to provide a large enough inheritance (or trust ... ) for their children to *not* be duty-bound, or responsible enough ( or required in meeting basic needs) to work productively through their lifetime. At some level this principle or concept may well be applied to support for attending to education beyond high school and perhaps beyond 8<sup>th</sup> Grade. A 15 year-old person is *not* a child and should be equipped by the Village to contribute sufficiently to society that adequate remuneration is provided to meet basic needs. This could entail achievement of a skill qualifying a person to contribute both physically and/or cognitively to productive enterprises. These enterprises may or may not be profit-making. Where they are non profit enterprises, society *writ large* should make provisions for financial support for the physical space and workforce required to meet their mission but not necessarily their vision. Vision should be financed by accumulated revenue excesses derived from net-positive cash flows.

## Führerprinzip

*This principle can be most succinctly understood to mean that "the [Führer](#)'s word is above all written law" and that governmental policies, decisions, and offices ought to work toward the realization of this end. In actual political usage, it refers mainly to the practice of dictatorship within the ranks of a political party itself, and as such, it has become an earmark of political [fascism](#). The Führer is always right'. A common theme of [Nazi propaganda](#) was that of a single heroic leader overcoming the adversity of committees, bureaucrats and parliaments. German*

history, from [Nordic sagas](#) to [Frederick the Great](#) and [Otto von Bismarck](#), was interpreted to emphasize the value of unquestioning obedience to a visionary leader.

The [Freikorps](#) – German paramilitary organizations made up of men who had fought in [World War I](#) and been mustered out after Germany's defeat, but who found it impossible to return to civilian life – were run on the *Führer* principle.

SOURCE: Wikipedia

Given the above it may be well to ask about the extent to which the influence of both Trump and adherents to Nazi ideology and philosophy may constitute a *cancer* on the US and our Constitutional governance. If it is not removed surgically, it will continue to grow and wipe out the fragile democratic gains that have been nurtured through the 230 year experiment with self rule, democracy and free market economy.

Additional points ...

- ✓ Schools lost elected parents' councils and faculty advisory boards, with all authority being put in the headmaster's hands.
- ✓ The authorities allowed private corporations to keep their internal organization, but with a simple renaming from hierarchy to *Führerprinzip*. Conflicting associations—e.g., sports associations responsible for the same sport—were *coordinated* into a single one under the leadership of a single *Führer*, who appointed the *Führer* of a regional association, who appointed the sports club *Führer*, often appointing the person whom the club had previously elected.<sup>[14]</sup> Shop stewards had their authority carefully circumscribed to prevent their infringing on that of the plant leader.
- ✓ [Albert Speer](#) noted that many Nazi officials dreaded making decisions in Hitler's absence. Rules tended to become oral rather than written; leaders with initiative who flouted regulations and carved out their own spheres of influence might receive praise and promotion rather than censure.

Hannah Arendt suggested that these statements [regarding Eichman's neutrality on anti-semitism and so forth] most strikingly discredit the idea that Nazi criminals were manifestly psychopathic and different from common people, that even the most ordinary of people can commit horrendous crimes if placed in the catalyzing situation, and given the correct incentives. However, Arendt disagreed with this interpretation, as Eichmann justified himself with the *Führerprinzip*. **Arendt argued that children obey, whereas adults adhere to an ideology.**

## The Book

No progress this week.

## Questions, Quotes & Notes

### Questioning

Did Jon Noordeloos know or study with Eleanor Rosch at Berkeley?

How are artificial neural networks implemented through hardware and software?

Is it possible to implement an artificial neural network through software only?

How can a mathematical function embedded in software effectively substitute for component(s) of a CPU.

### Quoting

*Liberating education consists in acts of cognition. Not in transfers of information*

Paulo Freire

### Noted

Health Care came to my attention this morning (7-15) through an article in HuffPo that flagged how people are being ripped off by shady marketing of these plans that are ostensibly intended to cover the needs of people with relatively good health who need coverage to bridge employer-paid insurance plans as they change jobs. The Biden administration is taking steps to correct abuses introduced during the Trump administration, that among other things extended “short term” to mean up to three years. Marketing of these plans does not disclose gaps built into the coverage in order to hold down costs.

**CRAP**—intestinal gas under high pressure ejects (accumulated and) loosely-formed fecal material—aka shit. ... Accordingly it is rapidly and loudly ejected fecal matter along with rapid passing of pressurized intestinal gas. In other words CRAP is a semi-solid fart. Hence, the admonition “Never trust a fart when you are over 70.”

### 20230715 IC

- 1.) Sabrina Corietto is a Georgetown University research professor and director of the Center for Health Insurance Reforms.
- 2.) Michael Cannon director of health studies at the Cato Institute
- 3.) Brian Blaise President of Paragon Institute likely located in Florida.
- 4.) Michael Cannon argues that confusion is endemic to all coverage not just short term plans.
- 5.) Sarah Lueck VP of health policy at Center on Budget and Policy Priorities. Refers to Shadow Markets.

6.) The HuffPo article reference above is authored by Jonathan Cohn and published July 14<sup>th</sup>, 2023.

## Medical Education

How is medical research faculty compensated at the research institutions in the US, China, Japan, Germany and the UK? (India, France and Italy may also be included, but where is Canada ranked in the global economy—number nine and So. Korea is ten. How much of the medical (engineering?) research capacity in these countries is located on university campuses and how much is located in separate (state-owned or private) institutions? How does compensation compare with similarly situated PIs in the US, Canada.

Is medical education linked with research institutions, and how much are research faculty actually engaged in clinical or non-clinical instruction?

Where is the research on comparative medical education?

Are future practitioners in non-US countries instructed on practice efficiency as they are here in the US? The employers of physicians here in the US are looking for graduates (MD) who are able to meet patients and quickly prescribe therapy.

## 20230713 IC

Crazy Dream last night involved a fantasy breakthrough solving the complex problem surrounding rectifying Cognition, Phenomenology and Self-regulation (autopoiesis) ... *Minds in Life* ... the dream sequences revolved around a particular paragraph in something like Wikipedia in which the paradoxical and seemingly separate considerations for the problems of cognition were purportedly solved ... Like I said, this was a dream.

BREAKTHROUGH is Main title

The Problem, Challenge Obsession Paradox ... are possible subtitles

The Solution and The Implications.

The Problem fuses or relates artificial intelligence AIML, Wikipedia text, Philosophy, Phenomenology, Cognition. Self Regulation or Autopoiesis.

## Lithium

Recycling of lithium used in batteries remains a paradoxical problem for environmental protection. A [recent article in RMI Spark](#) provides some insight. Alessandra Carreon, RMI discusses the [Electric Vehicle Battery \(EV\) supply chain](#) ...



## Democracy

Democracy when combined with with free speech and an open free market economy may be incapable of dealing with global emergencies. These emergencies include climate instability, food shortages and poverty, losses of biodiversity. disruption of natural cycles, soil pollution and diminished fresh water supplies; Not to mention the accumulations of plastics in oceans and landfills, peermanent non-degradable plastics (PFAS). All of these factors and others have impacts on the global economy that may or do constitute an emergency in need of action.

... in short all the emergencies involving people struggling with food, housing and transportation **insecurity**. Estimates must number in the billions ... uncertainty may be the greatest source of stress-induction across all walks of life. Uncertainty induces fear and the anxiety that follows fear.

## 20230710 IC

- 1.) the sustained need for human disciplined practice. How shouold this be linked to the skills required for bringing knowledge into a realm or space of wisdom. How do knowledge and skill combine to yield a wise individual?
- 2.) Hallucination with machine learning BARD is the Google answer to MS ChatBOT. The most serious problem is emergent. AI is not fully understood but the human mind is not understood either. [we can look beyond or inside of behavior to fully grasp motivations, stresses, repressions, etc. ]
- 3.) how will humanity adapt to AI and is adaption really the right kind of question to be asking?
- 4.) Connectioniist explanations focus on the architecture of the neuronetwork (units, layers, connections), the learning rules, and the distributed subsymbolic representations that emerge from the network's activity. Thompson LOC?
- 5.) Connectionist explanation seems to obviate and provide a better model of the cognitive architecture of the mind by essentially replacing the physical symbol systems of cognitivism.
- 6.) Cognitive processes emerge from the nonlinear and circular causality of continuous sensorimotor interaction isvolving the brain, body, and environment. the central metaphor for this approach is the mind as embodied dynamic system in the world, rather than the mind as neural network in the head. Thompson LOC ?
- 7.) Dynamic systems theory undrlies understanding of the embodied apporach to cognition.
- 8.) Explanations focus on the internal and external forces that shape such trajectories as they unfold in time. Inputs are described as perturbation to the system's intrinsic dynamiccs, rather than instructions.



## 20230709 IC

- 1.) **Taxonomy of Ignorance**—all the things you could know but don't know. Things that are knowable but you don't know all the things that are not knowable. All the things you are not allowed to know being blocked from knowing Taboo. Being involved in blocking could involve some lack of capacity. All the things you think you know but don't know.
- 2.) In chapter 9 of Varela et al there is criticism of adaptationist theories and in listening to that I am struck by the anomaly of schools being imposed on society as a whole such that the schools effectively become agents of selection. What they select is individuals uniquely suited or adapted to the conditions of society and these conditions of society are constantly changing. The difficulty for society arises because those individuals in the human population perhaps as many as one third of children do not suitably adapt to the conditions imposed by schools. This undoubtedly presents multiple implications that need to be explored from the perspective of social design of education.
- 3.) What follows is in chapter 9 of Varela *et al* beginning at time stamp 28:29: thus adaptation in its classical sense problem solving external explanatory simplicity in design, steering and other explanatory notions based on parsimony not only fade into the background but must be assimilated into new kinds of explanatory concepts and conceptual metaphors. Let us now explicitly articulate the alternative to that we have been taking such pains to criticize. The view that we call **evolution by natural drift** (v. natural selection) can be articulated by four basic points:
 

One—the unit of evolution at **any level** is the network capable of a rich repertoire of self-organizing configurations; which is (likely) including but not limited to the organism. This, of course, envisions a network as self-organizing—autopoietic—making *de novo* or assimilating from the environment the parts of which it is composed or organized. . It is abundantly obvious that all parts, matter and energy, are from a network's environment.

Two—under structural coupling with the medium (environment?) these configurations generate selection of an ongoing process of satisficing the triggers but does not specify change in the form of viable trajectories.

Three—the specific non-unique trajectory or mode of change of the unit of selection is the interwoven non-optimal result of multiple levels of sub-networks of selected self-organizing repertoires ... .

Four—the opposition between inner and outer causal factors is replaced by a co-implicative relation since organism and medium (environment!) **mutually specify** each other ... the survival of the network adds to the environment.

These four points will replace the adaptationist outline presented earlier and to give content ...
- 4.) we need to learn to see organisms in the environment as mutually enfolded structures mutually unfolded and enfolded structures . Susan Oyama.
- 5.) The notion of public education in the early years of the 20<sup>th</sup> Century and led by the philosopher John Dewey seemed like a practical, pragmatic approach to deal with the existing and

anticipated changes in society that were being fostered by population growth, migrations ... technology and the resulting changes in society. However, those forward looking individuals who created out public education system would not have been able to anticipate new and more comprehensive views about the diversity that naturally existed in human demographics as well as human differences with regard to perception and cognition. These differences led to formation of a public education system that inevitably excluded a significant number of the population from participating in the main objectives of publication which were 1. \_ to foster democracy and 2.) qualify individuals for participation in the economy. Far too many individuals were unequipped physically, intellectually and emotionally as well as spiritually to fully participate in the environment that was created by the school. Furthermore they had no power to influence or alter their environments in such a way that they could profit from what the environment was created to do to them and for them. Nevertheless all of these young individuals had to find food, water, shelter, safety and at least a sense of belonging within their social milieu. Those lacking either external support or internal capacity were nevertheless forced to adapt to their circumstance.

## **The BLOG**

### [Publish](#)

Nothing published last week although there are two (2) starter pieces in The Stack.

## **LONet**

Announce Zoom session for July 11<sup>th</sup>.

Calls soliciting news for **Roots & Shoots**.

## **Parking Lot**

- 1.) Open Streets calendar.
- 2.) **Wine**: A to Z Riesling, Alex Valley VY New Gewurz ... Evolution—Reisling,
- 3.)

## **Bibliography**

Thompson, Evan. 2010. *Mind in Life*.

Sapulsky, Robert. 20xx. *Behave*.

Bezruchka, Stephen. 2023. *Inequality Kills Us All: Covid 19's Health Lessons for the World*.

Pandemic Profiteering ... from erection to resurrection ... students pay me but I learn from them. Explaining why life expectancy in the US is lowest and cost is highest in the World. Counties with poor early life expectations ... Stress is the killer... the 21<sup>st</sup> Century Tobacco. Mentioned Robert Sapulsky ... Health depends on political choices. Social Determinants of Health ... CARE + SHARE + REPAIR ... presentation at Elliott Bay Book Company. Seattle. Students have to put on meeting and present the ideas from the book. Use social media to get the ideas out ... Public Health needs to develop more organizations ... We need a Sputnik-like event ... we need higher tax rates and use the money for better health programs ... ***Healthiest Nation in One Generation*** ...

Hanson, Victor Davis. 2021. ***The Dying Citizen***. Megyn Kelly interviewer at ...

Gage, Beverly. 2023, ***G-Man: J. Edgar Hoover and the Making of the American Century***.

Pirro, Jeanine. 2023. ***Crimes Against America: The Left's Take Down of Our Republic***.

Teachers are indoctrinating children. 1.) breach of sovereignty 2.) turning America into a Marxist and Socialist nation. 3.) Randi Weingarten ... received billions of dollars ... catholic and charter schools were open ... kids suffered emotionally ... competition in a global market and kids are not proficient ... 4.) law and order ... belief in the rule of law ... social contract for nation to protect is broken ... defunding the police. ... serial racist murderer ... Pirro said she doesn't know what social justice is ... Soros funding blamed for crime rates ... no consequences ... 5.) Department of Justice ... Garland believes children are domestic terrorists ... Woke corporate executives have come from the schools that are indoctrinating our kids ... Loudoun Co VA ... molestation of young girl ... 6.) transgendering ... not banning books but want kids be old ... 7.) education system is disaster ... Biden point man for energy for Obama adm. Son is an energy genius ... Joe is front man Hunter is bagman ... return to accusation that Joe leveraged political edge to enable his son to avoid prosecution ... \$5million, to change policy against a country what sought preferred status with US. Fake News ... Hillary most evil woman ... and did the damage to Trump ... wants to run for President again ... Boycott of Bud Light ... Target lost \$9billion ... 300 COVID-19 papers declared to be wrong ... retracting papers ... outrage and history will not treat them well ...

McWorter, John. Linguist who teaches an audio course, which I have playing on my Audible Application with my iPhone ... very interesting although a departure from the usual or customary format for Audible.

## Music

Leigh. A ***Midsummer Night's Dream Suite***. Nicholas Braithwaite, Conductor. The Orchestra ???  
Very energetic ...

**16 July 2023**

## WTDT ...

Damned if I know. UMN, new eatery, Orchestra pics and video editing with OpenShot, prep for

showing on Friday at Jack's and on LONet Chat on Tuesday ...

## Personal Mastery ...

**Phenomenology**— SEP consultation is needed ... Husserl and Merleau-Ponty to be sure but what is the contemporary consideration of this in philosophy and psychology ... not to mention neuroscience. Varela and enactive phenomena of the mind.

**Scrivener**—where the fuck are the files on my hard drive? SEE USER on the C”drive ... and the Scrivener folder located in “program files” ...

**OpenShot Editing**—animations ... sound levels within a clip.

**Writing**—it is a little surprising how difficult it sometimes seems to put coherent sentences in order for a paragraph that makes sense. Exploring why this is so, could be a useful exercise.

## Education's Ecology

### Autism

*Minimally Verbal* is a category for autistic people. The weekly roundup for *Spectrum* announced that NIH has designated funding for Minimally Verbal Autistic People. The people don't communicate with spoken words but rather rely on body gestures and certain sounds to communicate with others.

Autism has been linked with heart defects. That is, children with congenital heart conditions have increased risk for autism.

Dravet Syndrome has been modeled in mice. With this condition, individuals experience “social difficulties.”

Treatment for Fragile X syndrome is time-sensitive ...

Negative Results in research are broken out in a section of *Spectrum* called *Null and Noteworthy*.

### IDEA Consortium

Where are all the retirees when education needs them the most. B. Lindgren CONSULTING should follow up on organizing, forthwith, education's retirees into the IDEA Consortium. , which would provide valued service, perhaps through University Extension, to local educational efforts. This IDEA or idea could not become even more real because of the broad development of broad band communications. Every retired educator could part of a collective national force to serve as a vital resource for developing skills, knowledge and attitudes across all cohorts but unbiased by age, gender, ethnicity or state of ability. This IDEA Consortium would first and foremost be a developmental organization not unrelated to the notions of a learning organization promoted by Peter Senge and his

colleagues in Massachusetts three decades ago. Senge recognized that personal development included mastery, teams, visioning, mental models and recognition of systems thinking. Senge and a colleague, Deborah Acona recognized that leadership in organizations and communities must collaborate and reach outside of the organization for innovation, inspiration and implementation of ideas.

Systems operate at all levels of organization. Accordingly, it is incumbent on outreach and extension of community development to acknowledge a niche or niches that play a role in service to community education. It is this role that I believe can emerge through formation of the IDEA Consortium. The passage of one generation through another, up and down, is not only possible but essential in this time of crisis in the further development of democracy locally, nationally and internationally. The planetary imperative brought into focus by the anthropocene can no longer be ignored. Solutions may emerge from national and international organizations (UN-SDGs), but action is needed and can only be effective if undertaken at the local (neighborhood, a subset of community) level. Application of the principles of Karl Popper and an Open Society provide a working framework for both community and economic development. This development must be bottom up. It is a foundation for building on our “experiment” in democracy that has become so badly distorted and shaken by the growth of political parties through the way the fuel growth of mass media and Commercialization of the economy.

The following need much more elaboration ...

- ✓ De-commercialization of the Economy—capitalism and individual initiative does not in any way require the framework established by corporate mergers and acquisitions that now embraces and is enveloped by a market paradigm. All markets, like all politics, are local. The corruption of our local economies and local politics through the infusion of massive funding of national elections is both nonsense and notably unethical. Accumulation of massive wealth and its cohort, inequality, is not inevitable. While a massive growth of humanity has served as fuel for growth of commercial enterprise (the quest for greater market share) our humanism must now embrace this new reality and provision for living without appeal to greed and market domination by corporations.
- ✓ Neighborhood foundations— families are not enough, local provisions for food, water, shelter, safety, and belonging. Esteem as qualification and socialization fades while self-actualization in new clothes rises to emerge as subjectification not only of self but recognized as an inevitable global phenomenon.
- ✓ Open Society—has vicious enemies in the form of commercial mass media and marketing ... yet the inevitable forces, wisdom and emerging foundations for development and evolution (EvoDevo) will overtake past practices to raise our collective vision of a new democracy built on a solid foundation of participation at all levels. Our republic will also evolve to serve local efforts toward sustainability through stewardship.
- ✓ New World Development (aka New World Learning)— resource rich development is underway and expanding while making education independent of time and place. Thus lifelong education is not only possible it is quickly becoming essential. New knowledge is emerging from neuroscience that will overturn and overrun our traditional ways of thinking about development to embrace an embodied but also enacted self.
- ✓ Deschooling Society (Social Design of Education)—calls for alternative education are not new. Society has been seeking alternatives long before John Dewey, Horace Mann and others called for reform. Their calls for reforms were recognition that schooling was too distributed and

divisive as well as too elite. The emerging of public schools and a supporting bureaucracy locally, regionally, by state and now the federalization of education in the US Department of Education has egregiously left far too many behind in climbing the educational mountainous terrain to Education's Ecology. De-schooling will level the playing fields for education through inclusion, equity and, most importantly, taking advantage of the strengths of diversity that have been well demonstrated and documented in biological studies of ecosystems. Recognizing these systems of education has now become essential.

- ✓ Supplanting schools through the maker-space movement (MSM)—the range and scope of MakerSpace has not been scratched. The great virtue of MakerSpaces is engagement, participation and action. Making without action is impossible and fits with the greater notion of enabled cognition. Enabled cognition is embodied but with full recognition of the social circumstances in which individuals live, work and play. Within this space or circumstance, all elements of energy, education, evolution, and ethics is enabled to emerge around and embedded with equity, economics and environment. Ecology and ecosystems are supported through systems thinking and recognition of dynamic systems with all of their mathematical foundations for formulations while never forgetting that every system inevitably embraces its parts. No parts, no system; no system no parts. A socially emergent property is building capacity for making and provision in neighborhoods for MakerSpaces is essential for community development. As school buildings are abandoned due to an emerging paradigm of deschooling, the buildings can and should be fully occupied through participatory building of MakerSpaces.

Every MakerSpace should include a conferencing center, which enables outreach to advance development across global cognition. Conferencing centers with advanced technologies could supplant the roles of both commercial broadcast and cablecast as well as be and become a bell weather for democratic (people engaged with respect for worth and dignity of other(s)) leveling the wild-west of social media. A central feature of MakerSpaces could well be local journalism. The conferencing centers would make possible links with every home (shelter) in every neighborhood in communities, but also bringing to the neighborhoods and communities the benefits of knowledge, attitudes and skills developed through experiences in global communities. Language barriers can now be ameliorated (not eliminated) through massively distributed collaboration and leadership.

Accordingly leadership is an emergent property of massively distributed collaboration. That is to say there is ( a growing ) universal acceptance of responsibility for what is said and done from neighborhoods on up through society. Top-down hierarchies are (or will become) obsolete.

XXX

/wc=1112

I've been laboring over the concept of the IDEA Consortium for over 25 years. The above, particularly with the addition of the MakeSpace concept (category), may well be the most operational sense that has emerged in my thinking.

If any good is to come from this effort it may be to assure that half-vast notions like that published this past week by Chuch Chalberg in the STRIB will find a place for refinement into something of value to a community. History is another (important) guide for the future, but it will always be impoverished by lack of vision. I hope this may capture at least a piece of what Karl Popper had in mind when writing

*The Poverty of Historicism.***Extended Education**

Extension carries a connotation that it is beyond the normal boundaries. For higher education it also tends to mean that the extension function of universities is to go beyond the ordinary and customary campus boundaries. In Wisconsin the University, based in Madison, is part of a system of comprehensive and research universities located throughout the state. Accordingly there is support for the concept that “the boundaries of the university are the boundaries of the state,” which has been an important guiding principle under which the UW system continues to operate. With a large presence on the Madison campus, “agents” of the UW Extension division are located in all 77 counties of Wisconsin. And, amazingly, two past university presidents, Kevin Riley and Ray Cross, have served following service as heads of Extension. Other functions of UW-Extension are similarly represented by specialized centers. Although many of these centers are also located in Madison, their personnel are explicitly included in state-wide study and implementation practices.

I will not claim that integration of county agents with the central organizational mass in Madison has been completely smooth, but as a resident and practitioner in the northern-most county, Bayfield, in the state, I always felt a university presence and appreciated both support and friendship from and with agents in both Bayfield and the adjoining Ashland counties. Furthermore, the UW campus in Superior supported an extension function identified as the Northern Center for Community and Economic Development led by Dr. Jerry Hemm.

Every state or nearly every state includes a university extension. The differences in their structures and functions is vast.

Further studies of these differences and, of course, their similarities should yield working hypotheses as to how the extension functions could enhance Education's Ecology within each state and perhaps even regionally within the US. It may be unfair to certain states, but based on my experiences (and admitted biases) in Wisconsin, I would personally favor building such comparative studies on a foundation built around the UW-Madison example. I would begin with Minnesota, the location of my current and permanent residence. I would further look critically at how the various states capitalize on or ignore the roles of community colleges in identifying ways that the borders of the landgrant and anchor universities in each state recognize (or don't) how their borders and the borders of the respective states are recognized through university operations. Like Minnesota, most states support comprehensive universities that have grown from teacher-training normal schools. This should lend support to a personal notion that an critically important function of university extension should be continued support for local school districts in their respective states.

XXX

/wc=438

**Meritocracy**

How does, or should, meritocracy rise above habit, tradition, or its own cultural legacy? What are attributes of merit elevating it above other criteria for recognition and remuneration?

## Concepts

Why question *learning* as a concept? Learning is a word describing a concept of what constitutes a necessary function in human lives that may have counterparts in the lives of most animals and, in fact, in the lives of everything that is living. The concept of *learning* embraces the development skills, knowledge and attitudes. That is why I much prefer to use *development* in my writing over the use of learning. I do this, in part, because, the term learning has become much too closely aligned with the concept of schooling and a necessary element of all learning. This is, of course, a false and presumptively dangerous assumption in a world where development is a never-ending process that begins before birth and continues until death. Confining our concept of learning to schooling is counterproductive. It is not crystal clear that the most important development of the human being occurs in the first three years of life outside the womb (birth to age 3) and is egregiously neglected by the whole system of schooling that society has designed haphazardly and built on false premises.

What are the characteristic causal-functional role of beliefs?

What are positional attitudes, propositional attitudes (“beliefs and other propositional attitudes”) ? How are positional attitudes different and what differentiates attitudes from other representational theory of mind (RTM)? ... propositional attitude verbs ... [is an attitude a disposition?] ... is this verb—propositional attitude verb—a predicate ... loves Mary, in the sentence John loves Mary?

SEE SEP article on , German mathematician, logician and philosopher, Gottlob Frege

Ideas were taken by Hume and Locke to mean mental images ...

How is natural language grounded in philosophy related to RTM and images v. word representations?

Is a concept an ability? For instance an ability or capacity to distinguish a CAT from other non-cat animals )and other CATs. An ability to draw inferences ... about CATs.

## Post Secondary Ed

Closures and financial difficulties for private “Christian” colleges and universities are in the news more and more frequently it seems. Today The King's College in New York City (Wall Street region) announced that it would suspend classes for the fall semester in order to right its sinking ship. Funded by the Amway /DeVos fortune, TKC fell on hard times when it entered into a collaboration with a private enterprise to run its online offerings. Promised enrollment gains of 6-10,000 students the arrangements failed miserably when only 1150 students were added to its rolls. Apparently, following the deaths of Richard DeVos and his wife, the family has had cold-feet in increasing or even maintaining its financial support. This would involve Betsy DeVos, former secretary of education in the Trump administration. It is then, not surprising that the Christian affiliation was insufficient to sustain receipts from sources like the DeVos family. Well, too bad for TKC.

## Credibility

Credibility is earned by being credible. There is an inevitable connection between credibility and



meritocracy, but the connection may be flimsy. Although merit may be awarded for what amounts to some pretty superficial measures of skill, knowledge and attitudes. Put another way, a person may be deemed meritorious without doing much of anything more tangible than showing up in a series of courses and performing reasonably on a few tests. Demonstrating competence takes a combination of skill, knowledge and an attitudes that enable action. In some fields of study such as engineering, doing projects and working with other people is inherent in the structure of the experiences of becoming an engineer. A surgeon doesn't merit anyone's confidence without hours of practicing surgical procedures. Beginning with cadavers, moving on to animals and finally humans. With humans, every move is observed by a skilled surgeon and every mistake or wasted action is criticized—something without empathy or mercy.

So how can credibility become embedded in school experience? Taking a lesson from the engineer or surgeon may be a good place to start. The starting point is assuring some essential background. In engineering that background is mathematics and physics. For surgery the background is anatomy, physiology and microbiology. Is it possible to become a credible engineer or surgeon without the requisite background studies? Maybe yes and maybe no, but I would come down on the side of no.

If no, then what are the consequences. One may, of course, be that a person aspiring to be an engineer or surgeon may never be admitted into the circle of participation needed for surgery or engineering. That opportunity is basically participation and practice. Admission to the club opens doors that are otherwise locked.

Meritocracy is a form of governance. Individuals of some notable credit are placed in charge of those seeking to be or become meritorious; that is called or labeled with merit. In most fields such confirmation demands hours and hours of practicing skill and demonstrating knowledge and an attitude that others with those skills believe to be worthy. Falling short of the expectations of others means more practice and practicing until someone or some group (an audience) is willing to concede on your their judgment as to your credibility. Those making the judgement may be right or wrong about your skills or lack thereof.

Accordingly there is a big and important difference between being meritorious and admission to the meritocracy. The difference is doing and demonstrating what you can do.

Without admission to *the room* there is no opportunity to demonstrated the credibility and entitlement of being called and credentialed as credible.

XXX

/wc=440

... about 40 minutes ...

Who are my editors? Please give this nascent TGIF blog post a once over and thumbs up or thumbs down ... Mike, Jack, Steve, Lizzie, Elaine ... proof reading and copy editing ...

## Categories & Concepts

**Categories** refer to **sets of objects** (or events or abstract entities) in the world. Such sets are of interest to psychologists because people think about them and use them in a variety of cognitive

processes. We refer to the mental representations of these sets as concepts.

SOURCE: University Oxford Press

Basic concepts are **the foundation of expressive and receptive communication**. The term "basic concepts" is an umbrella term that encompasses a large variety of words. For example, colors, shapes, negation, emotions, temporal words, positional words, quantity... are all considered to be basic concepts.

In History the key concepts are **sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability**.

A *concept* refers to all the knowledge that one has about a *category*. Some kind of identification procedure; Inferences which can be made either ...

*Categories* refers to a group of closely related *ideas* and patterns to which documents and records are assigned through a scoring process. While *concepts* refer ...

Douglas L. Medin and Lance J. Rips. 1961, ***Concepts and Categories: Memory, Meaning, and Metaphysics***. Introduction. The *concept* of *concepts* is difficult to define, ...

Hampton, James A & Peter Thurst. 1997. Categories and Concepts: Theoretical Views and Inductive Data Analysis SEE Saved PDF ..

## Learning

In the sense of the above, learning may be either a category *or* a concept. As a category, learning may embrace acquisition of skills, knowledge or attitudes. As a concept, learning may include exercise of choice, establishing a memory, performance of some behavior including expressions using language or body action, establishing a category, performing research and writing, ... Since it neither one nor the other, it may deserve questioning as to its value.

Learning is, of course, a thing humans and animals do and can be observed as a change in behavior; whether the change is permanent or not is a consideration that has been applied to a definition of learning as in "learning is a permanent change in behavior," Mager ...

## Language

Education has a wide range of problems with language. In the absence of language, education would be either impossible or useless. Humanity *writ large* is an amalgam of languages and in spite of the ideals of esperanto there is no effort to change that. It seems to me that if anything, the mass of humanity is going another direction. Accordingly it may be incumbent upon educators or those purporting to impart skills, knowledge and attitudes on some small population of humans to acknowledge our language differences along with a recognition that if we are to make progress in getting along with others of our species, we need to acknowledge our differences, accept these differences as reality and move on.

While there can likely never be a universal language, there are a whole host of differences among humans that are never going away. Common understanding is a wonderful aspiration but it is also a

nasty myth. That is, until two or just a small few people accept the imperative of getting along just enough for common benefits. That doesn't mean that the barriers of difference will go away. It only means that humans in a small group will forego attention to their differences to meet common needs.

These needs are likely to be the real foundations of differences and diversity. It may well be that when the basic needs of food, water, shelter and safety are met economically and culturally, humans will attend to differences and tensions will emerge. When someone is really, really hungry, ethnic differences in available food will fade to nothing. In other words differences will die. The death of differences could emerge as a common goal.

Common goals are really, really tough to see and describe. That is, in part, because abundances can get in the way. A part of that abundance is the varieties of language. That variety is so abundant that our world is severely challenged to find the pieces of food in the mixing pot. Our human stew is amazing and we could recognize that our differences are not poison but spice. Yet we are too often blocked from appreciating the spice because of preconceptions *writ large* as religion. Perhaps if we could appreciate our language differences we may stand some chance to understand our religious differences.

All of the belief systems of world religions met some form of human need and I would submit that belonging and esteem should become the bright shiny objects of our attention. It is through language that belonging is most easily possible. Excellent facility with language is often a skill that will build esteem and cement relationships. Part of that cementing is too often formation of a hierarchy. Esteem is conferred on one party in a relationship and too often prevented or ignored with another party.

The simple solution would be to insist on a common language. This would quickly and easily tread on the inherent worth and dignity of individuals. The result is the rise of hierarchy and with it power relationships. Good bye democracy.

XXX

/wc=509

my mind's eye on language has been more sharply focused on language by participating in a wonderful audio-book course: ***The ... Human Language***. My instructor has been professor John McWhorter, a linguist at Columbia University. I highly recommend this course, about 15 hours in convenient 30 minutes segments or lessons. You will come away with a refreshing insight about our global environment, which supports around 6,000 and seemingly infinite dialects among our global family of 8 billion individuals.

McWhorter is no flaming liberal but stands apart as a genuinely conservative individual looking at humanity through a lens that eschews politics and favors understanding. The course is available through public libraries as bundled DVDs and Amazon as an audio book. If you want to tie yourself to a monitor, the visuals of the library source may be an advantage. However I have found that McWhorter's facility with language (expected of a linguist, right!) is so effective that what ever may be missed without the accoutrement of classroom technologies (blackboards or multimedia screens) is never noticed with listening to the audio-book.

## ***Think Tanks***

It is perhaps long overdue to look critically at the politics and education policy formulations of several of the most prominent collaborations in not-for-profit organizations across America ... Look for

subscriptions to their periodic reports and newsletters.

- ✓ American Enterprise Institute
- ✓ Manhattan Institute
- ✓ Cato Institute
- ✓ Heritage Foundation
- ✓ Brookings Foundation
- ✓ Open Society Foundation

## ***Our Democracy***

Need to make a choice for Madisonian politics and trust the people we send to Congress to do the “right” thing ... Our biggest challenge will be deciding what is “right” because there are many perspectives and too many vague definitions of important words that signify concepts. These include: education, democracy, learning, freedom, responsibility, sustainability, evolution, life, and so on. What should be /must be unambiguous is free, fair elections.

Begin by recognizing that in a democracy, not everyone gets or is awarded a right to vote. Our criteria for eligibility to vote include age, condition of incarceration, among a very few others. The age restriction seems to make some sense, and incarceration means many things including restriction on freedom. But incarceration does not (or certainly should not) mean relinquishing human rights. But in both cases (age and incarceration) we need clarity as to when the restriction is removed or removable. Age is straight forward enough even though there is some arbitrariness. The restriction is removed almost everywhere between 16 and 21 years of age. Most common is age 18, which seems to make sense given typical high school graduation, eligibility to serve in the armed forces and right to marry. We could declare that settled as it seemingly is in all states. Incarceration is not so clear and is very uneven within the states. And, there is a legacy regarding an individual's history of participating in felonious crime. Parole is also a matter of contention. However, there seems to be a growing consensus that when an individual has paid the price of doing crime, they should be eligible to vote. That issue could as well be settled with an arbitrary declaration as it has been for age.

Now we must deal not with eligibility but with barriers to voting because certain barriers exist and others are being legislatively erected. Fortunately many historical barriers of the past have been removed. It is time to identify any remaining and remove them.

However, a barrier for many people is access. Single day voting clearly places a barrier on people who work during normal working hours. Polling places may be difficult to access, particularly when large numbers of people attempt to vote during certain hours. Two solutions included expanding the days for voting and the number of polling places. Both have associated costs but seem not insurmountable if certain communities, neighborhoods and so forth are subsidized by higher levels of organization.

Declaring a holiday for voting and using weekend could create a suitable window of four to seven days. Combined with mail voting, a holiday could nearly remove most barriers.

Voting requires information and here we have a very complex and serious problem. What can or must be done to assure every voter with ample information for making the choices to support democratic representative republic and a system of governance that is trustworthy. Public education was, in part

established as a way to make voters smarter and using critical thinking for decision-making. Yet it is abundantly clear that in this we fall egregiously short of anything resembling an ideal. A worthwhile next step may be to better define and highlight that ideal. Once defined it may be better possible to “teach” it in some forum or another. What are the best models for teaching and assuring some semblance of competence on the part of voters.

My inclination is to pull this function from schools. And, there may be a wedge here for assurance of eligibility. I personally believe that this responsibility should be lodged with the legal profession, particularly lawyers and judges. It is with this group that the dynamics of democracy most clearly falls. Holding classes is not longer necessary to certify a persons active presence with a democratic society. The legal profession could and should underwrite a system of badges awarded on both attendance and knowledge criteria. Congress and legislatures in every state should write this responsibility into every Constitution. It is also possible that such a system could bleed forward to affect (or infect) the operations of many other social institutions including but not limited to corporate, foundation, educational, religious entities; all of which could operate in better alignment with the public's trust. In other words a robust democracy cannot operate in a virtual vacuum.

XXX

/wc=714

To FRIENDS: Please review and help me improve clarity ...

## Elections

In a democracy we must be fully prepared to defend the notion or concept that in a democracy there is *nothing more important than voting*. Voting is even more important in a representative democracy, differentiated from a direct democracy, such as may happen when a constitutional amendment is submitted to voters for ratification. Representative democracy carries an additional burden for voters in that they must be familiar, if not deeply knowledgeable, with the moral and intellectual values of candidates for public office. It also carries the implication that those candidates be both honest and candid, making clear statements about their philosophy and pragmatic positions.

## Autopoiesis

The linkage of phenomenology, cell biology and cognition to autopoiesis is a struggle that Evan Thompson has tackled in this book *Mind and Life*, which followed a decade his previous effort with Fred Varela and Eleanor Rusch to explain much of cell biology and neuroscience.

The later book is rusting in my Kindle closet. The chapter numbered two on phenomenology is bogged down with some archane consideration of Edmund Husserl and Maurice Merleau-Ponty.

## Compilation

Strategy is still needed and Scrivener has turned sour as a solution. Give this much more thought in terms of Category and Concept. See SEP to study these topics with hope to find inspiration and a flashing idea. SEE above heading **Concepts**.

## **Linguistics**

John McWhorter, PhD, Columbia University has spoken out on the matter of racism and responsibility for its context in American life.

In a 2001 article, McWhorter's discourse was that the attitudes and general **behavior of black people**, rather than white racism, were what held African Americans back in the United States. According to McWhorter, "**victimology, separatism, and anti-intellectualism** underlie the general **black community's response to all race-related issues**", and "it's time for well-intentioned whites to stop pardoning as 'understandable' the worst of human nature whenever black people exhibit it"

SOURCE: Wikipedia

## **The Book**

No new developments ...

## **Questions, Quotes & Notes**

### **Questioning**

Everything is open to question ... especially the dogma of the supernatural. WTF?

Education's Ecology: If not you, who? If not now, when?

### **Quoting**

*There are no strangers here; Only friends you haven't yet met.*

William Butler Yeats

### **Noted**

### **20230722 IC**

- 1.) a meritocracy governs, judges acts as a gatekeeper for a group of close knit individuals who share common interests or sociality and advancement. Competence by contrast is a measure or demonstration of what an individual is actually able to do. Just because you can find the operating room and talk with surgeons and nurses, doesn't make you a surgeon. It probably means you are a buffoon.
- 2.) Joh McWhorter *The Story Of Human Language*. Is Free to Amazon customers also available

at HCLC at St. Anthony Library as a DVD. I wonder if it may be available for streaming on Amazon Prime. May be worth checking this out.

- 3.) Senior Health Care. Asking questions, getting reliable answers based on supplemental or advantage insurance for medicare as well as supplying patient ID and the Medican ID number. What is the correct name and any slang terms for the medical procedure ID number used by physicians and clinics for charges and by insurance companies for payment. What is a reasonable expectation or time frame for explanation for charges when disinformation and a date for a clinic appointment has been supplied to either the clinic or insurance company. What are the most effective and least effective to use when requesting timely and correct information about charges and payments?
- 4.) Distinuis ch natural heredity from social inheritance. Social inheritance can entail admission to certain elite colleges, clubs including country clubes, and positions of hierarchy in corporations, foundation, and religious organizations.
- 1.) The amazing potential of Minneapolis church bells with Dvorak's final movement were lost is some confusion in Peavy Plaza last night. Disappointing but the whole concert was actually quite magnificent.
- 2.) The conductor of the Orchestra was \_\_\_\_\_.
- 3.) What is John McWorter's universwity affiliation? Columbia University, NYC, NY.
- 4.)

## Meeting Erika

It has been over six months since I have had a face-to-face metting with Erika. There is much to talk about but and hour or so won't be anywhere enough after I learn what is happening with Kiera (travel, UMD), Wyatt, Pat (DNR, retirement), Gretchen, and Wilderness Inquiry. That is to say “holy shit”, we really need more frequent contact. However, given her responsibilities and jamb packed schedule, travel and family obligations, the prospects are not very good.

I wish I could blame myself but alas, my schedule is generally uncomplicated and free of rigid obligations. In fact, about the only time that is at all sacred for me is morning writing and getting my bowl stabilized for the day.

I will be delivering the book *In Wildness is Preservation of the Earth*, by Eliot Porter. Exploring wildness will I hope, be of interest to Kiera and Erika. The photography Porter did with a Leica and early use of Kodachrome film is amazing and has for me represented the eye of the naturalist and artist in an exemplary fashion. His inspiration for the work and title of the book was Henry David Thoreau.

## Miscellaneous topics:

Writing? Future travels? Cabin development? Legislative dependence? Board relationships? Appalachian wilderness area? Shit-can of Swedish trip. Mike & Suzy,

McWhorter, Russian language, Lake Baikal, Great Owl of Eastern Russia,

## Chalberg

Hinting and teasing about historical connection to American “declining” without either clarity or at least a call for solution or a proposed solution is not a responsible way to use a privileged access to the editorial opinion page of the STRIB. This piece is noteworthy but only for piling on of useless but dangerous diatribes from the mid to extreme right wing. Vague innuendo doesn’t cut mustard of responsible scholarship. One has to question why credentials and affiliation is omitted. The poorly veiled reference to the historical significance to Nixon is of very questionable value. I wasted a nice favor from Jack Sattel when requesting he forward this useless screed to me. The confusion of Whittier Chambers legacy in American history is little short of appalling. So now is the question: what responsibility do we have? Likely none because this is outside of our friendly collegiality over coffee. Responsibility belongs to or should be owned by credentialed historians. But they and we should declare concerns for the state of historic interpretation and how it is being foisted off on a naive and unaware public by shit like this.

Bruce Lindgren  
-- [www.brucelindgren.com](http://www.brucelindgren.com)  
From my iPhone

Center for American Progress. Founder John Podesta.

American Enterprise Institute

AEI scholars are committed to making the intellectual, moral, and practical case for expanding freedom, increasing individual opportunity, and strengthening the free enterprise system in America and around the world. Our work explores ideas that further these goals, and AEI scholars take part in this pursuit with academic freedom. AEI operates independently of any political party and has no institutional positions. Our scholars’ conclusions are fueled by rigorous, data-driven research and broad-ranging evidence. SOURCE: Website.

Beth Akers, PhD, Columbia in economics. Formerly at Brookings Institute .

Nat Malkus, PhD, University of Maryland, College Park, Educational Policy ... BA Historical Studies, Covenant College (Presbyterian reformed ... ) .

## The BLOG

[Publish](#)

Nothing published this week, although an essay is essentially ready to go, and should have been published on Friday.

## LONet

Contacting relatives has not bee easy or productive for you and other participants. WTF?

## Roots & Shoots

- 1.) making breakfast
- 2.) Jim's book ... get Dave to write a review.



- 3.) Steve on Covenant history in Sweden.
- 4.) Swedish Trip ... departure dates, itinerary.
- 5.) Jon Noordeloos & Eleanor Rusch ... ?
- 6.) Heidi Heitkamp and the book *The Overlooked Americans* ...
- 7.) Opioid problem in America ... West VA counties 12 of 28

## TEAMS

### ***Parking Lot***

- 1.) SEP: Phenomenology
- 2.) notify Zoom of cancellation ...
- 3.) Test Microsoft TEAMS ... again and sign up for a license prior to August 1<sup>st</sup>
- 4.) **Reva** from Saturday evening ...
- 5.)

### ***Bibliography***

Thompson, Evan. 2010. *Mind and Life* ...

Elizabeth Currid-Halkett. 2023. *The Overlooked Americans: The Resilience of Our Rural Towns and What it Means for Our Country*. ... CSPAN2 Book TV After Words. 23 June 2023.

Interviewed by Sen. Heidi Heitkamp, (Heitkamp is grad of Lewis and Clark Law in Portland OR. And has formed an organization **One Country Project**. Currid-Halkett is a professor of sociology at University of Southern California. She interviewed rural Americans ... Ability to do what? Opioid addiction in W. VA because of the top 28 most addicted counties in the US, 12 are in W. VA. Cause of much of this addiction is injury in the coal industry. Prescriptions in rural America tend to be much more liberal on the part of physicians. She cited *Demon Copperhead* by Barbara Kingsolver. Hope is addictive ... Pill Mills ... Social Media and Mass Media are the two most cited reasons for the problems of America. Distorted views of other's opinions ... alteration of judgement standards. Really good media is not available in rural America. We need to assure that the best media is available in Rural America; this would include *reports* from the Cato Institute and the Heritage Foundation. Attaining positions of power is a recursive process; eg. Harvard Graduates. Families of elite college graduates are already wealthy and powerful ... Chapter on Meritocracy because rural american are not ampted up for success, aspirations are totally different vibe. Rural folks don't need to worry because life conditions are different in rural America ... Parents *were* less stressed. Need to see

humanity in each American ... Most people don't come from a place of hate ... try to really listen ... admit lack of understanding ... In North Dakota, we know our neighbors ... that should become true in ALL of America. Book is an important step to unification of America.

Wallach, Philip. 2023. *Why Congress*.

How can Congress enable the survival of America and ameliorate the vast gulf between the right and left. James Madison arguments are much more profound than they are given credit for. Practicalities need attention ... factional chaos ... bank dominance ... if there is no control there will be predation by the powerful ... Woodrow Wilson as a doctoral student at Johns Hopkins U wrote about special interest predatory actions there were no open committee hearing in Wilson's day. Joseph Gurney Cannon was Speaker in Wilson's day.

McWhorter, John. 2004. *The Story of Human Language*. Audible book ... available at HCLS as DVD ... presentation of a course McWhorter presented in ½ hour segments. About 15 hours total. Well presented.

## Music

Copland. *Danzon Cubano*. Antal Dorati, Conductor. Minneapolis Symphony Orchestra.

**23 July 2023**

## Personal Mastery ...

**File System**—The Stack Compilations for 2023 Q2 and the missing compilation from 2021 Q2. Files from Q3 2022 are mixed with files from Q2 2022.

**Scrivener**—review book progress and attend to Chapter 3—Reread and revise as best you are able. Find a way to get this goddamn book into publication ASAP. It is now abundantly clear that the term “ecosystem” is finding its way into all sorts of articles on education. I suspect that an ERIC search will turn up a large number of articles that reference ecosystem, ecology, etc.

**OpenShot**—EDL export and how key frames may be integrated or incorporated. Is it possible to scroll through a clip and insert key frames as a way of creating a functional EDL? How is this done with Adobe Premier Pro? My trial yesterday (Friday) revealed that OpenShot yields an empty file with using the EDL export feature, but that using the EDL feature of the Apple editing software (\_\_\_\_) an extremely robust EDL is generated as an XML file. It is not at all apparent how this file is likely to be useful. I also added very useful markers to the timing of the raw recording (20220105). these markers could potentially facilitate the creation of segments that could carry a label for future editing and even creation of a coherent video clip on one or another relevant topic that has been discussed by the BDS group. My hope remains that an EDL file may yield a useful index of the recordings we have archived.

**UMN Libraries**—Better use of UMN Libraries likely means it may be well to contemplate a weekly trip to a UMN library to retrieve useful literature for Education Ecology and other research ... SEE the

entry below on “Researcher” and **NJEM** ... this could apply to other systematically collected references and citations ... On a weekly how much could be realistically used and/or tolerated?

## Education's Ecology

### Researcher

**NEJM** (29 July 2023) articles of potential interest: 1.) AI and Medical Education; a 21<sup>st</sup> Century Pandora's Box; 2.) The Freedom Cure—Structural Intervention as Medicine. [ ... one has to wonder how much of this may apply to the craceral conditions imposed by mandatory school attendance. ]

### Stress

It may be well to ask how psychological stress may involve a reciprocal condition related to stressors at the cellular level. It seem unlikely that these are unconnected processes particularly in the sense elaborated by Evan Thompson in his book *Life In Mind* ... where he draws heavily on the writing of Maurice Merleau-Ponty to link mind, life (organism) and matter in the context of autopoiesis. It is, it turns out, a significant link between the self-sustaining conditions of the cell and cellular organization, metabolism and self-perpetuating activities including but not limited to cellular automata, cell division and programmed cell death or apoptosis. Triggers depend upon protein integrity and evolution has equipped cells with myriad devices to maintain a functional array of the cell's proteins. Stressors on cells lead to cascading issues of cellular communication and regulation. Dys-regulation may quickly lead to programming of cell death. Regulatory mechanisms are expressed and processed at multiple levels of organization across life, the most commonly notable of which is in the multicellular organism.

When normal physiology goes haywire, it may be necessary to trace the problem to the cellular level. Accordingly linking the molecular and metabolic alterations to manifestations at the organismic behavioral level. Behavior has been characterized as morphodynamic by Merleau-Ponty, Varela and Thompson. (SEE Varela, Thompson and Rosch. )

Cellular Stress has been recognized as a factor contributing to cancer metastasis. Specifically a recent study (citation needed) has shown that the cellular protein *chaperone*, normally associated with the endoplasmic reticulum can,, under stressful conditions, of cellular stress, make its way to the nucleus ... with “behavior” altering results.

*Chaperones are a functionally related group of proteins assisting protein folding in the cell under physiological and stress conditions. They share the ability to recognize and bind nonnative proteins thus preventing unspecific aggregation.* SOURCE: NIH

It may be well to look more closely into what is known about chaperone proteins in cellular physiology. What are the known species of chaperone protein? GRP78 was recently mentioned in GEN weekly summary. Is this one of several chaperone proteins?

Chaperones provide *quality control* for cellular proteins ...

**Heat Shock Proteins**—The common functions of sHsps are chaperone activity, thermotolerance, inhibition of apoptosis, regulation of cell development, and cell differentiation. They also take part in signal transduction.

## Conservatism

The clash between liberal and conservative views has a huge impact on education and is a preminent component of Education's Ecology in America. In my own small part of the world, my ideas across a decade or more have been most influenced by progressive proponents for education. However, I try not to stray too far from how education in a democracy can not only inform but guide critical thinking about how education reaches across (or fails to reach across) generations. That there are serious problems that are far beyond national borders, is obvious enough to anyone who takes time to look and think. Yet our fixation on political ideology seems to get in the way of both observation and critical thinking at anything resembling a global scale. I tend to believe that there is plenty of blame to be shared between conservative and liberal views. That we can't seem to promote and actuate this sharing is leaving society in a quagmire with constantly and massively nascent or emergent chaos.

I have little doubt that the need for attention in marketing is a rampant and debilitating fixture within our society. This fixture is riveted in place by the commercial imperatives of print, broadcast and digital media. We have seemingly lost our gatekeepers and have yet to find an acceptable and utilitarian alternative to serve our democracy. One result is an increasing sentiment that violence can be acceptable. Yet violence and democracy are so counter to democratic principles of respect for the worth and dignity of individuals that democracy itself is threatened and seems hopelessly headed for the trash heap of history. “Oh we tried that and it didn't work.” We were in fact never really doing the experiment because evidence was ignored in favor of ideology.

Is education to blame? By my reckoning, **Damn Right!** John Dewey left us with public schools and a role for schools in democracy. Unfortunately schools just became a trash heap for whatever society decided to throw in there rather than create the experiments to find solutions to social problems and challenges. It is in this sense that democracy failed in its own ideology of independence and freedom set forth in 1776. The Constitution that followed was a wonderful but imperfect document that with the Declaration has become its own ideology firmly braced to preclude inevitable change across time. Today we lack both the will and the power to see our world unimpeded by ideologies that serve too many vested interests, most of which are egregiously commercial. Those that are not commercial fall into religion. Freedom has lost its liberal roots and new forms of an *ancien regime* are making headway across America.

**Chuck Chalberg**—build an effort to understand, not only Chuck but also the PoV of other moderate conservatives including but not limited to brother, Steve. It seems to me that the value of history hangs in the balance. Rejection of history makes little or no sense even as the twists and turns of study and writing (lecturing) in either short forms (essays, arguments, articles) or long forms (monographs, books) carries some intent to persuade or sell (market) an idea or ideology about or with historical content. Who is to guide further advancements? Is any intervention at all appropriate? My fear is that if there is no intervention, the polemics of conservative thought will continue to derail the values of democracy, dialogue, open conversation and civility in the United States. A spool of thoughts may consider what is meant by *derailing*? Consider <https://en.wikipedia.org/wiki/Portal:Conservatism> [Guardian Article on Violence](#). Progressives (Democrats?) also support violence to restore abortion rights and to get Congress to “do the right thing,” whatever that may mean ...

Katherine Kersten & Center for American Experiment .... Minnesota conservative think tank located in Minnetonka, MN.

[MN Post Interview with Katherine Kersten by Michael Bonafeld](#). First of two parts ... 2009.

## Trump

What is wrong with the American body politic?

The willingness of voters to accept his assessment of the 2020 election and their willingness to accept a premise that violence is a suitable and acceptable solution and response in a DEMOCRACY. Where was the message about the meaning of democracy missed by so many millions of people. We can't blame Putin. And I don't think the media is at all wholly responsible although media has been compliant in assisting such broad public stupidity.

While our public schools have been distracted by the politics of a phony sense of needed accountability by two administrations, these schools are messed up in too many ways to count and their neglect of civics education is just barely noticed among a long list of shortcomings.

I don't believe in joint guilt but Trump's continued popularity among Republican voters and party officials has to be pretty strong counter evidence to the contrary. Mea culpa.

When should history be recognized for at least tentative contributions to truth and deeper understanding? When should we give a rip and castigate those who abuse historical facts?

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## Mass Guilt

I am, and have been for 60 years, rather severely conflicted over the concept or notion of mass guilt. The imposition of mass guilt was first noticed by me in late 1963 following the assassination of John F. Kennedy. The mass media was looking for a scapegoat to explain how America's could tolerate while not condoning the killing of a president. A few present in Dallas expressed delight in the death. Conspiracy theories were rife and not unbelievable. The Warren Commission, appointed by President Lyndon Johnson, was not above suspicion that they were covering up some truth or another about the loss of a popular president who was clearly the darling of the press. Opinion columnists floated the notion that everyone was guilty of the killing through toleration of the flawed thought processes of one man, Lee Harvey Oswald, and a coterie of like minded people.

Journalists with a selective focus on the writing of a few sociologists and philosophers today, continue to simplify complex social processes as a condition that is sewn into the fabric of groups of people. Racism is a good example. It is impossible to justify the assertion that all white people are racist, even while it is impossible to find even one who is a black swan to overturn the generalization. That is largely because proving someone (myself always included) is not a racist is proving a negative, which is a logical impossibility. After all, the next person asked may well make the point—everyone it seems is racist. Thorough and thoughtful writing can't make up the gap. So, therefore, are we guilty as charged? Seems to be so.

And, if you really believe you are not a racist, then what are you doing to combat racism that is manifest all around you. When was the last time you reached out to befriend a non-white person? So ... what do we really mean by “reaching out?” You and I are damned if we do and damned if we don't. Who we must ask, benefits from the state of affairs fostered by mass guilt?

Confirming the concept of mass guilt on any cohort of humans is daunting. When an illness, disease or other malady is identified though whatever acceptable rationality or generalization is handy, it is nearly impossible to refute with any logic based on empirical evidence. Once again, proving a negative is not possible. Arguments to the contrary are almost certain to fall on someone's non-hearing ears and mind.

The complexity of any mass concept is intimidating. Where do you begin and where do you end? The trouble is that you must begin with humanity and end with humanity. The ontology of humanity is what is daunting. An escape from our tribal roots may not be possible because our minds are wired to detect patterns of similarity and difference. Categorization is never ending. Lumping and splitting may be as old as anything in shaping our cognition, which may not be totally distinguishable from cognition in a paramecium, an amoeba, E. coli or a macrophage in your gut. Signaling what is OK and what is not OK is essential for survival meaning water, food, shelter and safety. Stray too far from the center of your habitat and you die—you just can't eke out a living.

Generalizations from the mass media, including mass guilt, may be met with skepticism or accepted without further question. That is easy but likely too easy. The position of journalists is too often taken because they feel an urge or mandate to fill in the Why and How, beyond Who, What, Where and When. Facts get wedded to opinion even when an opinion is immature or unnecessary. History is not just collected facts but also interpretation of facts. The first draft of history should take great care to set forth the facts. Segregating opinion to an opinion page in a newspaper or magazine is helpful but not so easy to accommodate with either broadcast or digital media. Talking heads and writers for Twitter (now X—with shades of the Artist formerly known as Prince) and so forth need to hold their heads high and say “In my humble opinion ... .”

XXX

/wc=699

## ***Group Dynamics***

What are the attributes and characteristics of: Psychodrama, T-Group, sensitivity training, an encounter group, a struggle session or group therapy?

A T-group or training group is a form of group training where participants learn about themselves through their interaction with each other. They use feedback, problem solving, and role play to gain insights into themselves, others, and groups.

A T-group meeting does not have an explicit agenda, structure, or expressed goal. Under the guidance of a facilitator, the participants are encouraged to share emotional reactions (for example, anger, fear, warmth, or envy) that arise in response to their fellow participants' actions and statements.

SOURCE: Wikipedia

The T (training) -group is a training device. In this group **10-20 people meet with no agenda to explore what happens naturally in a group and how the group tries to solve the problems that evolve.** The group usually meets for two-three weeks for several times a day.

SOURCE: JAMA Psychiatry ...

### Characteristics of an Effective Group

- The goals of the group are clearly understood.
- People in the group work well together.
- There is a feeling of “belonging” to the group.
- There is a shared sense of responsibility for making the group work.
- Members of the group are able to communicate openly.
- People in the group are willing to listen to and respect other points of view.
- The introduction of new ideas helps maintain interest and motivation.
- Roles and responsibilities within the group are shared and interdependent.
- Conflicts and differences are confronted and resolved.

SOURCE: [Sheridan Library](#) ...

**And now, to the big: So What?** It should perhaps go forward without further consideration to move from a topic of Group Dynamics to the conditions that pertain to classrooms, which we should recognize have their own unique and important ecology or constitute a distinct system—ecosystem—within education's larger (and smaller) ecosystems.

## Classroom Ecology

Historian Steven Mintz, UT-Austin, writes at some length for [Inside Higher Education](#), about the challenges of classroom teaching in contemporary society. He maintains that the situation had changed dramatically from the 1960s, when student professor relationships were much less complicated. He does little to explain the reasons for change, although some consideration to parenting style is raised.

*Understanding the Psychodynamics of the College Classroom: Understanding the relational and emotional aspects of teaching.* Mintz cites transference and anti-transference as the psychological factors operating at often high levels between professors and their students. One paragraph in particular stood out and seemed to demand a full quotation:

The classroom ought not to be confused with a T-Group, sensitivity training, an encounter group, a struggle session or group therapy. Psychodrama, the acting out of conflict and traumatic experiences, is best left to practicing psychologists in a professional setting. And yet, instructors have something to learn from those groups, with their emphasis on personal growth, self-expression and the value of openness and honesty.

He concludes the Blog with: “... we need to reaffirm [the classroom's] value and recognize that true learning is a shared, interactive process where ideas are tested, questioned and contested.”

It would be interesting to engage Mintz in a discussion about the modern hybrid classrooms at UNLV and elsewhere, that enable fluid student choices about attending and participating in what the instructor spews forth. My intuitive guess is that what remains is the preeminence of small classroom's where instructors can be comfortable leading the developmental trajectories of students.

And, I must add, there is a huge difference between a small class of 12-15 students and a lecture-discussion format in which 120 students are subdivided into “small” groups of 20 for an instructor-led discussion. First of all, 20 is not “small” and the whole notion of discussion clearly needs refinement as to its meaning.

## ***Human Biology***

I must say that I am frequently plagued by leaving Normandale before an opportunity unfolded to participate in the Human Biology course alongside my colleague and friend Wayne Becker. I should have seen a rich opportunity to build into and onto this course, new methods of teaching and student engagement that could well have evolved into a wonderful experience to carry me through a more robust and worthwhile retirement. That I did not recognize the opportunity is unfortunate to say the least.

My current vision is for Human Biology to evolve into a full two-year experience for students, particularly at the Community College level. A cluster of four courses could serve to build many bridges across an interdisciplinary landscape.

Our courses *Heredity Evolution and Society* and *Environmental Biology* could have evolved into Human Biology courses. What would have been logically added would have been Human Neuroscience. Human Anatomy and Physiology would have remained a foundation for the following sequence of three courses; Human Biology II, Human Biology III and Human Biology IV. What should follow is a collection of potential syllabi for each of these four courses. The first course may be titled:

## **Four Courses**

**Human Biology I; The Foundations.** Human Anatomy and Human Physiology would build on initial introduction of cells, molecules and levels of organization presented across two to three weeks. This could include elucidation of prokaryotic and eukaryotic cells and their functionality in multicellular organisms. The immune system and its role in distinguishing self from non-self would engender discussion and dialogue regarding infectious diseases, cancer and autoimmunity. Human Developmental Biology—Reproduction and Embryology.

**Human Biology II; Neuroscience & Evolution.** Neurons & Cells, Cellular communication and the synapse. The Beautiful Brain—Anatomy & Physiology. Cognition and Enactive Self. Affect ... Addictions & Executive Functioning ... Sources and Utility of Human Spirituality ... Ongoing Research ... Epistemology.

**Human Biology III; The Genome & Identity.** Social Stakeholders, The Gene. Transcription & Translation. The Enzymes. Bio-Ethics. Somatic and Germline Therapy. Organ Transplantation.

**Human Biology IV; Sustainability & Diversity.** The Anthropocene. Soil, Air & Water pollution and toxicity, A Planetary Imperative. UN SDGs and The Natural Step. Thermodynamics and inescapable Physical Realities. Science and Public Policies. Conservation Biology. Biodiversity. Restoration of Ecosystems.



## Categories & Concepts

Returning to these topics will be productive ... SEP consultation should be mandatory for both Category and Concept.

### Autopoiesis

Autopoiesis refers to an autonomous process for a dynamic system where the system makes the parts of which it is composed receiving energy and materials from its environment and discharging excess materials back to the environment. In this sense, Life is autopoietic. The process for conversion of materials is called metabolism and the system is self-sustaining and self-perpetuating through a constantly changing system in which parts and whole are fully integrated, interdependent and interconnected (linked). Disintegration is initiated when parts are or become disconnected or operate independently from the whole.

The concept of autopoiesis is most apparent and operational at the level of the cell and the large molecular entities (protein, nucleic acid, polysaccharide, lipid) are synthesized and digested. Digestion is a process of disintegration of large molecules into their component parts (amino acids, nucleotides, monosaccharides and fatty acids). Each part is either internally manufactured or must be obtained intact from the environment. Each component is manufactured to synthesized through a metabolic pathway sustained by enzymes, proteins that regulate and coordinate rates of synthesis and digestion to match the internal balance essential to sustain autopoiesis.

Accordingly it is recognized that autopoiesis is a self-regulating system dependent upon its environment for energy and materials. The energy is principally sunlight, although other energy sources may be derived from chemical reactions. Materials include principally carbon, hydrogen, oxygen, nitrogen, phosphorus and sulfur, although other entities may be needed in small quantities but all of these elements are ultimately derived or obtained from the environment. Accordingly the environment itself, whether micro or macro, is also an autopoietic system. At a global scale, this autopoiesis is called Gaia or gaia. (Capitalization is at least as optional as is capitalization of god or God.)

XXX

/wc=287

### Communications

All of autopoiesis is (elementary or foundational) communications—initially at the molecular level through feedback and feed-forward protocols that continue to exist in all organisms. The formation of language and music (which came first?) emerged in human experience and evolved across multiple generations. Its success was a function of utility. Accordingly it had economic value. Those values involved making choices about the efficacy of sounds within adapted schemata of communication that were and are constantly modified to fit immediate needs.

Accordingly, communication builds on an essential element for life; that is coordination, cooperation and competition. Signaling is survival—not as may be tempted and almost intuitive to say *essential for survival*. Without signaling there is no internal or self regulation—autopoiesis, which inherently requires constant feedback and feed-forward communication. This is a requirement woven into the very

warp and weft of life itself.

## Language

Language development and a likely need to return to Steven Pinker's early book. Purchase in Audible format should not be ruled out. In fact this may be a good time to combine reading and listening as well as note making (v. taking). Of course, finish McWhorter. Consider once again contacting Amy Sheldon.

How may or might early childhood trauma interfere with language development. Institute for Child Development at UMN should be revisited sometime this summer.

## Music

The role music in language and communication is a mystery. Folk music in particular carries a relationship with language but clearly much more and seem to be particularly related to the evocation of emotion or affect. Folk music frequently carries with it a message or messages that have significance for the expectations of a larger social group. Family and neighbors are foundational.

Swedish folk music and poetry are known to be linked. It is likely that this is replicated globally. Accordingly study of how language and music are integrated through poetic expression, ethics and folk-level or folk-like communications is to be highly valued. For this reason there seems to be an imperative for 1.) continued passing of folk-traditions across generations, and 2.) continued creation of folk communications. This later involves "making" of cultural artifacts in all of their myriad forms.

## The Book

No progress and not much thought this past week. However, see above note under Personal Mastery ... which may signal or indicate that the book is not or may not be a dead end project.

## Consultation

Potential consultation and facilitation may be worth pursuit either through B. Lindgren CONSULTING or the IDEA Consortium. To some extent it may be possible to parlay the construction of the Human Biology sequence (see above) into a dialogic process for reimagining community college biology education. Fundamental to this would be advancement of the concepts around dialogue both as a socialization and as a professional development principle. Building a consultancy around dialogue would entail both greatly expanding knowledge and personal mastery through reading and practicing. This may also require a personality transplant and infusion of a whole lot of energy, which I don't anymore seem to possess. Which is to say: Shit!

What has been published that may suggest new avenues for advancing this notional idea into some worthwhile cash for better living than I have now? The VoTech functions of 2-year colleges could be a path in. regardless of vocation, biology is an inevitable component and foundation for all of psychology, sociology and particularly communication through speaking and writing. The administrative benefit would be to build the whole around parts and micro-credentialing ... integrated laboratory could also ease the burdens of scheduling. Hybrid considerations could include weekly

lectures, intensives, weekend options, etc.

How tough would it be to market and sell the package? ... getting current faculty buy-in and ownership of the courses would be critically important.

What is the status of **Moodle** as an acceptable LMS? Where is it already embedded and integrated with institutional IT Systems. Why was it abandoned at UMN?

## Questions, Quotes & Notes

*The optimist thinks this is the best of all possible worlds. The pessimist fears it is true.* J. Robert Oppenheimer

### Questioning

How is it possible to continue ignoring the anthropocene?

How are physical and psychological addiction(s) similar and different? Is, for example, sex a physical or a psychological addiction? How is the sex-drive embodied and enacted?

When you step on a sharp object when barefooted, why do you “feel” the event throughout your entire body and even to the tingling of your scalp? What are the sensorimotor manifestations that involve the entire body?

How valid are the concepts of transference and anti-transference in psychology and psychotherapy?

### Quoting

*Access to the Vedas is the greatest privilege this century may claim over all previous centuries.*

J. Robert Oppenheimer.

### Noted

## 20230729 IC

- 1.) autopoiesis distinguishes the definition of a computational system v. a dynamical system. Computational system calculates various stages, while a dynamical system recognizes the flow phases through time. It is in this sense that education must be thought of as a dynamical system in that development is a continual process and hence, a self-organizing, dynamical system.

- 2.) Moving from three part division humanities, natural sciences, social science to a four part structure unification, access, utopia and conceptualization, are suggested in the Inside Higher Ed article, which states *our goal was not to represent knowledge as it currently is but to offer one model for scaling up an account of its ends.*
- 3.) The authors Seth Moody and Rachael Scarbourrough King are editors of the Ends of Knowledge: Outcomes and Endpoints across the Arts and Sciences. June 2003.
- 4.) to what extent are scholars advancing knowledge rather than spinning their heels?

WINE: *Pacific Rim Sweet Riesling*; <https://www.haskells.com/pacific-rim-sweet-riesling/>

## Sue Rolle

We mourn the passing of our beloved wife and mother, Susan Evans Rolle, age 80, on July 10, 2023 in Palm Coast, FL.

She is survived by her husband Robert Rolle; daughters and sons-in-law Jennifer (Hugh) Harriss, Shannon (Ian) Dittbrenner, and Mary Elliott Rolle; grandchildren Kylie Rolle; Simon, Katherine, and Sophie Harriss; Benjamin and Niall Dittbrenner; and great grandchildren Kobi Zeogar and Matilda Harriss.

Susan attended Trinity College, Washington D.C. and graduated from Normandale Community College and Macalester College with degrees in biology. She worked as an otolaryngology medical researcher and an electron microscopist at the University of Minnesota.

She will be remembered for her strong, independent and creative spirit. She was a cherished friend to all who knew her well.

Susan's hobbies were numerous. She was a published author and poet and an award winning quilter. She also was an excellent color pencilist. Her greatest avocation was as a photographer, capturing nature and wildlife scenes for over 60 years.

Her love of wildlife and the protection of the environment, and the humane treatment of animals was reflected in her strong financial and personal support to these causes.

Recommended memorials: Nature Conservancy, Doctors Without Borders, Mercy Ships, or World Wildlife Fund.

A celebration of Susan's life will be held in Minnesota later in 2023.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## Mind and Life

Book notes and bibliographic information:

### Mind in Life

The central idea of the embodied approach is that cognition is the exercise of skillful know-how in situated and embodied action (Varela, Thompson, and Rosch 1991). Cognitive structures and processes emerge from recurrent sensorimotor patterns that govern perception and action in autonomous and situated agents. Cognition as skillful know-how is not reducible to prespecified problem solving, because the cognitive system both poses the problems and specifies what actions need to be taken for their solution. Loc312.

See Dreyfus and Dreyfus (1986); Johnson (1987); Lakoff (1987); Varela, Thompson, and Rosch (1991); and Winograd and Flores (1986). Dreyfus (1972) was a pioneering antecedent for much of this work. Note 7 loc 332.

Lakoff, G. (2008). *Women, fire, and dangerous things: What categories reveal about the mind*. University of Chicago press.

Johnson, M. (2013). *The body in the mind: The bodily basis of meaning, imagination, and reason*. University of Chicago press.

This paragraph and the next three are indebted to Zahavi (2003a, 2003c). (2003a). Husserl's Phenomenology. Stanford, CA: Stanford University Press. (2003c). Intentionality and phenomenality: a phenomenological take on the hard problem. In E. Thompson (ed.), *The Problem of Consciousness: New Essays in Phenomenological Philosophy of Mind*. Canadian Journal of Philosophy, supplementary vol. 29, pp. 63–92. Calgary: University of Alberta Press.

Pattee, H. H. (1977). Dynamic and linguistic modes of complex systems. *International Journal of General Systems Theory* 3: 259–266.

Pert, C. B., Ruff, M. R., Weber, R. J., and Herkenham, M. (1985). Neuropeptides and their receptors: a psychosomatic network. *Journal of Immunology* 135: 820s–826s.

Haken, H., Kelso, J. A. S., and Bunz, H. (1985). A theoretical model of phase transitions in human hand movements. *Biological Cybernetics* 51: 347–356.

Gallagher, S., and Varela, F. J. (2003). Redrawing the map and resetting the time: phenomenology and the cognitive sciences. In E. Thompson, ed., *The Problem of Consciousness: New Essays in Phenomenological Philosophy of Mind*. Canadian Journal of Philosophy, supplementary vol. 29, pp. 93–132. Calgary: University of Alberta Press.

Freeman, W. J. (1995). *Societies of Brains: A Study in the Neuroscience of Love and Hate*. Mahwah, NJ: Lawrence Erlbaum.

———. (1999a). *How Brains Make Up Their Minds*. London: Weidenfeld and Nicolson.

———. (1999b). Consciousness, intentionality, and causality. *Journal of Consciousness Studies* 6: 143–172.

———. (2000). Emotion is essential to all intentional behaviors. In M. D. Lewis and I. Granic, eds., *Emotion, Development, and Self-Organization: Dynamic Systems Approaches to Emotional Development*, pp. 209–235. Cambridge: Cambridge University Press.

- . (2003). The wave packet: an action potential for the 21st century. *Journal of Integrative Neuroscience* 2: 3–30.
- van Gelder, T. (1998). The dynamical hypothesis in cognitive science. *Behavioral and Brain Sciences* 21: 615–665.
- . (1999a). Dynamic approaches to cognition. In R. Wilson and F. Keil, eds., *The MIT Encyclopedia of Cognitive Sciences*, pp. 244–246. Cambridge, MA: MIT Press.
- . (1999b). Wooden iron: Husserlian phenomenology meets cognitive science. In J. Petitot, F. J. Varela, B. Pachoud, and J.-M. Roy, eds., *Naturalizing Phenomenology: Issues in Contemporary Phenomenology and Cognitive Science*, pp. 245–265. Stanford, CA: Stanford University Press.
- Varela, F. J. (1979). *Principles of Biological Autonomy*. New York: Elsevier North Holland.
- . (1984). Living ways of sense-making: a middle path for neuroscience. In P. Livingston, ed., *Disorder and Order: Proceedings of the Stanford International Symposium*, pp. 208–224. Stanford Literature Series, vol. 1, Anma Libri.
- . (1987). Laying down a path in walking. In W. I. Thompson, ed., *Gaia: A Way of Knowing. Political Implications of the New Biology*, pp. 48–64. Hudson, NY: Lindisfarne Press.
- . (1989). Reflections on the circulation of concepts between a biology of cognition and systemic family therapy. *Family Process* 28: 15–24.
- . (1991). Organism: a meshwork of selfless selves. In A. Tauber, ed., *Organism and the Origin of Self*, pp. 79–107. Dordrecht: Kluwer Academic Publishers.
- . (1995). Resonant cell assemblies: a new approach to cognitive functions and neuronal synchrony. *Biological Research* 28: 81–95.
- . (1996). Neurophenomenology: a methodological remedy for the hard problem. *Journal of Consciousness Studies* 3: 330–350.
- . (1997a). Patterns of life: intertwining identity and cognition. *Brain and Cognition* 34: 72–87. ———. (1997b). The naturalization of phenomenology as the transcendence of nature: searching for generative mutual constraints. *Alter* 5: 355–381.
- . (1999). The specious present: a neurophenomenology of time consciousness. In J. Petitot, F. J. Varela, B. Pachoud, and J.-M. Roy, eds., *Naturalizing Phenomenology: Issues in Contemporary Phenomenology and Cognitive Science*, pp. 266–314. Stanford, CA: Stanford University Press.
- . (2000a). *El fenómeno de la vida*. Santiago, Chile: Dolmen Essayo.
- . (2000b). Pour une phénoménologie de la shunyata I. In N. Depraz and J.-F. Marquet, eds., *La gnose: une question philosophique*. Paris: Editions du Cerf. Varela, F. J., and Bourguine, P., eds. (1991). *Toward a Practice of Autonomous Systems. Proceedings of the First European Conference on Artificial Life*. Cambridge, MA: MIT Press.
- Varela, F. J., and Cohen, A. (1989). Le corps evocateur: une relecture de l'immunité. *Nouvelle Revue de Psychanalyse* 40: 193–213.
- Varela, F. J., and Coutinho, A. (1991). Second generation immune networks. *Immunology Today* 12: 159–166.

- Varela, F. J., and Depraz, N. (2003). Imagining: embodiment, phenomenology, and transformation. In B. A. Wallace, ed., *Buddhism and Science: Breaking New Ground*, pp. 195–232. New York: Columbia University Press.
- . (2005). At the source of time: valence and the constitutional dynamics of affect. In G. Colombetti and E. Thompson, eds., *Emotion Experience*, pp. 64–81. Thorverton, UK: Imprint Academic, 2005. Also published as a special issue of *Journal of Consciousness Studies* 12: 64–81.
- Varela, F. J., and Goguen, J. (1978). The arithmetic of closure. In R. Trappl, ed., *Progress in Cybernetics and Systems Research*, vol. 3, pp. 48–63. New York: Wiley Hemisphere.
- Varela, F. J., Lachaux, J.-P., Rodriguez, E., and Martinerie, J. (2001). The brainweb: phase synchronization and large-scale integration. *Nature Reviews Neuroscience* 2: 229–239.
- Varela, F. J., Maturana, H. R., and Uribe, R. (1974). Autopoiesis: the organization of living systems, its characterization and a model. *Biosystems* 5: 187–196.
- Varela, F. J., and Shear, J. (1999a). First-person accounts: why, what, and how. In F. J. Varela and J. Shear, eds., *The View from Within: First-Person Approaches to the Study of Consciousness*, pp. 1–14. Thorverton, UK: Imprint Academic.
- , eds. (1999b). *The View from Within: First-Person Approaches to the Study of Consciousness*. Thorverton, UK: Imprint Academic.
- Varela, F. J., and Thompson, E. (2003). Neural synchrony and the unity of mind: a neurophenomenological perspective. In A. Cleeremans, ed., *The Unity of Consciousness: Binding, Integration and Dissociation*, pp. 266–287. New York: Oxford University Press.
- Varela, F. J., Thompson, E., and Rosch, E. (1991). *The Embodied Mind: Cognitive Science and Human Experience*. Cambridge, MA: MIT Press.

**Eschatology** and the study of end-times in biblical scholarship.

## FUS

Is it passion that is missing from FUS music on Sunday mornings? My hunch is that the music director simply lacks time and resources to do any training of the choir members during rehearsal. More than a few choir members may be intimidated by criticism and would leave a choir that is already dealing with a very small membership. Mike Vasich is music director and a jazz pianist and teacher as well as director of St. Paul Jazz Ensemble groups. Media Coordinator Jacob Mullis is also a trained musician.

Rev. Kelli Clement ... assistant pastor for the FUS Congregation. David Buckley is a ministerial intern at FUS.

Return to god tschuba ... matter is not solid ... infinite and unknowable ... life consists at the core of relationships and change. We are not solid but made of constant motion electrical charges ... I or you was created by thousands of years of life feeling resonance and magnetic life molecules are shared and carries memories of life's relationships. Coming home to

ourselves when we reach out for tschuba ...

;Rev. Laura Thompson ... Minister at MN Valley UU Fellowship ....

how do we remember the relationships through spirituality. Definition of spirituality .. UMN is a broad concept with room for many perspectives and search for meaning and life touches us all ... sacred or transcendent .... nature of value of relationship for everything beyond self. Connections or not relationships still exist. Interdependent web of the universe. ... stardust .... all that is was or will be = relationship. Experience and curiosity, sorrow and grief within and beyond us. All humans are spiritual beings because they are aware as of outside of themselves CHARDIN spiritual being having human experience ... we are all spiritual beings cannot be removed from being ... an emotionally expressive being may or may not show emotions ... full spectrum of what it is to be human ... intellectual physical emotional being ... spiritual practice intention of nurturing spiritual being ... necessary component of spiritual practice. Unintentional experiences may be spiritual non intentional. Intention is critical practice of being aware ... side effect of engagement are great! Reduce stress, improve memory, reduce blood pressure ... experience of self and other ... communal experiences global scale engagement moderate war depression etc. training at an early age may be necessary because???? planet will be fine we work to save ourselves ... acknowledge reality through ecology. Schools??? spiritual practice is known to be good for us. Practice is practice; no goals or aspiration ... letting go of perfectionism .... seems awkward ... wouldn't be what you thought it would be; no box to check that you are done ... exercise is ongoing as will all exercises; PRACTICE don't worry about awkwardness .... honoring your own worth ... meditation and prayer ... paying attention to what is going on right now ... name feelings about what is happening ... what or who are you praying to... I don't know ... and it doesn't matter .... all spiritual practice is personal ... rambling and awkwardness is OK. Seeking connections ... PRAYER can be personal or communal ... you may be invited into a prayer situation and that can be accepted. MEDITATION truly a thoughtless act ... setting thoughts aside silence, changing, mindfulness ... experience the moment .... senses ... relax close eyes ... deep breathing, focus on smell, [what if smell is gone?] TAKE A BREAK! Whew!

## 20230723 IC

- 1.) two names to pursue in the literature include van Gelder, Tim and approximate dates 1995-2005 and Kelso roughly similar dates.
- 2.) Consider a sequence of four courses in human biology the first of which would be human biology I an overview. Human Biology II Neuroscience. Human Biology III our social heritage or genetics. Human Biology IV Environmental Dynamics ... Much more detail needed (Sylklabi?) and what remains to be covered. Is this the Education Ecology Book?
- 3.) Ruiz-Mirazo & Moreno, 2004. SEE also the Notes for the Thompson Book—*Mind and Life* ...
- 4.) Varela's image, our organism is a meshwork of "selfless selves," and we are and live this meshwork." the Quotation from Varela 1991 and Varela & Cohen, 1989. so the last part and we are and live in this meshwork can also be said as *we also live and exist in this meshwork*.
- 5.) It is critically important to cut through the ideological dogmas that influenced the formation of



our Declaration and Constitution and for this time and place come to some consensus about how we will collectively move forward. I say that because I don't see a way for parts of our whole as a nation to move forward along constantly separated paths.

- 6.) There is a way forward, a path, that must be constructed with all of the elements that are and are present in this forest that we know as democracy. But all of us together collectively are both artifacts and opportunities that must be considered in building this path forward. Some of the artifacts are large and seemingly immovable while others may seem small and easily moveable. Yet when these artifacts are human beings the path must accept and adopt or adapt itself to the ideal that everyone deserves respect for their worth and dignity.
- 7.) Saying I don't care is immoral.
- 8.) The distinction between autonomy and heteronomy is critically important to understanding autopoiesis and the (complete, comprehensive) development attributes of an organism.
- 9.) (The name) Freeman and the years 1995-2005 are linked to Varela.
- 10.) Check the references to Pattee—Howard Pattee. SEE note in iPad ...
- 11.) regulation is a dynamic system such as the cell or and a democracy is a requirement and cannot be barrier. The requirement for regulation creates a sustainable smooth and enduring functional system, whereas the absence of regulation constitutes anarchy in a system that leads to chaos confusion and disfunction. The challenge for democracy is to enable the formation of regulations within a system that respects the worth and dignity of every inputting agent.
- 12.) Heuristic is something that has discovery or learning value. This raises a question about how discovery and learning or development are or may be related. Is it not the case that the earliest childhood development is a powerful time of discovery about the world into which s/he has been born—parents and zipcode ...

## **The BLOG**

### Publish

Nothing published but The Stack from last week contains two nascent possibilities that need a bit of polishing.

## **LONet**

JJ's contributions need to be uploaded ... both to LONet and to Google Drive ...

Video Conference on Tuesday, July 25. this will be the last using Zoom.

AIML topic ...

Trials of Microsoft TEAMS need to be scheduled ...

Dates for August need to be selected and publicized ... Consider weekend sessions and special topics as well as variables for time.

## ZOOM Chat

19:51:22 From James Carey : If you are planning to travel to Europe in 2024, you may need to apply for a visa depending on which countries you want to visit. Starting in 2024, the European Union will introduce a new travel requirement called the European Travel Information and Authorization System (ETIAS) for tourists from the U.S. and other visa-exempt countries<sup>123</sup>

## Roots & Shoots

See listing from last week in The Stack.

Friday, 28 July 2023

**Correction update:** In a prior version of this newsletter, I incorrectly referred to Ardeth Lindgren's family surname. The correct name is Bradley. I regret this error.

My remarks on climate change were intentional. If anyone was offended, my desire is that reactive thoughts to *any* stance on our global climate will be continuously examined in light of any and all facts. This Post has been published on the LONet website and comments are welcome there. However, I will not take personal *ad hominem* attacks lightly.

**Readers are reminded that *unsubscribe* is an option that can be exercised using the link at the bottom of the newsletter.**

## Greetings

**Global Warming** is here! When the month of June was declared to hold the highest temperatures ever recorded across each the past five years it is, I will say without apology, that doubt about global warming is now without merit and I don't mind hearing denial labeled as *ssstupid*. That is defining stupid as making an assertion that simply defies any nuance for facts. To state that global warming is *not* happening ... well perhaps enough said.

Climate changes and global warming burdens fall unevenly on impoverished individuals, families and communities. My sense is that news media could do much more to convey the economic benefits of investments to prevent and mitigate the impacts of climate change. A recent story using white paint to reflect heat from sidewalks, parking lots and outdoor basketball courts is too superficial to satisfy my sense of media responsibility for public understanding of the serious science that has been warning of warming for decades. Media hype the high temperature with use of the so-called *heat index*, which is a calculation based on the combination of actual temperatures and humidity. The idea is that with high humidity individuals will *suffer* more from the heat. Unfortunately the meteorologists attached to both local and national new outlets don't always make clear that temperatures cited are heat index or actual temperatures. Fortunately the difference is mostly small and the high numbers are still a useful warning to those most vulnerable to high temperatures. As we age, the ravages of heat are more oppressive.

Here in Minnesota we are normally blessed with wonderful air moving South from Canada. However the drought up North has fueled massive forest fires in our neighboring north and all of the soot laden

air is now drifting South. Air quality warnings are common.

## Jottings

- ✓ We will all be wishing the **Anne and Jim Blitch** family from Atlanta well as they travel to Sweden in August. Their itinerary includes a visit to the birthplace, Hamneda in Smoland, of **John, Frank, Selma and Jenny**—all *kids* back in the late 1800s—then all would become **Lindgrens** on arrival in Iowa. We'll also be looking forward to seeing pictures and hearing stories about the trip from Anne.
- ✓ **Laura Gardner** and her father **Dick Lindgren** traveled to Michigan to visit **Eric and Dora Lindgren** as well as meeting members of Ardeth's family—the Bailleys.
- ✓ **Jon and Elane Lindgren** are dealing with tractor (and other artifacts) sales from her uncle's estate in a Mt Pleasant, IA farm equipment auction. Her uncle had been retired from farming for many years when he passed away recently at age 98.
- ✓ Former Fargo ND Mayor Jon Lindgren, aka **Fargo Jon**, when asked how well he knew former US Senator **Heidi Heitkamp**, said “I knew her well,” and commented that he remembered fondly an event in which **Garrison Keillor** was in Fargo with Minnesota Senator **Amy Klobuchar** to raise funds for Senator Heitkamp. Jon said he had a chance to meet them all.
- ✓ **Jim Carey** spent three months in South Africa earlier this year. We're still looking forward to hearing more about the Carey's trip. Jim commented about his pending publication of a second scholarly paper with **Brinsley Eriksen** (granddaughter of Ted Lindgren) on political demographics. I have a PDF preprint of the paper I'll be happy to send to anyone interested in reading it.
- ✓ Antiques Roadshow (PBSS) recently included showing a very expensive painting from the Alaskan experience in the 1940s. It left me wondering if **Emory and Ruthie Lindgren** may have encountered the artist while they served their early missionary years in Unalakleet AK, also in the 1940s.
- ✓ Jake Magnuson (a pseudonym) reflects on Alaskan experience in his book ***Part-time Preacher's Kid***—available on Amazon and a good read. I'm hoping one of my brothers may write and share a short review of the book. And, of course, I will welcome other reviews or commentary on the book.
- ✓ **Erika Lindgren Rivers** will be spending time in upstate NY to study potential venture travel on behalf of her organization *Wilderness Inquiry*. WI supports travel ventures into wilderness areas globally. Headquartered in Minneapolis, adventure trips to the Minnesota Boundary Waters and the nearby Apostle Islands in Lake Superior off the north coast of Bayfield County in Wisconsin, have been a major share of the WI efforts across many years. The inclusion of people with disabilities, a mission of WI, to help them experience the out-of-doors is mission central. So a big part of Erika's scouting trip to New York's Appalachian wilderness will be to assure planned trips will accommodate individuals with disabilities.

## Video Conferencing

In a trial of Microsoft TEAMS last Tuesday following our last Zoom call, we encountered a glitch or two. Dave Lindgren and Jon Lindgren both found being fully admitted was unexpectedly clumsy. Steve Lindgren said that his screen went completely crazy. Crazy or Clumsy, this is not acceptable so we have some troubleshooting to do to iron out wrinkles for the future of our video meetings. In order

to wring out the problems and find acceptable solutions I have scheduled or will schedule more trial sessions and send out notices as needed.

I was enthusiastic about using TEAMS to replace ZOOM until I encountered a serious glitch, which did not allow me to seamlessly sign-in. After a few days without correction of the problem by Microsoft (and/or me), I resolved the issue by purchasing a license. ***So; Goodbye Video Conferences? NO!*** Future video will be more spontaneous and on-demand as capacity with technologies mature. I will work with anyone using either platform (or another) to organize and produce sessions in which 1.) a family member wants to communicate anything that is family-relevant, 2.) pre-organized or prepared for transmittal via PPT, etc., 3.) will be ready at a time-certain (day, date, time).

MS TEAMS has been licensed but I have found that MS takes liberty with my computer and has stipulated use of MS Office rather than Open Office to access files on my hard drive. I hope to correct for this irritation, but if it is not correctable, I will have to entertain alternatives for our family video conferencing needs. *Google Meets* may be considered for future video conferencing if we find anything more about MS TEAMS that is unsatisfactory.

Our huge library of video recordings is safely stored ... I intend to try using an open source video editing program to generate a Edit Decision Listing function to better organize and index our nearly 300 hours of past video conferencing recordings.

All the best,

Bruce

Sent 11:02 am 28 July 2023 ....

## ***Parking Lot***

- 1.) Mathematical Biology and Dynamic Systems Thinking from the book by von Bertalanffy.  
Where does this stand in both the fields of Mathematics and Computational Biology?
- 2.) Re-wilding ... estate in the UK, national parks including the one in the southern African country of Mozambique.
- 3.) Alaska and Point Barrow ... artist who did paintings to publicize the Alaskan airlines serving remote enclaves ...
- 4.) Neocolonialism ... what is it exactly? It is NOT pluralistic ... based on global common good, quality of respect, epistemic diversity. SEE article in University World News:  
<https://nl.universityworldnews.com/blendy/l/zitXrd6uMtr5d6DjoinQ5g/z62tA8et6Fle8Al3mkALXA/7t9uKau6r7IfLT6FoPDtCQ>
- 5.) Microcredentials in Ireland ...  
<https://nl.universityworldnews.com/blendy/l/zitXrd6uMtr5d6DjoinQ5g/fEZ2ZTO0jTmZ9M763k892heZ8A/7t9uKau6r7IfLT6FoPDtCQ>
- 6.) **SoundBright**—peddling German hearing assistance device with price ranges from \$1,000 to 2,500. [www.hear.com](http://www.hear.com) 786-207-1452, [service@hear.com](mailto:service@hear.com)
- 7.)

## Bibliography

Evan Thompson. 2020. —*Mind and Life* ...

## Music

Tchaikovsky, *Oprichnik*. Evgeni Svetlanov. The State Symphony Orchestra.

30 July 2023

## Personal Mastery ...

**Philosophy**—existentialism and phenomenology ... How are these philosophical stances represented in eastern religions including Taoism, Hinduism and Buddhism?

**Multimedia**—*OpenShot* video editing and XML for creation of EDL ... Use of KeyFrames with OpenShot ... how is a key frame different or the same as a “marker” inserted in a timeline? Who are expert users of OpenShot in the TC area?

**Writing**—return to Scrivener to review Chapter 3 and get on with completion of another draft. Use the draft to test the feasibility of preparing publication with Amazon Kindle format. *It may well be that you need to work harder and smarter in order to get the book completed.* My daily writing tasks should include a segment of writing that at least attempts to make sense of something for someone else. My preferred format is the short essay, which is what I pursued for many years with TGIF, and now the Blog—**TGIF Any Day**.

What are the characteristics of a good (quality) essay? SEE Entry under The BLOG, below.

**Inkscape & GIMP**—Use these graphic tools, along perhaps with **Blender**, to develop a visual for presentation of **autopoiesis**. Ideally accessible using your iPhone and iPad. Upload to your YouTube channel.

## Education's Ecology

My commitment to education firmly includes consideration for what has been lost by our failure to embrace spirituality as a permanent and legitimate consideration. Public schools have approached this from a limited or limiting secular perspective, while parochial schools have approached this spirituality from a too narrow dogmatic point-of-view, in effect turning schooling into a method for indoctrination into a belief system that is no longer honored or supported by the enlightenment and its outcome, which is science. Of course, we still tend to believe much more than we can justify through empirical evidence, or accommodate needed patience with both known and unknown unknowns (aka ignorance).

In this sense we are not only impatient but stupid—opening the mouth before engaging the brain.

There is, I now believe, a near mandatory place for study of world religions and belief systems as a part of universal education. This means that Buddhism, Hinduism and Taoism as well as the Abrahamic (monotheistic) religions should be studied for sources of wisdom in existential living in a world in which humanity is now facing an existential crisis in the form of global warming and the massive pollution of our planet by overpopulation and unbridled technology in pursuit of a idol worship of free markets and capitalism. The egregious result is the anthropocene and a planetary imperative for humanity *writ large*.

It is a defensible stance to recognize world religions in the destruction of our earth's systems needed to support life—most particularly *human life*, because many other life-forms will do just fine if human life becomes extinct. Life systems are amazingly resilient. What we don't know is how and whether this includes human life.

Education's Ecology has much to say about our human existence on planet earth. But we are embarking on a venture into new territory. This means that the venture must be one of discovery rather than continuing application of knowledge that may be charitably said to be incomplete. The less charitable construction of that knowledge criticizes much more than completes. It may well be that there are fundamentals that are still missing or that have been overlooked.

If Mind and Life are linked through autopoiesis and cognition (Thompson, 2010), then it seems also imperative that as a matter of an embodied mind (psychology) or an enactive body (physiology), education must follow a much more natural path for human development. That is to say the goal or purpose of education is never merely qualification, socialization and subjectification (Biesta) but acquiring skills, knowledge and attitudes for adapting to conditions as they emerge and form an individual's reality across a lifetime.

The above leads me back to pursuit of spirituality as a crucial element for education of individuals throughout a lifetime. Unfortunately our paradigm for spirituality education is a one and done approach that begins and typically ends before age 15-20. This education is fostered by family and religious organizations with some hope or expectation that what develops in a short window of life will last a lifetime. This may be particularly true for the three main Abrahamic religions; Judaism, Islam and Christianity. And it may be partially a driver of focus on economic matters—making choices that are essentially material and commercial to satisfy some superficial life needs. 0

XXX

.wc=537

**AI-ML-LLM**

OpenAT pw = [M6K.xXt+tn@wmEP](#)

Troy Peterson suggested:

Brian Roemmele / Jordan Peterson -

Short AI Summary: <https://www.youtube.com/watch?v=V-ljRNDT6fE>

Full Interview: [https://youtu.be/S\\_E4t7tWHUY](https://youtu.be/S_E4t7tWHUY)

## Artificial Intelligence—Machine Learning—Large Language Models ... ChatGPT ...

### People

- |                 |                  |                |
|-----------------|------------------|----------------|
| ✓ John O'Brien  | ✓ Steve Welvang  | ✓ Curt Johnson |
| ✓ Jay Lindgren  | ✓ Tina Stavredes | ✓ Ted Kolderie |
| ✓ Jim Carey     | ✓ Mary Jacobson  | ✓ Mike Miller  |
| ✓ Troy Peterson | ✓ Chris LaForge  |                |
| ✓ Val Lockhart  | ✓ Mitch Albers   |                |

### Technology

- |              |               |               |
|--------------|---------------|---------------|
| ✓ Python     | ✓ CSS         | ✓ Open Access |
| ✓ Javascript | ✓ Wikimedia   |               |
| ✓ HTML       | ✓ Open Source |               |

### Concepts

- |                |             |               |
|----------------|-------------|---------------|
| ✓ Systems      | ✓ Patterns  | ✓ Knowledge   |
| ✓ Autopoiesis  | ✓ Community | ✓ Development |
| ✓ Metabolism   | ✓ Attitude  |               |
| ✓ Organization | ✓ Skill     |               |

### ChatGPT

#### Shared Links

<https://chat.openai.com/share/1447aab7-96a3-41d9-a9f3-e748009316e0> — RNA Seq ...

#### Recent Questions:

A contention to be tested is that these questions will generate approximately similar responses when used a few days later.

what are examples of how XML is used?

XML (Extensible Markup Language) is a versatile markup language that is used to structure and store data in a human-readable and machine-readable format. It is widely used in various applications and industries for data representation, exchange, and storage. Here are some examples of how XML is used: n=9 examples ...

## Questions to ask

- ✓ How does learning relate to knowledge?
- ✓

## Planetary Imperative

While the anthropocene is global, it remains fundamentally a matter of local actions to solve the most basic problems facing our planet. Climate, biodiversity, water quality, food resources and soil conservation, building and improvement will happen at the local level where people are able and willing to effectuate changes in the way they live. It is in this sense that we must pay attention to human minds and how they may be enticed through personal development to engage with one another in small groups to make a difference. This means local actions that can be evaluated with results shared regionally and globally. If something works or doesn't work, share it. That is science at its best. This form of science does not require glistening expensive equipment, laboratories for highly specialized workers in white coats and holding the PhD. It will require small groups willing to enact ideas for small improvements at a local level by asking: **What skills, knowledge and attitudes can we develop together?** This is **Strategic Doing** and a path to a better future. It will of necessity foster a more open society in the sense of philosopher Karl Popper and financier George Soros. The former is nearly forgotten and the latter has been vilified by the right-wing conservatives who still cling to the shibboleth of free markets and the scare mongering writing of Frederick Hayek.

## Earth

The website [earth.org](http://earth.org) has just come to my attention with an article on the importance of [regeneration of neighborhoods through co-creation](#). Social cohesion is recognized as an important key to rebuilding efforts.

Just because someone is a few years older doesn't mean that you have no obligation to educate them when ideas are (or seem to be) incomplete or in error. Challenge many be uncomfortable or even seem a waste of time, but you owe society a contribution of fostering development of skills, knowledge and attitudes. It is typically will feel safest to undertake small changes by simply asking questions that are sincere attempts to understand the point of view that has fostered incompleteness or erroneous expressions. First ask: What do you mean? Then: How do you know, and What difference will that make? Interestingly the result can be a refreshing development of your own mind.

As it likely turns out, what follows can be co-creative and advance some forms of welfare in an extraordinary way.

## Neighborhood(s)

Schools are places where parents are required by law to send their children from age 5 to 16-18 depending on the state in which parents live. Beyond age 18, now declared adults, the school attendees



are free (an emancipation of sorts) to continue attending a school of higher (post-secondary) education, find suitable employment (a job) or live off the labor of others (spouse, parents or taxpayers). That is to say emancipation is a mixed bag of freedom and obligation. Prior to age 16-18 individuals should have acquired (developed) skills, knowledge and attitudes that suitably enable their practice of freedom.

Practicing freedom is diametrically opposite to oppression. If schooling education prior to age 18 does not entail the practice of freedom (Freire) (which schools typically do not provide in any robust way), the individual is left to find their freedom in other venues and relationships. For some, finding freedom turns out to be not possible. Consequently they seek dependence rather than independence. Dependence is a form of oppression. Some may even say that it is a form of slavery—harsh but not totally off the mark.

Schools, accordingly, must be reexamined. While I don't believe that schools can ever be true places of freedom, they could be improved with a deep revision in both philosophy, and management. Philosophically schools or other paces for education must eschew hierarchy, that is to say dictated policy based on what is believed about what is good for a child who is dependent. So first reform of revision must entail a deep dive into the meaning of “good for the child”. Next consideration must be given to the realities of child development. While there is potential contributions to knowing these realities from science, education is not and never has been a “science” in the sense of verification of belief regarding categories, concepts or facts. Again hierarchy intervenes creating space for dogma. Too often this dogma has been handed down from some very high place such as a metaphysical being and/or a combination of diety with a cadre of human beings who (honestly or dishonestly) believe they are writing and speaking for an ephemeral and hence unknown being of great power and knowledge. It is a justified true belief of some (but not all) humans that omniscience and omnipotence is both possible and actual in a metaphysical (non material) being(s)—a God or gods.

XXX

p3,wc=305

**Critique:** no stated thesis, no examples, paragraph(s) may seem to ramble. No conclusion or concluding paragraph.

## Co-creation

Recent [article in groundworks.org.uk](https://groundworks.org.uk) identifies co-creation as a tool for community and neighborhood development.

An inclusive and socially cohesive neighbourhood is characterised by a strong sense of trust and cooperation among its residents. It fosters positive relationships and interactions, promotes inclusivity, and encourages collective action towards common goals. Making connections and supporting nature on people's doorstep can have numerous benefits, including improved air quality, enhanced well-being, increased biodiversity, and stronger community ties. Green spaces contribute to this by providing opportunities for physical activity, relaxation, socialising and stress reduction.

Co-creation is a collaborative process that ensures inclusive and creative change, with communities as equal partners. It requires ongoing cooperation, and collaboration from residents, stakeholders and local authorities during the design, implementation, and management of spaces, activities and decision-making processes. Groundwork London projects support communities and partners on this journey.

Our [Landscape Architects](#) work closely with our community engagement team, designing in harmony with local

people and the environment.

Sandra Hoisz, Area Programme Manager ... [sandra.hoisz@groundwork.org.uk](mailto:sandra.hoisz@groundwork.org.uk) or 020 7278 1514 ... 12  
Baron Street, London N1 9LL

## ***Existentialism***

**SEE** ChatGPT for folder for search on influential existentialist philosophers ...

Being and Nothingness ... Jean-Paul Sartre ... is a long commentary on ontology that was a result of—or influenced by—the Phenomenology of Husserl, Heidegger, and Merleau-Ponty.

Life is not only or merely autopoietic because it is limited ... death and /or nothingness is a reality of life. Autopoiesis embraces organization and perpetuation. It is homeodynamic (or homeostatic). It exists as a dynamic equilibrium in the sense of Ilya Prigogine, which is to say that there is likely no such entity as an equilibrium.

## ***Phenomenology***

Descriptive accounts of what can be observed serve as a foundation for empiricism in psychology and philosophy as well as a great deal of the natural science and the social sciences. Mind science has merged much of philosophy, psychology and biology through the portal of neuroscience. Yet, lest we allow hubris to dominate our thinking and behavior (speech behavior) let it be said clearly that among these players in our pursuit of understanding of mind, there remains a huge *explanatory gap*. Evan Thompson, writing from the perspectives of philosophy and biology, makes clear or fosters clarity by emphasizing how his affiliation with Francisco Varela in the 1980s and 1990s has facilitated his recognition that the concept of autopoiesis is central to future advancements of Mind and Life conceptually as essential to closing the explanatory gap.

My questions and arguments focus on education. How much more can be done to revise and reform education before this explanatory gap is fully enlightened and closed. It is tempting to address by analogy, a severe sphincter issue. Maybe our conceptual lens is blurred by the phrase “explanatory gap.” But what else could this deficit be called? Enlightenment comes to mind.

This may be a sphincter issue. Clearly the operative sphincters of education are retaining a lot of mental excrement (aka Bull Shit!).

## ***Anxiety***

Anxiety carries a wide range of symptoms including panic attack. It is physiological and not emotional although anxiety and panic may be driven by emotion.

Anxiety is **a feeling of fear, dread, and uneasiness**. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision.

**Symptoms:** SOURCE: Mayo Clinic ...

- Feeling nervous, restless or tense.
- Having a sense of impending danger, panic or doom.
- Having an increased heart rate.
- Breathing rapidly (hyperventilation)
- Sweating.
- Trembling.
- Feeling weak or tired.
- Trouble concentrating or thinking about anything other than the present worry.

Anxiolytics, or anti-anxiety drugs, are **a category of drugs used to prevent anxiety and treat anxiety related to several anxiety disorders**. These drugs tend to work rather quickly and can be habit-forming. Because of this, they're usually only prescribed for short-term use.

## ***Autopoiesis***

What is the role of adaptation in maintaining the self-regulating conditions necessary for auto poiesis

Three Criteria for Autopoiesis. In other words, what is essential for a system to be autopoietic.

- 1.) semi-permeable membrane ... able to selectively pass and excrete certain forms of matter.
- 2.) dynamic complexity ... an array of reactants and catalysts ...metabolism ...
- 3.) integration of 1 & 2 ... such that the system is generated internally using external matter and energy all of the membrane and dynamic complexity.

Micelles, cellular automata, computer programs, etc. do not meet these criteria.

The contention is that a.) postulation of life is not necessary for autopoiesis, and b.) each criterion must be revealed in order. 1 follows and depends on 2 and 2 ... depends on 3.

What about autopoiesis in necessary and sufficient to justify autopoiesis as a central feature of life.

How is autopoiesis a foundation for the mind? It is likely true that all life exhibits both autopoiesis and cognition. That is because for the autopoiesis and metabolic (complex ... ) dependence on the (its) external milieu (environment) for matter and energy for repair and self-peerpetuation of its membrane and the complex internal milieu.

Autopoiesis and Teleology—the purpose of the cell is perpetuation. As part of a body, a cell is adapted through apoptosis (programmed death) to accommodate the circumstance, state or condition stipulated by the milieu in which it has existed. Survival demands discipline as contracted or defined by the environment.

Perhaps it is in this sense (above) that we must ask: What are purposes of schools in society?

## ***Social Contract***

What are the central attributes of Rosseau's description of the Social Contract?

Jean-Jacques Rousseau, b1712, was a Swiss Enlightenment philosopher with some radical ideas. He argued passionately for **democracy, equality, liberty, and supporting the common good by any means necessary**.

Thus, three stages described by Rousseau, are investigated: (a) the state of nature, where man is free and independent, (b) society, in which man is oppressed and dependent on others, and (c) the state under the Social Contract, in which, ironically, man becomes free through obligation; he is only independent through . SOURCE: International Relations PDF (downloaded)

- ✓ solution to save mankind from corruption and degeneration.
- ✓ social contract theorists Hobbes and Locke.
- ✓ Rousseau blames society for having transformed and corrupted man, who was originally innocent and how he thus criticizes the social contract tradition.
- ✓ paradoxical solution to end the corruption of mankind through reeducation and the Social Contract emphasizing liberty through the obligation to follow laws and the general will.
- ✓ three stages described by Rousseau, are investigated: (a) the state of nature, where man is free and independent, (b) society, in which man is oppressed and dependent on others, and (c) the state under the Social Contract, in which, ironically, man becomes free through obligation; he is only independent through dependence on law.

For Rousseau, the only legitimate political authority is the authority consented to by all the people, who have agreed to such government by entering into a **social contract** for the *sake of their mutual preservation*.

SEE ALSO: Immanuel Kant, John Locke, Voltaire, Montesquieu ...

... work focused on the relationship between human society and the individual, and **contributed to the ideas that would lead eventually to the French Revolution**.

Brian Roemmele / Jordan Peterson -

Short AI Summary: <https://www.youtube.com/watch?v=V-ljRNDT6fE>

Full Interview: [https://youtu.be/S\\_E4t7tWHUY](https://youtu.be/S_E4t7tWHUY)

## ***The Book***

Not much worthwhile was accomplished this week.

The book by Evan Thompson holds the key to linking biology and education. The link seems to revolve around autopoiesis. It may be well to re-look at how autopoiesis was treated in the earlier version of the book.

Chapter 3 has been a hang-up for months and it is high time to get past this hurdle. To do this I should look for Rousseau and explanations from other sources regarding explanations and critique of his explication of ***The Social Contract***.

It may well be that you need to work harder and smarter in order to get the book completed. Rachael Maddow just reported that her latest book is now out of her hands into the hands of the publisher. She

emphatically said that writing is the hardest work she has ever done. This comment was also echoed by Curt Johnson regarding his 4<sup>th</sup> book about the need for empowering teachers in the operation of schools.

## Questions, Quotes & Notes

### Questioning

When does free speech cross the line and become irresponsible speech? What level of a lie is irresponsible?

Lying to protect certain assets *may* be *under certain circumstances* be responsible.

Difference between illegal (legal) and irresponsible (responsible).

What could I do to change the trajectory of my book writing?

What are the central attributes of *The Social Contract* as described by Jean-Jacques Rousseau?

### Quoting

***If I were to wish for anything, I should not wish for wealth and power, but for the passionate sense of the potential, for the eye which, ever young and ardent, sees the possible.***

Soren Kierkegaard

**Jean-Jacques Rousseau** ... quotations: My reaction are inset with small font.

**“Man is born free and everywhere he is in chains.”**

Chains are created in schools by curtailing curiosity.

**“Man will never be free until the last king is strangled with the entrails of the last priest.”**

The king is public education and the priest is the teacher.

**“The world of reality has its limits; the world of imagination is boundless.”**

Are schools a limit suppressing imagination.

**“Only passions, great passions can elevate the soul to great things.”**

Passion, Play, are missing in schools, but can be fostered with peers and projects.

**“Patience is bitter, but ... its fruit is sweet.”**

**“From fanaticism to barbarism is only one step.”**

**“Free people, remember this maxim: we may acquire liberty, but it is never recovered once it is lost.”**

**“We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, all that we need when we come to man’s estate, is the *gift of education*.”**

SOURCE: [Famous Rousseau Quotes](#).

## Noted

### Vectorized Database

Or, we could ask: *what is a database vector?* How is a vector concept applied in a database management system (DBS). What SQL is enabled in a query of a vectorized database?

How do vectors have direction and value? How is direction and value applied in data search and data management?

What standing does a SQL have in vectorized database?

### Trump

Dirty, bastard immediately came to mind this morning. Reflection yielded: An illegitimate pretender with no moral scruples or any sense of what is right. Much more than Joseph McCarthy, Trump should be asked, “Do you have no scruples?”

How do Republican voters intend to preserve democracy, let alone expand the experiment, by supporting Trump.

What was there about what Trump did as president that created such a loyal following? Beginning with at the highest levels of sphincter mouth, and down to loyalists like the undemocratic and immoral make-up of a Timothy McVeigh, Trump has built a following that seems not to care a wit about democratic principles or expanding the experiment in democracy. They eschew democracy for what seems to be a strong preference for monarchy or dictatorship.

The perfect path to denigrating our democracy seems to be or have been to attack the validity of our election process.

Democrats should have on this election matter as well as so many other democracy-sustaining matters acted by building authority through the election process for issues by introducing legislation with specific language that can be debated prior to a vote. Debate clarifies positions and provides a path toward potential compromise of language. Where language is not in accord with one or more democratic principles, it is essential for both debate and the free-press<sup>1</sup>

### Thompson

- 1.) Life = autopoiesis and cognition. [autopoiesis includes or = organization and perpetuation.]
- 2.) auto poiesis entails the emergence of bodily self. Your physical autopoietic system by virtue of its operational closure. (autonomy), produces and realizes an individual or self in the form of a living body—an organism.
- 3.) emergence of a self entails emergence of a world. The emergence of a self is also by necessity, the goal emergence of a domain of interactions proffered to that self, and environment or overt.
- 4.) emergence of us, self and world = sense making. The organism's environment is the sense it

---

<sup>1</sup> That is, a press of print, broadcast and Internet to be unshackled by the commercial issues and imperatives that curtail open consideration of relevant issues, questions, points-of-view, existing laws, assumptions and conclusions.

makes of the world. This environment is a place of significance and demons, as a result of the global action of the organism.

- 5.) sense making=enaction. Sencse-making is viable [adaptive?]conduct, such conduct is oriented toward and subject to the environment's significance in villains. Significance and villains do not pre-exist out there, but are enacted, brought forth, and constituted by living things. Living entails sense making=enaction.

loc2821

Bruce Lindgren

-- www.brucelindgren.com

From my iPhone

## 20230726

Knowledge as Justified True Belief.

Verifiable (and ideally falsifiable) evidence for justification of a belief as true. Verification and falsification are diametrically opposed views. Verification can remain ambiguous while false assertions can be proven to be *not* true. Determining the truth of assertions is *sine qua non* of critical thinking.

A political, social, economic or religious belief system that does not demand truthful assertions is fundamentally flawed.

Accordingly any assertions must be flawed and *not* actionable. Nevertheless these assertions are able to evoke positive feelings that may evoke actions even when beliefs have been falsified or are not verifiable.

Bruce Lindgren

-- www.brucelindgren.com

From my iPhone

## 20230730 IC

- 1.) Being ignorant is often a case of being innocent. Stupidity however is a dramatically different aspect from ignorance because stupidity is the willful or reflexive act of ignoring well documented facts and disengaging from people who may be able to provide insight about the quality of certain facts. CONSIDER the potential application of the above for schools, school students and school teachers as well as the administrators of schools and school systems ...
- 2.) revisit the topic of ignorance through 1.) Wikipedia and 2.) Stanford Encyclopedia of Philosophy. it will be interesting to note whether either of these sources cite the taxonomy of ignorance prepared over 20 years ago by the philosopher Ann Kerwin of UTx Medical School.
- 3.) Look Up the topic of Anxiety ...
- 4.) What happens to people who undergo or experience an anxiety? What mechanisms function in anxiolytic drugs? OBTAIN a list of anxiolytic drugs.

## FUS

Kelli Clement preaching ... a theme based on the TV series: *Ted Lasso* ... workplace comedy. Learning

about soccar ... giving his wife space ... cast of characters “football is life” coming out as a gay sports star ... soooo lovely ... gag ....

putting a cap on cynicism building a community... we can be better than we aare ... we can make the world a b etter practice at FUS our enterprise. Not interested in winning ... success is not wins and losses but being the best version of themselves .... what would it mean to live life like ths being the best version of themselves. FUS as a **Beacon of Humanism** ... helping each other to help others ... mental health ... panic attacks ... tragic moments the Yips in sports ... golf , baseball ... gets in the way in their own head .... sports much more than what your body can do .... can't bring to life .... sports, music, ??? bring aa professional to talk through a crisis and ... coach in a different way. Getting through a deeper truth ... honesty of therapy infrequent in popular culture. ... mental and *then* tormentor ... the ***truth will set you free but will first piss you off***. An unknown place is necessary to get to a better place. Dark side of the soul. Crisis. Stories dot start or end in a dark forest, but occur in the middle of the story. Having zero expectation is hard work if control is a goal. Put in the work build the relationships is hard work ... One person cannot have all the answers and teams are essential ... X Teams ....wisdom may not be in the room and looking outside is (may be) enlightening ... goldfish is happiest animal on earth because of 10 second memory. The **BELIEVE** sign on the wall ... merely a kind of happy talk.... disposition to be truthful ... challenge to embrace struggle to endure ... OK to pray but to what god and what language? Not believing in the truth of statements or assertions ... be believe and be love ... faith is in believing in god. **Humanists believe in each other**. We can be better as a congregation because we love each other. Country, civics working together for change. God and Dog being an inversion ... comfort with each other creating a sense of community .... playing games together ... we are—**COVENENTAL** .... having no creed but create community together .... if you want to be in—you belong .... prepare for each other .... building something ... time and treasure ... children as priority .... Our creed is the means love together ... There is way too much junk floating through us and much of it is simply crap ... the **belief that I matter** and all deserve to be loved. Things will be better, believe in one another .... receiving the second chance when it is given ... May It Be So!

Ted Laso episodes are available on Apple TV ....

## ***The BLOG***

### [Publish](#)

Nothing published during the past week. An opinion about climate change / global warming stirred a nasty comment from Amy Gfesser. She thinks I am rude; apparently because I have challenged with some strong language “ssstupid” cherished notions and denial from the conservative rightwingers. Democrats she says shortchange any depth. Well ... touche'

**T.G.I.F. and T.G.I.F. Any Day**—It should now be feasible to retrieve ALL of the past essays and download to my hard drive (SSD) for easier access and potential uses for a book worthy of publication ... SEE note below under LONet.

What are the characteristics of a good (quality) essay?



As a result, such a paper has 5 parts of an essay: **the introduction, writer's arguments, counter arguments, refutation, and conclusion.**

Ideas in the paragraph are made emphatic through (1) position in the paragraph, (2) proportion in discussion, (3) the use of parallel grammatical structures, (4) the repetition of key ideas, and (5) the arrangement of ideas in a climate order. Aug 9, 2019

Skills like **research, planning and outlining, editing, revising, spelling and grammar, and organization** are critical components of the writing process. Sep 13, 2022

SOURCE: [Forage](#)

### **Six top tips for writing a great essay<sup>2</sup>**

SOURCE: [University of Melbourne website](#)

1. Analyse the question.
2. Define your argument.
3. Use evidence, reasoning and scholarship.
4. Organise a coherent essay.
5. Write clearly.
6. Cite sources and evidence.

**Developing Style<sup>3</sup>** Seven separate pages are referenced: Analysing the Task: Direction Words ... Developing clarity and focus in academic writing ... Developing originality ... Connecting ideas in writing ... Four key features of academic style ... Email etiquette ... Reflective writing .

**Editing Resources<sup>4</sup>** Two sections: Editing your writing ... Improving cohesion.

## **LONet**

I have found a good way to make past essays and newsletters available from iContact with a simple request for an archival URL.

## **Parking Lot**

- 1.) iContact essay retrieval. On going but yesterday I didn't save a file before it was crashed by MS Office 36x, Bummer ...
- 2.) Open Source applications for mass mailing ...
- 3.) Contact Wayne about next Sunday ...
- 4.) OBTAIN a list of anxiolytic drugs.
- 5.) Fix this fucking computer and the OO and Windows mess that has been created..
- 6.) use Inkscape & GIMP ... (Blender?) to generate a graphic illustration (animation) of **autopoiesis** that can be displayed easily on you iPhone or iPad ... this graphic must include:

<sup>2</sup> <https://students.unimelb.edu.au/academic-skills/resources/essay-writing/six-top-tips-for-writing-a-great-essay>

<sup>3</sup> <https://students.unimelb.edu.au/academic-skills/resources/developing-an-academic-writing-style>

<sup>4</sup> <https://students.unimelb.edu.au/academic-skills/resources/editing-your-writing>

semipermeable membrane, dynamic complexity, DNA & RNA, energy, milieu and materials,

7.) Macular pucker? OpenAI said to: What is the distinctive histology of a macular pucker?

ChatGPT

A macular pucker, also known as epiretinal membrane or cellophane maculopathy, is a condition characterized by the formation of a thin, transparent layer of scar tissue on the surface of the macula, which is the central part of the retina responsible for detailed vision.

Histologically, a macular pucker is characterized by the following distinctive features:

1. Epiretinal Membrane (ERM): The primary feature of a macular pucker is the presence of an epiretinal membrane, which is a layer of fibrous tissue that forms on the surface of the macula. This membrane can be composed of various cellular elements, including glial cells, fibroblasts, and myofibroblasts.
2. Collagen Formation: The epiretinal membrane is composed of collagen fibers. These fibers create a translucent, cellophane-like appearance, which is why the condition is sometimes referred to as cellophane maculopathy.
3. Cellular and Extracellular Matrix Changes: The formation of the epiretinal membrane involves cellular and extracellular matrix changes in the retinal tissue. These changes can result from various factors, such as age-related changes, retinal injury, inflammation, or previous eye surgeries.
4. Retinal Surface Wrinkles: The presence of the epiretinal membrane on the surface of the macula can cause the underlying retina to wrinkle or contract, leading to distortion of the retinal layers. This can result in visual symptoms such as blurred or distorted vision.

It's important to note that the formation of a macular pucker is a progressive process, and the severity can vary from mild to severe. In some cases, a macular pucker may not cause significant visual symptoms and may not require treatment. However, in more severe cases where vision is significantly affected, surgical intervention may be considered to remove or peel the epiretinal membrane to improve vision.

8.)

9.) Colostomy

10.)

## Bibliography

Thompson, Evan. 2010 *Mind and Life*:

McWhorter. Xxxx. *The Story of Human Language*. Great Courses production in Audible and DVD.

## Music

Reger. *Variations and Fuge on a Theme by Mozart*. Kurt Masur, Conducto. New York Philharmonic Orchestra.

6 August 2023

## Personal Mastery ...

**Data Stack**—with ChatGPS and other refinements of DBMSs it should now be possible to compile all of the past collections of my research and writing into a system of files that can be accessed for writing ... perhaps even for important organizing and enabling the retrieval of relevant literature to document and cite sources of what I have been writing in the Education Ecology book(s).

**Graphics**—OpenShot, Blender, InkScape and GIMP remain a challenge to be developed through practice. A personal PBL approach to self-development of requisite or sufficient mastery of skills should be enabled ... Give yourself assignments ... relate these to the website redevelopment efforts ...

**Writing**—The Notion of concordance development for The Stack documents is or has some potential merit that should not be ignored ... particularly if there is potential for a device like ChatGPT to extract coherent blocks of text for later uses in constructing a coherent book for publication via KINDLE.

**Linux**—Consideration for possible uses on the Dell desktop or the Acer laptop. Further pursuit of database technologies may be facilitated through the use of Linux OS and gaining familiarity with more command line (v WYSIYG) OS interfaces ...

## Education's Ecology

### *Autopoiesis & DST*

The classic text of **developmental systems theory** is

- ✓ Oyama (2000b).
- ✓ See also Griffiths and Gray (1994);
- ✓ Oyama (2000a, 2000c);
- ✓ Oyama, Griffiths, and Gray (2001); and
- ✓ Sterelny and Griffiths (1999, Chapter 5).
- ✓ Griffiths and Froqueth extended w iStotz (2000) explore some of the parallels and mutual support between developmental systems theory and enactive cognitive science. Location before and beyond, around, 3614: with an extensive or extended quote from Oyama 2000a ...

### *Early Years*

My thoughts on teaching biology began in high school. One spring day, sitting while teacher Bob Christensen waxed eloquently on the sea anemone, I had my first thoughts about teaching as a career

choice. Of course there were many intervening career considerations and interests. The first of these was journalism and photography. Engineering rose because of interest in the mechanical matters of my must-have automobile; a 1951 Chevrolet. Several of my friends, particularly in my senior year at Richfield High School were seriously pursuing engineering. In 1957 engineering was the hot career choice because of the newly emerging space-race between the US and USSR. President Eisenhower was urging Congress to appropriate money for science education, which in turn fostered a strong economic boom.

My senior year in high school was interrupted by a nasty head-on accident while driving my Chevy. My date and I on a Saturday night in October, were severely injured with broken bones and, in my case, with life-threatening internal bleeding. A surgeon, Dr Carter Wycoff Howell, removed my bleeding spleen and stabilized broken bones. Several surgeries and three weeks later I was able to return home for convalescence that lasted around three months. Meanwhile I studied at home, which taught me some study skills that I had been able to ignore or side-step, but without much grading success. Paying attention in class was fraught and taking tests was rarely successful. That very much unlike my friends who generally paid attention and did well on exams. We all worked with part-time jobs and spent money on having fun with dates, waterskiing, snow skiing and occasional mischief.

On leaving the hospital, and returning to school, I embarked on a life altering study for a required senior term paper. The topic choice was open and I pursued the then new medical frontier of open heart surgery then under prominent development at the University of Minnesota hospitals. My hospital experience and contact with a cousin, Dick Lindgren, who had earned an MD, as well as frequent visits with Dr. Howell, led me to think about Pre-Med and a possible medical career. I wrote a term paper that earned the top grade in my senior class to the amazement of both classmates and teachers. My modest successes in chemistry as well as general ignorance and hubris sent me off to Mankato State College in 1958. No one had warned me about my deficiencies with mathematics, and college algebra bit me in the ass. I barely survived the first year at Mankato with a few passing grades. But the academic dean suggested I take a year off. I probably would have done a stint in the armed forces but my injuries prevented an enlistment. So I went off to UMN with my friends who were now sophomores. Our good times continued. I managed to get my academic legs under me and met my future wife.

My earliest experience with education *per se* and teaching included pursuit of a teaching degree at Mankato State College, which was the evolutionary development of the Normal Schools for teacher training in Minnesota. MSC, had by the time of my initial entry in the Fall 1958, grown into a fairly robust and respected 4-year college with a decent offering of liberal arts courses. The division of education for many years graduated large number of elementary and secondary teachers, who filled the growing needs of public education systems. The college had also initiated graduate studies in many liberal art fields including biology and chemistry, which was my primary focus while there.

As part of the teacher certification requirement, I was assigned student teaching duties at Worthington High School (in Worthington MN located in the extreme SW part of the state. My experience there in the spring of 1963 was mixed. I enjoyed interacting with students and my student-teacher advisors/supervisors; James Weber in biology and Don Koenig in chemistry. However, discipline required administrative support which was absent from the high school Principal Sandstrom. Interesting Worthington HS was also home to Worthington Junior College, and there I met an outstanding chemist Warren Eidsness, who would later become a kind of boss at the Science Department Chair at

Normandale State Junior College. Another Worthington teacher who moved to Normandale was Charlie Blackstead, who taught mathematics.

While an undergraduate I had the great benefit of knowing Ray Lemmerman a pioneering biology teacher at Austin MN High School. Ray was among just three Minnesota teachers to adopt the new curriculum stemming from the Biological Sciences Curriculum Study (BSCS) which was a legacy of the response in the US to the Russian launch of Sputnik, the first orbiting spacecraft. The US response to Sputnik was to pour great sums of money into science education. Biology benefitted through the BSCS and, of course, engineering and physics was the great beneficiary.

Ray Lemmerman adopted the blue version of the BSCS curriculum. The Blue Version was one of three versions the others being labeled green and yellow. Blue designated a molecular approach, which followed the revolutionary discoveries regarding genetics, DNA and the famous double helix of Watson-Crick. My frequent contact with Ray began in 1960 when I met his daughter, Gretchen, while she was attending the St. Barnabus Hospital school of nursing in Minneapolis. I was at UMN trying to find a new direction in General College studies because prior experience at Mankato State had not gone well. Gretchen and I dated and by the holidays in December decided we were serious enough to make a trip to Austin to meet her parents. Ray Lemmerman has a huge influence on my decision to return to Mankato and pursue a major in biology and a minor in chemistry. I must say that the intrigue of DNA was pivotal. Mankato provided a wonderful opportunity to work in laboratories and get to know many other students and faculty in both disciplines.

My eventual employment at Normandale State Junior College, was in no small part, the result of both Austin MN and knowing the Lemmerman family. I owe them much for my intellectual growth and development.

## Mankato

In the fall of 1965 my friend from graduate school Wayne Becker and I were just finishing our Masters degrees and just beginning our teaching at Mankato State College (now Minnesota State University). We were assigned to teach Human Anatomy and organize laboratories. One afternoon Wayne and I sat down in the laboratory to wax on with our thoughts on how the laboratory might be constructed, designed with a few unique ideas. The door opened and our mentor Dr. William B McEnery came in with his white coat unbuttoned and asked how we were doing. He sat down with us and listened for a few minutes about ideas we had been tossing around discussing. After a few minutes he said that's enough here is what you are going to do. Week one is general orientation with practice with terms of reference not taking apart the human anatomy manikin and putting it back together. Week two you will have students study and memorize bones of the human skeleton using human bones both articulated and disarticulated. Week three begin dissection of the cat. Now you can take it from there. With a few comments about the Green Bay Packers he got up and left. Wayne and I looked at each other began writing the details of instruction in weeks one through ten. We added key elements including histology, embryology and a week devoted to dissection of sheep brains as well as display of whole and sectioned human brains. Students were kept motivated with weekly quizzes some of which were practicals with the dissected cat and other gross and microscopic structures. We had been maintaining a colony of rats and the colony had overgrown the cage facilities we had available. So we used the excess rats by killing them and providing a freshly killed rat during week one before hands on dissection. Dr. McEnery actually thought that was a good idea and said I am glad you thought of that.

Wayne and I, of course, had other assignment but we participated with McEnergy6 in the human anatomy he handled the lecturese but we did the anatomy labos . Occasionally we pitch hit for McEnergy doing lectures. I was also assigne to laboratorries fo the microbiology course and wayne assigned to human physiology we kept very busy but found mutual support from each other. At the end of that year we received full time instructional appointments in which we received and appreciated the confidence of not only beill McEnery but also the department cchair Dr. LeRoy Zell but also a newly hired microbiologist, Dr. Arnold Lund.

## Normandale

The environment for education at Normandale Community Collge was decidedly mixed with combinations of studens often struggling with basics, faculty expectations about professional aspirations and personal advancements and relationahsip, as well as administrators who were either bludgeoned or bludgeoning actors in an arena they were compensated to manage. Normandale was a physical space and an undifferentiated and little nuanced mission that nevertheless managed to do some worthwhile things for both people and an internal and external community. There were certainly supports available for those who genuinely wanted to grow. Conflicts were few and mostly kept out of view. Any number of faculty had a least one other gig going and professional development was part of the mix they brought to their work and life at the college.

Dr. Ralph Frances was hired at NCC because he had completed two years at NACC a bachelors at Winona State and a PhD at U Oregon and post-docs at Berkeley and UMN. We hired him on the strengths in protein chemistry and particularly the applications of polyacrylaminde gel electrograph (aka PAGE) he then taught contemp0orary biology for onne year and we realized that he was not able to deal effedtively with two year college studens and particularly older studens. In the prior summe4r I had taugh on a fill in basis the course developed by Dr. Ann Heuschele Biology of Weomen. The class sie was small but I remember that three of those studens wanted to take additional courses in biolgy. I recommende they take Contemporary Biology. But half way through the term they came to me and said they didn't like the course content and particularly dislikekd Dr. Raances. To my knowledge none of these student ever pursued any additional courses in biology at Normandale.

XXX

(wc=1700)

## Sufficiency

What is the difference between sufficiency and mastery. Is sufficiency enough? When is sufficiency *not* enough?

It is said that a person is rich when s/he has sufficient money. That means enough money ... which implies some definition of enough. This definition can only be peersonal. Buddhist philosophy/Theology includes a certain freedom from want and by extension, sufficiency.

To be sufficient means that an individual or organism has achieved skill, knowledge or attitudes that are enough to get along and survive in some particular or defined niche, habitat, milieu or environment. That is to say the individual is able to meet basic needs of water, food, shelter, safety and a sense of

belonging or being accepted. Absent any of these basic needs there is likely not sufficiency.

Mastery may imply some excess beyond basic needs. This would apply a materialistic rule. However, what are the foundations for rules related to emotional (affective) or spiritual considerations of sufficiency?

## ***Ignorance***

Education and its ecology is all about ignorance. If we don't have ignorance, we don't need education. If we dwell on the cost of education we will soon realize that our priorities are mislead into a morass of muddy thinking about what we should feel as an obligation to provide education with a focus on youth as though nothing else is important. Doing so we egregiously neglect that education must always begin with adults who are and remain ignorant of human development. We somehow carry forward a mask of our ignorance through imposition of language with the intention of explaining some things about education including the meaning of education itself as well as learning, thinking, schools and so much more that it can barely be listed, and probably cannot be listed competently. That is to say we really don't know enough—we remain ignorant—to even begin to know what we don't know.

I am not willing, quite yet, to concede that we can't know about the vast enterprise of Education's Ecology. Although we human cognitivists find it too frequently facile to give the impression, usually through some invocation of science, that we actually know something or think we know something. There is much that we think we know and this needs to be passed along to someone. That someone has a most easy target in our offspring during their youth. Not, of course, too early since we don't beting with anything socially supported or formal until our offspring reach about age five. Our expectation then is that education should be OK to continue up to and including adults at about age twenty-five. After that hiatus there is a growing expectation that ignorance has been sufficiently ameliorated to permit some sort of freedom in living.

Independence, it seems clear enough, should follow a period of dependence. Accordingly we have built some nasty expectation that turn out to be both portals and pits of oppression.

## ***AI/ML***

Machines in the form of digital computers have grown through human innovations to the point that we can honestly attribute some independence to them and decalre “Well, I'll be damned ... it looks from this output that these machines have learned something” ... which is usually followed by “Holy Shit! Now what should we do?”

## **Machine Learning**

We use “*learning*” in the same phrase or sentence as *machine* without much caution. A bit of introspection on our part will likely reveal that we don't really know what *learning* actually means. Yet we—with all the confidence that goes so comfortably with ignorance—proceed to glibly and frequently use *learning* to say something.

Do machines really learn? Emphatically, with reluctant respect for the Turing Test, I say *Hell No!* We

humans are so damn proud of our discernment and pattern-making that we innocently tell ourselves that a machine is actually learning.

Knowing is a part of what we usually mean by *learning* and with that part there is some utility for the linkage of machine and learning. However, even with learning a machine may be challenged with the matters related to justification and true and belief ... in the phrase *justified true belief* when the phrase is attached and applied to the concept of knowledge.

## LLM

Large Language Models (LLM) are computer simulations of human minds finding patterns and making vast catalogues of relationships—or so it seems. The model is useful because a machine, properly presented with uses of human language can, with mind bending and blazing speed memorize and analyze literally tons of reading material. All that takes is a few terabytes of storage capacity, a good cooling system and a reliable output. Text no longer needs to be printed but can be read aloud and even formed into graphic, animated displays.

## Vector database

Word embeddings for  $n$ -grams in biological sequences (e.g. DNA, RNA, and Proteins) for [bioinformatics](#) applications have been proposed by Asgari and Mofrad.[41] Named bio-vectors (BioVec) to refer to biological sequences in general with protein-vectors (ProtVec) for proteins (amino-acid sequences) and gene-vectors (GeneVec) for gene sequences, this representation can be widely used in applications of deep learning in [proteomics](#) and [genomics](#). The results presented by Asgari and Mofrad[41] suggest that BioVectors can characterize biological sequences in terms of biochemical and biophysical interpretations of the underlying patterns.

A **distributional–relational database**, or **word-vector database**, is a [database management system](#) (DBMS) that uses distributional [word-vector](#) representations to enrich the semantics of [structured data](#).

**DBMS**—[Computer scientists](#) may classify database management systems according to the [database models](#) that they support. [Relational databases](#) became dominant in the 1980s. These model data as [rows](#) and [columns](#) in a series of [tables](#), and the vast majority use [SQL](#) for writing and querying data. In the 2000s, non-relational databases became popular, collectively referred to as [NoSQL](#), because they use different [query languages](#).

**Word-Vector**—In [natural language processing](#) (NLP), a **word embedding** is a representation of a word. The embedding is used in text analysis. Typically, the representation is a [real-valued vector](#) that encodes the meaning of the word in such a way that words that are closer in the vector space are expected to be similar in meaning.

**Structured Data**—Structured data is **data that has a standardized format for efficient access by software and humans alike**. It is typically tabular with rows and columns that clearly define data attributes. Computers can effectively process structured data for insights due to its quantitative nature.

**Query-languages**—is a [computer language](#) used to make queries in [databases](#) and [information systems](#). Example is SQL ...

**Corpora (Text Corpora)**—a defined body of text rule-based or probabilistic machine



learning approaches ...

**XML**—XML databases are mostly used in applications where the data is conveniently viewed as a **collection of documents**, with a structure that can vary from the very flexible to the highly rigid: examples include scientific articles, patents, tax filings, and personnel records.

**CAP Theorem**—Consistency, Availability, Partition Tolerance cannot be obtained simultaneously. In a **Massively Distributed Database** it is not guaranteed that simultaneous access is reliable.

**ACID**—related to data integrity protocols ...

**Classification**—may be based on content, application or technical considerations ...

**Concordance**—an alphabetical list of principle words used in a body of work ... early uses included the Bible, Quoran, Vedas ... works of Shakespeare.

SOURCE: [Wikipedia](#)

**Milvus** is a highly flexible, reliable, and blazing-fast cloud-native, open-source vector database. It powers embedding similarity search and AI applications and strives to make vector databases accessible to every organization. Milvus can store, index, and manage a billion+ embedding vectors generated by deep neural networks and other machine learning (ML) models. This level of scale is vital to handling the volumes of unstructured data generated to help organizations to analyze and act on it to provide better service, reduce fraud, avoid downtime, and make decisions faster. Milvus is a graduated-stage project of the LF AI & Data Foundation.

**Pinecone** is a fully managed vector database that makes it easy to add vector search to production applications. It combines state-of-the-art vector search libraries, advanced features such as filtering, and distributed infrastructure to provide high performance and reliability at any scale. No more hassles of benchmarking and tuning algorithms or building and maintaining infrastructure for vector search.

**Zilliz Cloud** is a cloud-native vector database that stores, indexes, and searches billions of embedding vectors to power enterprise-grade similarity search, recommender systems, anomaly detection, and more. **Zilliz Cloud, built on the popular open-source vector database Milvus**, allows for easy integration with vectorizers from **OpenAI**, **Cohere**, **HuggingFace**, and other popular models. Purpose-built to solve the challenge of managing billions of embeddings, Zilliz Cloud makes it easy to build applications for scale.

## **Nomic**

Nomic is the world's first **information cartography company**. We are a collective of hackers, historians, linguists, librarians, and at least one acrobat. Together we create fine rhizomatic instruments. We don't have enough data from reviews to share who uses this product. Write a review to contribute, or learn more about review

## **Chroma Vector Database Overview**

What is Chroma Vector Database?

the AI-native open-source embedding database

Chroma Vector Database Details

Discussions

Chroma Vector Database Community

## ChatGPT

AIML is now for everyone, anywhere ... that is **IMPACT** ... and it will never, ever go away. It will also inevitably be abused for god only knows what nefarious ends. “god only knows” is a euphemism for No One Knows ...

### **RECENT:**

- ✓ VPS protocol
- ✓ Linux protocol

Consideration for upgrade to Pro at \$20/month ...

Substituting for search function with Google or Bing ... What's better, more convenient or missing?

## ***Teaching for Thinking***

Cognition and Understanding are continuing challenges for humanity. We are not getting it right or anywhere near something usefully in welding together the tentacles of humanity at a global scale.

This could be due to a serious disconnect regarding the uses and abuses of incomplete knowledge about our human condition as biological organisms living on a finite planet with massive and pathological mental models of the infinitude of the universe and the vastness of our ignorance. The human struggle lags far behind our reproductive concepts and capacities.

I been thankin' ... ain't had much fun since I quit drinkin'. ...

## ***Contradictions***

Paulo Freire said; “Education must begin with the solution of the student-teacher contradiction by reconciling the roles of the contradiction so that both are simultaneously teachers and students. There is within this quote a rich source of ontological thought as well as a an historical challenge that should rattle the minds of conservatives who continue to spew forth excrement for education.

I will write about the pathological hierarchy of education and suggest that a solution may lie in our most troubled neighborhoods through economic oppression and a tight-ass approach to involuntary control of means and ends for education.

## ***The Book***

It is apparent that constantly saying “no progress” this week is not doing any service to advancing the

thinking about the subject matter of Education Ecology that is constantly on my mind. Progress is not always in the form of advancing toward publication ... although it is now more and more apparent that is something is not put into a accessible format it may well die with me sometime in the not too distant future ... steps needed to be taken to disseminate the thousands or words and hundreds of pages that have accumulated across the past twenty to thirty years.

One recent thought is to upload all of the Education Ecology content to the Education Ecology website to support external searches such as with AutoAI / Open AI. I now need more than ever to learn how ChatGPT could be used by outsiders with and without my explicit permission in order for outsiders to refashion my ideas into their own considerations for Education's Ecology and the historical legacies of educational practice.

The work of Freire is poorly served by my current state of sequestering my thinking from it one internalized oppression and pedagogy. As long as we understand pedagogy to follow its lexical roots with a near strangle hold and focus on youth as well as the near fatal neglect for infants and adults, we will continue to struggle with our self-imposed quicksand. Fortunately we still have nose, eyes and ears above the murky depths; but don't let that foreshadow the reality of a humanitarian emergency. I don't find myself confident that humanity can raise an arm from the quicksand to grasp a rope that eternity is throwing to pull us out of what will otherwise be a fossilizing fate. Let the La Brea Tar pits symbolize our warning.

## Questions, Quotes & Notes

Strategic Doing and the measurement(s) of accomplishment ... is there a useful distinction between a temporary or short term (intermediate) accomplishment and a permanent accomplishment—if indeed any such accomplishment actually ever exists.

### Questioning

What is Hetmans? See Moniuszko below.

Who are the users of data(bases) at MN State institutions including but not limited to Mankato, Normandale, MCTC and Metro SU? What are they doing and who are the beneficiaries of their accomplishments?

### Quoting

*Education must begin with the solution of the student-teacher contradiction by reconciling the roles of the contradiction so that both are simultaneously teachers and students.*

Paulo Freire

*It is the mark of an educated mind to be able to entertain a thought without accepting it.*

Aristotle

*In the first place God made idiots. That was for practice. Then he made school boards.*

Mmark Twain  
Oscar Wilde  
William Butler Yeats

Education is a wonderful thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.  
Education is not the filling of a a pail, but the lighting of a fire.

## Noted

## Mind in Life II.

Behavior is, as it were, dialogical and expresses meaning-constitution rather than information processing. It follows that behavior does not exist in the nervous system or in the body (1963, p. 161) any more than a conversation exists in the individual speakers (or their brains) or a jazz improvisation exists in the individual instruments or soloists.

Many scientists now believe there are necessary principles of biological self-organization.<sup>3</sup> . . . Note 3. See Jantsch (1980); Kauffman (1993); Kelso (1995); Prigogine and Stengers (1984); and Solé and Goodwin (2000).

Spinoza called this concern *conatus*, the effort and power of life to preserve itself, to stay in existence. “But Spinoza,” Jonas writes, “with the knowledge of his time, did not realize that the *conatus* to persevere in being can only operate as a movement that goes constantly beyond the given state of things” (1968, p. 243). SEE ALSO Jonas, 1966. Jonas, H. (1966). . . . . The Phenomenon of Life: Toward a Philosophical Biology. Chicago: University of Chicago Press. Reprinted by Northwestern University Press, 2000. ———. (1968). Biological foundations of individuality. International Philosophical Quarterly 8: 231–251. ———. (1996). Mortality and Morality: A Search for the Good after Auschwitz. Evanston, IL: Northwestern University Press.

Harold Morowitz writes: “The first biological emergence where there is a hint of mind is in the swimming of motile bacteria uphill in a food gradient and downhill in a gradient of toxic substance. This is not well understood. It requires a cell to sense concentration and to interpret the time derivative as a spatial gradient. From note 13 chapter 6....?”

Any sense in which genes could be said to contain information for the development of the organism could then equally well be applied to other developmental features of the organism.<sup>7</sup> . . . . . Note 7. For recent debate about the notion of information in this context, see Maynard Smith (2000a) and the replies by Godfrey-Smith (2000a); Sarkar (2000); Sterelny (2000); plus Maynard Smith’s rejoinder (2000b).

Developmental Systems Theory . . . . . If genocentrism is homologous to the computationalist view that the mind is a computer in the head, then developmental systems theory is homologous to the enactive view that the mind is embodied in the active organism and embedded in the world.<sup>11</sup> Developmental systems theory defines evolution not as change in gene frequencies but as “change in the distribution and constitution of developmental (organism-environment) systems” (Oyama 2000a, p. 77). The fundamental unit of evolution so conceived is the life cycle: . . . Note 11. The classic text of developmental systems theory is Oyama (2000b). See also Griffiths and Gray (1994); Oyama (2000a, 2000c); Oyama, Griffiths, and Gray (2001); and Sterelny and Griffiths (1999, Chapter 5). Griffiths and Froquoteth extendedwiStotz (2000) explore some of the parallels and mutual support between

developmental systems theory and enactive cognitive science. Location before and beyond, around, 3614: with an extensive or extended quote from Oyama 2000a ...

BRENT. Comment on the Inservice event at LV SD SCHOOL. Get name of presenter and any contact information he may have.

Send Troy Peterson email.

DANIELLE A.? . . . .

Once the distinction between the inherited and the acquired has been eliminated, not only as extremes, but even as a continuum, evolution cannot be said to depend on the distinction” (Oyama 2000b, p. 138; see also Scholz 2002).

Often it is said that whereas biological evolution is neo-Darwinian, cultural evolution is Lamarckian.13.

Given that this dichotomy is baseless, it makes no sense to try to divide the traits of organisms into the separate categories of nature and culture.14.

The theory of autopoiesis is needed to describe the self-producing organization of living things on the basis of which development and evolution proceed, and developmental systems theory is needed to give a nondichotomous account of the structural coupling of organism and environment in ontogeny and phylogeny.15.

THE FOLLOWING NOTES conclude a section in which Thompson has outlined the case for linking autopoiesis and DST ... Developmental systems theory. All before Loc 3509

13. The distinction here is between biological evolution, conceived of as driven by natural selection (with separation of germ line and soma, and one-way “information flow” from DNA to protein) and cultural evolution, conceived of as operating according to the acquisition of traits by learning.

14. This point about the inseparability of nature and culture links developmental systems theory to discussions in the social sciences and humanities, in particular to those cultural theorists who have criticized the “modernist project” of trying to separate culture and nature (see Latour 1993; W. I. Thompson 1987a, 1987b, 1991a, 1991b).

15 Oyama (1999) has expressed dissatisfaction with the “internalist predilection” she discerns in earlier formulations of the autopoietic perspective. The formulations to which she objects, however, have played no role in my presentation of the autopoietic perspective in this book.

SECTION TITLE. Robustness and Flexibility in Developmental Systems

Thus, embryology—which had previously been the “handmaid” to evolution . . . and which Darwin perceived as his major source of evidence—gave way to genetics. (Gilbert, Opitz, and Raff 1996, p. 358).

... led to a “New Synthesis” of developmental and evolutionary biology, known as evo-devo (see Hall and Olson 2003).

EDEC [[ this book is intended to not only shake education, but also to remind those biologists engaged in education that their own conceptual foundations related to science, evolution and development are open to critical examination with questions about how our commitment to educational theory may well

be out of line with a modern or up to date synthesis of everything we thought we could understand about life, living systems, and mind. Particularly, the expressions of our intellect. What we have learned across the past half century, is that we are still “profoundly ignorant“ Cite Lewis Thomas. ]].

This critical reexamination has led to a “New Synthesis” of developmental and evolutionary biology, known as evo-devo (see Hall and Olson 2003). . . . The aim is no less than to explain how developmental processes become modified during evolution and how these modifications produce changes in the morphologies and body plans of animals (Arthur 2002; Coen 1999; Gerhart and Kirschner 1997; Holland 1999; Raff 1996). Loc3619. SEEalso (Gerhart and Kirschner 1997, p. 444).

Note 16. The common terminology of “regulatory genes” “controlling” development is misleading. First, the genes do not control the particular kind of structure that develops: Mouse pax-6 transferred to the fruitfly leads to the development of the fruitfly eye at that site; thus the surrounding cellular context is essential. Second, the genes act not alone but as participants of a network or system (involving transcription factors and other genes); hence regulatory properties can be properly assigned only at the level of the system, not at the level of the individual gene. As Stearns observes: “the concept of ‘regulatory genes’ often comes up in discussions of developmental constraints . . . There is, however, no such thing as a regulatory gene, only regulatory systems with genes embedded in them. Some genes make products that have direct control over the expression of other genes, and some genes make products that have indirect control over the expression of other genes. At times, gene products may be primarily structural in their impact. At other times, the same products may be primarily regulatory in their impact. Since the same gene product can play various The common terminology of “regulatory genes” “controlling” development is misleading. First, the genes do not control the particular kind of structure that develops: Mouse pax-6 transferred to the fruitfly leads to the development of the fruitfly eye at that site; thus the surrounding cellular context is essential. Second, the genes act not alone but as participants of a network or system (involving transcription factors and other genes); hence regulatory properties can be properly assigned only at the level of the system, not at the level of the individual gene. As Stearns observes: “the concept of ‘regulatory genes’ often comes up in discussions of developmental constraints . . . There is, however, no such thing as a regulatory gene, only regulatory systems with genes embedded in them. Some genes make products that have direct control over the expression of other genes, and some genes make products that have indirect control over the expression of other genes. At times, gene products may be primarily structural in their impact. At other times, the same products may be primarily regulatory in their impact. Since the same gene product can play various context-dependent roles, it is a mistake to assign to the genes a property that is properly applied to the different roles their products can play in different contexts . . . The technical distinction between regulatory and structural is worth preserving, so long as one remembers that they refer to context-dependent roles, not to a property of a gene as fixed as its DNA sequence” (Stearns 1986, p. 40).

17 “Selector genes” are genes that specify so-called selector proteins, which are transcription factors that play a crucial role in the formation and patterning of body parts. The term selector gene unfortunately suggests that these genes themselves select a particular outcome, whereas the outcome is rather the result of the network or system consisting of these genes and their transcription factors (as well as other genes and proteins). See the previous note.

. . . . summarize the main point of this section: robust and flexible developmental processes make possible the generation of diversity, and hence the process of evolution as a whole. Loc3741.

This view of evolution, centered on the conservation of adaptation through autopoiesis and structural

coupling with the environment, can be called enactive evolution.<sup>19</sup> Note<sup>19</sup>. In Maturana and Varela (1987) and Varela, Thompson, and Rosch (1991), this view of evolution was called evolution by natural drift. Enactive evolution makes explicit the homology with enactive cognition.

6 point times new roman, arial, and **segoe black**.

9 point times new roman, arial, and **segoe black**.

12 point times new roman, arial, and **segoe black**.

18 point times new roman, arial, and **segoe black**.

22 point times new roman, arial, and **segoe black**.

## 20230808 IC

- 1.) What is name again Jordon Peterson &
- 2.) In the fall of 1965 my friend from graduate school Wayne Becker and I were just finishing our Masters degrees and just beginning our teaching at Mankato State College (now Minnesota State University). We were assigned to teach Human Anatomy and organize laboratories. One afternoon Wayne and I sat down in the laboratory to wax on with our thoughts on how the laboratory might be constructed, designed with a few unique ideas. The door opened and our mentor Dr. William B McEnergy came in with his white coat unbuttoned and asked how we were doing. He sat down with us and listened for a few minutes about ideas we had been tossing around discussing. After a few minutes he said that's enough here is what you are going to do. Week one is general orientation with practice with terms of reference and taking apart the human anatomy manikin and putting it back together. Week two you will have students study and memorize bones of the human skeleton using human bones both articulate and disarticulated. Week three begin dissection of the cat. Now you can take it from there. With a few comments about the Green Bay Packers he got up and left. Wayne and I looked at each other began writing the details of instruction in weeks one through ten. We added key elements including histology, embryology and a week devoted to dissection of sheep brains as well as display of whole and sectioned human brains. Students were kept motivated with weekly quizzes some of which were practicals with the dissected cat and other gross and microscopic structures. We had been maintaining a colony of rats and the colony had overgrown the cage facilities we had available. So we used the excess rats by killing them and providing a freshly killed rat during week one before hands on dissection. Dr. McEnergy actually thought that was a good idea and said I am glad you thought of that. Wayne and I, of course, had other assignments but we participated with McEnergy in the human anatomy he handled the lectures but we did the anatomy labs. Occasionally we pitch in for McEnergy doing lectures. I was also assigned to laboratories for the microbiology course and Wayne assigned to human physiology we kept very busy but found mutual support from each other. At the end of that year we received full time instructional appointments in which we received and appreciated the

confidence of not only beill McEnery but also the department cchair Dr. LeRoy Zell but also a newly hired microbiologist, Dr. Arnold Lund.

- 3.) During those years at Mankato I was encouraged to pursue a PhD. Dr. Roger Combs had recently completed his graduate studies at Cornell University and strongly recommended that I apply there to work with Dr. Wimsatt, I believe William Wimsatt, who was at that time studying the reproductive endocrinology and physiology of bats. When I discussed this with my new wife Gretchen she preferred that I stay inn the Midwest but did no completely reject Cornell. But for reasons that I no longer remember I did not follow through with contacting Dr. Wimsatt. Instead I explored grad school potential in the Midwest, but family obligation dictated that I get a suitable paying position to support our new family and expected child. The position at Normandale then MN ST JR College, opened and I was hired to start teaching anatomy, physiology and microbiology for students in a new dental hygiene program. I started that position in the fall of 1969, which was the second year of operation of that new 2-year college.
- 4.) Make a note to look up details of p450. My recolllectionh is that it was discovered as a detoxifying enzyme in the liver.
- 5.) Dr. Ralph Frances was hired at NCC because he had completed two years at NACC a bachelors at Winona State and a PhD at U Oregon and post-docs at Berkeley and UMN. We hired him on the strengths in protein chemistry and particularly the applications of polyacrylamide gel electrograph (aka PAGE) he then taught contemp0orary biology for onne year and we realized that he was not able to deal effedtively with two year college studens and particularly older studens. In the prior summe4r I had taugh on a fill in basis the course developed by Dr. Ann Heuschele Biology of Weomen. The class sie was small but I remember that three of those studens wanted to take additional courses in biolgy. I recommede they take Contemporary Biology. But half way through the term they came to me and said they didn't like the course content and particularly dislikekd Dr. Raances. To my knowledge none of these student ever pursued any additional courses in biology at Normandale.
- 6.) Ralph Frances was overbearing and extreemely arrogant. Aft65er leaving NCC and taking a position with the research group at MN Vets Hosp, I received reporta about Dr. Francis indicating that he was sexually harrassing femail employees at the hopspital and that his short tenure at NCC included sexual harassmane of students and employees in the BLC (Biology Learning Center).
- 7.) In some attempt at fairness it should be stated that Ralph Francis had served in Vietnam and while theer had sustained severe head injuries and receive a purple heart. This fact does not excuse of exhortation of charges of sexual harrassmennt but my sense is that it may have in some obscure way explain but never excuse, his behavior.

## Politics

This morning the TV talking head Mika Breshinsky (**Mika Emilie Leonia Brzezinski Scarborough**) waxed on about the ills of our socieal order with a long quotation from a recent article in The Atalntic magazine —an article by Hillary Clinton. She concluded with this:



*Trump found a sweet spot in the American psyche.*

That *sweet spot* may be loneliness— a need for belonging in a world that is so vast it is daunting to believe as an individual that there is a way to fit or belong and achieve some sense of esteem by participation, if even as a member of a crowd that is synchronized with resonant commentary. Belonging is a basic human need and very few individuals are able to maintain an attitude or place separated from at least some small group. In fact, most individuals don't want to participate in large groups by standing up and standing out with anything other than synchronized statements that will be comfortably received and accepted because they are resonant with pre-conceptualized statements that are unquestioned (Dogma). It is hard to find a more well known and widely accepted array of such statements than those found in the Bible, which is, like Trump, worshiped without question.

We need to return to the one-room school house but with a critical and creative look at who is and who is not a “teacher” because the whole notion of “teaching” has become bastardized by the intrusion of politics in the form of too many unqualified parents. The matter of parental qualification has long troubled many in society who observe the behavior of children and young adults with a negative shake of the head. An affirmative nod is needed but harder and harder to justify.

I should and would like to share these thoughts with my Normandale friends ... relatives ... and a few others ... this leads me back to a promise from yesterday regarding the revision of my websites (SEE below) ... I may actually need to get back into the entertainment business, which I abandoned in the first few months of 2014—nearly a decade ago. WHEW!

It would be comforting to believe that the answer has arrived with ChatGPT, but, of course, it hasn't. This new technology seems more likely to exacerbate alienation of individuals from society. That is, unless we get to work and find ways to articulate the socially responsible and enlightening ways to use AIML technologies to foster social cohesion. This will demand models that are vastly different from Facebook, Twitter (aka X) and the other bullshit solutions promoted for purely commercial purposes. The purpose of Zuckerberg, *et al* should guide no one, but of course, until we change the paradigm of commercial industrial freemarket capitalism, we will succeed at changing nothing—particularly education and entertainment. The football/basketball crowd will sustain what education never could or never can.

We are screwed if we continue thinking in accord with the potentates and paradigms of the past ... Karl Marx was no more right than Rockefeller, Carnegie *et al*. Donald Trump sure as hell has contributed nothing of value, except to his crowd of lonely followers who emulate the football, basketball, soccer assemblies with their synchophant jerseys bearing the names and numbers of their hero *du jour*.

XXX

[wc=543]

South Dakota and Native Americans are connected with Danielle R(?), Mark Hollabaugh ...

My memory is too often between lousy and horseshit.

**Troy A. Peterson**

Hi Troy

What if a community watershed group like Minnehaha Creek people were to acquire expert knowledge of ChatGPT with all of the input power and output potential to develop skills and knowledge to address issues of water quality and water use?

I have known about Jill Ryan for years and probably met her but thought you may be best positioned to shoot her a carefully crafted proposal for use of AIML IO in finding solutions for serious issues of water quality.

Check out [Freshwater Future](#) about small or large steps that could actually make a difference somewhere or everywhere. In the past Jill has provided seed money for projects, and she is very well connected.

On another note I will be signing up for the full-monte at [chat.openai.com](https://chat.openai.com). My expectation is to learn how ChatGPT may facilitate progress with my book as you suggested. Don't be surprised if I get back to you in a few days for more of your insights about how this may be done.

Last night I asked my son about ChatGPT and he is using it to prepare for his final year as librarian at an elementary school in Las Vegas. I sent along your scripted illustrations and will be interested in his reactions, which I'll pass along ... I'm thinking about making a trip to LV in September, in part, to see what he is up to and planning for a post-retirement future.

In some short order I will be taking down most or all of my websites to make room for a new direction, which will entail AIML in some form as yet imagined in only the loosest possible terms.

Also yesterday I had fortuitous contact with a long back and barely remembered co-worker who now has important connections with the Native American community and tribal education. I hope to hear more from her and her husband about these and other matters of mutual interest.

Best

Bruce

## ***The BLOG***

### [Publish](#)

Nothing published this past week, although there were a couple of promising starts..

You need to get with much more writing of essays that focus on the intersection of education, environment and economics (biology and neuroscience). The Logo explanation need to be highlighted on [www.brucelindgren.com](http://www.brucelindgren.com) and the building of enthusiasm and explanation of and for Education Ecology. Do something with the website to preclude pissing off and turning off visitors. A long and hard look needs to be made to exploit the relationships with your other websites particularly [www.blindgrenconsulting.com](http://www.blindgrenconsulting.com) if for no other reason than this URL may have life beyond yours if Brent is found to be interested.

## ***Bruce Lindgren***

This website, [www.brucelindgren.com](http://www.brucelindgren.com) will focus on my bio and philosophy with education, economics, equity, ethics taking a positive and productive role in my limited remaining future.

This site currently hosts my personal blot TGIF Any Day, which sustains little in either followers or my personal interest and involvement ... aka CRAP ... The collection of personal essays should include a future consideration for the archive or legacy content of TGIF, which I did weekly on Friday for ten years from NW Wisconsin and which attracted a modest following.

## ***B.LindgrenCONSULTING***

This website, [www.blindgrenconsulting.com](http://www.blindgrenconsulting.com) will be taken down with an intent to rebuild it along lines that will be more easily transferred to Brent in another year or two.

## ***IDEA Consortium***

This ancient regime [www.ideaconsortium.com](http://www.ideaconsortium.com) is a mess and mixture of too much useless and unfocused expectation for an enterprise that never matured or materialized let alone developed along the lines of monetization, which I harbored fond expectations in 1997.

One or more of these websites will convey the imperative for education to foster environmental stewardship and sustainable development at a local level.

## ***Education's Ecology***

The website [www.educationecology.net](http://www.educationecology.net) has never met my expectations or achieved anything of which it is possible to take pride. Much more thought is needed to turn this or its dot org or dot com registrations into useful content that could and perhaps will support the content of one of more books. The goal or objective will be to disseminate the concept of systems science in education in order to facilitate a community of engagement.

## ***LONet***

I am not at this point enthralled with the website [www.lindgrenonline.net](http://www.lindgrenonline.net) (aka LONet). It may have done more than initially expected, yet it labors with a multitude of unrealized potential. The participation I hoped for has all but fully evaporated. No family member has been willing (I sure for a variety of reasons) to step up and do even the simplest of editing tasks. Leaving the site up to rot on the line is probably OK and it will die a slow death when I no longer am around to pay the maintenance bills of around \$4-500 annually.

Priority must be afforded to restoration of a Video Conferencing presence for the family to replace Zoom and not also, Microsoft TEAMS. Looking at Google Meets is one possible alternative and even imperative.

Next in line is to continue retrieval of URL from iContact to archive legacy TGIF essays.

## ***Parking Lot***

- 1.) Is there anything practical to be done about iContact URL archiving of past (legacy) content?

- 2.) What is Hetmans? See Moniuszko below.
- 3.) Robo Calling ... it is time to put a stop to this egregious and annoying practice. The solicitation of sales leads must be stopped ... and I would outlaw uses of robo calling. The companies who need this kind of sales support can get it by employing live telephone solicitors, much better information about who they are calling and by training their needed workforce. This will only happen when robo calling is not only made illegal but also when severe penalties and regulations are in place for anyone using the technology. I call on Attorney General Keith Ellison in MN and our US Senators to introduce federal regulatory legislation to stop robo calling practices. They should not yield to pressures and spurious rhetoric about job loss bullshit that will be hurled their way. This should be treated as a great opportunity for both training and employment. In particular callers must learn to use and speak good English. While being trained the companies who need the workers can foot the bill either individually or collectively. The companies should pay a living wage for trainees with appropriate employment incentives (bonuses) for a satisfactory completion of the training program. They can then receive commissions and bonuses for gathering high quality leads for the sales force of the firms. They will also have to provide excellent working conditions to retain their workforce. I would strongly recommend a worker ownership incentive and if that cuts executive compensations, too fucking bad. If the executives don't like this regulation, then they should move on to another industry. And perhaps insurance product consumers can be fetted with plans that really secure financial benefits for customers.
- 4.) How should I assess the knowledge level of Troy A Peterson? Is there a difference between (1.) what he knows and is able to categorize and conceptualize and connect, and (2\_ what he is able to to (acquired skills).
- 5.)

## **Bibliography**

Thompson, Evan. 2010(?). *Mind and Life ...*

## **Music**

Vivaldi. *Concerto in F Major for Violin, RV295*. Andrea Marcon, conductor. Giuliano Carmignola. Violin.

Moniuszko. *The Hetmans Mistress Overture*. Antoni Wit, conductor. Warsaw Philharmonic Orchestra. What is Hetmans?

**13 August 2023**

**Personal Mastery ...**

**ChatGPT**—LLM, word-vector, vector database,

**Writing**—good writing entails **Research** and this needs better focus and refinement ...

**TTDT**—Oyama article/book(s) at UMN ... Open Education Network at UMN- Wulling Hall (

**Python**—[Course on YouTube](#) is about six hours ...

**Database**—Object oriented database(s), vector database(s),

**Website**—design and development ... What are the relevant goals, objectives, mission, strategy for each of your websites?

## Education's Ecology

### *Autopoiesis & DST*

How to make a case for reform of education's evolution based on EvoDevo and the Mind and Life as articulated primarily by Evan Thompson ... Begin with the premise that the current situation is *not* OK. Look again and critically at the principles of NeoEducation that you have advanced in writing Education's Ecology and the Education Ecology website ... perhaps the website should be revised to highlight these principles, concepts, categories and so forth as a tease to encourage revisits. Because young adults are highly attracted by the development of their offspring it may be well to leverage this interest to enhance the way young adults will recognize the need for their own development as they become more and more adept at parenting.

This could begin with some basics on early development such as has been elaborated by Piaget and Vygotsky as well as Erikson and others (make a fairly comprehensive list with annotations as to the contributions and controversies that following their writing and speaking. Piaget is, it seems, always a good place to begin.

Summarizing the writing of Thompson and his co-authors, Varela and Rosch will not be easy and will likely be fraught.

Cognition and affectation are fundamental to human development. The capacity for development of skills, knowledge and attitudes is not likely an inherent (or internal) part of being that develops in the absence of external factors that trigger or otherwise stimulate the body and its various organs including the brain to become increasingly capable of meeting the needs of the body as it navigates a suitable place in its environment. Existence depends upon successful acquisition of an array of tools for living, which is to say meeting human needs. Although human needs are individual regarding water, food, shelter and safety, belonging and esteem needs are inherently social and emotional or affective. Maslow added a self-actualization need that for far too many humans is either ignored or elusive.

Human development may be seen as having windows of opportunity that are presented in a somewhat predictable chronology (per Piaget) beginning at conception and operating most profoundly in the 30 to 40 months following birth. If a window closes before development is complete, ostensibly a lifelong deficiency will (or may) be in place—a developmental defect or deficiency and certainly a difference (neurodevelopmental difference → neuro-different. The extent to which these windows are determined through genetics remains mostly unknown. In other words, when do the windows open and at what rate, and when do they close and at what rate? How are these developmental windows (ventanae)

triggered to open and close? (Who are the principal investigators currently active and what are the key words (descriptors) that will accurately and efficiently identify their work in PubMed, ERIc and other literature databases—not the least of which should be the databases attached to the genome ... including but not limited to transcriptome and proteome at various stages of development. It is feasible to identify biomarkers for window opening and closure. Something must be happening metabolically that could potentially be detected. If there are no metabolic markers (biomarkers) then we likely must proceed in or within loo-loo land with continuing grasps at metaphysical explanations or what really amounts to explanatory gaps. We don't even actually know what it is we are attempting to explain—explanans (labels, naming)—or, explanandum (assertions, arguments). It may well be that certain windows are more tightly under genetic control or influence than are others. In elucidating this area of ignorance seems it seems incumbent to begin, however crudely, to name developmental windows and set forth a timeline.

Accomplishing the above will almost literally demand attention to the work of psychologists across the past century and beginning with William James ... while extending through the psychiatrists from Freud, Adler, Rogers, Jung and so forth. The whole area of personality development is likely a morass of massive confusions lurking in dark corners but demanding attention because if these obscure elements of human development are not attended any emergent theories will begin snake-bit. That is a conundrum that can't be avoided without fostering real trouble.

**Alfred Adler** was an Austrian medical doctor, psychotherapist, and founder of the school of individual psychology. His emphasis on the importance of feelings of belonging, family constellation and birth order set him apart from Freud and others in their common circle. Influenced: [Abraham Maslow](#), [Lev Vygotsky](#), [Julian Rotter](#), [Jakob Klaesi](#)

**Carl Gustav Jung** was a Swiss psychiatrist and psychoanalyst who founded analytical psychology. Jung's work has been influential in the fields of psychiatry, anthropology, archaeology, literature, philosophy, psychology, and religious studies. [Wikipedia](#)

**Sigmund Freud** was an Austrian neurologist and the founder of psychoanalysis, a clinical method for evaluating and treating pathologies seen as originating from conflicts in the psyche, through dialogue between patient and psychoanalyst, and the distinctive theory of mind and human agency derived from it. [Wikipedia](#)

**Carl Ransom Rogers** was an American psychologist who was one of the founders of **humanistic psychology** and was known especially for his person-centered psychotherapy. [Wikipedia](#)

**Jean William Fritz Piaget** was a Swiss psychologist known for his work on child development. Piaget's theory of cognitive development and epistemological view are together called "genetic epistemology". Piaget placed great importance on the education of children. [Wikipedia](#)

**Sabina Nikolayevna Spielrein** was a Russian physician and one of the first female psychoanalysts. She was in succession the patient, then student, then colleague of Carl Gustav Jung, with whom she had an intimate relationship during 1908–1910, as is

documented in their correspondence from the time and her diaries. [Wikipedia](#)  
Influenced Jean Piaget ...

**Erik Homburger Erikson** was a German-American psychoanalyst known for his theory on psychological development of human beings. He coined the phrase identity crisis. [Wikipedia](#) Influenced: [Howard Gardner](#), [Eric Berne](#), [James W. Fowler](#), [William Damon](#), [Bertram Cohler](#) influenced by: [Sigmund Freud](#), [Anna Freud](#), [Ruth Benedict](#), [Margaret Mead](#)

SEE ASLSO: Toni Wolff, Joseph Cambell, Jordan Peterson, Abraham Maslow, Carl Rogers, Wolfgang Pauli, Erich Neumann, Haruki Murakami, Thomas Mann, ...

Development of collective knowledge is a challenge for our understanding. After all it is a tendency for humans to aggregate or congregate in groups. Organization of these groups is characteristic of many societal congregations. Yet these organizational dimensions of human life remmain poorly understood, if they are understood at all. For the most part there is a conspicuous deficit in that virtually noe carry labels or names except in the grossest forms such as religion, family, community, ethnicity, and, of course, age either parsed by year or other designation. These gross groupings are likely both misleading and useless until more detailed descriptions emerge from scholarship.

Unfortunately when effort is advanced and described, little effort emerges to question, further study and validate conclusions. But to this we heave a collective cry;So What?

## Google Meet

It looks like the future of Video Conferencing for me is going to be using Google Meet. The Premium version is \$9.95 per month, which is less than Zoom but more than TEAMS. However, I am unwilling to put up with the imperial Microsoft policies and their egregious intrusion on my uses of Open Office software. A trial or two of Google Meet is in order, and soon. The premium version includes streaming via YouTube. I have a hunch that if offered, a few folks from the Lindgren clan may tune in just to listen rather than participate in discussion. The meeting, with the premium version is recordable and includes one TB of storage. This alone is worth a proportionate amount of the premium cost.

The calendar linking feature for Google Meet should prove to be very worthwhile; although I may prefer to continue using you former (ZOOM) method of notification as I think it may be cleaner, thus less confusing, for others.

I wonder if Google Calendar or G-Mail has a feature to notify me when email is received from a designated family member such as Steve or Dave.

<https://meet.google.com/gdq-yzkr-hfn> Apparently this meeting code can be used anytime or instantly. I don't know if it can be used more than once. Apparently this URL is now permanently assigned to my Google account at [bflind58@gmail.com](mailto:bflind58@gmail.com) ... go figure ...

More investigation is needed ...



Ask Brent if he has a Premium account ... I doubt that he does ... but his school likely does have a premium account and MORE with the Education Package ...

## Open Education Network

*Knowledge is meant to be shared. Affordable, Equitable, Sustainable. Together we're transforming higher education.*

We, the members of the Open Education Network (OEN), commit to working together to make open the default in higher education. When we advance open education locally and collectively, we empower faculty, remove barriers to education, and enhance student success.

The OEN is a vibrant and supportive community that advances the use of open educational resources and practices. Members benefit from and contribute to the global open education ecosystem.

## Certification(s)

*The Certificate in Open Educational Practices is a supportive professional development experience. It inspires you to create accessible, inclusive, student-centered pedagogy. You'll work in pairs as one librarian and one faculty member, collaborating to make education more equitable and sustainable through innovative pedagogy.*

*In the year-long program, our instructors will introduce open educational practices and work with you to create a personalized action plan. The action plan will become your customized map for implementing an impactful open educational practice project with your students the following term.*

SOURCE: [Website Page](#) ...

[Open Education Network](#) — Center for Open Education — University of Minnesota — 330 Wulling Hall — 86 Pleasant Street S.E. — Minneapolis, MN — 55455 — 612-626-9252 — [open@umn.edu](mailto:open@umn.edu) .

## Textbooks

Anything promoted as a textbook should be accurate wherever possible, complete whenever possible, and fully and unwavering in presenting content truthfully. Clarity may require some acceptable compromises to mesh nicely with potential readers and users. (Note: Some authors and editors may argue vigorously that clarity inevitably demands compromise.) Nevertheless the errors rampant in most textbooks are legendary. Of course, we must recognize that accuracy, completeness and truth are responsibilities of authors, editors and publishers as well as purchasers (recommenders or requirers for purchase). In this sense every educator or teacher using a textbook must correct inaccuracy, fill in for completeness and take exception seriously whenever truth has been presented where only nuance exists.

Offering a textbook to a student for purposes of conveying information and ostensibly teaching subject



content is not to be taken lightly. Yet manipulation of the offering process is a raging injustice in education. Manipulation of content is egregiously routine across the spectrum of textbook development, marketing, sales and use.

Questioning textbook content is a job for everyone; particularly students who use textbooks.

Open Textbooks Library seems to have developed at and around Sussex University in Brighton, UK.

The collection in just biology is impressive ranging from a beginning course textbook to several books on specialized topics, for instance Psychobiology.

Catherine N. Hall (ed). 2023, *Introduction to Biological Psychology*. University of Sussex Library. Falmer, Brighton, UK.

## ***Planetary Imperative***

Taking care of the planet entails dealing with the global challenges that limit the development of people everywhere. While education must take account of these challenges it is not the sole function of education to take action and attempt solutions while evaluating what does and does not work. That is the job and challenge of global societies *writ large*.

## **Global Challenges**

From the book by Brian T. Watson.

- ✓ **Capitalism**—
- ✓ **Technology**—
- ✓ **The Internet**—
- ✓ **Police**—
- ✓ **Media**—
- ✓ **Education**—
- ✓ **Human Nature**—
- ✓ **The Environment**—
- ✓ **Population**—
- ✓ **Transportation**—if humanity was not collectively in such a hurry and distances were not vast, a transportation problem or challenge would still be recognized as a consequence of our global challenge of population.
- ✓ **Others**—leading a list should be power & corruption ... all of which may fit the caption of Capitalism. Lest we omit pollution along with population as a threat to biodiversity at within the challenge of *The Environment*.

It must of course be recognized that each of these challenges is related to all the others .... including listed and unlisted and any and all of the subdivisions that could and should be elaborated. That is to say our Global Challenges are complex. However, complexity does not mean intractable or impossible to solve, ameliorate or tackle in some, however disjointed, form. That is in fact how these Global Challenges are being recognized, advanced and solved currently.

Which raises a question regarding the forces that are potentially available for coordinated, collaborative, collective action.

Relationships matter more than proposals for solutions.

## ***Autopoiesis and DST***

A dynamic depiction of autopoiesis could emerge from working with a graphic program such as Blender. The representation of a cell, which is autopoietic could be demystified and simplified to represent a minimal autopoietic entity. Inputs and outputs could be depicted as constantly changing.

When Maturana and Varela developed their insights regarding the self-renewal of cells, how much of their thinking emanated from an understanding of homeostasis. One has to wonder if they were troubled by the notion of stasis and recognized the dynamic properties of not only cells but essentially anything else that is alive.

Varela & Thompson (with Roush) provided useful writing on enaction as an attribute for a cell carrying the implication that a cell would only be static in death. After all the very study of cells requires killing and fixing them for stable, repeatable microscopic observations. Observations of living, active, dynamic cells has long been done by microscopists. Improvements in microscopy were undoubtedly available to Maturana and Varela in Chile. The extent to which they were able to observe cells with darkfield, polarization, phase contrast remains to be learned from their writing. However, if they did not perform with these instruments directly, they would be readily able to find in the literature a rich array of description. In addition they would have access to the developments stemming from electron microscopy, biochemistry, and the important resolutions of the existence of the cell's membrane and internal membrane systems of eukaryotic cells.

## **Development**

There is likely an important sense in which development represents change. It is difficult for me to conceive of a development that is not change. There are certain developments that seem to change and expand to take on a distinctive objective reality and then remain static ... a building architecture seems to fall into this state of affairs. The building itself cannot change, however users of the building are often all about change in either the buildings exterior or interior, or the landscape environment of the building is changed and indeed changes through seasonal growth, reproduction, development, and so forth.

## **Systems**

The application of systems to education is and has been a fairly constant thread of considerations ever since I started this book stimulated by the reading of Banathy; *Systems Design of Education* many years ago.

## Learning

My critique of education has actually come to center around the loose definitions and unwitting (ab)uses of *learning* as a central connecting concept for education. I have been saying *ad nauseum* that the term learning needs to be purged from our vocabulary in order to make progress with reform and reconstitution of education on a global scale; all while recognizing that reform at a global scale will likely never happen, it is, it seems, imperative that humanity focus on what is doable. That means action at a local level. My personal bias now runs toward the neighborhood because it is abundantly clear that parents are a problem. **No parent can be fully trusted!** Whether through neglect or helicoptering, parents represent a problem because no child ever picks their parents. Parents are correlated with place and places and circumstances of place may diminish potential for a child.

Education *is* development of skills, knowledge and attitudes ... this is a process that begins with conception and continues throughout the cycle of life for individuals to be sure but also for relationships among individuals. At the foundation of all education are relationships and hence an Education Ecology. This also means that the life properties, including autopoiesis and metabolism must never be neglected in social design of education.

While our conversational default seems to be that parents and family are centered as fundamentals for society, that is factually and operationally worthless. Families can be dysfunctional and when they are it is society that must respond. Our response tools are not particularly good or effective.

Accordingly, DST or *Developmental Systems Theory* must weigh strongly in favor of applying the concepts of development to education. Linking DST with Autopoiesis is now an imperative for virtually every thought I have and need to have in the course of planning and executing (acting) the book Education's Ecology ...

## The Book

While it is tempting to say again and again that there has been no progress, it is not the case that progress has been completely lacking because my thoughts are constantly with this book development project. Yet ACTION is important and last week by looking at AI/ML and its advancement, there was also action directed at what and how the technology could and should be used to make this project take new forms suitable for publication.

Small essays or a large book or collection of books, could serve as a model for improvements of my research and writing skills. Those skills are fraught and need my most immediate attention ...

Regarding Marjorie Kelly's new book it is said: ... not a business or economics book but instead a **public affairs book**, ... . This raises an interesting PoV regarding the characteristics of a public affairs book ... and how it is differentiated ... by argument, audience, or other criteria.

## Questions, Quotes & Notes

### Questioning

What societal deficiencies emerge from the ways we collectively deal with human development?

To what extent has the philosophical considerations of Maturana, Varela, Thompson, Oyama et al been incorporated with the textual coverages of evolution, adaptation, emergence ... in contemporary textbooks of biology such as Campbell and others.

What is said about GAIA in these textbooks?

If Trump has been convicted by pundits on MSNBC, why has he been vindicated by the pundits on FOX?

## Quoting

*Happiness is a direction, not a place.*

Sydney J. Harris

*Since we know the system will not change the rules, we are going to have to change the system.*

Martin Luther King, jr.

THE ABOVE taken from: Capitalism does not permit an even flow of economic resources. With this system, a small privileged few are rich beyond conscience, and almost all others are doomed to be poor at some level. That's the way the system works. And since we know that the system will not change the rules, we are going to have to change the system. Martin Luther King, Jr.

*Advocates of capitalism are very apt to appeal to the sacred principles of liberty, which are embodied in one maxim: The fortunate must not be restrained in the exercise of tyranny over the unfortunate.*

Bertrand Russell

## Noted

20230818

- 1.) **Our Circular Economy.** Imagine a world in which everything was manufactured with the expectation that all of its materials would be reused and recycled in new products. That was the objective of our efforts to establish ecoindustrial parks and promote industrial ecology in the Northern Tier.
- 2.) What has happened to the **International Institute for Industrial Ecology** that was located on the campus of Yale University? Reid Lifset, Professor Marian Chernow, Tim Nolan, Pat (w. Lloyd) Eagan at UW-Madison (Extension) ... Paul Anastas is at Yale ...

## Death Threats

If anyone makes a death threat, there should be in place relevant legal basis for taking a perpetrator into custody and holding them for mandatory evaluation ... the threat should at the very least lead to some

extreme inconvenience with oversight assuring that there will be no repetition ... there is NO foundation for extrajudicial killing of anyone. Accordingly a threat of killing must be taken with utmost seriousness and dealt with in such a manner that all who are associated with the threat receive a clear and powerful message that such speech behavior is never, ever acceptable.

If a perpetrator has actually take any steps to physically make a threat possible, such a possession of arms, it may well be justified to take their freedom away permanently. If this means “you make a threat, you receive a threat” society may be well served in both the short and long run.

Making of a threat which is documented, is prima facie evidence of sufficient gravity to justify incarceration or capital punishment.

If Trump of a Trump-like personality is elected president, what happens to our rule-making authorizations at the various levels of governance. When would respect be diminished and replaced by tolerance? Respect for rules is very different from tolerance of rules. Likewise, respect for individual difference is very different from tolerance of an individual's differences. (Nussbaum).

## Tyranny

Tyranny v Oppression —is tyranny a form of oppression? Why is tyranny always oppressive? What are characteristics (name them) of being tyrannical.

they are severe or unfair toward the people that they have authority over. This, of course, begs the question about what we mean by being *unfair*.

They are **bossing you around, acting selfish and self-important, threatening you, making demands, barking orders, and abusing their power**. Control freaks, imperative people, and tyrants exercise power in a harsh, cruel, or destructive manner.

**a ruler who exercises total power harshly or cruelly.** b. : a person who uses authority or power harshly.

Attitude: unjustly cruel, harsh, or severe; arbitrary or oppressive; despotic: a tyrannical ruler.

Sigmund Freud believed that **people who were drawn to authoritarian leaders idealized them, seeing them as heroic and without flaws**. Furthermore, he believed **people substituted the tyrant for their ego ideal**, which represents their guiding values and sense of right and wrong.

Given the definition by Freud, what should be made of Trump and his MAGA acolytes?

## Capitalism

Where in the State budget (MN) can the cost(s) for Lexus-Nexus and or West Law be located?

What Fortune 500 (1,000) firms employ one or more private pilots for handling their private jet planes?

Investopedia ... what are potentials and limitations ... of Investopedia as a FREE service online. Do they publish private reports for high rolling investors? Costs?

What are the relevant books looking critically at capitalism as an institution and giving consideration to modifications of our current US approach, which includes monopoly, anti-trust, bankruptcy protections, promotion and advertising deductions from income to reduce tax liabilities, costs of doing business and any curbs needed, Citizens United private PACs memberships in trade associations, executive perks, anti-union mobilizations locally and industry-wide, all of HR functions, and so forth.

What is the justification for the hierarchy of executive pay that pervades the American economic system?

How FALSE is the dichotomy of capitalism and socialism? Where did this dichotomy find its way into the political rhetoric of conservatives in the US? Asking the foregoing as a *why* question may evoke the obvious “because it provides a competitive advantage ... the grounds for counter argumentation are too complex for the nightly news or even a decent podcast. Where in our democratic system is there room for encouraging honest and thorough debate of highly complex issues? Certainly not with commercial journalism or most publishing? Our system demands revenue forecast at a prerequisite for most investment. **No Revenue, No Funding!** Fitting an argument or proposal for funding requires a mesh with the ideology of the funding decision-makers ... Can anyone show an exception?

## 20230816 IC

- 1.) why is it that some individuals come up most typically young children, when presented with the opportunity to develop musical skills, piano, trumpet, violin or guitar, fail to achieve the satisfactions that lead to what is essentially addictive practice habits?
- 2.) Who are university of minnesota faculty that may be asking questions similar to those above?”
- 3.) it seems that a successful neighborhood initiative for education would or may hinge around what amount to rich resources for play including the involvement of musical instrumentation.
- 4.) The neighborhood education initiative should explicitly exclude development of the athletic skills needed for participation in team sports that or for which the skills do not translate or transfer to life long participation; either because of natural aging or potential life long injury consequences. Why are team sports lauded, subsidized or encouraged by the MN Dept of Education? What are the salient arguments supporting the sponsorship of team sports by schools and school districts?
- 5.) NEI could also be NHDI, **Neighborhood Human Development Initiative**, which would integrate **Paulo Freire** consideration for linking students and teachers in cycles of development that are mutually inclusive and rarely or never exclusive, especially exclusive in any permanent or disabling way such as may occur with exclusion or humiliation. Psychological Impacts of Schooling (school attendance) ...
- 6.) More needs to be said about the negative valence of humiliation.
- 7.) Out of some curiosity, look again at Myles Johnson's dissertation at UMN for the year and to

place it in context with what Thompson describes as the distinction between or involving mental imagery as pictorial or discriptional in the passages roughly 5300 locaton that relate mental imagery to phenomenology. The citations are in the range of approximately 1980-81 or perhaps as late ate as 2003. my sense ios thaat Johnson'd dissertation my have preceeded the considerations described by Thompson in his book *Mind and Life*, which attempts to fuse phenomenology and neuroscience.

## 20230813 IC

Mendelssohn. *Symphony No4* ...

## 20230815 IC

- 1.) my notes from Thompson ten about the linkage of knowledge and skills and whether knowledge underlies skills has some intense consideration for human development. I have been comfortable defining knowledge as justified true belief, but it may be well to think this through skeptically and carefully. It may helpful to throw into this mix the matter of making sense or sense-making.
- 2.) I wonder if anyone has made a connection linking dreams to the activation of the resting brain and mind through enaction involving the rapid eye movement REM that accompanies waking up. This seems to rather clearly involve the activation of those parts of the brain related to memory; as for example my dream this morning which iinvolved two deceased members of the NCC music department greeting me at a facility now defunct that Patti and I built in Herbster, WI.
- 3.) REM seems rather clearly to enable and awakening of the mind and bringing it from a state dominated by unconsciousness (in being asleep) to consciousness (in being awake).
- 4.) Do people who are totally blind, even from birth, experience REM?
- 5.) Is the unique EEG pattern with REM a true EEG or is it an EMG created by either actual contractions of the extrinsic ocular musculature, or presignaling through cranial nerves to the ocular muscles? Trochlear, Abducens and Oculomotor.
- 6.) Is REM characteristic for the awaking state in non human animals; primates, canids, rodents.
- 7.) If REM is characteristic on the awakening state, then why does it occur in the absence of visual memory formation (dreaming)?
- 8.) If enaction is a part of evolution, then what are the REM equivalents in *Bacillus subtilis*?
- 9.) Use Chat GPT to locate and interpret images of B. subtilis using all manner of microscopy including laser scanning confocal microscopes.
- 10.) What is known about biological rhythms in bacteria? Is there changing patterns of biochemical processing that occur with notable rhythmicity?
- 11.) How does ChatGPT react differently when questions are framed as open questions or

closed questions? and when a challenge for GPT is framed as a question v. a statement that is declarative?

- 12.) Interestingly this morning I began having observations and questions regarding the light frames (LED)I have used for the hermit crab transparency beginning with thoughts about replacement of the matt and frame. This led to the issue of activating the display with the built in pressure switch v. the change in electrical input which would occur by either an inline switch or the reactivation of current flow by plugging in the USB. Then I began wondering if there is a practical or theoretical limit to the size that these LED panels could be manufactured, irrespective of course, of cost. Then I began thinking about the Thomas Register, and some near immediate presumption that it is now online via the Internet. Having had very limited experience with the Thomas Register, I began questioning its classification and the coded (I believe numbered) system for organizing entries into the Thomas Register. Is the Thomas Register international?
- 13.) Is there anything for education equivalent to the Thomas Register for manufactured products or the procedural codes used for diagnosis and treatment in medicine?
- 14.) Is there a diagnostic category for stupidity?
- 15.) Is there numerical coding for DSM-V; if not, why not?
- 16.) Is numerical coding unnecessary or precluded by Natural Language processing?
- 17.) How is a word-vector actually or potentially an equivalent to a numerical code?

## ***The BLOG***

### [Publish](#)

Nothing published this past week.

## ***LONet***

Video Conference & the Challenge of Tool selection — Google Meet seem to currently be the most viable alternative—60 minutes free, but no recording. Cost of recording is included in the Pro Plan at \$9.95 ...

## **Google Drive**

Upload Anne Blitch documents from Bob Selim and Dick Lipp ... file folder “Anne Blitch”

Contact Jim Carey for help with organization and for wisdom on handling the conservatives in our



family midst.

Website — Rewrite the **WELCOME** Page (the content seems generally OK, however, it may be well to create a better reading flow by creating some attractive variations paragraph-to-paragraph with photographs, illustrations, variations in font size and color. ... set it up to enable the frequent entry of family-related information and new Pages / Posts / Comments ... this will also entail finding a solution to the problem of inactive editors ... USE PICTURES ...

## Parking Lot

- 1.) Reference Collection at UMN ... for what?
- 2.) Pursue conversations about biology textbooks with current professors at CCs UMN, Macalaster, Hamline, MSU-Mankato ... How to engage ... ? Ask ChatGPT to produce a listing of ten textbooks of biology adopted by colleges and universities.
- 3.) USE PubMed, ERIC and other bibliographic databases for autopoiesis, DST, etc.
- 4.) [Open Textbook Library](#) ... is the review of the biology textbook typical of other textbooks in this library?

Open textbooks are licensed by authors and publishers to be freely used and adapted. Download, edit and distribute them at no cost. The OTL states as its slogan *Transform Education and Student Learning*. OTL claims to have a portfolio of over 1200 titles. “Now offering 1274 open textbooks, the Open Textbook Library is supported by the [Open Education Network](#).”

- 5.) Open Education—
- 6.)

## Bibliography

- Watson, Brian T. 2023. *Heading Into the Abyss. The History of Our Time and the Future We'll Face*. A lamentation on ten challenges ...
- Thompson, E. 2010. *Mind and Life*.
- Catherine N. Hall (ed). 2023, *Introduction to Biological Psychology*. University of Sussex Library. Falmer, Brighton, UK. CC BY NC ... A contribution to the Open Textbook Library ...
- Kelly, Marjorie. 2023. *Wealth Supremacy: How the Extractive Economy and the Biased Rules of Capitalism Drive Today's Crises*. Publication date Sept 12<sup>th</sup>, 2023.

## Music

Mondonville. *Sonatas en Symphonie, OP.3.No.1* Marc Minkowski . Les Musiciens Du Lo ...

**20 August 2023**

## Personal Mastery ...

**GIMP**—[Photo Editing protocol](#) should be relocated and reviewed using YouTube. Saving copy and original needs (or may need) attention. It may be of some value to look into the use of Python code for automating certain photoediting tasks. For instance, the photos accumulated for the LONet website on Google Drive could be sized automatically and adjusted for some optimum contrast using a program.

**Writing**—continuing to do what you have been doing is not leading to mastery of the craft ... much better, that is to say organized and mission oriented, **research** is needed. Grammar is power ...

**Python**—and uses of **AIML LLM** to advance the capacity of using **The Stack** compilations ...

**Data**—mastery of data means management and hence, data-managment systems equivalent to MySQL for relational databases; but importantly now vector-databbases, and object-oriented databases ... among others. There is now overwhelming evidence of the importance of DBMS for the biological sciences. In fact it is now almost impossible to imagine a future (serious) biologist who is uncomfortable with data not only in current but also emerging forms. Along with this, of course, is the demand for understanding (knowledge and skill) with statistical analysis of data. **Code Savvy** ...

## Education's Ecology

### MakerSpaces

Community Colleges could be foundations for expansion of the MakerSpace movement with neighborhood mapping of education an important adjunct or side effect.

I have been deeply concerned for the empty commercial spaces in central downtown Minneapolis. It is clear that the well populated spaces before the pandemic are being abandoned because of home-based workers. Large retail establishments like Nordstrom's Basement, Marshals, are now empty. The Dayton's Progect is a morgue. Small spaces are abandoned. All of this is due in no small part because workers are no longer present downtown. Sports Arenas and The Theater District is populated, often robustly, but the pulse is largely after hours and on weekends. All of these underutilized spaces hold potential for growth of both MakerSpaces and housing that is affordable.

The combination of affordable housing and affordable MakerSpaces could and should stimulate growth of a new economy to serve in building a new downtown.

Where might the MakerSpace movement parlay connection with the Freire Schools ... and where

might it depart in important ways?

MakerSpaces involve design, prototyping, manufacturing and marketing.

## Michele M. Sharp

Founder and content creator of *Meet the Minnesota Makers*. A source for thhe people who make Minnesota an amazing space. From artisans to local farms, grocery store favorites to area nonprofits, go behind the scenes of of Minnesota's small businesses.

[www.meettheminnesotamakers.com](http://www.meettheminnesotamakers.com)

@meettheminnesotmakers

[meettheminnesotamakers@gmail.com](mailto:meettheminnesotamakers@gmail.com)

- freelance journalism highlighting Minnesota's Makers ...
- small business connections ...
- small business consulting services—business plan creation—content development—social media planning—website reviews.

Sharp is editor for a publication focused on the MakerSpace movement.

Email to Michelle Sharp following our meeting at the MN State Fair on Thursday, 24 August ...

Hello Michelle

We met the first day of the MN State Fair at your display in the EcoBuilding. I commented about my experiences in Northwest Wisconsin and Bayfield County with economic development and my enthusiasm for the MakerSpace movement. You have discovered an important niche in supporting this much needed movement. Your website highlights the synergy of journalistic skills, marketing efforts and your vision.

I believe that MakerSpaces and the small businesses they spawn and support are an important, potentially global, movement creating a link or path toward a new dimension for our economy and a way to envision greater independence from the casualty of mass commercial media and journalism. Development is good but growth needs to be guided if for no other reason than bigger is not always better. Endless and thoughtless growth is not sustainable. Small local businesses are not only sustainable but also foster ethical stewardship of equity, ecology and economics. These local firms can compete with behemoth corporations to foster local banking, insurance, health care, education and journalism. Water and nutrition, shelter and safety are most sustainable when supported locally. Energy, education and evolution must mobilize to support small sustainable local enterprises.

I would like to learn more about your work and I hope our paths will cross again sometime soon. Please feel free to call me at anytime as I have experience with small business development through SCORE (Service Corp Of Retired Executives) and may be of assistance with your efforts. My most recent interests include seeking greater involvement with urban neighborhoods as a path toward greater engagement and emergence of local networks to serve lifelong and lifewide education and provide an alternative to our struggling public schools. This neighborhood education movement would profit greatly from expansions of the MakerSpace in urban settings, including but not limited to urban agriculture through gardens that utilize any

available land, preserve and protect water and enable enhancement of a more circular economy. School districts struggle with test scores that are an embarrassment even as they decry test validity and struggle to make sense of massive data. You have found a sweet spot for marketing through social media and web presence for local small businesses and I believe that this can scale through efforts such as Meet The Minnesota Makers. I hope your schedule is packed with speaking engagements and workshops.

I have long contended that MN, WI, IA, ND and SD are a natural ground for entrepreneurial efforts but that massive infusions of venture capital are not always needed or welcome for a variety of reasons. The most important of these reasons revolve around the workforce requirements aimed at a STEM-enabled workforce that serve more corporate greed and increases dependency. Knowledge ecosystems can thrive locally while connecting through regional networks with global realities. Bigger is not always better. When is enough, enough? Applications for STEM abound locally and I much prefer to see the Arts and an effort to Include Everyone in STEAMIE. That means local creativity unbounded by our traditional mental models and opens spaces for personal mastery, belonging and genuine sense of esteem. Music speaks to and through all language barriers, ideologies and prejudices. The ukulele, harmonica and drum are within anyone's grasp. Play need not be limited to our youngest citizens. MakerSpaces are also playgrounds for big kids to develop skills.

Visiting your impressive website, I find inspiration to revitalize my own small business engagements that involved consulting with small businesses and school districts to advance rural economic development through environmental responsibility, sustainability and stewardship.

Finally, I mentioned to you my cousin's wife, Elaine Lindgren, PhD, who taught sociology at North Dakota State University in Fargo. While there she researched and wrote a book: *Land In Her Own Name*, which is stories of women of ND who acquired land, many farms and homesteads, in the early history of ND.

Let me know how I can help.

Warmest regards,

Bruce. [wc=654]

## **Politics**

The blending of Republican and Democratic Parties into a force for preservation of democracy must emerge as a paramount focus. That is not ever to say that the Republican and Democratic parties should merge their views about conservative and progressive values as guiding lights of American politics and political sciences, but it does emphasize that there must be a bright light from both parties that emphasizes democracy as a national unity and an international standard for humanity through governance locally, regionally and at a planetary scale.

The essentially side issues of capitalism, socialism, communism, communitarianism should be kept in perspective and at arms length.

Critical thinking has failed as an outcome of mandatory public schooling contrary to the ideals of John Dewey.

Dedicated group(s) could and should form—perhaps around the IDEA Consortium brand—to critically and positively evaluate how public school reforms and improvements are supporting a new path toward civic and critical education with the mandated part of public education refocused on the *only* acceptable mandate, which is full participation in democracy at some level. Politics is not a vocation—that is a profane application of the pseudoscience of what is essentially a subdivision and subversion of sociology (or sociological ideology) and has led to indoctrination.

Let's be open about indoctrination, if for no other reason than it is *always* all around us and education has been bastardized by ignoring—that is to say stupidity—regarding indoctrination. Indoctrination is for any and all dogmatic beliefs, including perhaps way to much of science.

...

## ***Autopoiesis & DST***

Function of the brain is not the fundamental unit for neuroscience. It is very likely that this fundamental function is the gut and its metabolic accessories. The gut nerve network responds to the realities of the the symbiotic microbiome of the multicellular body that supports the life of an organism.

For many years the very existence of the gut's nervous system was either unknown, poorly acknowledged or ignored. That has all changed in the past dozen or so years with the advancements in automated determination of the genomic status of whole differentiated populations of organisms. Past methods for identification involving meticulous pure-cultures isolation and ideentification are now only rarely of any value. Today, not only genomic analysis is possible but is supplemented and amplified by transcriptomics and proteomics and metabolomics—terms and concepts that quite literally did not exist a couple of decades ago.

A few years ago, culture of anaerobic bacteria was so fraught that it was avoided or ignored even as it was very suspected that anaerobes played important roles in the functioning of the gut microbiome. Today study of these organisms can be a matter of routine in the hands of a scientist well versed in genomics, transcriptomics and so forth. Tools like mass spectrometry, flow cytometry and liquid chromatography can find a needle in a haystack and often do so quantitatively making possible assessment of levels of activity with respect to a thin slice of metabolism. This work is esoteric by any definition but nevertheless accessible by anyone determined to access the data from studies of the microbiome.

## **Microbiome**

The human body is an ecosystem replete with an array of physico-chemical environments as well as distinctive populations of microbes including prokaryotes, of course, but also eukaryotes such as yeast, round worms and even arthropods. There is great variation depending on the age and geographic location of the human organism.

The relationships of the microbiome to the physiology of various organs and organsystems has been much more intensively studied across the past two decades. It is increasingly clear that normal physiology is linked to the “normalcy” of the microbiome and the occasional alternations within the microbiome can be reflected with responses of the nervous system and the secretion status of certain

hormones, cytokines, chemokines that demonstrate endocrine, paracrine and autocrine effects. This is the normal functioning of microbiome and native human cells as they continuously communicate across short and long distances. Our endocrine organs are controlled by the nervous system as well as exhibiting control of the nervous system via feedback loops. Exemplified by the Hypothalamic-pituitary-adrenal (HPA) axis, but involving the brain and hypothalamus in the functioning of the thyroid, and gonads. The adrenal medulla actually acts as an efferent arm of sympathetic neurons amplifying adrenalin-like secretions of specific sympathetic neurons throughout the body.

The microbiome is constantly bathed by secretory products circulating in blood and interstitial body fluids including but not limited to the lymphatic fluids.

It may go without saying that the cells of the immune system are the earliest sentinels for changes in any or all of these mobile chemical elements as they impact the homeodynamics of the body. Everything is in a constant state of wobble and change. Nothing is fixed or static for even the shortest increments of time. It is very likely that our feelings of well-being are regulated both delicately and powerfully by the way body and microbiome cells respond to changing levels of chemical communicants. This certainly is well demonstrated by the cascade of chemical changes that accompany infections, which are gross imbalances of certain (pathogenic) cells of the microbiome.

Although great progress has been made in assessing the microbiome, biomedical science has likely barely scratched at the surface of the vast mass of knowledge. Our ignorance when it comes to the microbiome is indeed profound.

## **Community Colleges**

My wheel-house and need to spend more time studying and supporting. ...

ASAP Program SEE Below ...

## **Technologies**

Acquisition and recycling of electronic hardware and waste ... software acquisition ... Open Source & Open Access ...

Construction of "DATABASE:

FIELDS: college name, abbreviation, contact, position, phone, email ... \\\

## **Las Vegas**

Brent's description of the discarded Chromebooks at Durfelt ... Student, parent, staff responsibility for damage, repair, recycling

What provisions are in place in LV that resemble LongRun? What is the national situation? Who is studying the national situation as pertaining to electronic waste?

National situation with EW such as shipping to Asia or Africa?

Recovery of precious metals ... lithium batteries ... *any kid damaging a computer could be required to spend time dismantling the machine and learning the names of its parts ...*

## **Habitat & Niche**

What are the recognizable habitat & niche elements of Education's Ecology? This may be most feasible or reliable if only schools are considered. However, in the absence of schools, the habitat and niche elements are going to be much harder to define because we are dealing with completely unfamiliar territory—if, indeed, territory is even a useful function. When education is independent of time and place and knowledge is constructed and connected, definitional arguments are hard to fathom.

In academic of studies of ecology, the habitat is where an organism lives and its niche is the unique roles the organism contributes and depends upon for fulfillment of the basic needs for life. In human societies the identification of habitat and niche are not particularly difficult to identify. Yet it may be that in addition to an occupation and address, each individual contributes and extracts myriad elements across time, however finely time may be divided.

## **Habits**

Creating new habits and ignoring established habits is a challenge worthy of more attention in education. Truth be known; we really know and understand damn little about what a habit is and how it is maintained. It is hard to imagine a scenario, however, in which affective reinforcements are irrelevant. And, it seems equally improbable whether and when cognitive considerations have relevance. At some initiating point, it is possible that an individual could set about personal development of a habit, or negating the role of a habit in their lives.

Habits are not unrelated to dependence and addictions ...

A habit is a pattern of behavior that is triggered by what is ostensibly external events, presumably events detected by one or more of the five senses. However, because habits have certain survival values, it may well be that habits are linked to basic considerations of physiology including the very foundations of homeostasis. After all we have established habits of eating and bowel movements that are really hard to willfully ignore. But hard is most often not impossible. Postponing a habitual behavior can itself be of value to survival as probably anyone trained by the armed forces could or should recognize.

Training can, of course, modify habits. Toilet training is a ritual of childhood. “Sit there until you poop” is a common admonition, perhaps even a demonstration, from a parent or caregiver. The pleasure of filling one's diaper is replaced by other rewards, usually accolades ... *Good boy! Good girl~*

## **Research**

Good research is a matter of know-how and includes record keeping that enables retrieval of useful, verified information on an as-needed basis. It is not useful to simply accumulate articles and summaries, although these have potential value. The website on Journalism \_\_\_\_\_ should be

reviewed exhaustively for clues not only about research but about writing stories for consumption that are able to capture attention of readers and influence attitudes even as they convey information to the reader.

## Attitudes

A person's *manner* or consistent pattern of behavior in the presence of others—even when the behavior is regarded as anti-social. An attitude is describable but not easily or accurately measured; that is, an attitude is highly subjective ... nevertheless a crucially important instance determining how a person is accepted socially. In fact, attitude may be a decisive matter of sociality, even when an attitude found to be unacceptable by a large proportion of society is displayed ... that is a person with a truculent or uncooperative manner is often (perhaps too often) found to be almost heroic with a small circle of peers ...

a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

a position of the body proper to or implying an action or mental state.  
truculent or uncooperative behavior; a resentful or antagonistic manner.

**Components of Attitude; Definition, formation changes** ... from [www.VeryWellMind.com](http://www.VeryWellMind.com)

[[Opinion and Attitude are separated with difficulty; for instance, your opinion on the death penalty may reflect attitude, but may be expressed as an opinion *or as an opinionated* statement/assertion. ]]

Psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times.

### 3 Components of Attitude

- **Affective Component:** How the object, person, issue, or event makes you feel
- **Cognitive Component:** Your thoughts and beliefs about the subject
- **Behavioral Component:** How attitude influences your behavior

**Formation:** Attitudes can form through direct experience, social influence, formal education, conditioning processes, and observation.

**Change:** Attitudes are not set in stone and may change when people learn new information, when they are persuaded by influential people, or when they experience discomfort due to holding conflicting beliefs.

**Learning:** Classical conditioning, operant conditioning, and observational learning can be used to bring about attitude change. Classical conditioning can be used to create positive emotional reactions to an object, person, or event by associating positive feelings with the target object.

Operant conditioning can be used to strengthen desirable attitudes and weaken



undesirable ones. People can also change their attitudes after observing the behavior of others.

## Conditioning

It may be well to examine how conditioning can or should fit with the development of skills, knowledge and attitudes in your scheme for replacement of learning as a paradigm for education. This is, of course, not unrelated to the matter of the schooling paradigm.

Consider: that in dealing with education there is not a single paradigm but a range and mix of paradigms or frameworks that are constantly butting up against one or another to carve new and confusing forces that buffet everyone engaged as educators. Of particular importance is to see these myriad forces as influencing individuals cast into a “role” as student or “learner” within (the social systems operating) in the ecology of education.

Conditioning, in this sense, may best be considered as one among many paths within neuroscience that have value as experimental components, but should not be too narrowly construed in formulating conclusions ... about education in which individuals (and, perhaps, groups) are buffeted to display certain expected behaviors ...

Conditioning is a physiological fact, that cannot be ignored, or is ignored at some peril regarding truth.

## Memory

A photographic memory is not likely to be particularly helpful and since you don't have photographic memory it is high-time to look toward alternatives.

Categorization of memory has been done and includes, short-term memory, long-term memory, episodic memory, storage of memory—which may be linked to certain kinds of affective functions. Imagery cannot be ignored ...

## *Planetary Imperative*

It will be well to remember that education is a global imperative if the future of humanity means anything. If education is about change to serve all and *not* about indoctrination to serve a few, it will be more than merely “well” to recognize that attitudes toward and for humanity are paramount.

Capitalism and social justice may be mutually exclusive as long as humanity writ large is hell bent on maintaining certain economic myths that support capitalism as a divine right. Capitalists seem to feel collectively that greed is good, and represents some moral imperative. This is a myth as much as any religious dogma.

## Community Wealth

[Building of community wealth](#) has been a focus of [Democracy Collaborative](#), with which Marjorie Kelly (right) is associated as a Distinguished Senior Fellow.



The Democracy Collaborative Foundation, Inc. 13800 Fairhill Rd, Suite 215 Shaker Hts., OH 44120

## Indoctrination

Confusion over the role and even meaning of indoctrination is rampant through the educational ecosystem. The work of John Dewey is almost singularly important as a foundation for thinking but what he had to say has been or is becoming bastardized beyond recognition.

## Autopoiesis & DST, II.

Evan Thompson takes autopoiesis and developmental systems theory to provide a foundation for my thinking about how Education's Ecology should be focused on potential change and evolution of education. He has rather clearly recognized EvoDevo but much more remains to be articulated to cover the explanatory gap existing between simple and simplistic descriptions of embryology and the matters of development that pervade all human life from conception until death. We have a pretty good array of ideas to explain the beginning of a human life, but we are and must remain uncertain about the ends of human life because no one has experienced death and lived to tell us about it. Unfortunately there are too many anecdotal tales from survivors of a near-death experience to create a certain mythology. These myths are aided and abetted by a whole lot of religious mumbo-jumbo.

Nevertheless, I remain committed to the idea that human spirit and its manifestations in religious practices and traditions represent sometimes useful clues as to how spirituality may be universal in life. This universality can and should be attributed to autopoiesis, the linking of organization and perpetuation with metabolism in the 3.5 billion year old processes that maintain life on our planet.

Descent with modification is established beyond any credible doubt. That is not to say that doubters and skeptics should be entirely dismissed as they should retain some dignity even when their opinions seem worthless.

## Language

The acquisition of language and linguistic skills must bear some relationships with autopoiesis and DST. The foundations for this development is controversial particularly with respect to what is inherited and what is not. Language is not exclusive to the human species as there is ample evidence for enormously successful communication in other species. It is quite likely that behavioral biologists (ethologists) have barely scratched the surface of what is known about communication in animals, plants and microbes. That slime molds (myxomycete; but apparently disputed ... ) communicate is not beyond question. Yet there is a dearth of knowledge about much more than the most obvious molecular secretions that diffuse in environments in which slime molds like *Pezizium polycephalum*<sup>5</sup> and *Dictyostelium discoideum* live and grow.

---

<sup>5</sup>*P. polycephalum* is used as a [model organism](#) for research into [motility](#), [cellular differentiation](#), [chemotaxis](#), [cellular compatibility](#), and the [cell cycle](#).

## Ignorance

Our ignorance is a guarantee of full-time employment for scientists. Neil deGrasse Tyson ... his illustration of how ignorance grows with knowledge is useful ... as our bubble of knowledge grows, its perimeter also expands. It is this three dimensional perimeter that is expanding ... although he does not explain or attempt to explain that if the amount of ignorance is fixed, the thickness of that perimeter will shrink.

His quest is related to whether humanity will ever ask the questions needed to signal what we don't know we don't know. Or, why is it that we can't know some things?

... the famous Spanish phrase translated as “you are more stupid than an amoeba” is losing the sense because amoebae are an excellent example of social behavior with an amazing coordination and sense of **sacrifice for the benefit of the species**. (altruism)

SOURCE: Wikipedia article on *D. discoideum*

## Open Enrollments

College open admissions give students at all levels of abilities a choice if they are afforded financial supports.

More should be done to make more of this situation and the range of systems that can meet development needs for personal as well as socially needed skills capacities knowledge acquisition skills. Research skills critical thinking skills confidence JIT knowledge and positive. Can do. Attitudes. Ability to articulate new ideas should rise in importance among people of all ages and walks of life. Our great social problem or challenge is to open mind to their bodily developments at any age. MakerSpaces give people opportunities to try out and practice new untried skills. Often experts can provide examples of skill performance as well as critique and encouragement for beginners who are motivated to expand their range of skills.

Tame Danger on TPT.

Capacity to explain is always important and should be a fixture of developmental paths.

Good explanation comes for a strong knowledge base and a memory for recall of relevant facts needed to adhere to the explanans assemble an explanandum.

CHECK THE DIFFERENCE.

What is needed to develop an attitude of accepting and pursuing a path of hard intense work.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## Team sports

What are the dynamics of team sports that are inimical to dignity and respect for players coaches fans sponsors. How are privileges allocated and aligned to support cultures of abuse hierarchy competitive dominance and finance flows inside and outside of niches or roles in sports?

Recognition and product merch promotion.

Exploitation particularly of youth to support an enterprise of adults in colleges and professional leagues.

What are the oppressive elements and how do these elements flow through ages and years to foster development of skill knowledge and attitudes among players the stars the support players and the full range of those not directly involved in competition and play to win?

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## ***The Book***

Always in mind and an embedded part of my mind-life. Progress toward publication remains scant this past week. Linking the notions of mind and life is now my greatest challenge. **The Argument:** education is an essential condition for life and mind development throughout a life-cycle; that is to say education is, and must be pursued as, lifewide and lifelong.

**Life Wide** development means that all nooks and crannies of a life present in any dimension or increment of time, may change and improve through pursuit of education; although possibly but not so likely through imposition of education. For the most part, what is not internally or intrinsically motivated is unlikely to have much permanence.

Could we argue that education is dimensional requiring place and time? In the past I have argued that education is independent of place and time. I have done this to denigrate schools and schooling as the dominant paradigm for education. I still believe that real education demands freedom and is, in the sense of Paulo Freire, independent and the practice of freedom; otherwise it is oppressive.

**Paulo Freire** Social Justice Charter *School*

Paulo *Freire*. Mission The South High OPEN Program's mission ... Description- The OPEN Program is the oldest continuous *college-prep* program in *Minneapolis* .

El Colegio

**Philadelphic PA The Friere Schools** ... four schools ... free of testing or GPA for admission ...

The heart and soul of Freire Schools' approach is our commitment to provide every student with the **individualized resources, supports, and skills** they need to succeed at Freire Schools, in college, and beyond. Over the past 20 years, Freire Schools has developed, refined, and implemented an educational program **informed by current research** as well as our own experience with what works for kids. We pair high expectations for all students with robust academic and emotional supports, **challenging our students to achieve** at higher levels than ever before and ensuring they have the support they need to get there. Our approach is always changing, because our students are always evolving.

Students are at the center of everything we do. We build our school culture around supporting every individual student's growth into **a self-actualized citizen** of the world. We prioritize opportunities for students to find, develop, and share their voices.

## EdEc Note

Every part of society has a role to play in building a suitable path toward a new paradigm for education based on **Emerging Global Development**.

This will entail:

- 1) Recognizing D3.
- 2) Merging of existing institutions and eliminating silos.
- 3) Committing to a Planetary imperative
- 4) Seeing existential realities.
- 5) Including ignorance as a universal condition of life and all of humanity.
- 6) Beginning and supporting a neighborhood framework to mitigate parental ignorance and incompetence.
- 7) Recognizing ubiquitous teaching and MKOs.
- 8) Building toward Universal respect for the dignity of difference and the worth of every individual.
- 9) Parenting ...  
affluent and highly educated parents are often the worst guides for youth ... they are or have been highly successful participants in the public and private *schools* are accordingly indoctrinated and biased toward schooling for education, and authoritarian advocates.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

**Chapter Titles** based on the above; could/should be a foundation for yet another draft ...

### I. Dependent Development

Human life begins with conception and follows a highly programmed course through about three to five years. The years between conception and around nine years are entirely dependent. Our neoteny has accommodate unique developmental potential ... for which human societies have created educational systems—an ecology—that restrict freedom and extends in the more “developed” societies until age 25 and even beyond. Oppression is prolonged through authoritarian hierarchies

### II. Eliminating Silos

Our human skills and knowledge have developed notably beyond our animistic origins and for reasons that enabled survival, supporting niches that emerged and were discovered. Accordingly Human Development has been and remains almost entirely opportunistic. Specialization and division of labor enabled an economy but the economy is a wholly owned subsidiary of our environments.

### III. Our Planetary Imperative

The anthropocene is real and we humans are responsible. Even if we know with certainty that life exists elsewhere in the universe, that cannot abrogate our responsibility to the life on earth with all of its rich diversity and the integration of its systems with Gaia—if we (humans!) don't survive, who or what will ever again possess the potential for knowing life elsewhere. This is a staggering responsibility for humanity because there is no evidence that any help is available.

#### **IV. Existence**

All life possesses a will to live ... the result is a spirituality recognizable in every life form. Our human spirituality is an extension and is fundamentally a consequence of the autopoiesis (organization and persptuation) and metabolism that is a universal condition of life and cognition ...

#### **V. Celebrating Ignorance**

Ignorance is ubiquitous and egregiously unrecognized ... the taxonomy of ignorance of Ann Kerwin ...it took a long time for humanity to figure out a role for the human heart and brain. Now that we have estended that bit of knowledge to molecular genetics we see, we think, we are lpretty smart. Well in the past two centuries of "STEM achievements what w know is that we are profoundly ignorant.

affluent and highly educated parents are often the worst guides for youth ... they are or have been highly successful participants in the public and private *schools* are accordingly indoctrinated and biased toward schooling for education, and authoritarian advocates.

#### **VI. Mitigating Incompetence**

Parents are incompetent ... no one is an expert because can know what a child, or any other person, actually needs for development of skills, knowledge and attitudes ...

#### **VII. Ubiquitous Teaching**

Everyone is a potential teacher. This begins with parents. Paulo Freire quote ... consideration for linking students and teachers in cycles of development that are mutually inclusive and rarely or never exclusive, especially exclusive in any permanent or disabling way such as may occur with exclusion or humiliaation.

#### **VIII. Dignity**

This chapter will stress the fundamental value of democracy to respect the worth and dignity of everyone.

### ***Journalism***

Journalistic research is multi-faceted, involving online searching, poring over data, records, surveys, and polls; phone calls with sources, experts, and officials; in-person formal interviews, visiting libraries and archives; and the old school way—pounding the streets and talking to contacts.

Every good journalist needs some basic equipment in their journalism toolbox. These include **a smartphone, dictaphone, laptop, headset for calls, a writing app and potentially a tablet.**

The 4 C's of journalism: **Creativity, curiosity, commitment and compassion** — Rebecca Aguilar, the first Latina president of the Society of Professional Journalists, shares her story.

[Elements of Journalism ...](#) from American Press Institute ... *Committee of Concerned Journalists* ...

## **Troy Peterson**

I frankly don't understand him. Fix that

Biden is too mamby pamby with big oil interests.

Public schools ... and the Freire Chartered Schools ...

Using Chat GPT to generate questions ...

FlashCards ... to generate ChatGPT, AIML LLMs,

Linking ChatGPT to a private collection of writing ... eg; his contention that the work on Education's Ecology Book could be used for rewriting and or editing support from ChatGPT ...

## **Terry Florin**

Rereading of Bertrand Russell "Why I Am Not a Christian" as well as an initial reading of Evan Thompson's "Why I Am Not a Buddhist" ... what are the similarities and differences ... where are the common themes ... ??? Gather with Terry and possibly a larger, but small, group for conversation about philosophy, psychology, neuroscience, and matters of life and mind.

## **Questions, Quotes & Notes**

### **Questioning**

What is "self"? How is subjectification a dimension of self? How does a concept of self begin with the body? How could a concept of self be separated from a concept of one's own body?

How is a mental image possible without involvement of our sensorimotor being?

### **Quoting**

*The first step in the evolution of ethics is a sense of solidarity with other human beings.*

Albert Schweitzer

*Education is the engine that makes American democracy work.... And it has to work and that means people have to have access.*

Drew Gilpin Faust

## Noted

### 20230826 IC

- 1.) Regarding the soccer controversy from Spain, Kristine Brennan, Sports Illustrated reporter and writer, commented on the sports and industry soccer is a sporty and part of an industry that revolves around athletics.
- 2.) MakerSpaces involve design, prototyping, manufacturing and marketing.

## Mind inLife, III.

A living being enacts a milieu marked by significance and valence. Exteriority is surmounted by an internal relation of meaning and normativity between the two poles of organism and milieu. There is thus an inwardness to life that escapes a purely external conception. This inwardness underlies the deep continuity of life and mind, and is the context in which the emergence of consciousness must be understood.

What if physics is the particular, and biology the general, instead of the other way around?" (Rosen, 1991, p. 13). Loc4392.

To understand consciousness this way is to understand it transcendently and not merely empirically. Thus I take the irreducibility of the epistemic bases themselves to point toward the need for a transcendental perspective on consciousness (see also Rowlands 2003).9.

Loc4414. . . . Note 9: Searle's position that the irreducibility of consciousness is a trivial consequence of our definitional practices suggests that it might be possible to change those practices so that consciousness would be reducible. Yet, although intellectual revolutions giving rise to new conceptions of reduction and consciousness are certainly possible, any conception or method of reduction, and any definitional practice, will presuppose consciousness or (inter)subjectivity as a condition of possibility, and so there will always remain a nontrivial sense in which consciousness is irreducible. Searle comes close to allowing this sort of point when he writes: "the main point of having the concept of consciousness is to capture the first-person, subjective features of the phenomenon and this point would be lost if we redefine consciousness in third-person, objective terms. We would still need a name for the first-person ontology" (Searle 2004, p. 120).

The brain is an organ, not an organism, and it is the organism, animal, or person that has conscious access to the world. As conscious subjects we are not brains in cranial vats; we are neurally enlivened beings in the world. Loc4455.

The intentional arc and being-in-the-world overall are neither purely first-personal (subjective) nor purely third-personal (objective), neither mental nor physical. They are existential structures prior to and more fundamental than these abstractions. Loc4599..



It is precisely the body's double status of being a "subject-object," a subjectively lived body and a physical living body, as well as the dynamic interplay between ipseity (I-ness) and alterity (otherness) inherent in this ambiguity, that grounds one's ability to recognize other bodies as bodily subjects like oneself. Loc4676.

Forcible Presence, ineffability and subjectivity. Elements of sensorimotor functions and approach to perception.

In general, it is difficult to describe the knowledge underlying a skill. Thus ineffability is explained by our being unable to describe verbally our implicit, practical knowledge of the sensorimotor patterns constitutive of perceptual experience. Loc4923. [[ linking knowledge and skill . . . May place an unwarranted burden on knowledge. Is there worthy consideration for knowing or otherwise successfully and efficaciously applying a skill, eg could be a first aid situation. ]].

On subjectivity . . . So, consciousness is, by definition, "for the subject." (Myin and O'Regan 2002, p. 39).

Producing such descriptions requires incorporating a distinct phenomenological level of investigation into experimental psychology and neuroscience (Lutz and Thompson 2003; Varela 1996). Loc 5609.

END CH 10.

## Religion

<https://religiondispatches.org/is-beyond-doubt-correct-about-the-decline-of-religion-yes-sort-of/>. Book Review. Raises an interesting question or questions, regarding the depth and functionality of systems of belief which are lumped into the category of religion. I take (think) some of what this author says with a grain of salt because it seems that the narrative fails to recognize, explicitly existential considerations for life and mind, that need more thoughtful attention throughout society. This has an important interface with my contention that spirituality — but perhaps by another name (for instance, existential intelligence, per Gardner, perhaps autopoiesis, per Varela) — is universal in all life forms, since it is an extension of auto poetic dimensions in living organisms, all living organisms, and that existential questions are fundamentally philosophical, and therefore not solved by the panoply of religious assertions, beliefs and faith that constitute religious dogma.

Now it is time to take the above and begin to parse it critically well expanding on basic ideas that is embeds.

## 20230823 IC

The following individuals and institutions were sourced from the IHE article on *Campus* detailed below ...

- 1.) **Better Life Lab** at New America. Author Rebecca Gale ...
- 2.) The **Crach Institute at Tech Diplomacy** at Purdue University.
- 3.) **Family Engagement Lab**, mission is advancing educational equity.
- 4.) New York Universities **Steinhardt Institute of Higher Education Policy**. Arthur Levine, scholsr (a board member at Campus (see below, former president of Teachers College of Columbia University and a distinguished scholar of higher education at New York University's Steinhardt Institute of Higher Education Policy. )
- 5.) **Century Foundation**. Robert Shireman, was a leader of the Obsama administration's crackdown on for-profit colleges.

**Campus** is a for-profit, on-line firm that has acquired a campus, MTI College in Sacramento CA to advance its mission of improving 2-year college completion rates through a MOOC implementation of higher paid faculty, improved coaching for students and administrative reforms. SEE article from Inside Higher Education ... [\*The Next Iteration for Community Colleges?\*](#) Accelerated Study in Associate Programs (ASAP)... initiated by faculty at LaGuardia Community College and the CUNY Ssytem.

Serial entrepreneur **Tade Oyerinde**, is founder of **Campus** ... Funding from Discord co-founder Jason Citron and OpenAI founder Sam Altman, plus frequent higher ed funders such as Rethink Education and Reach Capital.

Governance and Operating Structure — Board with 5 of 6 former college presidents ... guardrails ...

What specifically are the: challenges that face these two-year colleges ... and how do scholars know the CCs shortcomings?

Mellow from LGCC “We want to try something new, but **skepticism has to be the way we go forward** with testing everything,”

## 20230822 IC

- 1.) Humility is a prerequisite for being educated. Drew Gilpin Faust, appearing on Lawrence O'Donnell.
- 2.) Everything you learn should make you uncomrortable. Drew Geilpin Faust.
- 3.) Drew Gilpin Gauset 2023. **Good Trouble**. “you will not like your child afeter they have attended Harvard.”
- 4.) How much is being a Democrat or a Republican a form oof faith?
- 5.) Find the creed that you wrote about your own personal beliefs.
- 6.) Trump is a mean-spirited liar with an incredible large following among fundamentalist Christians, who justify their political views based on some obviously distorted interpretations of

the Bible.

- 7.) Survey Center on American Life. Director Daniel Cox.
- 8.) The WA{O opinion piece says. Kids need places to learn values like forgiveness while schools focus on Math and Reading.
- 9.) Other needs met by congregations include meeting a potential spouse, joint parenting and baby-sitting support, building new relations as friends and spouses pass away.
- 10.) Not to mention integration across class and racial lines ...
- 11.) American need separation from both Republican and Democratic parties ...

If you don't take care of meeting your material needs for water, food, shelter and safety, there will be little room left in your life and mind for dealing with the non-material needs for belonging, esteem and self-actualization.

What is self?

## Melinda French Gates

[Interviewed by Lee Ann Caldwell on WP Live ... \(YouTube\)](#) Gates has founded Pivotal Ventures to encourage more women and POC to run for political office. In this 30 minute interview, she expresses confidence that women in all walks of life will greatly benefit from improved policies in child care and health care. She deftly makes clear that she has no interest or motivation to hold public office herself ... getting women involved to change society ...

From the **IC Recorder 20230820** an.

- 1.) Schooling for education is outdated and undemocratic. Furthermore it is too limiting for far too great a proportion of the human population. Digital technologies make alternatives to schooling realistic options for education. However, access to digital technologies is not yet available to many, even with cell phones finding remarkable penetration into even markets of third-world, developing countries.

The global smartphone penetration rate was estimated at **68 percent** in 2022, up from the first time since 2018. This is based on an estimated 6.3 billion smartphone subscriptions worldwide and a global population of around 7.4 billion.

## RFK,jr.

This outspoken son and grandson of privilege is talking a lot but saying nothing of contemporary value. Unfortunately, given the sorry state of our commercial journalism, he receives way too much attention for any responsible standard of judgment. When the gatekeepers sleep, shit can pour over the

dam and flood shaky minds. Some of the good work RFLK, jr. has done in the past for water quality protections is being lost in the muddy language he spews forth to reflect nothing but noise and create confusion centered around a reputation for irresponsible summoning of the anti-vax community. There is an anti-establishment thread holding together a coalition of skeptics and freethinkers but lacking the strength of humanitarian steel strands that enables democracy to flourish. The trouble with skepticism and free thinking is a notable consideration for the responsibility that should guide what we have to say.

The unfortunate lesson(s) from RFL, jr. are that making worthwhile things happen too often demands outspoken, even belligerent, assertions that are, at best, half-truth.

The attention given to RFLK, jr. tends to legitimize other speakers by association and even citation. After all if RFLK, jr. said it ... can it be without redeeming value?

**20230820**

## ***Marjorie Kelly***

This bold manifesto exposes seven myths underlying wealth supremacy, the bias that institutionalizes infinite extraction of wealth by and for the wealthy, and is the hidden force behind economic injustice, the climate crisis, and so many other problems of our day:

- The Myth of Maximizing: No amount of wealth is ever enough.
- The Myth of Fiduciary Duty: Corporate managers' most sacred duty is to expand capital.
- The Myth of Corporate Governance: Corporate membership must be reserved for capital alone.
- The Myth of the Income Statement: Income to capital must always be increased, while income to labor must always be decreased.
- The Myth of Materiality: Profit—material gain—alone is real, while social and environmental damages are not.
- The Myth of Takings: The first duty of government must be the protection of private property.
- The Myth of the Free Market: There should be no limits on the field of action of corporations and capital.

Kelly argues instead for the democratization of ownership: public ownership of vital services, worker-owned businesses, and more. And she sketches the outlines of a non-extractive capitalism that would be subordinate to the public interest. This is an ambitious reimagining of the very foundations of our economy and society.

[In this mean-spirited moral free-for-all, we need to put justice back in charge](#)

Opinion by Rosalie Silberman Abella • [Read more »](#)

In this mean-spirited moral free-for-all, we need to put justice back in charge. Address by Harvard law professor on “**Justice and Law.**” Published today in Washington Post as opinion ...

How, we should ask, do we achieve legal justice in the presence of economic injustice?

How do we remove or decrease immoral material gain from *social functions*, including medicine, education, banking, insurance, and journalism. Business (trade, commerce, manufacture, distribution) is also a social function. It seems particularly relevant to carefully and critically consider the provision for basic human needs including water, food, shelter and safety. This almost inevitably leads to consideration for functions such as agriculture, police, military and how to balance issues of ownership, with equipment (weapons) and property set-asides (taxation). Now, let's deliver an entertaining sermon on entertainment and the public good.

What are global educational imperatives for doing what is right for humanity? What are the attitudes, beyond skills and knowledge, that must develop individually and collectively?

Bruce Lindgren  
-- www.brucelindgren.com  
substantially from my iPhone

## The BLOG

[Publish](#)

Nothing published this past week ...

## LONet

What was the sense of commitment among the Frank & Amy siblings that sustained the RR for 70 years?

## Blog Entry

... for Philosophy, Theology and Religion ....

Ignorance is often considered in a negative light and our attitudes toward ignorance are, generally, that it should be stamped out or eliminated through education and research. Yet there is a case to be made to celebrate ignorance and recognize that it is a universal human condition that is shared by all of life on earth. Our status as *Homo sapiens* —the knowing species—is really open to serious doubt. I find trusting doubt to be very helpful. Thirty years ago, Dr. **Lewis Thomas**, a venerated research physician and academic leader, wrote: *In this most scientifically productive of all the centuries of human existence, what we have learned is that we are profoundly ignorant.* No one and nothing is either omniscient or omnipotent.

That later assertion will trouble a few readers, but I include it because I know that a few readers will recognize—to the lowest degree—some scant truth in recognizing the limits of our understanding of the supernatural. Knowledge is elusive both as concept and content. One of the better characterizations I have encountered describes *knowledge as justified true belief*.

Society tell our educators that they want student capable of critical thinking. Well fine. But what is it? All of the critical thinking we hope to instill in young people is to search for what is the

meaning of truth and to *determine the truth of assertions*. Of course, any teacher of critical thinking knows that recitation of a simple definition is unconvincing. Unless there is frequent demonstrations of critical thinking looking under the hood may be needed. Repair of simplistic thinking may take awhile.

That is to say the elements of critical thought are many. Questioning before jumping to a conclusion is as good a place as any to start. Simply seeking out underlying assumptions of a proposal is generally regarded as good. Reflecting on well known facts and concepts or principles can avoid embarrassing counter arguments. Digging out the purposes behind generalizing statements tells something about motivations. Restraining the urge to draw and trumpet a simple-minded is a tiny confidence builder. Crafty and clever generalizations as a conclusion leaves little confidence that a person possesses what may be reliably called critical thought.

I don't even have a justified true belief in humanity, yet I cling to *that* thread of hope. That leaves me philosophically attuned with existentialism and more interested in the theology of **Paul Tillich** and **Reinhold Niebuhr** than with Saints **Peter, Paul and Mary**, **Pope Francis** or any of the messianic ministers of megachurches—so-called "leaders" whether they are attached to red or blue churches. One leader of a red-hatted church-like congregation seems to be headed for trial if not prison. No humans have ever been so full of knowledge that they are without error. Those without doubt proceed with all the confidence that goes with ignorance.

Ignorance is a fascinating topic and what we don't know is abundant enough to keep everyone thinking for a long, long time. Pick your passions or interests and pause to ask what do you know and what do you not know? The questions you generate will keep you going if not keep you awake at night. What I don't advocate is an Alfred E Newman attitude of "What, me worry?" A little cloud of doubt is OK. Skepticism is OK too. If we actually know, or think we know, everything there is to know, we surely don't need any education or science?

My father, Obed, was never supportive of private, parochial education. Minnehaha Academy and North Park College (back then) was not encouraged around my home and would have only reluctantly been supported if I had expressed interest in attending one or the other; although my mother, Verona, kind of liked both for their Swedish and Covenant heritage. Both Dad and Mom were robust supporters of our public schools, and would not appreciate their oldest son's growing skepticism and doubt. Our most highly regarded social institutions should never ever be seen as immune to criticism; their history emphatically included.

Yet when my daughter, Erika, was briefly recruited by Harvard and Dartmouth, my parental pride rose to attention. Years later a video clip by Harvard president, Dr. **Drew Gilpin Faust**, grabbed a slice of my attention and thinking when she said to a gathering of the parents of an incoming Harvard class: *You may not like your child when they finish at Harvard, because they will hold ideas and values that are not like yours*. Dr. Faust, an historian, more recently wrote a book entitled "Good Trouble" in which she recognizes our profound ignorance of so many things of importance in our humanity and human life.

## Roots & Shoots

Newsletter is Due Friday, August 25<sup>th</sup>.

**Theme: On Ignorance** .... Drew Gilpin Faust, Bryn Mawr (1968) 75yo born 1947 ... , Book Necessary Trouble ... taboo topics and ignorance Faust saying to parents of Harvard freshman class, you won't like your child when they come home from Harvard ... testing boundaries ... all kids must ... I hope I am still a kid-at-heart ... Lecture on Ignorance – taxonomy – by Utx Med School Professor ...

**Ivy League grads in family—Linnae (Brin Mawr, BSA) & Roy (Harvard, MPH) ... graduate degrees from Ivy League schools ...**

**End of Summer, Brent & Erin back to school ... Wildfire in Maui, Hawaii ... Plea for Inputs from family members ...**

Politics and negative feedback ... when should we talk and when should we not talk... Donald Trump flirting with jail-time ...

**Video Conference**—software and hosting issues remain unresolved.

Faust said, "Education is the engine that makes American democracy work.... And it has to work and that means people have to have access."

Now available at: <https://icont.ac/4T94O>

Friday, 25 August 2023

## Greetings

Ignorance is often considered in a negative light and our attitudes toward ignorance are, generally, that it should be stamped out or eliminated through education and research. Yet there is a case to be made to celebrate ignorance and recognize that is t universal human condition that is shared by all of life on earth. Our status as *Homo sapiens* —the knowing species—is really open to serious doubt. I find trusting doubt to be very helpful. Thirty years ago, Dr. **Lewis Thomas**, a venerated research physician and academic leader, wrote: *In this most scientifically productive of all the centuries of human existence, what we have learned is that we are profoundly ignorant.* No one and nothing is either omniscient or omnipotent.

That later assertion will trouble a few readers, but I include it because I know that a few readers will recognize—to the lowest degree—some scant truth in recognizing the limits of our understanding (knowledge as justified true belief) of the supernatural. I don't even have a justified true belief in humanity, yet I cling to *that* thread of hope. That leaves me philosophically attuned with existentialism and more interested inn the theology of **Paul Tillich** and **Reinhold Niebuhr** than with **Peter, Paul and Mary, Pope Francis** or any of the messianic ministers of megachurch leaders whether they are attached to red or blue churches. One leader of a red-hatted church-like congregation seems to be headed for trial if not prison. No humans have ever been so full of knowledge that they are without error. Those without doubt proceed with all the confidence that goes with ignorance.

Ignorance is a fascinating topic and what we don't know is abundant enough to keep everyone thinking for a long, long time. Pick your passions or interests and pause to ask what do you know and what do you not know? The questions you generate will keep you going if not keep you awake at night. What I

don't advocate is an Alfred E Newman attitude of “What, me worry?” A little cloud of doubt is OK. Skepticism is OK too. If we actually know, or think we know, everything there is to know, we surely don't need any education or science?

My father, Obed, was never supportive of private, parochial education. Minnehaha Academy and North Park College (back then) was not encouraged and would have only reluctantly been supported, although my mother, Verona, kind of liked both for their Swedish and Covenant heritage. Both Dad and Mom were robust supporters of our public schools, and would not appreciate their oldest son's growing skepticism and doubt. Our most venerated social institutions should never ever be seen as immune to criticism; their history emphatically included.

Yet when my daughter, Erika, was briefly recruited by Harvard and Dartmouth, my parental pride rose to attention. Years later a clip by Harvard president, Dr. **Drew Gilpin Faust**, grabbed a slice of my attention and thinking when she said to a gathering of the parents of an incoming Harvard class: *You will probably not like your child when they finish at Harvard, because they will hold ideas and values that are not like yours.* Dr. Faust, an historian, more recently wrote a book entitled “Good Trouble” in which she recognizes our profound ignorance of so many things of importance in our humanity and human life.

Now, please reply if any facts are in error, but if there is anything above that is offensive to you, and its my opinions you don't like, just take a second or two to scroll to the bottom and click to UNSUBSCRIBE. I promise to not take personal offense, make a plea to invite you back ( although you will always be welcome), but at least I will know that you have actually taken time to read all or part of Roots & Shoots one last time.

To comment on any [Roots & Shoots content](#), there is now provision on the LONet website for posting comments. Please use the link above or see the second bullet below.

You could also use this new comment feature to suggest future content for Roots and Shoots. Any short “Jotting” or something more extensive would be great. A bit of humor would be more than welcome.

Your suggestions for Roots & Shoots content are needed. I don't want to return to Linnae's frustrations of begging for content every month or every issue of Roots & Shoots ... like the late, great **Round Robin**, this effort to connect our family (and its associated [web presence](#)) will go under if there is not better participation. Actually, if you don't care for my opinions, your commentary and suggestions will relieve me of much opinion writing. Hint, Hint!

## Jottings

- **Brent & Erin Lindgren** are already back with students in Las Vegas. Brent tells me that this is last year as a librarian in public schools; although all pointers are toward continuing with classroom teaching in a Las Vegas Charter School.
- Past issues of the Roots & Shoots are now linked on [our website](#). Your comments on Roots & Shoots content are enabled on this page also.



- **Jim Carey** returned from a two-week assignment teaching in Kampala, Uganda. We'll look forward to telling more of this story on a LONet Post, peerhaps submitted by Jim.
- **Anne** and **Jim Blitch** have completed their travel to Sweden and Denmark. We'll look forward to reports from not only Anne and Jim but also their son who will be studying in Copenhagen this Fall.
- Anne Blitch sent along a trove of documents she obtained from **Dave Lipp** about **Bob Selim's** travels to Sweden in the early 1950s. These documents will soon be posted on LONet.
- What have all the rest of you been doing during the summer—now nearly over?
- **Jay Lindgren** continues to report his trips with his motorcycle “Jenny” through out the western region.
- Jay also commented about doing some “free-lance” work in his new field-of-passion—*Artificial Intelligence*.
- Drew Faust drew thoughts about Ivy League grads in the family. **Linnae Coss** (Bryn Mawr, BA), **Lisa Lindgren Kalantzakis** (Columbia, MBA) **Roy Lindgren** (Harvard, MPH), and **Bob Selim** (Harvard, PhD) are the only few that come to mind. Did I miss anyone?

## Video Conferencing

No activity this past month of August. We hope to resume some sessions in September, however, at present I am *in limbo* regarding the needed platform. Software and hosting issues remain to be solved. Microsoft TEAMS was a flop due to conflict with my use of Open Sources software. I've had no enthused feedback for use of Google MEET or alternative hosting of ZOOM. Recoriding and future use of our Video sessions is still in serious obscurity. Regrettably there is a wonderful collection of stories that could be told via LONet Posts or video clips that are seemingly not of interest to anyone but me. That was also true for our legacy of Round Robin letters until Linnae Coss and Jim Carey teamed up to publish the book a couple of years ago. I'll keep and/or pass along the collected videos until someone asks for them.

While there have been a couple of offers to chip in to maintain our use of ZOOM, I remain concerned over a couple of issues, not the least of which is limited participation. I am still baffled as to why so many cousins and their now adult children and even grandchildren have not seen the video conference sessions as sufficiently valued or valuable to entice participation.

What should be done to enhance participation? Improve our format? More frequent? Less frequent? More or less specific content? Agenda setting in advance? Topic definitions? Times of Day, or Days of the Week? Let me know!

Keep OurTorch Burning!

## Lighter Side

Pat Heath sent along the following:

1 . Law of Mechanical Repair

- After your hands become coated with grease, your nose will begin to itch and

you'll have to pee.

2. Law of Gravity

- Any tool, nut, bolt, screw, when dropped, will roll to the least accessible place in the universe.

3. Law of Probability

- The probability of being watched is directly proportional to the stupidity of your act.

4. Law of Random Numbers

- If you dial a wrong number, you never get a busy signal; someone always answers.

5. Variation Law

- If you change lines (or traffic lanes), the one you were in will always move faster than the one you are in now.

6. Law of the Bath

- When the body is fully immersed in water, the telephone will ring.

7. Law of Close Encounters

- The probability of meeting someone you know INCREASES dramatically when you are with someone you don't want to be seen with.

8. Law of the Result

- When you try to prove to someone that a machine won't work, IT WILL!!!

9. Law of Biomechanics

- The severity of the itch is inversely proportional to the reach.

10 . Law of the Theater & Hockey Arena

- At any event, the people whose seats are furthest from the aisle, always arrive last. They are the ones who will leave their seats several times to go for food, beer, or the toilet and who leave early before the end of the performance or the game is over. The folks in the aisle seats come early, never move once, have long gangly legs or big bellies and stay to the bitter end of the performance. The aisle people also are very surly folk.

11. The Coffee Law

- As soon as you sit down to a cup of hot coffee, your boss will ask you to do something which will last until the coffee is cold.

12. Murphy's Law of Lockers

- If there are only 2 people in a locker room, they will have adjacent lockers.

13. Law of Physical Surfaces

- The chances of an open-faced jelly sandwich landing face down on a floor are directly correlated to the newness and cost of the carpet or rug.

14. Law of Logical Argument

- Anything is possible IF you don't know what you are talking about.

15. Law of Physical Appearance

- If the clothes fit, they're ugly.

16. Law of Public Speaking

-- A CLOSED MOUTH GATHERS NO FEET!

Law of Commercial Marketing Strategy—

- As soon as you find a product that you really like, they will stop making it OR the store will stop selling it!

## Doctors' Law

- If you don't feel well, make an appointment to go to the doctor, by the time you get there, you'll feel better. But don't make an appointment and you'll stay sick.

## The Law of Television Entertainment

**As soon as you find a television program that you really like, it will be cancelled.**

### ***Parking Lot***

- 1.) Read prior entries to The Stack and compile useful summary and/or indexes.
- 2.) Downloading of iContact essays ...
- 3.) Write your last will and testament ... providing directions for disposal of all the stuff accumulated ... otherwise the alternative will be either landfill or incinerator ...

- 4.) Develop a much better process for compilation of The Stack(s) ... what you have been doing is probably too easy because it is simply mechanical. The result has been mostly useless collection(s) without reorganization, consolidating, editing, and so forth.
- 5.) Past relationships among NCC faculty ... Phil Bly and Waldo Asp ...
- 6.)

## **Bibliography**

In addition to the two books by Marjorie Kelly below, my quick look at Amazon revealed a rather long list of books with provocative titles that could shed useful lights on the negative sides of capitalism, which should be surveyed with some effort to uncover what critics have said about the titles and authors.

Kelly, Marjorie. 2023. *Wealth Supremacy; How the Extractive Economy and the Biased Rules of Capitalism Drive Today's Crisis.*

Marjorie Kelly. 2022. *Owning Our Future: The Emerging Ownership Revolution.*

Kelly, Marjorie. 2019. *The Making of a Democratic Economy: How to Build Prosperity for the Many, Not the Few.* Audio Book and Kindle (32.99)

Kelly, Marjorie. 2003. *Divine Right of Capital.* May be available as an eBook at HCLS ...

Kelly, Marjorie. .... Microbiology ...

Thompson, Evan. 2010. *Mind and Life: Phenomenology and the Sciences of Mind.*

Thompson, Evan. 2020. *Why I am not a Buddhist.*

Thompson, Evan and Stephen Bachelor. 2014. *Waking, Dreaming Being Self and Consciousness in Neuroscience, Meditation and Philosophy.*

Varela, Francisco, Evan Thompson & Eleanor Rosch. 2000. *The Embodied Mind: Cognitive Science and Human Experience.*

Faust, Drew Gilpin . 2023. *Good Trouble.*

## **Music**

Hayden. *Symphony No.60 in C Major.* Nicholas Ward, Conductor. Lausanne ...

Glinka. *Rusian and Ludmilla Overture.* Stanislav Gorkovenko, Conductor. Nikolai Kalinin ...

Rimsky-Korsakov. *Scheherazade,, Op.35.* Kiril Kondrashin, Conductor. Concertgebouw Orchestra.

27 August 2023

## Personal Mastery ...

**Writing**—review the piece on journalism that you uncovered last week: [Elements of Journalism ...](#) from American Press Institute ... *Committee of Concerned Journalists* ... Making research notes is a waste of time unless there is followup reading and reflection on the notes ...

**ChatGPT**—What are strengths and weaknesses of **Blender**?

**Blender**—*Animated Title Development* could be a useful step toward better grasp of the potential for this 3D Animation software. <https://www.youtube.com/watch?v=JaI1YjT272U> 14 minutes. Indian narrator is a challenge to understand and is pretty fast-paced. My Google Search was [Belnder](#) [Animated Title Tutorial YouTube](#). What are the major animation software applications?

## Education's Ecology

### Neurophenomenology

The book by Evan Thompson (*Min and Life:* ) remains an incredible experience in elucidating the sheer complexity of what science must do to understand the functioning of our minds (The Human Mind) and brings forth a dimension of Education's Ecology that has almost totally escaped my thinking about education and how profoundly wrong-headed our societal insistence on the use of schooling for education. This malfeasance has been fully exacerbated by the imposition of a single term “learning” on the social functions of schools. This is not to say that the problem with education or schools is entirely excused as mere mistaken vocabulary. However, if we don't take time to develop our understanding of the mind and the life it portends or expects, we likely stand no chance of ever finding a new path, paradigm or framework for education that actually solves the most vexing problems of education and its ecology. Perhaps my nascent TED Talk outlined below will demand consideration of neurophenomenology as an Idea Worth Spreading.

Perhaps this means that the talk could dispense with the several minutes needed to present an argument that our schools are really fucked up. We shall see if the talk ever achieves any daylight. At least it will very likely be the case that the opening will be modified with a global declaration that will not include any of what you have written over all these years of dealing with and reflecting on Education's Ecology.

Mind and Education may be the Title or theme for the talk.

Dynamic consideration of human development will emerge and may turn out to be a central theme as in neurophenomenology, biology and dynamic systems. Or, phenomenology, biology and dynamism. But it will turn attention toward lifelong and lifewide development that is entirely unique to humanity with all of its humanitarian implications. Unfortunately because of economics, human development has been cut short or shortchanged by our profound ignorance and education has been relegated or confined to the childhood years, and even there with only partial consideration. The family unit is for the most part misguided in that families are merely a result of the biological acts needed for reproduction.

Accordingly too little attention is paid by the family to life itself beyond the most basic needs that are not human but biological. Harlow's monkeys established that belonging is not merely a human need.

Esteem and self-actualization may be emergent in human life with some unique fulfillment of our planetary destiny, but don't count on it. These later "needs" may be figments of our longing for something more than what we merely have.

The future considerations for neurophenomenology will rest with my ability and willingness to devote time and mental effort to study of a host of cited literature in the Thompson book. I fear that this may elude the time I have left to pursue this part of my own development and educational ecology. It is really crazy how things like this emerge in life. I am definitely lucky to have lived long enough and with sufficient, however limited that may turn out to be, capacity to take the first steps toward understanding. Where was all of this serendipity thirteen years ago or even before when I first became aware of Maturana and Varela through their conceptual breakthrough autopoiesis.

Maybe I owe a debt to all of the detractions and missed signposts along the course of my life. It may be constructive to pursue the writing of an autobiography in order to suss out the meaning of all these distractions, if indeed there is any meaning to be discovered. Of course, when I think that I have discovered something, I will likely dismiss it with disbelief in my own capacity to know anything with certainty. This could be a wonderful if also challenging process of discovery, although it is at least daunting and may be totally intimidating.

That later is because to suss out the meaning of big events of my life; things like biology, photography, marriage, divorce, and children it will be necessary to look well beneath the surfaces to discover motives and motivation. Some of what I did in life was undoubtedly opportunistic and perhaps nothing more, although there were preceding wishes or aspirations that looked occasionally like goals. I will find it impossible to have ever been very intentional with any great or long vision for my life. The notion Men Plan, God Laughs is probably true enough to fit and since I have grown apart from any belief in God, I will likely be forced to conclude that life has been a laugh, though not in a trivial or funny sense, but in an existential sense of being here for a few decades, experiencing a life, before nothing comes any longer to mind. You have always said that what ever happened happened and there is no opportunity to go back and do it over. Life doesn't work that way. It starts, continues and ends. But this is not the end.

XXX

[wc=838]

## **Knowledge**

The distinction between knowledge (knowing what) and technique (knowing how ) has long been a tension. The solution sounds simple, but in practice it is not. David Breeden.

Knowing how may be tightly linked to knowledge needed for use or application of an acquired skill. Skill acquisition is akin to habit formation, and in some, perhaps not so rare cases, a habit is triggered automatically and an application of knowledge may be needed to inhibit the action or execution of the habitual behavior.

Sensorimotor considerations apply.

Some habitual executions of a skill may not be modifiable.

## **Talking Points**

**Problems with Public Schools.** Given the pathology of mandatory need to acknowledge that there are severe deficits in how we are approaching governmental involvement in education. Direct funding is no longer appropriate because hierarchy is oppressive and fundamentally inimical to the practice of freedom. Indirect funding occurs through government commitment to humanitarian values.

**Alternatives Exist.** Neighborhood unschooling is scalable. It is potentially democratic, builds respect and implements an Open Society.

**Planetary Imperative.** The state of human impact on the ecology of earth is not being adequately addressed.

**Ignorance.** Must be universally acknowledged in order to foster a global quest for growth and development of humanity based on our common (community) life and cognition.

## **Church-State**

What are the central questions?

What do schools teach that is crucial to the exercise of democracy in America?

What school subjects are intended to open and expand the mind of a student and enable the student to lead a personally productive, satisfying life??

What school subjects are taught to support economic development at community and corporate levels?

Article in WaPo on the role of homeschooling attorney to gain access for homeschooling families to public funding ...

## **Homeschooling**

Frances Olson ... contact about secular homeschooling ...

Who are the secular home-schoolers in the TC and MN, WI, ND ??? how to go about finding them is a severe challenge.

### **Secular Home-schools v Religious Home-schools.**

It may be well to revisit Berlinerbrau for his take on the structure of secularity as an important force or element in society ... *How to Be Secular*.

## **Vouchers**

Arkansas Gov. Sarah Huckabee Sanders (R) proposed Wednesday to let any student use state money for private or religious school tuition. (Al Drago/Bloomberg News)

Status of vouchers in Wisconsin's Milwaukee County ...

WaPo article: [More States are paying ...](#) SEE notes below ...

- 1.) Wisconsin Institute for Law and Liberty
- 2.) Florida Citizens Alliance
- 3.) [Army of Parents](#) to fight for “freedom, liberty, safety and parental rights
- 4.) EducateUS: SIECUS in Action,
- 5.) Betsy DeVos
- 6.) In Iowa, a \$345 million annual program [was approved](#) over fierce objections of Democrats.
- 7.) “That will give all parents the ability to choose the best education option for their child,” [Abbott said](#) at a recent parent event, adding: “This is really about freedom.”
- 8.) American Enterprise Institute

## Parental Rights

Legal status and who is willing to take on this shibboleth that has now been integrated into several (name?) state's legal structures.

Conflict with the parents of transgender binary children who seek support for their and their child's rights ...

Center for Parental Rights at ADF (Americans for Defense of Freedom) ...

## Ziklag

Membership in the organization — named after a town in the Bible that David used to organize raids against enemies of the ancient Israelites — is restricted to people with a net worth of at least \$25 million, according to [a page on Ziklag's website](#) that was viewed by The Post but has since been made private. The group envisions schools that welcome prayer and “a conservative, biblical worldview in science, humanities and the arts,” according to a Ziklag document that was among several recordings and other materials obtained by Documented and shared with The Post.

Neither Bohlinger nor several other Ziklag representatives responded to detailed questions about the recordings and documents.

As Bohlinger later recounted in one video, he approached Farris — then head of the Alliance Defending Freedom — about using the courts to achieve a far-reaching resolution to their concerns about public education.

Several weeks later, Farris was on the call with Ziklag members to make his pitch. “Parents are being forced to choose: either pay for themselves for a form of education that is consistent with [their] moral worldview or send their kids into a system where they will be deliberately undermined,” Farris said, adding that school officials were “directly attacking the Christian worldview.”



SOURCE: Wapo article on homeschooling.

ADF received a \$444,249 grant from Ziklag in 2021, according to tax records — close to the \$500,000 Farris requested. Ziklag gave ADF another \$514,491 the following year, tax records show.

## Hybrid

There are a myriad number of possible combinations for education that could be tried and tested against some as yet poorly defined or undefined objectives. The whole notion of schooling for education has been tried and found wanting for at least 30% of young people and a vast majority adults either take their education for granted or see no need for any formalities of their own or other's development.

Neighborhood or Locality-based [Education and] Personal Development is one such alternative. A neighborhood would work collective and collaborative with or without the appointment a permanent or rotating Chief Developmental Officer to coordinate individualized developmental planning for all members of the locality.

Any hybrid developed should include and enable a combination of certain principles such as:

- ✓ Respect for worth and dignity of individuals ... as roots for open, democratic governance ...
- ✓ Global perspectives ... Planetary Imperatives ... scalability ... conservative ...
- ✓ No hierarchies ...
- ✓ Seeking emancipation ... while recognizing mutual and multiple dependencies ...
- ✓ Freedom is practiced within a framework of responsibility ...
- ✓ Self direction (decision-making) entails autonomy and self-perpetuation ...
- ✓ Mind-Life integration ...
- ✓ No mandatory practices ...
- ✓ Open timeframes ...
- ✓ Mutuality of support ... everyone can be both teacher and student ...
- ✓ Learning IS Development ... of skills, knowledge and attitudes ...
- ✓ Enabled and embodied ... Dynamic Systems Theory ...
- ✓ Engagement ... Action orientation ...
- ✓ Positive Mental Models ...
- ✓ Personal Mastery ...
- ✓ Truth seeking ...
- ✓ No dogma ...
- ✓ No age, ethnic, sex or racial discrimination ...
- ✓ Mutual validation ...

At some level all of the above could be construed as a throwback to the hippie era of American life. It is to a not inconsiderable extent an exercise in communal living with some remnants of a pre-agricultural paradigm that is much more firmly rooted in basic human needs and eschewing the accoutrements of contemporary society. Although it must, of course, be said that there is no going back to any conditions preceding developments of technologies as certain of the se advancements have become necessities and

require some collective efforts on a regional, national or international scale. Among these efforts are what has been called a Planetary Imperative.

It may also be said that in the absence of hierarchy and dogma there may not be anything essential for inclusion or exclusion. Adherence to a combination of the principles cited above emerges not as a mandate but as a guide for human development.

## ***Banning History***

There is a concerted effort to control what is being taught in history classes in school systems and even higher education. A particular focus is on WOKE ... interpretations that began to emerge before the pandemic.

See the WaPo article published August 29 on the impacts of Christian homeschool families seeking to diminish public schools and enable the award of funds to support homeschool families ... Story is saved in the folder Education Ecology in documents.

**Ali Velshi** Banished book podcast ...

MSNBC ... **Nikole Hannah-Jones** Conservatives attack the 1619 article. *We got into journalism because we knew the power of words.*

**Nationwide effort to diminish truth about slavery.**

Conservative push distortion of black history.

## ***Autopoiesis & DST***

Particular importance should be assigned to the writing of Thompson on the importance of phenomenology in elucidating the functions and finding of neuroscience in our understanding of how development and education are inextricably bound together for lifelong and lifewide matters of human existence.

Neuroscience faculty research into phenomenology applied to better understanding the complex components of consciousness.

## ***MakerSpace***

Follow up conversations with Julie Branham, Michelle Sharp and Jared Sumner ...

Role of MakerSpaces in expanding the public participation in science. What is the current status of DIY Biology facilities in Minnesota and elsewhere?

## ***John Dewey***

Bertrand Russell wrote an essay in 1909, that holds promise for equating or equilibrating the place of Dewey in the panoply of American philosophers. This essay may be found in the Russell archives now held at McMaster University in Hamilton Ontario Canada.

Stanford Encyclopedia of Philosophy [entry](#).

*John Dewey (1859–1952) was one of American pragmatism's early founders, along with Charles Sanders Peirce and William James, and arguably the most prominent American intellectual for the first half of the twentieth century. Dewey's educational theories and experiments had a global reach, his psychological theories had a sizable influence in that growing science, and his writings about democratic theory and practice deeply influenced debates in academic and practical quarters for decades.*

## Bertrand Russell

The **Bertrand Russell Archives Catalogue Entry and Research System**, [BRACERS](#), ... revised and moved to an online server at McMasters Univeristy in 2014. [Search results for John Dewey = 25](#).

The [Bertrand Russell Society](#) is located at Drew University, located in Madison, New Jersey (private university). The website includes a timeline for Russell's life and work.

Stanford Encyclopedia of Philosophy [entry](#).

*Bertrand Arthur William Russell (1872–1970) was a British philosopher, logician, essayist and social critic best known for his work in mathematical logic and analytic philosophy. His most influential contributions include his championing of logicism (the view that mathematics is in some important sense reducible to logic), his refining of [Gottlob Frege's](#) predicate calculus (which still forms the basis of most contemporary systems of logic), his defense of [neutral monism](#) (the view that the world consists of just one type of substance which is neither exclusively mental nor exclusively physical), and his theories of [definite descriptions](#), [logical atomism](#) and [logical types](#).*

**CHAGPT 20230829** In summary, John Dewey and Bertrand Russell collaborated on education, recognizing the need for an active and adaptive approach to learning that aligned with their shared pragmatic inclinations. Despite this common ground, they diverged in their philosophical outlooks. Dewey's pragmatism emphasized the role of experience, context, and democratic ideals in shaping philosophy and education. Russell, with his analytic philosophy and logical rigor, leaned towards empirical methods and logical analysis, often skeptical of metaphysical claims. Their collaboration showcased the intersection of practical application and abstract reasoning, while also highlighting the divergent paths that philosophy could take in addressing the complexities of the human experience. Full output is Dewey-Russell Comparison in ChatGPT folder.

## ChatGPT

I recognize the new role of AI-ML LLM etc. as a tool available to advance understanding of many topics, ideas, concepts, assertions and so forth ... with this new reality it is important to review and acknowledge to the extent possible whenever these tools are used in any work whether that work is central or peripheral to legitimate (that is to say more traditional, labor intensive) writing and scholarship.

Acknowledgement for the *Education's Ecology* book. I have drawn freely from documents developed through the use of ChatGPT (mainly ) and certain other AI enabled sources. Inclusion of any

verbatim text is labeled with \_CHAGPT\_, dated and presented in quotation form with a distinctive font. and and can be accessed from (pages on my website) along with the ChatCPT search statement, directions or question. Efforts to verify outputs from ChatGPT are ongoing ... and the reader is encouraged to exercise both caution and independent verification using other scholarly tools.

## Recent Inquiry

In four to five paragraphs, summarize how John Dewey and Bertrand Russell collaborated and differed on topics of philosophy.

RESULT: In summary, John Dewey and Bertrand Russell collaborated on education, recognizing the need for an active and adaptive approach to learning that aligned with their shared pragmatic inclinations. Despite this common ground, they diverged in their philosophical outlooks. Dewey's pragmatism emphasized the role of experience, context, and democratic ideals in shaping philosophy and education. Russell, with his analytic philosophy and logical rigor, leaned towards empirical methods and logical analysis, often skeptical of metaphysical claims. Their collaboration showcased the intersection of practical application and abstract reasoning, while also highlighting the divergent paths that philosophy could take in addressing the complexities of the human experience.

## Ignorance

*We live on an island surrounded by a sea of ignorance. As our island of knowledge grows, so does the shore of our ignorance.* John Archibald Wheeler

... this quote was used by Neil deGrasse Tyson by substituting “island” for “bubble” ...

There is a big and important difference between the verb “to ignore” and the noun “ignorance” ... It may be well to attempt some writing to elucidate the difference and why it *may* be important.

My nascent essay for LONet should be completed. See copy from last week's The Stack.

## Linguistics

How is education a matter of development of language skills, and if so what are we doing that is advancing this matter and how are we accepting societal advances as they ignore what we take for granted with our uses and abuses of language. When is language clarifying and when is it opaque or fostering opaqueness.

What is the value of hedging language? Why is hedging language used and/or useful?

## The Book

A new outline and chapter annotated titles was developed last week—as follows:

**Chapter Titles** based on the above; could/should be a foundation for yet another draft ... .

### I. Dependent Development

Human life begins with conception and follows a highly programmed course through about three to

five years. The years between conception and around nine years are entirely dependent. Our neoteny has accommodate unique developmental potential ... for which human societies have created educational systems—an ecology—that restrict freedom and extends in the more “developed” societies until age 25 and even beyond. Oppression is prolonged through authoritarian hierarchies

## **II. Eliminating Silos**

Our human skills and knowledge have developed notably beyond our animistic origins and for reasons that enabled survival, supporting niches that emerged and were discovered. Accordingly Human Development has been and remains almost entirely opportunistic. Specialization and division of labor enabled an economy but the economy is a wholly owned subsidiary of our environments.

## **III. Our Planetary Imperative**

The anthropocene is real and we humans are responsible. Even if we know with certainty that life exists elsewhere in the universe, that cannot abrogate our responsibility to the life on earth with all of its rich diversity and the integration of its systems with Gaia—if we (humans!) don't survive, who or what will ever again possess the potential for knowing life elsewhere. This is a staggering responsibility for humanity because there is no evidence that any help is available.

## **IV. Existence**

All life possesses a will to live ... the result is a spirituality recognizable in every life form. Our human spirituality is an extension and is fundamentally a consequence of the autopoiesis (organization and persutation) and metabolism that is a universal condition of life and cognition ...

## **V. Celebrating Ignorance**

Ignorance is ubiquitous and egregiously unrecognized ... the taxonomy of ignorance of Ann Kerwin ...it took a long time for humanity to figure out a role for the human heart and brain. Now that we have estended that bit of knowledge to molecular genetics we see, we think, we are lpretty smart. Well in the past two centuries of "STEM achievements what w know is that we are profoundly ignorant.

affluent and highly educated parents are often the worst guides for youth ... they are or have been highly successful participants in the public and private *schools* are accordingly indoctrinated and biased toward schooling for education, and authoritarian advocates.

## **VI. Mitigating Incompetence**

Parents are incompetent ... no one is an expert because can know what a child, or any other person, actually needs for development of skills, knowledge and attitudes ...

## **VII. Ubiquitous Teaching**

Everyone is a potential teacher. This begins with parents. Paulo Freire quote ... consideration for linking students and teachers in cycles of development that are mutually inclusive and rarely or never exclusive, especially exclusive in any permanent or disabling way such as may occur with exclusion or humiliaation.

## **VIII. Dignity**

This chapter will stress the fundamental value of democracy to respect the worth and dignity of everyone.

## Economics

International Trade Policy has, according to [WaPo article](#), shifted from the policies of Clinton and Obama in support under Biden to more restrictive policies no appreciably different from those of the Trump administration. According to Larry Summers, there are dangers inherent in limiting access to US markets by foreign firms and countries. China is a target of current concern.

Katherine Tai, the U.S. trade representative, has blamed traditional trade deals for **fueling inequality**, hastening the exodus of U.S. manufacturing jobs and creating an **excessive reliance on China** for critical goods. She has vowed that the administration will deliver “a new story on trade.”

What are indicators of “excessive reliance on China”?

## Hydrogen Economy

While a hydrogen fuel-cell (HFC) is simply another —sometimes difficult to manage—battery, the clean energy should override a multitude of road blocks and barriers, stones or boulders, along the path toward freedom from the regulations and ravages of the fossil fuels upon which the whole world is now egregiously dependent. The build out of HFC capacity is long, long overdue globally. Fossil fuels will never ever be clean with regard to the condition of earth's atmosphere.

## Circular Economy

Industrial Ecology and Eco-Industrial Development is imperative for planetary security and safety. This means, among many other things, expanding our reliance on renewable energy sources and that means that ***the answer rises every morning***. Direct solar capture with electrical generation cells and indirect solar through wind powered electrical generation is, it seems, an important part of our planetary imperative.

Continuing extractions from the earth's crust to support a linear economy of take, make, waste is a legacy of humanity's attractions and utilizations of early and primitive industrial development. It is entirely fitting that we recognize and even honor the past achievements without slavish loyalty toward perpetuation of past protocols and drivers of the economic development. We can, and must, look forward to economic development based on breaking the linear path and assuring that extracted resources are part of a comprehensive recycling strategy.

## Education & Economy

Education supports the economy in multiple ways not the least of which is providing a skilled and knowledgeable workforce with the positive attitudes valued by the commercial-industrial investors and leaders. This includes a marketing and growth mind-set, management orientation, and loyal commitments to hierarchy and authoritarianism. It can be successfully argued that our economy is anything but egalitarian.

## Questions, Quotes & Notes

### Questioning

How can I convey more forcefully the importance of recognizing ignorance?

How do individuals like Kelli Clemment separate their faith from their work as a minister. Is there a useful link between humanitarian evangelism, congregationalism and the goals of the humanitarian movement?

What is the status of journalism and a J-School at UNLV? Required courses v UMN? Major or MS?

Who are the republican governors and who among them is *not* a reactionary conservative?

What is the **Wisconsin Institute for Law and Liberty**?

### Quoting

*Real knowledge is to know the extent of one's ignorance.*

Confucius

*I know nothing except the fact of my ignorance.*

Socrates

*Opinion is the medium between knowledge and ignorance.*

Plato

### Noted

Conflation of Politics and Economics may be also confuse equity and economics.

Differentiate with a series of QUOTES ignorance and stupidity.

### Aberdeen

December 9<sup>th</sup> through January 14<sup>th</sup> Nothing about the holidays will be missed ... alternatives are minimal or minuscule ...

WTF? I don't see **No Compelling Reason** to go and stay for such a long stretch. Potential need for a new laptop. This is too likely to seem like incarceration than vacation ... it is not really a getaway. Dog sitting is hard to justify as an expense and inconvenience. Alternative travel at that time of year would be MUCH more attractive ...

Potential for productive conversation about this venture with Patti is diminishingly small ... it is very unlikely that I will retain much of any autonomy ... Patti will be a caretaker for both me and the dog.

COST (s) v BENEFIT (s) ...

Age-related implications ... EYE Safety ... Vision Disability ... GI Instability ...

✓ University connection ... what is possible and what is unrealistic? Location and travel time and

- distance? Library access?
- ✓ Reading limitations! Too many ... use of text on the Chromebook ...
- ✓ Weather? Avg Hi and Low? Rain frequency ...

## DJT

Trump clearly broke laws and severed the relationships and trust critical to the continuation of our constitutional democracy. In the backwash of the Trump presidency we are now dealing with question about and challenges to our democratic form of government that would have been well beyond any critical thinking just a decade ago. He brought this condition about, not through exercise of his freedom of speech, but by invidious, discriminatory actions. For this he should pay a severe penalty. Our legacy of democracy is what sets the US apart from virtually every other nation on earth. Our democratic form of government through its constitutional democracy, is not perfect and never has been, however, the constitution contains within itself the means for peaceful change, assembly and redress of grievances. It does so by preserving and upholding the right and will of an electorate, which can, itself, be changed through constitutional order as it has been through suffrage of blacks (BIPOC) and women. Though change through constitutional order is clumsy, cantankerous and costly it is, nevertheless, possible through majority votes. That is, if the electorate has the will to change people and policy, and are not egregiously influenced by the elite holders of great wealth. Education (or indoctrination) of the electorate is needed. This may represent blurring of the distinction between information, education and indoctrination or teaching, instruction and pedagogy. To which one should expect the question WTF? Does that mean that teaching, instruction and pedagogy are forms of indoctrination and *not* education. To which I will say proudly, your bet your sweet ass that is exactly what it means! And, *education* is the exercise of freedom. It is likely true—*You can't have both.*

## Think Tanks

Listed below are a small number of the think tanks that have been established in America over the past several decades. I believe it is important for the American electorate to know something about these organization and understand how they are influenced in their so-call “thinking” by the political philosophies of their founders and funders (who are often one and the same, named or not named). The surnames Olin, Walton, Koch, DeVos are just a few names supporting think tanks with conservative stances on the economy, free-trade, social support programs, and so forth. Who, we should constantly ask are the manor funding families for the Heratiage Foundation, Manhattan Institute, Brookings Institute, Kato Institute, and many others.

1. Peterson Institute for International Economics
2. Council on Foreign Relations
3. Heritage Foundation,
4. Manhattan Institute,
5. Brookings Institute,



6. Kato Institute
7. Chicago Council on Global Affairs
8. Center for Strategic and International Studies
9. Hoover Institution—Stanford University
10. Carnegie Foundation for International Peace
11. Rand Corporation
12. Hudson Institute
13. Center for American Progress
14. Center for Research on Educational Access and Leadership (CREAL)
15. American Enterprise Institute

Reuters/Ipsos survey— not a think tank but a part of the survey squad that holds influential strangle is claimed by \_\_\_\_\_ to hold over economic planning and execution of policy. Ipsos is one of the largest market research and polling companies globally, operating in 90 markets and employing over 18,000 people.

The [Think Tanks and Civil Societies Program](#) (TTCSP) at the [University of Pennsylvania](#), led by [James McGann](#), annually rates policy institutes worldwide in a number of categories and presents its findings in the [Global Go-To Think Tanks](#) rating index.[\[17\]](#)

In the United States, think tank publications on education are subjected to expert review by the [National Education Policy Center](#)'s "Think Twice" think tank review project.[\[25\]](#)

In August 2016, [The New York Times](#) published a series on think tanks that blur the line. One of the cases the journalists cited was Brookings, where scholars paid by a seemingly independent think tank "push donors' agendas amplifying a culture of corporate influence in Washington."

The government funds, wholly or in part, activities at approximately 30 [Federally Funded Research and Development Centers](#) (FFRDCs). FFRDCs, are unique independent nonprofit entities sponsored and funded by the United States government to meet specific long-term technical needs that cannot be met by any other single organization.

Federal Advisory Committees. As of 2002, about 1,000 of these advisory committees were described in the FACA searchable database.[\[89\]](#)

## ***Education musings.***

Society is encumbered by practices that were established will be for the modern era. For example all of the world religions were formed before modern science developed.

Education by and large suffers from the same anomalies is the rest of society. A huge part of contemporary educational practice, egregiously focused on the paradigm of schooling, developed before there was any significant insight about many facets of neural science and Neuro biology. For example, Little was known about brains and how old these functions could or do enable development of skills and knowledge that are highly complex. It is now reasonably well recognized that the different

executive functions such as working memory, attention, choice, or impulse control parent inhibition and Perron, can play a role in the ability of a person to acquire new information in a timely fashion. Because so much of education is rooted in the paradigm of group activity, the pace of an instructional presentation may very likely only be suitable for a small number of a randomly selected group. The result is that contemporary practice of education must, of necessity, pre-select groups based on various characteristics but predominantly selected according to age. Far too much of education then, becomes a process of selection rather than developing the capacity of individuals and small groups.

The Future things that are happening that cannot be prevented.

Things that should happen but will require active involvement.

Things that will happen that will need action to prevent.

### **The future of education.**

Mass cooperation networks may be sustained through the proliferation of myths, traditions and ritualized practices. Y N Harare ch6.

Hierarchy has been traced back to Haerrabi and the distinction of classes within society not the least and greatest of which were slaves and lords.

We should all recognize that Trump may be a myth maker, myth maker, MYTH maker, and that his mythology is followed by a majority of people can, and will undermine our beliefs in democracy that are our essential for survival of democratic governments that hold a potential for Universal respect for the worth and dignity of all who qualify for participation in democracy.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

### **Mind inLife, III.**

A living being enacts a milieu marked by significance and valence. Exteriority is surmounted by an internal relation of meaning and normativity between the two poles of organism and milieu. There is thus an inwardness to life that escapes a purely external conception. This inwardness underlies the deep continuity of life and mind, and is the context in which the emergence of consciousness must be understood.

What if physics is the particular, and biology the general, instead of the other way around?" (Rosen, 1991, p. 13). Loc4392.

To understand consciousness this way is to understand it transcendently and not merely empirically. Thus I take the irreducibility of the epistemic bases themselves to point toward the need for a transcendental perspective on consciousness (see also Rowlands 2003).9. Loc4414. . . . Note 9: Searle's position that the irreducibility of consciousness is a trivial consequence of our definitional practices suggests that it might be possible to change those practices so that consciousness would be reducible. Yet, although intellectual revolutions giving rise to new conceptions of reduction and consciousness are certainly possible, any conception or method of reduction, and any definitional practice, will presuppose consciousness or (inter)subjectivity as a condition of possibility, and so there will always remain a nontrivial sense in which consciousness is irreducible. Searle comes close to allowing this sort of point when he writes: "the main point of having the concept of consciousness is to capture the first-person, subjective features of the phenomenon and this point would be lost if we redefine consciousness in third-person, objective terms. We would still need a name for the first-person

ontology” (Searle 2004, p. 120).

The brain is an organ, not an organism, and it is the organism, animal, or person that has conscious access to the world. As conscious subjects we are not brains in cranial vats; we are neurally enlivened beings in the world. Loc4455.

The intentional arc and being-in-the-world overall are neither purely first-personal (subjective) nor purely third-personal (objective), neither mental nor physical. They are existential structures prior to and more fundamental than these abstractions. Loc4599..

It is precisely the body’s double status of being a “subject-object,” a subjectively lived body and a physical living body, as well as the dynamic interplay between ipseity (I-ness) and alterity (otherness) inherent in this ambiguity, that grounds one’s ability to recognize other bodies as bodily subjects like oneself. Loc4676.

Forcible Presence, ineffability and subjectivity. Elements of sensorimotor functions and approach to perception.

In general, it is difficult to describe the knowledge underlying a skill. Thus ineffability is explained by our being unable to describe verbally our implicit, practical knowledge of the sensorimotor patterns constitutive of perceptual experience. Loc4923. [[ linking knowledge and skill . . . May place an unwarranted burden on knowledge. Is there worthy consideration for knowing or otherwise successfully and efficaciously applying a skill, eg could be a first aid situation. ]].

On subjectivity . . . So, consciousness is, by definition, “for the subject.” (Myin and O’Regan 2002, p. 39).

<https://religiondispatches.org/is-beyond-doubt-correct-about-the-decline-of-religion-yes-sort-of/>. Book Review. Raises an interesting question or questions, regarding the depth and functionality of systems of belief which are lumped into the category of religion. I think some of what this author says with a grain of salt because it seems that the narrative fails to recognize, explicitly existential considerations for life and mind, that need more thoughtful attention throughout society. This has an important interface with my contention that spirituality — but perhaps by another name — is universal in all life forms, since it is an extension of auto poetic dimensions in living organisms, all living organisms, and that existential questions are fundamentally philosophical, and therefore not solved by the panoply of religious assertions beliefs and faith that constitute religious dogma. Now it is time to take the above and begin to parse it critically well expanding on basic ideas that is embeds.

Producing such descriptions requires incorporating a distinct phenomenological level of investigation into experimental psychology and neuroscience (Lutz and Thompson 2003; Varela 1996). Loc 5609.

END CH 10.

## 20230827 IC

- 1.) Danielle Allen Political scientist from Harvard, writes in a WaPO Column on renovation of democracy. I would like to participate with a small group in discussions related to how our North American democracy can rise from its Constitutional formaation in the 18<sup>th</sup> century as a republic to assure a more perfect union.

- 2.) Our republican democracy (small r) is built on the concept or assumption that a few elite white men can make laws that serve the “the good of all.” A critical first step in renovation of the Constitution may require that language remove ambiguity and an important place to start would be to better define “good” and “all” ... All is almost certainly going to exclude infants, toddlers, children who remain dependent, the severely disabled ( and, of course, what does that term mean?) perhaps the elderly, and those who are incarcerated for certain crimes but not necessarily felonious crimes. Accordingly *all* would mean all who are enfranchised to vote, or all but those who are excluded from voting.
- 3.) Defining “good” is a much more arduous(sp?) (difficult) task, perhaps a task that is of such a nature that its use in language should be restricted or to some extent, eliminated. To the benefit may be a suitable substitute phrase and could be the foundation and maybe has been a foundation for some worthwhile essays on the topic of “good” in a constitutional democracy. The Federalist papers may be enlightening in this regard. Although we should recognize our experience as citizens across two hundred and forty plus years. It may also embrace both the potential and limitations of using the term freedom or the term irresponsibility also with nuanced definitions and limitations of meaning. (is it possible that our constitution should include an article of definitions as is included in many if not most legal documents and formal declarations and manifestos.)
- 4.) a responsible exercise of freedom would ostensibly not limit the freedom of another person without an imposition of something resembling due process.
- 5.) Allen says “we are still learning” about fully inclusive power sharing—but is the phrase fully inclusive a suitable substitute for “all” unless definition is given to *fully* and *inclusive* ...
- 6.) is the distinction between democracy and republic a distinction without significant difference? Allen seems to think so.
- 7.) Civic infrastructure includes citizens who are connected through civic service, civic collaboration, civic engagement, through sharing power and responsibility. It seems to me that this matter of sharing has to be built through institutions including institution for education, that practice freedom and are able to resist the forms of oppression that almost inevitably follow from any acknowledgment of authority through an unresponsive and citizen controlled membership controlled and highly respected (at least meaning majority) body of individuals arranged in any hierarchy.

## iPhone

### **Damasio: Strange (03a) Order of Things**

Look in the Writing & Journalism eMail folder for the full document collection from the book by Antonio Damasio *The Strange Order of Things* ... this document includes extensive bibliographic entries and several “notes” that may be useful.

## **The BLOG**

### Publish

Nothing published last week, however there was a good start with the piece on *ignorance* that I have set apart from the R&S letter for publication in LONet (and perhaps elsewhere) Post linked to the Philosophy, Theology and Religion Page.

## **LONet**

Jim Carey commented on elite colleges with this:

Hi Bruce,

Interesting family history on elite university attendance. Brinsley's UVA degree would fall into that category. And both of my sons attended what is referred to as the "Ivy Plus" group (Ivy's plus equivalents Stanford, Duke, Chicago, MIT), my youngest son, Ian, received his BA from Duke and my oldest, Bryce, received his PhD from MIT.

Jim

## **Parking Lot**

1. **Initiate a Protocol** for copying material from The Stack to nascent documents that will be used in the future—The Book, LONet, R&S, and so forth.
2. Continue pursuit of ChatGPT and development of relational database for contacts at colleges, universities, technical institutions and public schools (including Chartered Schools) .
3. Ask Brent about Rumplestiltskin and Wizard of OZ ...
4. What digital tool could read OO text files.
5. What is the status of Dragon Naturally Speaking software for transcription of digital audio files to text? COST?
- 6.

## **Bibliography**

Damasio, Antonio. 2020? *The Strange Order of Things*. Includes an excellent rendering of the role of homeostasis in the body-brain relationships.

Berlinerbrau, Jacques. 2xxx. *How to Be Secular*.

## **Music**

Alpaerts. *Wedding Feast from "Pallietter"* Alexander Rahbari,m Conductor. Brtn Philharmonic

Orchestra.

27 August 2023

## Personal Mastery ...

**Writing**—review the piece on journalism that you uncovered last week: [Elements of Journalism ...](#) from American Press Institute ... *Committee of Concerned Journalists* ... Making research notes is a waste of time unless there is followup reading and reflection on the notes ...

**ChatGPT**—What are strengths and weaknesses of **Blender**?

**Blender**—*Animated Title Development* could be a useful step toward better grasp of the potential for this 3D Animation software. <https://www.youtube.com/watch?v=JaI1YjT272U> 14 minutes. Indian narrator is a challenge to understand and is pretty fast-paced. My Google Search was [Belnder Animated Title Tutorial YouTube](#). What are the major animation software applications?

## Education's Ecology

### Neurophenomenology

The book by Evan Thompson (*Min and Life:* ) remains an incredible experience in elucidating the sheer complexity of what science must do to understand the functioning of our minds (The Human Mind) and brings forth a dimension of Education's Ecology that has almost totally escaped my thinking about education and how profoundly wrong-headed our societal insistence on the use of schooling for education. This malfeasance has been fully exacerbated by the imposition of a single term “learning” on the social functions of schools. This is not to say that the problem with education or schools is entirely excused as mere mistaken vocabulary. However, if we don't take time to develop our understanding of the mind and the life it portends or expects, we likely stand no chance of ever finding a new path, paradigm or framework for education that actually solves the most vexing problems of education and its ecology. Perhaps my nascent TED Talk outlined below will demand consideration of neurophenomenology as an Idea Worth Spreading.

Perhaps this means that the talk could dispense with the several minutes needed to present an argument that our schools are really fucked up. We shall see if the talk ever achieves any daylight. At least it will very likely be the case that the opening will be modified with a global declaration that will not include any of what you have written over all these years of dealing with and reflecting on Education's Ecology.

Mind and Education may be the Title or theme for the talk.

Dynamic consideration of human development will emerge and may turn out to be a central theme as in neurophenomenology, biology and dynamic systems. Or, phenomenology, biology and dynamism. But it will turn attention toward lifelong and lifewide development that is entirely unique to humanity with all of its humanitarian implications. Unfortunately because of economics, human development has been

cut short or shortchanged by our profound ignorance and education has been relegated or confined to the childhood years, and even there with only partial consideration. The family unit is for the most part misguided in that families are merely a result of the biological acts needed for reproduction.

Accordingly too little attention is paid by the family to life itself beyond the most basic needs that are not human but biological. Harlow's monkeys established that belonging is not merely a human need. Esteem and self-actualization may be emergent in human life with some unique fulfillment of our planetary destiny, but don't count on it. These later "needs" may be figments of our longing for something more than what we merely have.

The future considerations for neurophenomenology will rest with my ability and willingness to devote time and mental effort to study of a host of cited literature in the Thompson book. I fear that this may elude the time I have left to pursue this part of my own development and educational ecology. It is really crazy how things like this emerge in life. I am definitely lucky to have lived long enough and with sufficient, however limited that may turn out to be, capacity to take the first steps toward understanding. Where was all of this serendipity thirteen years ago or even before when I first became aware of Maturana and Varela through their conceptual breakthrough autopoiesis.

Maybe I owe a debt to all of the detractions and missed signposts along the course of my life. It may be constructive to pursue the writing of an autobiography in order to suss out the meaning of all these distractions, if indeed there is any meaning to be discovered. Of course, when I think that I have discovered something, I will likely dismiss it with disbelief in my own capacity to know anything with certainty. This could be a wonderful if also challenging process of discovery, although it is at least daunting and may be totally intimidating.

That later is because to suss out the meaning of big events of my life; things like biology, photography, marriage, divorce, and children it will be necessary to look well beneath the surfaces to discover motives and motivation. Some of what I did in life was undoubtedly opportunistic and perhaps nothing more, although there were preceding wishes or aspirations that looked occasionally like goals. I will find it impossible to have ever been very intentional with any great or long vision for my life. The notion Men Plan, God Laughs is probably true enough to fit and since I have grown apart from any belief in God, I will likely be forced to conclude that life has been a laugh, though not in a trivial or funny sense, but in an existential sense of being here for a few decades, experiencing a life, before nothing comes any longer to mind. You have always said that what ever happened happened and there is no opportunity to go back and do it over. Life doesn't work that way. It starts, continues and ends. But this is not the end.

XXX

[wc=838]

## **Knowledge**

The distinction between knowledge (knowing what) and technique (knowing how ) has long been a tension. The solution sounds simple, but in practice it is not. David Breeden.

Knowing how may be tightly linked to knowledge needed for use or application of an acquired skill. Skill acquisition is akin to habit formation, and in some, perhaps not so rare cases, a habit

is triggered automatically and an application of knowledge may be needed to inhibit the action or execution of the habitual behavior.

Sensorimotor considerations apply.

Some habitual executions of a skill may not be modifiable.

## ***Talking Points***

**Problems with Public Schools.** Given the pathology of mandatory need to acknowledge that there are severe deficits in how we are approaching governmental involvement in education. Direct funding is no longer appropriate because hierarchy is oppressive and fundamentally inimical to the practice of freedom. Indirect funding occurs through government commitment to humanitarian values.

**Alternatives Exist.** Neighborhood unschooling is scalable. It is potentially democratic, builds respect and implements an Open Society.

**Planetary Imperative.** The state of human impact on the ecology of earth is not being adequately addressed.

**Ignorance.** Must be universally acknowledged in order to foster a global quest for growth and development of humanity based on our common (community) life and cognition.

## ***Church-State***

What are the central questions?

What do schools teach that is crucial to the exercise of democracy in America?

What school subjects are intended to open and expand the mind of a student and enable the student to lead a personally productive, satisfying life??

What school subjects are taught to support economic development at community and corporate levels?

Article in WaPo on the role of homeschooling attorney to gain access for homeschooling families to public funding ...

## **Homeschooling**

Frances Olson ... contact about secular homeschooling ...

Who are the secular home-schoolers in the TC and MN, WI, ND ??? how to go about finding them is a severe challenge.

## **Secular Home-schools v Religious Home-schools.**

It may be well to revisit Berlinerbrau for his take on the structure of secularity as an important force or element in society ... *How to Be Secular.*



## Vouchers

Arkansas Gov. Sarah Huckabee Sanders (R) proposed Wednesday to let any student use state money for private or religious school tuition. (Al Drago/Bloomberg News)

Status of vouchers in Wisconsin's Milwaukee County ...

WaPo article: [More States are paying ...](#) SEE notes below ...

- 9.) Wisconsin Institute for Law and Liberty
- 10.) Florida Citizens Alliance
- 11.) [Army of Parents](#) to fight for “freedom, liberty, safety and parental rights
- 12.) EducateUS: SIECUS in Action,
- 13.) Betsy DeVos
- 14.) In Iowa, a \$345 million annual program [was approved](#) over fierce objections of Democrats.
- 15.) “That will give all parents the ability to choose the best education option for their child,” [Abbott said](#) at a recent parent event, adding: “This is really about freedom.”
- 16.) American Enterprise Institute

## Parental Rights

Legal status and who is willing to take on this shibboleth that has now been integrated into several (name?) state's legal structures.

Conflict with the parents of transgender binary children who seek support for their and their child's rights ...

Center for Parental Rights at ADF (Americans for Defense of Freedom) ...

## Ziklag

Membership in the organization — named after a town in the Bible that David used to organize raids against enemies of the ancient Israelites — is restricted to people with a net worth of at least \$25 million, according to [a page on Ziklag's website](#) that was viewed by The Post but has since been made private. The group envisions schools that welcome prayer and “a conservative, biblical worldview in science, humanities and the arts,” according to a Ziklag document that was among several recordings and other materials obtained by Documented and shared with The Post.

Neither Bohlinger nor several other Ziklag representatives responded to detailed questions about the recordings and documents.

As Bohlinger later recounted in one video, he approached Farris — then head of the Alliance Defending Freedom — about using the courts to achieve a far-reaching resolution to their concerns

about public education.

Several weeks later, Farris was on the call with Ziklag members to make his pitch. “Parents are being forced to choose: either pay for themselves for a form of education that is consistent with [their] moral worldview or send their kids into a system where they will be deliberately undermined,” Farris said, adding that school officials were “directly attacking the Christian worldview.”

SOURCE: Wapo article on homeschooling.

ADF received a \$444,249 grant from Ziklag in 2021, according to tax records — close to the \$500,000 Farris requested. Ziklag gave ADF another \$514,491 the following year, tax records show.

## Hybrid

There are a myriad number of possible combinations for education that could be tried and tested against some as yet poorly defined or undefined objectives. The whole notion of schooling for education has been tried and found wanting for at least 30% of young people and a vast majority adults either take their education for granted or see no need for any formalities of their own or other's development.

Neighborhood or Locality-based [Education and] Personal Development is one such alternative. A neighborhood would work collective and collaborative with or without the appointment a permanent or rotating Chief Developmental Officer to coordinate individualized developmental planning for all members of the locality.

Any hybrid developed should include and enable a combination of certain principles such as:

- ✓ Respect for worth and dignity of individuals ... as roots for open, democratic governance ...
- ✓ Global perspectives ... Planetary Imperatives ... scalability ... conservative ...
- ✓ No hierarchies ...
- ✓ Seeking emancipation ... while recognizing mutual and multiple dependencies ...
- ✓ Freedom is practiced within a framework of responsibility ...
- ✓ Self direction (decision-making) entails autonomy and self-perpetuation ...
- ✓ Mind-Life integration ...
- ✓ No mandatory practices ...
- ✓ Open timeframes ...
- ✓ Mutuality of support ... everyone can be both teacher and student ...
- ✓ Learning IS Development ... of skills, knowledge and attitudes ...
- ✓ Enabled and embodied ... Dynamic Systems Theory ...
- ✓ Engagement ... Action orientation ...
- ✓ Positive Mental Models ...
- ✓ Personal Mastery ...
- ✓ Truth seeking ...
- ✓ No dogma ...
- ✓ No age, ethnic, sex or racial discrimination ...
- ✓ Mutual validation ...

At some level all of the above could be construed as a throwback to the hippie era of American life. It is to a not inconsiderable extent an exercise in communal living with some remnants of a pre-agricultural paradigm that is much more firmly rooted in basic human needs and eschewing the accoutrements of contemporary society. Although it must, of course, be said that there is no going back to any conditions preceding developments of technologies as certain of these advancements have become necessities and require some collective efforts on a regional, national or international scale. Among these efforts are what has been called a Planetary Imperative.

It may also be said that in the absence of hierarchy and dogma there may not be anything essential for inclusion or exclusion. Adherence to a combination of the principles cited above emerges not as a mandate but as a guide for human development.

## ***Banning History***

There is a concerted effort to control what is being taught in history classes in school systems and even higher education. A particular focus is on WOKE ... interpretations that began to emerge before the pandemic.

See the WaPo article published August 29 on the impacts of Christian homeschool families seeking to diminish public schools and enable the award of funds to support homeschool families ... Story is saved in the folder Education Ecology in documents.

**Ali Velshi** Banished book podcast ...

MSNBC ... **Nikole Hannah-Jones** Conservatives attack the 1619 article. *We got into journalism because we knew the power of words.*

**Nationwide effort to diminish truth about slavery.**

Conservative push distortion of black history.

## ***Autopoiesis & DST***

Particular importance should be assigned to the writing of Thompson on the importance of phenomenology in elucidating the functions and finding of neuroscience in our understanding of how development and education are inextricably bound together for lifelong and lifewide matters of human existence.

Neuroscience faculty research into phenomenology applied to better understanding the complex components of consciousness.

## ***MakerSpace***

Follow up conversations with Julie Branham, Michelle Sharp and Jared Sumner ...

Role of MakerSpaces in expanding the public participation in science. What is the current status of DIY Biology facilities in Minnesota and elsewhere?

## John Dewey

Bertrand Russell wrote an essay in 1909, that holds promise for equating or equilibrating the place of Dewey in the panoply of American philosophers. This essay may be found in the Russell archives now held at McMaster University in Hamilton Ontario Canada.

Stanford Encyclopedia of Philosophy [entry](#).

*John Dewey (1859–1952) was one of American pragmatism's early founders, along with Charles Sanders Peirce and William James, and arguably the most prominent American intellectual for the first half of the twentieth century. Dewey's educational theories and experiments had a global reach, his psychological theories had a sizable influence in that growing science, and his writings about democratic theory and practice deeply influenced debates in academic and practical quarters for decades.*

## Bertrand Russell

The **Bertrand Russell Archives Catalogue Entry and Research System, BRACERS**, ... revised and moved to an online server at McMasters Univeristy in 2014. [Search results for John Dewey = 25](#).

The [Bertrand Russell Society](#) is located at Drew University, located in Madison, New Jersey (private university). The website includes a timeline for Russell's life and work.

Stanford Encyclopedia of Philosophy [entry](#).

*Bertrand Arthur William Russell (1872–1970) was a British philosopher, logician, essayist and social critic best known for his work in mathematical logic and analytic philosophy. His most influential contributions include his championing of logicism (the view that mathematics is in some important sense reducible to logic), his refining of [Gottlob Frege](#)'s predicate calculus (which still forms the basis of most contemporary systems of logic), his defense of [neutral monism](#) (the view that the world consists of just one type of substance which is neither exclusively mental nor exclusively physical), and his theories of [definite descriptions](#), [logical atomism](#) and [logical types](#).*

*CHAGPT 20230829 In summary, John Dewey and Bertrand Russell collaborated on education, recognizing the need for an active and adaptive approach to learning that aligned with their shared pragmatic inclinations. Despite this common ground, they diverged in their philosophical outlooks. Dewey's pragmatism emphasized the role of experience, context, and democratic ideals in shaping philosophy and education. Russell, with his analytic philosophy and logical rigor, leaned towards empirical methods and logical analysis, often skeptical of metaphysical claims. Their collaboration showcased the intersection of practical application and abstract reasoning, while also highlighting the divergent paths that philosophy could take in addressing the complexities of the human experience. Full output is Dewey-Russell Comparison in ChatGPT folder.*

## ChatGPT

I recognize the new role of AI-ML LLM etc. as a tool available to advance understanding of many topics, ideas, concepts, assertions and so forth ... with this new

reality it is important to review and acknowledge to the extent possible whenever these tools are used in any work whether that work is central or peripheral to legitimate (that is to say more traditional, labor intensive) writing and scholarship.

Acknowledgement for the *Education's Ecology* book. I have drawn freely from documents developed through the use of ChatGPT (mainly ) and certain other AI enabled sources. Inclusion of any verbatim text is labeled with \_CHAGPT\_, dated and presented in quotation form with a distinctive font. and and can be accessed from (pages on my website) along with the ChatCPT search statement, directions or question. Efforts to verify outputs from ChatGPT are ongoing ... and the reader is encouraged to exercise both caution and independent verification using other scholarly tools.

## Recent Inquiry

In four to five paragraphs, summarize how John Dewey and Bertrand Russell collaborated and differed on topics of philosophy.

RESULT: In summary, John Dewey and Bertrand Russell collaborated on education, recognizing the need for an active and adaptive approach to learning that aligned with their shared pragmatic inclinations. Despite this common ground, they diverged in their philosophical outlooks. Dewey's pragmatism emphasized the role of experience, context, and democratic ideals in shaping philosophy and education. Russell, with his analytic philosophy and logical rigor, leaned towards empirical methods and logical analysis, often skeptical of metaphysical claims. Their collaboration showcased the intersection of practical application and abstract reasoning, while also highlighting the divergent paths that philosophy could take in addressing the complexities of the human experience.

## Ignorance

*We live on an island surrounded by a sea of ignorance. As our island of knowledge grows, so does the shore of our ignorance.* John Archibald Wheeler

... this quote was used by Neil deGrasse Tyson by substituting “island” for “bubble” ...

There is a big and important difference between the verb “to ignore” and the noun “ignorance” ... It may be well to attempt some writing to elucidate the difference and why it *may* be important.

My nascent essay for LONet should be completed. See copy from last week's The Stack.

## Linguistics

How is education a matter of development of language skills, and if so what are we doing that is advancing this matter and how are we accepting societal advances as they ignore what we take for granted with our uses and abuses of language. When is language clarifying and when is it opaque or fostering opaqueness.

What is the value of hedging language? Why is hedging language used and/or useful?

## ***The Book***

A new outline and chapter annotated titles was developed last week—as follows:

**Chapter Titles** based on the above; could/should be a foundation for yet another draft ...

### **I. Dependent Development**

Human life begins with conception and follows a highly programmed course through about three to five years. The years between conception and around nine years are entirely dependent. Our neoteny has accommodate unique developmental potential ... for which human societies have created educational systems—an ecology—that restrict freedom and extends in the more “developed” societies until age 25 and even beyond. Oppression is prolonged through authoritarian hierarchies

### **II. Eliminating Silos**

Our human skills and knowledge have developed notably beyond our animistic origins and for reasons that enabled survival, supporting niches that emerged and were discovered. Accordingly Human Development has been and remains almost entirely opportunistic. Specialization and division of labor enabled an economy but the economy is a wholly owned subsidiary of our environments.

### **III. Our Planetary Imperative**

The anthropocene is real and we humans are responsible. Even if we know with certainty that life exists elsewhere in the universe, that cannot abrogate our responsibility to the life on earth with all of its rich diversity and the integration of its systems with Gaia—if we (humans!) don't survive, who or what will ever again possess the potential for knowing life elsewhere. This is a staggering responsibility for humanity because there is no evidence that any help is available.

### **IV. Existence**

All life possesses a will to live ... the result is a spirituality recognizable in every life form. Our human spirituality is an extension and is fundamentally a consequence of the autopoiesis (organization and persptuation) and metabolism that is a universal condition of life and cognition ...

### **V. Celebrating Ignorance**

Ignorance is ubiquitous and egregiously unrecognized ... the taxonomy of ignorance of Ann Kerwin ...it took a long time for humanity to figure out a role for the human heart and brain. Now that we have estended that bit of knowledge to molecular genetics we see, we think, we are lpretty smart. Well in the past two centuries of "STEM achievements what w know is that we are profoundly ignorant.

affluent and highly educated parents are often the worst guides for youth ... they are or have been highly successful participants in the public and private *schools* are accordingly indoctrinated and biased toward schooling for education, and authoritarian advocates.

### **VI. Mitigating Incompetence**

Parents are incompetent ... no one is an expert because can know what a child, or any other person, actually needs for development of skills, knowledge and attitudes ...

### **VII. Ubiquitous Teaching**

Everyone is a potential teacher. This begins with parents. Paulo Freire quote ... consideration for linking students and teachers in cycles of development that are mutually inclusive and rarely or never exclusive, especially exclusive in any permanent or disabling way such as may occur with exclusion or

humiliation.

## VIII. Dignity

This chapter will stress the fundamental value of democracy to respect the worth and dignity of everyone.

## Economics

International Trade Policy has, according to [WaPo article](#), shifted from the policies of Clinton and Obama in support under Biden to more restrictive policies no appreciably different from those of the Trump administration. According to Larry Summers, there are dangers inherent in limiting access to US markets by foreign firms and countries. China is a target of current concern.

Katherine Tai, the U.S. trade representative, has blamed traditional trade deals for **fueling inequality**, hastening the exodus of U.S. manufacturing jobs and creating an **excessive reliance on China** for critical goods. She has vowed that the administration will deliver “a new story on trade.”

What are indicators of “excessive reliance on China”?

## Hydrogen Economy

While a hydrogen fuel-cell (HFC) is simply another —sometimes difficult to manage—battery, the clean energy should override a multitude of road blocks and barriers, stones or boulders, along the path toward freedom from the regulations and ravages of the fossil fuels upon which the whole world is now egregiously dependent. The build out of HFC capacity is long, long overdue globally. Fossil fuels will never ever be clean with regard to the condition of earth's atmosphere.

## Circular Economy

Industrial Ecology and Eco-Industrial Development is imperative for planetary security and safety. This means, among many other things, expanding our reliance on renewable energy sources and that means that **the answer rises every morning**. Direct solar capture with electrical generation cells and indirect solar through wind powered electrical generation is, it seems, an important part of our planetary imperative.

Continuing extractions from the earth's crust to support a linear economy of take, make, waste is a legacy of humanity's attractions and utilizations of early and primitive industrial development. It is entirely fitting that we recognize and even honor the past achievements without slavish loyalty toward perpetuation of past protocols and drivers of the economic development. We can, and must, look forward to economic development based on breaking the linear path and assuring that extracted resources are part of a comprehensive recycling strategy.

## Education & Economy

Education supports the economy in multiple ways not the least of which is providing a skilled and knowledgeable workforce with the positive attitudes valued by the commercial-industrial investors and

leaders. This includes a marketing and growth mind-set, management orientation, and loyal commitments to hierarchy and authoritarianism. It can be successfully argued that our economy is anything but egalitarian.

## Questions, Quotes & Notes

### Questioning

How can I convey more forcefully the importance of recognizing ignorance?

How do individuals like Kelli Clemment separate their faith from their work as a minister. Is there a useful link between humanitarian evangelism, congregationalism and the goals of the humanitarian movement?

What is the status of journalism and a J-School at UNLV? Required courses v UMN? Major or MS?

Who are the republican governors and who among them is *not* a reactionary conservative?

What is the **Wisconsin Institute for Law and Liberty**?

### Quoting

*Real knowledge is to know the extent of one's ignorance.*

Confucius

*I know nothing except the fact of my ignorance.*

Socrates

*Opinion is the medium between knowledge and ignorance.*

Plato

### Noted

Conflation of Politics and Economics may be also confuse equity and economics.

Differentiate with a series of QUOTES ignorance and stupidity.

### Aberdeen

December 9<sup>th</sup> through January 14<sup>th</sup> Nothing about the holidays will be missed ... alternatives are minimal or minuscule ...

WTF? I don't see **No Compelling Reason** to go and stay for such a long stretch. Potential need for a new laptop. This is too likely to seem like incarceration than vacation ... it is not really a getaway. Dog sitting is hard to justify as an expense and inconvenience. Alternative travel at that time of year would be MUCH more attractive ...

Potential for productive conversation about this venture with Patti is diminishingly small ... it is very unlikely that I will retain much of any autonomy ... Patti will be a caretaker for both me and the dog.



COST (s) v BENEFIT (s) ...

Age-related implications ... EYE Safety ... Vision Disability ... GI Instability ...

- ✓ University connection ... what is possible and what is unrealistic? Location and travel time and distance? Library access?
- ✓ Reading limitations! Too many ... use of text on the Chromebook ...
- ✓ Weather? Avg Hi and Low? Rain frequency ...

## DJT

Trump clearly broke laws and severed the relationships and trust critical to the continuation of our constitutional democracy. In the backwash of the Trump presidency we are now dealing with question about and challenges to our democratic form of government that would have been well beyond any critical thinking just a decade ago. He brought this condition about, not through exercise of his freedom of speech, but by invidious, discriminatory actions. For this he should pay a severe penalty. Our legacy of democracy is what sets the US apart from virtually every other nation on earth. Our democratic form of government through its constitutional democracy, is not perfect and never has been, however, the constitution contains within itself the means for peaceful change, assembly and redress of grievances. It does so by preserving and upholding the right and will of an electorate, which can, itself, be changed through constitutional order as it has been through suffrage of blacks (BIPOC) and women. Though change through constitutional order is clumsy, cantankerous and costly it is, nevertheless, possible through majority votes. That is, if the electorate has the will to change people and policy, and are not egregiously influenced by the elite holders of great wealth. Education (or indoctrination) of the electorate is needed. This may represent blurring of the distinction between information, education and indoctrination or teaching, instruction and pedagogy. To which one should expect the question WTF? Does that mean that teaching, instruction and pedagogy are forms of indoctrination and *not* education. To which I will say proudly, your bet your sweet ass that is exactly what it means! And, *education* is the exercise of freedom. It is likely true—***You can't have both.***

## Think Tanks

Listed below are a small number of the think tanks that have been established in America over the past several decades. I believe it is important for the American electorate to know something about these organization and understand how they are influenced in their so-call “thinking” by the political philosophies of their founders and funders (who are often one and the same, named or not named). The surnames Olin, Walton, Koch, DeVos are just a few names supporting think tanks with conservative stances on the economy, free-trade, social support programs, and so forth. Who, we should constantly ask are the major funding families for the Heritage Foundation, Manhattan Institute, Brookings Institute, Kato Institute, and many others.

1. Peterson Institute for International Economics

2. Council on Foreign Relations
3. Heritage Foundation,
4. Manhattan Institute,
5. Brookings Institute,
6. Kato Institute
7. Chicago Council on Global Affairs
8. Center for Strategic and International Studies
9. Hoover Institution—Stanford University
10. Carnegie Foundation for International Peace
11. Rand Corporation
12. Hudson Institute
13. Center for American Progress
14. Center for Research on Educational Access and Leadership (CREAL)
15. American Enterprise Institute

Reuters/Ipsos survey— not a think tank but a part of the survey squad that holds influential strangle is claimed by \_\_\_\_\_ to hold over economic planning and execution of policy. Ipsos is one of the largest market research and polling companies globally, operating in 90 markets and employing over 18,000 people.

The [Think Tanks and Civil Societies Program](#) (TTCSP) at the [University of Pennsylvania](#), led by [James McGann](#), annually rates policy institutes worldwide in a number of categories and presents its findings in the [Global Go-To Think Tanks](#) rating index.[\[17\]](#)

In the United States, think tank publications on education are subjected to expert review by the [National Education Policy Center](#)'s "Think Twice" think tank review project.[\[25\]](#)

In August 2016, [The New York Times](#) published a series on think tanks that blur the line. One of the cases the journalists cited was Brookings, where scholars paid by a seemingly independent think tank "push donors' agendas amplifying a culture of corporate influence in Washington."

The government funds, wholly or in part, activities at approximately 30 [Federally Funded Research and Development Centers](#) (FFRDCs). FFRDCs, are unique independent nonprofit entities sponsored and funded by the United States government to meet specific long-term technical needs that cannot be met by any other single organization.

Federal Advisory Committees. As of 2002, about 1,000 of these advisory committees were described in the FACA searchable database.[\[89\]](#)

## ***Education musings.***

Society is encumbered by practices that were established will be for the modern era. For example all of the world religions were formed before modern science developed.

Education by and large suffers from the same anomalies is the rest of society. A huge part of

contemporary educational practice, egregiously focused on the paradigm of schooling, developed before there was any significant insight about many facets of neural science and Neuro biology. For example, Little was known about brains and how old these functions could or do enable development of skills and knowledge that are highly complex. It is now reasonably well recognized that the different executive functions such as working memory, attention, choice, or impulse control parent inhibition and Perron, can play a role in the ability of a person to acquire new information in a timely fashion. Because so much of education is rooted in the paradigm of group activity, the pace of an instructional presentation may very likely only be suitable for a small number of a randomly selected group. The result is that contemporary practice of education must, of necessity, pre-select groups based on various characteristics but predominantly selected according to age. Far too much of education then, becomes a process of selection rather than developing the capacity of individuals and small groups.

The Future things that are happening that cannot be prevented.

Things that should happen but will require active involvement.

Things that will happen that will need action to prevent.

### **The future of education.**

Mass cooperation networks may be sustained through the proliferation of myths, traditions and ritualized practices. Y N Harare ch6.

Hierarchy has been traced back to Haerrabi and the distinction of classes within society not the least and greatest of which were slaves and lords.

We should all recognize that Trump may be a myth maker, myth maker, MYTH maker, and that his mythology is followed by a majority of people can, and will undermine our beliefs in democracy that are our essential for survival of democratic governments that hold a potential for Universal respect for the worth and dignity of all who qualify for participation in democracy.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## **Mind inLife, III.**

A living being enacts a milieu marked by significance and valence. Exteriority is surmounted by an internal relation of meaning and normativity between the two poles of organism and milieu. There is thus an inwardness to life that escapes a purely external conception. This inwardness underlies the deep continuity of life and mind, and is the context in which the emergence of consciousness must be understood.

What if physics is the particular, and biology the general, instead of the other way around?" (Rosen, 1991, p. 13). Loc4392.

To understand consciousness this way is to understand it transcendently and not merely empirically. Thus I take the irreducibility of the epistemic bases themselves to point toward the need for a transcendental perspective on consciousness (see also Rowlands 2003).9. Loc4414. . . . Note 9: Searle's position that the irreducibility of consciousness is a trivial consequence of our definitional practices suggests that it might be possible to change those practices so that consciousness would be reducible. Yet, although intellectual revolutions giving rise to new conceptions of reduction and consciousness are certainly possible, any conception or method of reduction, and any definitional practice, will presuppose consciousness or (inter)subjectivity as a condition of possibility, and so there

will always remain a nontrivial sense in which consciousness is irreducible. Searle comes close to allowing this sort of point when he writes: “the main point of having the concept of consciousness is to capture the first-person, subjective features of the phenomenon and this point would be lost if we redefine consciousness in third-person, objective terms. We would still need a name for the first-person ontology” (Searle 2004, p. 120).

The brain is an organ, not an organism, and it is the organism, animal, or person that has conscious access to the world. As conscious subjects we are not brains in cranial vats; we are neurally enlivened beings in the world. Loc4455.

The intentional arc and being-in-the-world overall are neither purely first-personal (subjective) nor purely third-personal (objective), neither mental nor physical. They are existential structures prior to and more fundamental than these abstractions. Loc4599..

It is precisely the body’s double status of being a “subject-object,” a subjectively lived body and a physical living body, as well as the dynamic interplay between ipseity (I-ness) and alterity (otherness) inherent in this ambiguity, that grounds one’s ability to recognize other bodies as bodily subjects like oneself. Loc4676.

Forcible Presence, ineffability and subjectivity. Elements of sensorimotor functions and approach to perception.

In general, it is difficult to describe the knowledge underlying a skill. Thus ineffability is explained by our being unable to describe verbally our implicit, practical knowledge of the sensorimotor patterns constitutive of perceptual experience. Loc4923. [[ linking knowledge and skill . . . May place an unwarranted burden on knowledge. Is there worthy consideration for knowing or otherwise successfully and efficaciously applying a skill, eg could be a first aid situation. ]].

On subjectivity . . . So, consciousness is, by definition, “for the subject.” (Myin and O’Regan 2002, p. 39).

<https://religiondispatches.org/is-beyond-doubt-correct-about-the-decline-of-religion-yes-sort-of/>. Book Review. Raises an interesting question or questions, regarding the depth and functionality of systems of belief which are lumped into the category of religion. I think some of what this author says with a grain of salt because it seems that the narrative fails to recognize, explicitly existential considerations for life and mind, that need more thoughtful attention throughout society. This has an important interface with my contention that spirituality — but perhaps by another name — is universal in all life forms, since it is an extension of auto poetic dimensions in living organisms, all living organisms, and that existential questions are fundamentally philosophical, and therefore not solved by the panoply of religious assertions beliefs and faith that constitute religious dogma. Now it is time to take the above and begin to parse it critically well expanding on basic ideas that is embeds.

Producing such descriptions requires incorporating a distinct phenomenological level of investigation into experimental psychology and neuroscience (Lutz and Thompson 2003; Varela 1996). Loc 5609.

END CH 10.

## 20230827 IC

- 1.) Danielle Allen Political scientist from Harvard, writes in a WaPO Colum on rennovation of democracy. I would like to participate with a small group in discussions related to how our North American democracy can rise from its Constitutional formaation in the 18<sup>th</sup> century as a republic to assure a more perfect union.
- 2.) Our republican democracy (small r) is built on the concept or assumption that a few elite white men van make laws that serve the “the good of all.” A critical first step in renovation of the Constitution may require that language remove ambiguity and an important place to start would be to better define “good” and “all” ... All is almost certainly going to exclude infants, toddlers, children who remain dependent, the severely disables ( and, of course, what does that term mean?) perhaps the elderly, and those who are incarcerated for certain crimes but not necessarily felloneous crimes. Accordingly *all* would mean all who are enfranchised to vote, or all but those who are excluded from voting.
- 3.) Defining “good” is a much more ardgeous(sp?) (difficult) task, perhaps a task that is of such a nature that its use in language should be restricted or to some extent, eliminated. To the benefit may be a suitable substitute phrase and could be the foundation and maybe has been a foundation for some worthwhile essays on the topic of “good” in a constitutional democracy. The Federalist papers may be enlightening in this regard. Although we should recognize our experience as citizens across two hundere and fourty plus years. It may also embrace both the potentiall and limitations of using the term freedom or the term IresponsibilityI also with nuanced definitions and limitations of meaning. (is it possible that our constitution should include an article of definitions as is included in many if not most legal documents and formal declarations and manifesto.)
- 4.) a responsible exercise of freedom would ostensibly not limit the freedom of another person without an imposition of something resembling due process.
- 5.) Allen says “we are still learning” about fully inclusive power sharing—but is the phrase fully inclusive a suitable substitute for “all” unless definition is given to *fully* and *inclusive* ...
- 6.) is the distinction between democracy and republic a distinction without significant difference? Allen seems to think so.
- 7.) Civic infrastructure includes citizens who are connected through civic service, civic collaboration, civic engagemnet, through sharing power and responsibility. It seem to me that this matter of sharing has to be built through institutions including institution for education, that practice freedom and are able to resist the forms of oppression that almost inevitably follow from any acknowledgement of authority through an unresponsive and citizen controlled membership controlled and highly respected (at least meaning majority) body of individuals arranged in any hierarchy.

## iPhone

### **Damasio: Strange (03a) Order of Things**

Look in the Writing & Journalism eMail folder for the full document collection from the book by Antonio Damasio *The Strange Order of Things* ... this document includes extensive bibliographic entries and several “notes” that may be useful.

## **The BLOG**

### Publish

Nothing published last week, however there was a good start with the piece on *ignorance* that I have set apart from the R&S letter for publication in LONet (and perhaps elsewhere) Post linked to the Philosophy, Theology and Religion Page.

## **LONet**

Jim Carey commented on elite colleges with this:

Hi Bruce,  
Interesting family history on elite university attendance. Brinsley’s UVA degree would fall into that category. And both of my sons attended what is referred to as the “Ivy Plus” group (Ivy’s plus equivalents Stanford, Duke, Chicago, MIT), my youngest son, Ian, received his BA from Duke and my oldest, Bryce, received his PhD from MIT.  
Jim

## **Parking Lot**

1. **Initiate a Protocol** for copying material from The Stack to nascent documents that will be used in the future—The Book, LONet, R&S, and so forth.
2. Continue pursuit of ChatGPT and development of relational database for contacts at colleges, universities, technical institutions and public schools (including Chartered Schools) .
3. Ask Brent about Rumplestiltskin and Wizard of OZ ...
4. What digital tool could read OO text files.
5. What is the status of Dragon Naturally Speaking software for transcription of digital audio files to text? COST?
- 6.

## **Bibliography**

Damasio, Antonio. 2020? *The Strange Order of Things*. Includes an excellent rendering of the role of homeostasis in the body-brain relationships.

Berlinerbrau, Jacques. 2xxx. *How to Be Secular*.

## Music

Alpaerts. *Wedding Feast from “Pallierter”* Alexander Rahbari, m Conductor. Brtn Philharmonic Orchestra.

3 September 2023

## Personal Mastery ...

**Writing**—research is needed ...

**Blender**—*Animated Titles & explanation'* ... some reasonable mastery of this should be doable in a reasonable time frame of perhaps 3-6 months—maybe by January 2024. However, it won't happen without dedicated effort on a near daily basis (30-60 minutes), combining YouTube viewing and direct practice with the application. A method is needed to seek out definitions of menu items—an indexed manual is available on the Blender website. Python is used to script routine operations in Blender ... this is probably not unlike the programs and algorithms used in Pixar and Disney productions with SGI graphics. [18 minute overview](#). [39-minute tutorial](#) . Navigation, Snap & Duplicate, [Tutorial Doughnut Guy](#),

**ChatGPT**—Uses and Abuses ... What are the procedural elements and constraints to use ChatGPT to take its information from ONLY a stipulated source or sources that are not embedded in any Internet URLs? How is it possible for ChatGPT to use an aggregation of files and folders stored on a local drive but not accessible via the Internet? Put another way, how is it possible for ChatGPT to act on proprietary data not stored in a structured database ... not amenable to SQL? Is it necessary to script a source for ChatGPT? What is education ecology or “education ecology” and how has it been implemented in schools or classrooms?

**Humanism**—another form of religion? Role of congregations? How are congregations formed and what do they do collectively that individuals cannot do acting independently? Besides supporting a place and staff, what do congregations do collectively and cooperatively for the advancements of humanitarian vision, mission and goals? How, within a congregation, is dialogue facilitated?

## Education's Ecology

### Human Development

CEHD at UMN has moved away from teacher preparation over the past decade or so. A major part of CEHD is the **Institute for Child Development**—ICD.

### Michael Tomasello

Book *Becoming Human*,

Tomasello explains how biology *creates the conditions* in which culture does its work.

His **eight pathways** that starkly differentiate humans from their closest primate relatives:

[commentary is mine ... ]

1. Social Cognition—that cognition develops and is dependent upon the social conditions prevalent for an individual.
2. Communication—that is mostly to say verbal communication but not excluding communication that occurs between an infant and the images in its environment.
3. Cultural Learning—development of skills, knowledge and attitudes is highly dependent upon the conditions of the environment including but not limited to language, customs of eating and sleeping withing designated safe shelters, accepted membership in a group and so forth.
4. Cooperative Thinking—guides exist within a social group that determine the range and limits of individual thought processes and which aspects of thinking are acceptable and unacceptable in a given moment or sutuation.
5. Collaboration—effort to gain an advantage over some or any environmental challenge )eg; hunting, gathering, ... etc. ) is recognized and explaited for a personal benefit but in a reciprocal way.
6. Procosiality—a tendency or foundation for all activity is related to the others present and able or willing to contribute to a progressive realization of some goal.
7. Social Norms—within a social group (family, tribe) an acceptable way of accomplishing and/pr meeting the day-to-day necessities of living are expected to conform to a set or series of behaviors that are recognized or even defined; however loosely that definition may be.
8. Moral Identity—each individual in a social group takes responsibility of their own enforcement of acceptable behaviors inclduing the uses of language to express what is acceptable and what is not acceptable.

## Andrea Berger, PhD

Book: **Self-regulation** ... See bibliographic entry below for her 2011 book.

As humans, we self-regulate whenever we adapt our emotions and actions to situational requirements and to internalized social standards and norms. Self-regulation encompasses skills such as paying attention, inhibiting reflexive actions, and delaying gratification.

This book presents self-regulation as a crucial link between genetic predisposition, early experience, and later adult functioning in society. Individual chapters examine what self-regulation is, how it functions, how genetic and environmental factors influence its development, how it affects social and academic competence in childhood and adulthood, what pathologies can emerge if it is under-developed, and how it might be fostered in children.

SOURCE: [Amazon Book Description](#) ...

Andrea Berger is a professor of psychology at Ben-Gurion University of the Negev, Beersheba, Israel. She received a doctorate in cognitive psychology and then, following her postdoctoral training at the University of Oregon, her research increasingly adopted a developmental perspective. Her field of expertise, developmental cognitive neuroscience, reflects Dr. Berger's interest in the relation between the brain and behavior during normal as well as abnormal development. The main topic investigated in her lab is the development of the executive aspects of attention and control—such as inhibitory control, monitoring, and error detection—and its implications for self-regulation. Her research has recently shown that the brain network involved in error detection and violation of expectations can be identified in infancy. Her research on the development of self-regulation includes studies with typical and atypical children, such as those with attention-deficit/hyperactivity disorder. Dr. Berger has received research funding from the United States–Israel Bi-National Science Foundation, the Israeli Science Foundation, and the Israel Ministry of Education, and she has received numerous prizes for her research.



## Sports

Are sports a metaphor for all of life? Some may argue that that is so. Struggles of a personal nature are seen as an element within the winning and losing of games and championships.

Because team sports are so deeply embedded in our schools, secondary and post secondary, it may be essential to pursue a much deeper understanding about how major teams are able to capture so much loyalty and devoted following by local fans. Virtually every NFL team has such following and that has driven an escalation of value of each franchise. Dallas is on top of the heap with a value of \$9 billion. I'm not sure about the lowest valued team but it still likely exceeds a \$1 billion valuation.

One must ask; what is driving what in the determination of development of a loyal following. Obtaining a NFL franchise is a very big deal for a locality; witness the recent move of the Oakland franchise to Los Vegas. That franchise is not valued above \$6 billion. Revenue from local attendance is important, but there is a huge driver of revenues in the televised games.

Local news outlets make a lot of money from the followers of stories about the team and opinions of fans; pro and con ... without much tolerated con.

## AI/ML

Regulation provide shackles and constraints that will determine or undermine ethical applications of Artificial Intelligence. Mustafa Suleman. 2023. *The Coming Wave*.

## Seminars

### Colloquia

Unless otherwise indicated, the lectures are held on Fridays, in conjunction with the History of Science, Technology, and Medicine Program and Colloquium in Studies of Science and Technology, at 3:35 PM US Central Time. For Fall 2022, the colloquia will be in person in 125 Nicholson Hall.

Subscribe to our [mailing list](#) for colloquium updates and links to the events.

Visit our [Youtube channel](#) to see recorded presentations.

You also may be interested in related events, such as our [International Postdoc Forum](#) or the [symposia](#) and [public events](#) hosted by our [Many Faces of Reproducibility project](#).

Fall 2023

September 15, 2023, 3:35PM

What Makes Scientific Models Informative?

**Dana Matthiessen**, Minnesota Center for Philosophy of Science

Abstract: Scientific models allow users to draw informative inferences about natural phenomena. In recent decades, philosophers of science have sought to explain this capacity of models via theories of scientific representation. This talk will discuss some shortfalls of traditional theories, which appeal to a specific kind of relation between model and target as the source of models' informativeness. I'll present elements of an alternative view alongside illustrative examples from the history of science. This alternative accounts for the informativeness of scientific models along two

dimensions: (i) synchronically, in terms of the practical inferences they license in data-gathering contexts; (ii) diachronically, in terms of the mutual refinement of modeling and experimental practices over time.

September 22, 2023, 3:35PM

Eye on the Needle: Acupuncture and 'Alternative' Medicine in 1970s America

**Emily Baum**, School of Humanities, University of California-Irvine

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

September 29, 2023, 3:35PM

tba

**Victor Seow**, History, Harvard University

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

Monday, October 2, 2023, 2:00 PM Hybrid 737 Heller Hall and Zoom

[Emotionless animals?](#)

**Jonathan Birch**, London School of Economics

October 6, 2023, 3:35PM

Lack of Focus Section: Acknowledging One Hundred Years of Uncomfortable Growth in the History of Science

**Matthew Lavine**, History, Mississippi State University

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

October 13, 2023, 3:35PM

Epistemic progress in science

**Peter J. Lewis**, Philosophy, Dartmouth College

October 20, 2023, 3:35PM

tba

**Emily Stanback**, University. of Southern Mississippi

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

October 27, 2023, 3:35PM

A Dam Smeared in Blood: Ottoman Expertise and Projecting along the Euphrates River

**Faisal Husain**, History, Penn State University

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

November 3, 2023, 3:35PM

The Peasant as Philosopher: Jacob Guyer and the Status of Rural Knowledge-Makers in Eighteenth-Century Central Europe

**Denise Phillips**, History, University of Tennessee

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

November 10, 2023, 3:35PM

Who Needs Magnitudes?

**Eran Tal**, Philosophy, McGill University

November 17, 2023, 3:35PM

Psychic Income: Irving Fisher's Pop Psychology and the Economics of Time in the Early Twentieth Century

**William Deringer**, Science, Technology, and Society, MIT

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

December 1, 2023, 3:35PM

tba

**Talia Schaffer**, English, Queens College, CUNY

*Co-sponsored by the Program in History of Science, Technology, and Medicine*

December 8, 2023, 3:35PM

Translating and Scrutinizing the Science of Sociogenomics: A Focus on Polygenic Scores

**Callie H. Burt**, Criminal Justice & Criminology; Center for Research on Interpersonal Violence (CRIV), Georgia State University

- [Abstracts](#)
- [Previous colloquia](#)
- 

## **Animation**

Ideas can and should be animated to enhance the impact and even permanence of explanation. It is my intent to continue working with **Blender** to sufficiently master skills and knowledge to enable me (and perhaps others) to rely on Blender to animate illustrations to drive the enhancement of explanations.

My personal (and partial) **proof of concept** is work I did at Normandale CC in the 1990s, to illustrate enzyme catalysis and the role of activation energy. Although the animation was crude it did greatly enhance explanation that had previously required several hours of lecture, reducing explanation time to a matter of a few minutes. . This work built on a fully mechanical model of enzyme catalysis that I constructed with wood, springs, color paints and a 2'X3' backer board of ¼-inch masonite painted black. Digital animations made in the 1990s with MacroMedia Director were much more efficient and portable than the mechanical animation.

Telling stories of complex concepts through animation will require development of many tools in addition to digital applications like Blender. Writing and the use of ChatGPT will emerge through additional focuses and studies.

Making use of digital animation will be greatly facilitated by being able to construct drawings rapidly using various graphic tools including Inkscape and GIMP ... visualizing ...

## **Industrial Ecology**

What influences did my work with industrial ecology and eco-industrial parks have on the development of my ideas regarding Education's Ecology? CEID may have been highly influential although I don't recall any particular focus on this direction while I was engaged with CEID as its CEO and President.

Yale University has long been the center for education and development of Industrial Ecology through an organization that is housed on the Yale campus.

It is well worth noting that Yale is also the home base for Green Chemistry with the influence of Paul Anastas, PhD. Anastas and his cohort at Yale established the twelve (12) principles of Green Chemistry, which has been adopted and disseminated by the American Chemical Society (ACS) in its several publications.

According to Dr. Miriam \_\_\_\_\_, at Yale University, there have been precious few successful attempts to develop Eco-Industrial parks around the world. She and a graduate student published a paper in the early 20/10s that took the wind out of my sails for the potential see development of EIPs in the Northern Tier. What seemed evident, largely based on studies of a highly successful EIP in Denmark, was that a central source of power was needed. This, I believed, could be an operating power plant, perhaps coal fired, from which excess heat could be captured to use with other enterprises. These enterprises could collect (buy?) waste material from manufacturing facilities with some decent proximity to the plant. Ideally these manufacturers would be located on adjacent property to the power plant, but at least with enough proximity that transportation costs would not be overwhelming or render a project non-feasible from an excess economic burden.

The key to such a facility would be coal-fired plants operated in Minnesota by Minnesota Power, an Allegheny company located in Duluth, MN.

## Religions

How is humanism similar or different from any or all of the recognized major world religions?

If education is the practice of freedom, it becomes problematic to see any mix of religion in education, and in particular in schools. Religions are not noted for practices that encourage freedom. Accordingly there is a real need to democratically support policies consistent with freedom from religion.

I have come to draw serious concerns about religious practices in schools and bringing v forcing religious traditions to schools—essentially evangelical missionary work. What were the (Christian church) justifications for the religious involvement with the Native Americans in the establishment of the multitudinous boarding schools that enabled and demanded the separation of children from parents for the purposes of enculturating the children in Western culture and religious tradition and language? Who were the Makers of this policy and what attempts were made to differentiate influences on these policy initiatives? What was the form and structure of the policy initiatives?

Schooling of children is common (not uncommon) among most Christian denominations. This routinely takes the form of Sunday School, in which youth are indoctrinated into the traditions and practices of Christianity along with the unique beliefs, nuances, dogma of a particular denomination. The children are afforded no opportunity or encouragement to question belief systems and practices or traditions, in the sense of Why do you or we do that or believe in this?

## Buddhism

**Buddhist Exceptionalism** ... objections of and to the critique of Evan Thompson's book; *Why I am Not a Buddhist*. SEE below the notation on Wu wei and its influence on Zen Buddhism.

**Secular Buddhism**—is a broad term for a form of [Buddhism](#) based on [humanist](#), [skeptical](#), and [agnostic](#) values, valuing [pragmatism](#) and (often) [naturalism](#), eschewing beliefs in the [supernatural](#) or [paranormal](#). SOURCE: Wikipedia Secular Buddhists interpret the sutras and tantras as human productions reflecting the time-period(s) in which they were written. This is not likely materially or intellectually (historically) different from the interpretations of contemporary scholars of other religious texts including the judo-christian Bible and the Islamic Quran.

## Taoism (Daoism)

Wu wei (The art of effortless action; the art of letting things happen) ... The Way (Dao—a virtuous path through life) ... Flow and the Rivers of Life ...

Wu wei means – in Chinese – **non-doing or 'doing nothing'**. It sounds like a pleasant invitation to relax or worse, fall into laziness or apathy. Yet this concept is key to the **noblest kind of action** according to the philosophy of Daoism – and is at the heart of what it means to follow Dao or The Way.

This means that Wu Wei is a powerful Taoist ideal of openness, simplicity, and ease. These attitudes are useful because they make it easier for followers to express themselves using their bodies and minds. With this kind of understanding, it can be easier to identify the influences of Taoism on **Zen Buddhism**.

## Hinduism

Hinduism (/ˈhɪnduɪzəm/) is **an Indian religion or dharma, a religious and universal order or way of life by which followers abide.**

A Hindu **views the entire universe as God's and everything in the universe as God.** --> --> (polytheism) ... --> Hindus believe that each person is intrinsically divine and the purpose of life is to seek and realise the divinity within all of us. The Hindu belief is totally non-exclusive and accepts all other faiths and religious paths.

- a belief in many gods, which are seen as manifestations of a single unity. ...
- a preference for one deity while not excluding or disbelieving others.
- a belief in the universal law of cause and effect (karma) and reincarnation.

Veda (vedanta) Rig Veda is the oldest known book ...

Krishna, a *central Hindu deity*, is often portrayed in stories recounting his life as a cowherd and referring to him as the child who protects cows.

## Neurophenomenology

Following the reading of the book by **Evan Thompson**, I find myself and my thoughts drawn back to the books by **Antonio Damasio** beginning with *Descartes Error* and including several others. Damasio

comments frequently about the philosophy of **Barnard Spinoza** and his recognition of the spiritual elements of human existence.

Among the phenomenologists, I have found my interests stimulated by **Jean-Paul Sartre** and the book ***Being and Nothingness***. This is an almost iconic statement of existentialism. Building on the phenomenology of Husserl and Heidegger as well as Merlow-Ponty, Sartre places existentialism into an experience of living with the result of death being nothingness because there is no longer phenomena.

## **Opposition**

Listening to the opposition is a critical element of democracy that respects the worth and dignity of everyone. This doesn't mean acceding to the demands of minorities ...

Idaho Oregon merger ... borders are not written in stone but are for the most part historical legacies. The right to vote for who governs them. ... what is wanted from government? What are the issues that need resolution?

## **College or Trade-School**

Stigma that people are in trades because they couldn't do anything else. Field workers v union leaders are quite conservative and may vote republican rather than democrat.

Contempt that many feel for the working class ...

What is education? Why the near exclusive connection with college and university studies? And Why the exclusion of the intellectual content of what knowledge and skill is developed at a trade school.

Was the merger of CC and Trade School a mistake in Minnesota? Why did such a merger not occur in Wisconsin?

## **History**

History is physical in artifacts of the past. ***How is the right to participate in democracy acquired or awarded?*** Restraint is a key value ...

## **The Book**

Not much progress this past week, although I did retrieve the outline from two weeks ago with it four (now five) chapters. This seemed at the time to be a doable project toward publication of around 40,000 words that will capture some of my reflections and writing across several years.

My tack will emerge with writing but there is now going to be a strong thread with science and phenomenology that will emphasize education as a practice of freedom in the sense of Freire, through an argument for deschooling after Illich. Deschooling will occur with the gradual scaling of

neighborhood experiential education with everyone being a teacher and a student stimulated by curiosity and by projects. The key to contemporary implementation will be reliance on a highly democratic Internet that will provide global access to what is known while celebrating our profound ignorance. Peers are not age-related cohorts, but involve the entire global community with an emphasis on local development across economics, equity and ecology from an ethical perspective. The key is questioning to release the wisdom of dialogue.

## Questions, Quotes & Notes

### Questioning

Who were the Republican corporate robber barons who took government bail-out money and enriched their corporate Treasuries to support the egregious purchasing of thousands of single family homes all across the US in blighted areas of major cities? **SEE Carol Roth book in bibliography below.** Roth cites this as an example of contemporary liberalism and misguided management of Federal tax dollars.

What is education ecology or “education ecology” and how has it been implemented in schools or classrooms? ChatGPT response follows:

physical learning environment to create a well-balanced and supportive educational ecosystem.

While the term itself may not be common, the idea of considering the broader educational ecosystem and implementing strategies to improve it is an important aspect of educational reform and innovation. Here are some ways in which elements of education ecology or similar concepts have been implemented in schools or classrooms:

1. **Community Engagement:** Schools may engage with the local community to create a more comprehensive learning environment. This can involve partnerships with local businesses, community organizations, and parents to provide students with real-world learning experiences and resources.
2. **Holistic Curriculum:** Some educational institutions have moved towards a more holistic curriculum that integrates various subjects and encourages interdisciplinary learning. This approach recognizes that real-world problems are often multifaceted and require knowledge and skills from different domains.
3. **Flexible Learning Spaces:** The physical environment of a classroom can significantly impact the learning experience. Some schools have redesigned their learning spaces to be more flexible, accommodating different teaching methods, group sizes, and collaborative activities.
4. **Student-Centered Learning:** Education ecology may involve shifting the focus from traditional teacher-centered instruction to student-centered learning. This approach emphasizes individualized learning plans and allows students to take more ownership of their education.
5. **Parent and Community Involvement:** Schools may actively involve parents and the broader community in the educational process. This can include parent-teacher associations, volunteer programs, and community events that support student learning.

6. **Technology Integration:** Technology can be used to enhance the education ecosystem. This includes providing students with access to digital resources, online learning platforms, and tools for communication and collaboration.
7. **Assessment and Evaluation:** A comprehensive education ecology considers not only what students are taught but also how their progress is assessed and evaluated. Schools may implement various assessment methods to measure students' skills, knowledge, and personal development.
8. **Professional Development:** Teachers and staff play a crucial role in the education ecosystem. Providing ongoing professional development opportunities can improve their effectiveness in the classroom and contribute to a healthier education environment.

It's essential to note that the specific implementation of these concepts can vary widely from one school or educational institution to another. The goal is to create a dynamic and supportive educational ecosystem that addresses the unique needs and circumstances of the students and the community it serves.

[ChatGPT wc=387]

## Quoting

*Only the guy who isn't rowing has time to rock the boat.*

*Jean-Paul Sartre*

## Noted

### Last Things

Last Things.

Aka — last will and testament

The end is, uncertain but certainly not far far away as it has seemed before now,

Notifications:

Normandale, MN State Mankato, herbster, STRIB (obit partial on file here: ?.) autobiography partially constructed in outline and perhaps some narrative on my personal website [www.BruceLindgren.com/about](http://www.BruceLindgren.com/about).

PageZone web hosting for [www: BruceLindgren.com](http://www.BruceLindgren.com), [blindgrenconsulting.com](http://blindgrenconsulting.com), [ideaconsortium.com](http://ideaconsortium.com), [educationecology.net](http://educationecology.net), [Lindgrens online.net](http://Lindgrens.online.net), (aka, LONet),

NameSecure to cancel all registrations as above and a few more ...

iContact.

MN TRA, social security,



Wayne Becker, Tom Naughton,

No Memorial services.

Ashes to be scattered at Bark Bay.

Any memorial stone to read “an ignorant man thinking”. This not necessary but could be placed on a plat in the Herbster ToC cemetery.

Final expenses should be adequately covered by proceeds from tge. Life insurance policy with NWNL successor named?

PASSWORDS and Access PISs.

Desktop PIN 7212.

Laptop PIN 6624.

AffinitY Plus

Apple

Google

I Contact.

PageZone.

NameSecure.

First dibs on all digital equipment sans hard drives to Hunter Schierman.

Collected tools, to Sawyer.

Books to Wyatt Rivers.

Photographs to Kiera Rivers after Patti removes what she may want.

Hard drives including flash drives to Brent Lindgren. But to be fully shared with Erika

## **Thompson, Evan VI.**

### **Appendix 2:**

As Nancy Cartwright says about the classic case of the supposed intertheoretic reduction of physical chemistry to quantum mechanics: “Notoriously we have nothing like a real reduction of the relevant bits of physical chemistry to physics—whether quantum or classical. Quantum mechanics is important for explaining aspects of chemical phenomena but always quantum concepts are used alongside of sui generis—that is, unreduced—concepts from other fields. They don’t explain the phenomena on their own” (Cartwright 1997, p. 163).

In the context of contemporary science, as we have seen, “nature” does not consist of basic particulars, but fields and processes, and this difference between a process-viewpoint and an elementary-particle-version of Cartesian substance metaphysics does make a difference to the philosophical issues about emergence (Campbell and Bickhard 2002; Hattiangadi 2005). Loc8126.

In the former view, there is no bottom level of basic particulars with intrinsic properties that upwardly determines everything else. Everything is process all the way “down” and all the way “up,” and processes are irreducibly relational—they exist only in patterns, networks, organizations, configurations, or webs. For the part/whole reductionist, “down” and “up” describe more and less fundamental levels of reality. Loc8126.

## 20230908 IC

- 1.) *Michael Tomasello* —identified in this book *Becoming Human*, eight pathways that starkly differentiate humans from their closest primate relatives: social cognition, communication, cultural learning, cooperative thinking, collaboration, procociality, social norms, and moral identity. He explains how biology creates the conditions which culture does its work.
- 2.) In a democracy who are the keepers of culture and how are they how do they acquire the role of culture keeper. Does that require a level of respect greater than the levels of respect for worth and dignity that are, in a democracy, an expected condition for all individuals.

## Housing

Single family housing owned by large corporations.

**Opendoor** ... advertising on MSNBC ... What is this?

The book by Carol Roth, although very conservative in orientation, does take on the matter of corporate ownership of single family housing.

## 20230905 IC

- 1.) New battery test. Reset date and time.
- 2.) Society needs some means or mechanisms for individuals to accept authority and hierarchy in organizations. If society or some parts of society were structured in a purely nonhierarchical—unranked, ungraded, unordered—structure and that became projected on to all of the rest of society as an ideal,, it may then be impossible for any element, organization, institution to function on the basis of hierarchy. This could also entail structures that develop with relationships construed and accepted as non hierarchical. It may well be that Paulo Freire's reference to the equality between a teacher and a student/pupil would represent this kind of entity. Nevertheless, it would be necessary to ask what then would enfranchise or allow other social institutions such as military, corporate or at least certain governmental entities to exist and function as hierarchical structures within a society that also enables and reveres organizations that are emphatically non hierarchical.
- 3.) The implications of the above for the military should be a high consideration. This may also apply to the governance structure for any business firm or corporation. At some level we should

be asking: Why has it been necessary for hierarchy to evolve culturally for human development and cultural success?

- 4.) It may also be recognized that at least for corporations and perhaps for some parts of the military hierarchy is not only unneeded but may be inimical to the success of the firm, that is to say ...
- 5.) the non hierarchical structures would be essential for progressive realization goals and objectives. SEE X-Teams ...
- 6.) it may be necessary to accept that within any society there are noteworthy number of individuals that simply require being told what it is they must do by some predetermined time-certain in the future.
- 7.) However, if the above is true it does not and should not mean that it must apply to all individuals within an organization. And perhaps it is a nearly sacred function within any organization to spell out rules that are able to provide individuals with the freedom and the responsibility to act entirely on their own.

[wc=329]

## The GUT

Microbiome studies have revealed an important symbiosis involving the microflora of the intestine and large bowel that influences a broad range of gastrointestinal functions. It would be of some considerable interest to study the methods of study that have emerged in the past two decades and how these methods now depend upon the analysis of microbiome genomes.

NIH publications should be consulted through PubMed.

What are the normal conditions for microbiota and histology of the bowel and the circadian rhythms for bowel movements.

Why did the invading Spaniards in America smell so bad to the natives they encountered?

What are the major diseases and disabilities of the gastrointestinal systems of females and males through development across a lifetime?

Sorboni, S. G., Moghaddam, H. S., Jafarzadeh-Esfehani, R., & Soleimanpour, S. (2022). A Comprehensive Review on the Role of the Gut Microbiome in Human Neurological Disorders. *Clinical microbiology reviews*, 35(1), e0033820. <https://doi.org/10.1128/CMR.00338-20>

## Mind and Life. IV.

### Chapter 11.

Recently, a number of theorists have combined phenomenological treatments of time-consciousness with dynamic-systems approaches to the mind and brain (Gallagher and Varela 2003; Lloyd 2002,

2003; van Gelder 1999b; Varela 1999). This synthesis plays a central role in the approach to consciousness known as neurophenomenology, proposed originally by Francisco Varela (1996). Neurophenomenology is an offshoot of the enactive approach.

[Continuities and discontinuities constitute the flow of time in the life of an individual and characterize the activities that accompany that flow of time.] at loc5800 which refers to the. Temporal structure of experience.

Skillful coping. Requirement for pre-reflective bodily experience . . . [rehearsal?]. Habit formation. Automaticity. Not requiring reflection. See loc 5868.

These considerations reinforce the importance of the idea, shared by phenomenologists from Husserl to Heidegger to Sartre to Merleau-Ponty, that our experience or existence or manner of being comprises an immediate and nonreflective self-awareness, one in which we are acquainted with ourselves prior to any reflection (Zahavi 2005a). Loc5885.

The absolute flow, it is tempting to say, is self-organizing. Loc6018.

[[ where or how does biological rhythm fit into the phenomenological consideration of time-consciousness? ]].

Husserl recognizes this point, but applies it in a radical way consistent with his transcendental phenomenology. Loc6031. *Transcendental phenomenology is presented earlier by Thompson.*

Neurophenomenology thus comprises three main elements (see Figure 11.2): (1) phenomenological accounts of the structure of experience; (2) formal dynamical models of these structural invariants; and (3) realizations of these models in biological systems. Loc6105.

What we now need to examine is how this self-constituting flow is supposed to be structurally mirrored at the biological level by the self-organizing dynamics of large-scale neural activity. AN ILLUSTRATION IS DEPICTED HERE. Figure 11.2. Neurophenomenology. Loc6112.

Varela presents the reasoning behind this view in the form of three connected, but logically independent, working hypotheses (1995, 1999, pp. 274–277): Hypothesis 1: For every cognitive act, there is a singular, specific neural assembly that underlies its emergence and operation. Hypothesis 2: A specific neural assembly is selected through the fast, transient phase-locking of activated neurons belonging to subthreshold, competing neural assemblies. Hypothesis 3: The integration-relaxation processes at the 1 scale are strict correlates of present-time consciousness. Loc starting at 625.

Neural assemblies and large-scale integration are thus always embedded in and modulated by particular bodily and environmental contexts (Thompson and Varela 2001).q Loc6236. Thompson, E., and Varela, F. J. (2001). Radical embodiment: neural dynamics and consciousness. *Trends in Cognitive Sciences* 5: 418–425.

Gallagher, S., and Varela, F. J. (2003). Redrawing the map and resetting the time: phenomenology and the cognitive sciences. In E. Thompson, ed., *The Problem of Consciousness: New Essays in Phenomenological Philosophy of Mind*. Canadian Journal of Philosophy, supplementary vol. 29, pp. 93–132. Calgary: University of Alberta Press.

———. (1998). *The Inordinance of Time*. Evanston, IL: Northwestern University Press.

The neurophenomenological approach is to obtain detailed first-person data through careful phenomenological investigation of experience and to use these original first-person data to uncover new third-person data about the physiological processes crucial for consciousness. Loc6278.

Note 11. Loc6278. The term phenomenology in this context is not limited to phenomenology in the European sense stemming from Husserl, but includes any systematic project of investigating and describing experience. So understood, phenomenology includes Asian traditions, in particular the various Buddhist and Hindu philosophical analyses of the nature of the mind and consciousness, based on contemplative mental training. The relationship of these schools to Western phenomenology and mind science is beyond the scope of this book, and will be the subject of future work. For further discussion, see Dreyfus and Thompson (2007); Lutz, Dunne, and Davidson (2007); and Varela, Thompson, and Rosch (1991). Loc 6325.

For this reason, the search for content NCCs [as contrasted with background NCC] in a particular sensory modality such as vision runs the risk of missing the biologically and phenomenologically more fundamental phenomenon of sentience, whose affective character and ipseity (nonreflective self-awareness) underlie and pervade all sensory experience. Loc6573.

In Kelso's words, "Mind itself is a spatiotemporal pattern that molds the metastable dynamic patterns of the brain" (1995, p. 288). Loc6592.

What could phenomenology possibly explain in this [biological] domain? The answer is nothing less than how certain biological processes are also realizations of selfhood and subjectivity, as argued throughout this book. Loc6641.

End chapter 11.

## Communication

[[ HELLO. My name is Bruce Lindgren. You probably don't recognize my name, but would recognize me from a few years back participating /attending in seminars and events of the department of neuroscience at UMN. I am a retired biology faculty member at Normandale College and have expressed interest in your work with BrainU. I would like to meet and talk with you about some ragged study I have perused and that can be described as located at the intersection of philosophy and neuroscience. In particular, I am curious about your views as to how the philosophical dimensions of phenomenology might interface with cognitive science and any interests of neuroscience faculty at UMN. My principle reading has been centered around and included works by Francis co Varela and Evan Thompson. My sense is that an hour's conversation might provide me with necessary insights to follow my interests along a coherent path. This path is admittedly strewn with obstacles, and I hope you may be able to help me clarify how to deal with a few of these obstacles. Please let me know whether or not you are interested in this conversation and if so, when might be a convenient time in the near future to pursue a meeting. I will be most grateful for anybody time you may be able to afford me. If you send e that my inquiry may be better directed to another neuroscience faculty member please let me know who that may be.

Something similar to the above may be usefully sent to David Breeden and Kelly Clement at FUS ...

## FUS

**David Breeden** has returned and I'm actually looking forward to joining at least another AV session at 10:30am this morning.

Get ere Dun! Distinction between two sentient beings where one supports Taoist thinking. Difference between where we are and where we are going.

Equality doesn't have to take from anybody. Respect for human dignity .... Taoist processes within the process (is this a systems thinking precursor?)\_The story of the butcher who's knife remained as sharp for 19 years as the day he got it ... because there was no hacking through bones, when he looks for the natural soft spot or spaces between joints.

Reflections of true Taoism. Be in harmony with nature and understand the essence of things. Dont force your way through things. Think before doing. Skill techniques, understanding knowledge and wisdom. Knowhow and the way to work.

Wu wei non doings effortless actions central to Taoism. Get it done without breaking anything. Use natrual flow of things, which can yield (more) effortless action. Using no force against the natural order of things. Diosparage the usses of a bulldozer, yet does not mean being passive is action that doesn't feel forced or unnatural. We (Taosits) say; *Go with the flow!*. Taosim carries a recommendation of simplicity. Flowing water and water goes downhill—so don't argue with that.

In the US we may be working with a dull knife.

The Greek word *Episteme* means knowledge. How do you open this dooor? (ChatGPT?) Knowing what and knowing that. Doxa is belief and the opposite of knowing ... doxa is bad; episteme is good. *Techne* or technique is knowing HOW to do something or anything—knowhow.

Way of knowing ... folk music you love—classical music you have to learn ... Git Er Dun—*wisely*. A human life being itself is the activity of a creator. You are the craftier of your life. We each are the creators of our purpose and our life. Crafting our own lives. Happy starts right now. Techene includes itegration of concepts—to Git Er Dun and knowing-articulating; What are the reasons. Stoicism is being in chrage of your own life. Demonstrating moral excellence ... . we each are creators of our own lifes if we choose to be so. Most never accept being our own creator. But is what we are crafting *the good life*? What will a display or demonstration of moral excellence do in this (particular) situation? What will a virtuous person do in the next five minutes? How am I living with my deep nature and my full potential. The horror of life may engulf you; but you remain the artist of your llife. Being is not magic and the knife is not magic. Carve out your own life. Wu Wei is difficult but doable. If you insert something that has no thickness there is no resistance. That the effort to extend requires no effort.

The Flow ... The Way ...

Singing There is More Love (hope, peace, joy) Somewhere. ...

**EGOT** is Emmy, Grammy, Oscar, Tony award winner. Very few entertainers have achieved the status of EGOT ...

## **The BLOG**

### Publish

Nothing published although last night I put together over 800 words that may see some light of day if I can ever steel my spine and revise the piece to reflect a point-of-view with enough coherence to justify publication.

Perhaps I need more time to rock the boat. You will get time by making and taking time. And, you better get going because you don't have that much time left.

## **LONet**

This whole effort is really in serious limbo. My own interest has waned and I don't even hear from my brothers anymore let alone any cousins or their children. Too bad but ... too fucking bad. I am not going to pursue this without further support.

Jim Carey has a stimulating exchange and I will make some effort to respond to him.

Anne Blitch has not reached out regarding her family's trip to Sweden and Denmark.

Roots & Shoots due date is Friday, 29<sup>th</sup> September ...

## **Parking Lot**

- 1.) Reread the *Existential Cafe* ... book on phenomenology ...
- 2.) make a short autocorrect for phenomenology ...
- 3.) Look for critique of Evan Thompson's writing on phenomenology
- 4.) Wyatt ...
- 5.) October trip to Herbsster ... call it off or get with it. Ask about when they will pick up the picture and the lamp.
- 6.) *A Tender Touch*. Short story title ...
- 7.) Collect all the Mind and Life notes into a single document to be stored in Book Notes folder.
- 8.)

## **Bibliography**

Bakewell, Sarah. 2017. *At the Existentialist Cafe*.

Bergen, Mark. 2022. *Like, Comment, Subscribe: Inside YouTube's Chaotic Rise to World Domination*. Interviewed by Rebecca Klein, Political, Technology Reporter.

Berger, Andrea. 2011. *Self-Regulation: Brain, Cognition, and Development (Human Brain Development) 1st Edition*.

- Bosma, Ulbe . 2023. *The World of Sugar: How the Sweet Stuff Transformed Our Politics Health and Environment Over 2,000 Years*. Interviewed by Harmila Sen Harvard Press Editorial Director and special initiatives director Bosma is an hisotrian from the Netherlands ...
- Bouvier, Simone. Year. *The Second Sex*. Now an audio book ...
- Harris, Sam. *Waking Up: A Guide to Spirituality Without Religion*.
- McCullogh, David. *John Adams*. The gift of an inquiring mind ... find out the truth and real designs of our true existence and liberty to think for myself.
- Robbins, Alexandra. 2023. *The Teachers: A Year Inside America's Most Vulneraable, Important Profession*.
- Roth, Carol. 2023. *You Will Own Nothing: Your War with New Financial World Order and How to Fight Back*. Prepper v prepared ... CBDC ... ESG criticism ... in crisis and chaos, who will be raising the chickens ...
- Sartre, Jean-Paul. Year. *Being and Nothingness*.
- Suleman, Mustafa. 2023. *The Coming Wave*.
- Thompson, Evan. 2010. *Mind and Life: Biology, Phenomenology and the Science of Mind*. .
- Thompson, Evan. 2017. *Waking, Dreaming, Being: Self and Consciousness in Neuroscience, Meditation and Philosophy*.
- Thompson, Evan. 2020. *Why I am Not a Buddhist*.
- Tomasello, Michael. 2019. *Becoming Human*, Ontology ...

## Music

- Bridge. *The Sea*. Vernon Handley, Conductor. New Zealand Symphony.
- Corelli. *Concerto Grosso No.5 in B-flat major, Op.6*. Neville Marriner, Conductor. Academy of St. Martin in the Fields.
- Verdi. *Giovanna D'Arco* Rich Bonyngre, Condouctor London Symphony Orchestra.

**10 September 2023**

## Personal Mastry ...

**Writing**—Keep adding words and making decent paragraphs. Essays will emerge. I need outlets for potential use or publication of what I write. Receiving remunerations for the writing would be wonderful but it is much better for the writing to be useful than it is for me to be paid for what I write and sweat over for accuracy, clarity and relevance. CHECK everything you write for accuracy—clarity—relevance ... then ask if there is anything that could or should be done to make the piece more interesting, attractive or entertaining. Clarity may be related to the goal or argument ... I seem to do



fairly well putting words on a page, but too much of what I write lacks clarity. That may be because I don't take sufficient time to think through my objectives, defining what my argument is about. "What is your argument?, may be one of the most important questions for me to ask when writing."

**Multimedia**—Animation remains a high interest and my working with Belender is motivated by this interest. The effort to learn Blender is going to be a long process. This is one hell of a steep, painful, fucking curve. Who are Blender experts in the TC area? [10 minute from Blendr Guru. Donut series.](#)

**Organization**—set up a folder "Nascent Essays" and add a new document to the collection every week, by title. Publish first to TGIF Any Day.

## Education's Ecology

### Play

The importance of play is highlighted by a paper from *Neuron* in which the research found activity in the PAG (PeriAquaductal Gray) when a rat is tickled. (paper is downloaded to PDF archive 2023). This suggests that the pleasure associated with play is likely conserved. The authors located in Germany, plan to preform comparative studies of other vertebrates. Methods included optogenetic stimulation of the later PAG to induce related responses to play inclusion and exclusion. The research was also reported in the popular media, I believe in WaPo [Article is HERE](#). I fortunately found the WaPo article because it was well written and devoid of the details that the research team was obligated to elaborate in their peer-reviewed article. Additional, the WaPo authors were able to obtain aommentary from other neuroscieentists who were no involved in the study. This later approach is common for highly effective journalsits writing about putlished scientific research and it reinforces or otherwise places in context the primary author's assessment of the importance of research results. The study was done with Long Evans rats.

### Age-related

Reply to Steve and Jim re the cartoon on the US Capital as a nursing home.

It isn't nice to bash octogenarians. Think of all the wisdom we 'octos' bring from our years of youthful exuberance and experience; even though now at times we may confuse certain details, draw a blank, stay in bed a bit later, need assistance on how to vote or stumble a bit trying to articulate our ancient positions on how well all was in the past.

Now, were you seeing the need for term-limits, age-limits or some other way to improve the functions of Congress? If your answer was "yes" all of the above, will enthusiastically agree with you.

Senator Tuberville will be only 79 when he runs for a third term. Think of what all those years of youthful strategic wisdom will bring to the new senate flag-football recreational program. It would be a wonderful model for a new military where no one ever gets hurt. Herschel Walker could have easily stayed around for three terms before reaching age 80. No Democrat would have been able to stop him with or without his shoes and with his stunning mental agility.

Unless my calculations are clogged with Tau protein, you two have collectively almost a full decade before reaching the magical decline at age 80. But I hope to be very wrong about the decline part.

Best,

Bruce

Steve replied:

BFL

Sorry you were offended by my circulation of a political cartoon. I wish you would have mentioned it when we talked yesterday. I personally have no thoughts about how to reform Congress. Nevertheless, I believe the States which have adopted term limits are satisfied it works well. Correct me if I am wrong, but I am not aware of any reversals where they have been enacted.

BTW, you may be the only person defending Pelosi. I think it has generally been true the former Speakers bow out with dignity. Why she wants to stay another term has not been expressed yet. Perhaps she believes another term in Congress will give her the opportunity to fix something in her District. She certainly can't believe she is THE only Democrat who can hold that seat.

Have a great weekend and Go Gophers!!!

Reply to Steve:

I was trying to interject some humor and satire with some hope to mitigate the current rage to wing-clip people because of chronological age. It is classic prejudice. The cartoon was clever and capitalized on the contemporary drivel from the politicians and pundits. Congress needs to focus on serious problems and do a much better job of debating with some principles—both progressive and conservative—as both sides have proposals with pragmatic merits. After vigorous debate, free of logical fallacy, then vote, hopefully based on some critically considered meritorious arguments. It may well be that age locks in ideology although there are a few conspicuous counterexamples by a few young representatives. Unfortunately I'm hard pressed to think of examples of Senate *youngsters*—Ossoff and Hawley narrowly qualify, even as the average age of the Senate creeps upward. Of course, that average could drop like a rock with about 3-6 resignations for the most senior Senators. Senator Romney doesn't make the list of the ten oldest Senate members.

I've been in favor of term-limits for at least two decades. As is said "Age is just a number." Twelve to Eighteen years should be enough. Two terms in the Senate, six terms in the House. The limits on the presidency are probably a bit severe. Octogenarians would be well advised to enjoy their grandchildren, pets and travel.

BTW: Nancy Pelosi, doesn't really matter anymore to me or almost anyone. When she leaves is fairly immaterial.

Best,

Bruce

## **Habits**

Building habits is taking a path toward pleasure. We tend to keep doing what gives us some measure of happiness. And, it is a Constitutional right to pursue being happy. It is also a physiological fact that happiness depends upon the secretion of a class of chemicals from the cells of our brain. These chemicals, the endorphins, trigger a host of other cascades or pathways releasing other chemical that course through body vessels and send happiness signals everywhere. In other words our happiness is more than a mere flash of emotion; it is embodied and holds a reign of pleasure everywhere. This pleasure radiated beyond our bodies and may be caught by others. It is in this sense, potentially contagious.

We can spread happiness around.

Back in the 1950s I learned a slogan “Courtesy is Contagious.” It turned out to be true! I saw it in action at a grocery store where I worked as a carry-out boy. My acts of courtesy were models mimicked by other carry-out boys and our customers. It is almost like magic. This was most quickly and noticeably true of smiling. When you smiled, it almost always was returned with a smile. It was simply amazing.

Habits are classified at good and bad. Bad habits form without conscious effort and mostly go unnoticed in the earliest stages. But, these bad habits are reinforced by the same endorphin chemicals. Those salty or sugary snacks trigger the pleasure signals one bite at a time. That may be why we keep eating away until the bag or bowl is emptied. Some hunger may have been an initial driver (motivator) but not stopping is another matter that too easily becomes a positive reinforcement feedback loop that mimics the natural feedback from a satisfying meal. Satisfaction and pleasure feelings come easily. Eating fruits, vegetables and nuts are also triggers of pleasure but they tend to take longer to satisfy with secreting and building up natural pleasure chemicals.

Good habits more typically require a consciousness for development. In other word they are more likely than bad habits to be intentional. Running is a good example. For some reason or another, you say you should do it routinely. Accordingly you set a goal to go for a run in the morning. For a week or three your force the routine on your life. Then you discover that if you miss a day it is noticed. Those weeks of consciously motivated efforts, have made manufacturing the endorphins easier and the endorphin receptors in your brain begin to await receipt of a cascade of molecules. Your whole body feels pleasure from those early morning runs.

Habit forming or addictive drugs actually mimic the natural endorphins. This was established with discovery of the opioid receptors in the hippocampus and nucleus accumbens of the brain. This work was led by Dr. Solomon Snyder and his graduate student Candace Pert at Johns Hopkins University Medical School. Unfortunately Pert felt left out of the accolades give to the Snyder Lab and she created a storm that likely deprived Snyder of the Nobel Prize and cast a dark shadow over some of the brilliant work she did in her own lab after obtaining her PhD. nevertheless, discovery of those Opioid receptors, opened a whole new direction for neuroscience.

Because of this work we now understand the deep mystery that has surrounded the formation of our habits. Those opioid receptors are not there because of opioid intake. The opioid drugs simply trigger the natural endogenous opioids our body makes all the time—the endorphins.

XXX

[ wc= 594 }

### Additional Thoughts ...

- ✓ Habits are tied to **discipline** ... breaking a habit often requires punishment ... IOW negative feedback.
- ✓ **Self-discipline** shows up in the academy with practitioners who are passionate, value belonging to a peer group, foster teamwork with common or related interests, may be or even require effort that is multidisciplinary, a long-view of goals and projects to attain goals, valuing skepticism, questioning, critical thinking and dialogue.
- ✓ **Practice and pleasure** from practice takes time to build into compelling habits of behavior. Sitting down at the piano may need enforcement before it becomes self-reinforcing.
- ✓ **Pleasure** may be too simplistic and evades the **enactive building** of body-wide responses to a **cascade of neurochemicals** that collectively enable the embodied responses that emerge ...
- ✓ **Humanitarian** impulses are likely the result of positive feedback. Positive feedback is aka “feed-forward” and a tool for development of good habits. Reward replaces punishment to motivate good behavior, which is also linked to ethical or moral choice.
- ✓ **Choice** is embedded in our brains with the cluster of **executive functions**, which in turn are a matter of consciousness.
- ✓ Habits are **developed**. This differentiates habits from instincts, which are inborn or inherited developmental pathways, which, in turn, have been historically required for human survival.
- ✓ To what, if any, extent are habits established through **epigenetic** modification of gene expression. And, as corollary, what epigenetic mechanism may be required or involved in the breaking or conscious control of habits?

### Literacy

Literacy begins with reading. However there are other forms of literacy beyond words, sentences and paragraphs on paper or the digital screen. Among other literacy forms are visual or pictorial literacy. Our digital technology makes new and important demands on what constitutes our literacy and its demands on our recognizing what constitutes a condition of truth.

Reading demands equals phonics and meaning. Phonics enables meaning through cognition of speech equivalents- The sound of words.

Reading is a skill that demands persistent practice for development approaching mastery. Persistent practice happens when conditions are pleasurable. No one wants to perpetuate pain or a painful experience.

A classroom is rarely a place of or for pleasure in spite of teachers attempts to make a classroom experience fun or even entertaining.

Pleasure is a great and perhaps the greatest experience of reading.

Our educational policies should do anything and everything to assure every child ha a pleasurable experience with reading. This cannot be stipulated based on the chronological age of a child.

What is society to do when millions of adults have bee denied a rewarding experience with reading.

AND with basic math concepts and operations. numeracy.

Audio-visual literacy is expanding in importance as TV and digital cider expands beyond static

photography, motion pictures and film. Recognizing the meaning of message in images is an entirely new challenge for humanity. With digital media the art is the edit and people are either architects or victims if the consumers are visually illiterate.

Literary criticism and the elements of expression of the results of critical thinking.

America is becoming

really dumb. Maybe we are all too fucking stupid to survive modernity. Do you think?

Distinction between pseudoephedrine and phenyl ephedrine with erroneous images of Sudafed on ABC NEWS.

Bruce Lindgren  
-- [www.brucelindgren.com](http://www.brucelindgren.com)  
From my iPhone

XXX

[ wc=292 ]

## ***Saving Democracy***

Today's speaker at Westminster Town Hall Forum, journalist Emily Hanland, ended her presentation on the shortcomings of how reading is being taught with a plea to enable improvements because the future of our democracy may hang in the balance. If people, young and old, but especially the young cannot or will not read, it will be impossible for them to understand why respect and dignity for all includes them. When the electorate does not read, they gravitate toward audio-visual sources including talk shows, podcasts and cable TV presentations. Audio books are a potential substitute but will non-readers avail themselves to this kind of information source. Furthermore, mental processing—reflective, critical thinking—is never as easily done or facilitated with audio-visual sources.

America needs a cadre of readers to counter the propaganda spewed forth by far too many politicians. The diatribes delivered orally are difficult to follow and nearly impossible to answer. Reading print pieces of any decent length (140 characters is pretty thin) enables written responses. Going beyond the merely clever and adhering to principled argument (free of fallacy) is essential for preservation of free speech, rule of law, and intelligent voting.

Without reading skills, writing skills are an extreme stretch if not impossible. Phonics is touted as a path toward better spelling. If that is true, phonics will also contribute to facile writing; when you pause to think about spelling of a word it is easy to lose your train of thought. That is likely why most writing coaches explain that your first draft should be free and without concern for spelling, punctuation or grammar because it slows the flow of ideas and may block ideas entirely. The trouble with that is, of course, that rewriting becomes essential even to pass the muster of an initial reader or copy editor. Accordingly, those with command of spelling, punctuation and grammar hold much greater cache' in the editorial spaces a writer needs to pass on the way toward publication.

Additionally writing demands a suitable vocabulary. This may be specialized but it must lead to clarity not confusion. A reader will not stick with a piece that is confusing.

## ***International Education***

Chinese students studying in the US and Western European countries, as well as issues with academic freedom. What is the deeper meanings of international studies and how do these interface with programs like Fulbright scholarships, US Think Tanks and the sequestering of intellectual property rights?

## ***Issues***

Two articles in WaPo, both published on the same day, highlighted issues with science but more importantly focused my attention on the shortcomings of journalism. The topics of the articles on distortion regarding climate change and wildfires; and on conclusions being drawn by educators and others regarding reading deficits measured by high-stakes exams (legacy of No Child Left Behind (NCLB) and retention of students in grade three seemed on the surface as vastly different but, I will argue that both contribute to a better understanding of the contemporary world in which we live.

Education is a dynamic and critical part of our contemporary existence. That is to say it cannot be ignored as an issue of great social impact with far reaching cultural implications. Reading is one of those basic skills imparted to young people and recognized as critical to their future capacity to engage meaningfully in living at nearly any level. Because of the cost of education, policy-makers are committed to measurement of how well students enrolled in schools are doing with development of this skill. What has emerged in the US is a National Assessment of Educational Progress (NAEP)—a high-stakes examination administered to third-grade kids. The scores from NAEP are not used for assessment of individuals but are used to measure school and teacher success or lack thereof.

The result is angst in schools. Principals can be fired (or promoted) based on how well a school is measured to be doing particularly with reading and mathematics. Yet the composite of performances on NAEP are *only* averages, which are inclusive of individual scores. The average decreases when lower individual scores are eliminated and increases when higher individual scores are added. To improve a school score, removal of lowest performing individuals is strategic. How can that be done without fraudulent manipulation of scoring? Removal of students from the test cohort by holding them back from grade advancement is a strategy. Its adoption by the state of Mississippi is cited as why reading scores in the state have improved so dramatically—the subject of one article.

The second article cited a climate scientist who published a paper in *Nature* concluding that the strength of wildfires could be attributed to climate warming. The criticism centered around the lack of equivalent attention to other factors, such as fuel accumulated in forests, that have contributed to the strength of wildfires. Trumpian simplicity and cherry picking arguments equally neglect implicated co-factors.

Journalists are little men so spick and span because they are able to hide behind experts to avoid the smell and cleaning up of feces falling all around them. (Educators beware: Potential Falling Feces) Herein, I believe, lies the most significant problem with public discourse and the sources the public is able to use. The public and its politicians (those who set and manipulate policy through various enforcement mechanisms—hiring and helping; firing, fines or penalties—act on and foment public opinion. Journalists, like it or not, are gatekeepers of public opinion. They, and almost they alone, provide the enablers or disablers of sound opinions based on facts and logical conclusions. It is journalists who are tasked with at least reminding of scientific principles and differentiating models from

facts in explanations about conditions in our world. Science can predict and sound science acquires prediction capacity and confidence in predictions slowly through vigorous skepticism and open dialogue where questions are more honored than conjectures. An hypothesis is an “educated” guess or conjecture. Education may be a practice of freedom but it is never free if speculation and conjecture outpaces sound practice. Journalists must be responsible for the public understanding of science as our best human tool for understanding—sound epistemology (What do we mean and How do we know?) begets sound ontology (Where we come from and Where we are going?) and ethics (What should we do individually and collectively?)—What difference does it make?

And, on to arguments about our sentience and the meaning of being *Homo sapiens*. Last time I looked, that included journalists.

XXX

[ wc=669 ]

## Alternatives

Like with medical practices, notable differences in philosophy and practice /traditions, for education could be simply labeled as *alternatives* and then largely ignored by the main stream of education—the single paradigmatic track of schooling for education.

Alternatives don't need to necessarily replace but may be found to be complimentary. This, in fact, so much of what real education is today in the US where freedom of choice is at least given lip service if not always practiced. Every choice is likely burdened by something, with some personal responsibility rising to the occasion. Because both freedom and responsibility are ambiguous concepts it will be impossible to even consider perfection in execution. While responsibility must honor and uphold freedom, true freedom must be responsible. In a democracy that blending of freedom and responsibility is particularly poignant and often must take the form of formal statutes or laws to which everyone must be responsible and agree that their personal freedom is indeed, always limited. When responsibility is fully accepted, everything else is freedom. That is our social contract. We who were born into a human society are obligated to abide by this social contract that emerged and replaced the divine right of royal kings and shed the ancien regime with the American and French revolutions.

Unfortunately, in America, we are seeing a new regime' beginning to emerge from conservative quarters and accepting without question certain biblical truth as dictating how individuals can or must acknowledge responsibility that has been handed down from a mystical, metaphysical supernatural entity that is called God.

Perhaps it is time to actually look for alternatives to what we choose to believe. Doing so with responsibility and a search for truth may set us free to think on our own freely with responsibility that extends beyond ourselves to others.

## Charter Schools

Wikipedia describes Charter Schools as public schools. However there is some debate whether charter schools should be described as private schools run with public money. This is, in part, because charters

operate independently of much control. This matter of control varies from state to state. Minnesota continues to exercise significant control over the charter school sector.

In Minnesota, charter schools are **tuition-free** and are governed by Minnesota Statutes 2022, Chapter 124E. Charter schools offer unique educational programs for students and families seeking an alternative to traditional district public schools.

Charter Schools are **more flexible than traditional public schools** and can use strategies and more individualized learning plans that other schools might not be able to. Jan 17, 2023. SOURCE: [www.bridgescharter.org](http://www.bridgescharter.org)

What distinguishes charter schools is that they have extra freedom to innovate with learning methods and are accountable to authorizing bodies for results.

While public schools serve the local community by accepting all local students who enroll, charter schools are **selective and only serve a small segment of students**. They also tend to be more racially segregated than traditional public schools and often fail to serve students with special needs.

Ted Koledrie prefers the term “Chartered School” but I found that a Wikipedia search did not recognize the phrase. Even Google reverted the search asking “did you mean: Charter Schools” When preference for “Chartered Schools” was selected the search on Google did identify the Fusion Academy — with the tag line #1 Choice for Private School. And labeled the result “sponsored.”

To be Chartered is to be recognised and celebrated for your expertise

Chartered Status is **a professional accreditation that recognises the knowledge, skills and behaviours of highly accomplished teachers, school leaders and mentors.**

Difference between Charter Schools and Magnet Schools.

A charter school is **a public school that operates as a school of choice**. Charter schools commit to obtaining specific educational objectives in return for a charter to operate a school.

## Homeschooling

This is an alternative, pure and simple, that has achieved a following across the US. Regrettably this following may be doing the right thing for some very wrong reasons .... namely indoctrination of children to accept and follow for a lifetime the precepts (teachings) and dogma of religion.

## Teaching

As a societal concept, teaching could be the Achilles Heel of education. Where there is teaching, there is hierarchy and a very unlikely situation where the goals of students are given any real priority or primacy. In schools, for the most part, teachers decide what students will be expected to learn. Teachers still hold some power over these decisions and the extent to which they will hold and enforce so-called expectations of high standards. This, for too much part, takes the form of successful regurgitation of content provided by the teacher or the teacher's assignment of reading, usual from a selected textbook.



Fortunately and unfortunately teacher control over these standards has dissipated across a few decades of operation of public traditional and chartered schools and most private schools. The fortunate side is that too many teachers didn't give a serious rip over content. Unfortunately wresting control from teachers and displacing it to state regulators, school boards and district administrator-managers has left teachers with significant loss of power over the conduct of classroom activity. Teacher input through committees is often unrepresentative for good or ill.

For the chartered schools a small number have empowered teachers with essentially full control of curriculum, course content (which are not necessarily the same, depending on the degree of enforcement of the content detailed in curriculum content outlines and narrative—most curriculum is, if I am not grievously mistaken, rarely annotated with scholarly footnotes providing evidential references to guide teachers).

I'm not sure that has not always been true in despite decades of evolution, teaching likely begins with parenting. Unfortunately the near absolute requirements for parenting are carried forward in a child's life beyond a point where the young person should be achieving emancipation. Emancipation may only happen in an environment where there is a *practice of freedom*.

XXX

[ wc=302 ]

## Entertainment

The fine line between education and entertainment is delicate, yet cries out for attention across all of human development. The quest for entertainment is deeply rooted and it is likely this has occurred because of our relative abundance and well being. If the basic needs of human life were not being met, entertainers would likely be seen in a very different light. This is not to say they would not attract attention as the minstrels and ministers did decades and centuries past. Although it should be said that ministers frequently crossed a line regarding any voluntary presence.

Athletic events are a way individuals satisfy a craving for belonging, even when their realistic individual opportunities to achieve esteem from an athletic events are very minimal and indirect. You may be honored for your erudition on college football or basketball at the breakfast coffee gathering, the copy machine conversation at work or around the kitchen at home, but that hardly qualifies with anyone as esteem. It is, and we all know it, pure and simple bullshit; and a way of extending our sense of belonging.

Teachers have to be sales people and since that often begins with getting attention, entertainment may well be a necessary prerequisite for engagement of students in a plan for development of a skill, an element of knowledge or some improvement in attitude. In the context of this it is probably unwise to neglect the matter of happiness.

Happiness is never easy to define, but at base there is very likely some important biology. In particular neuroscientists have identified several elements of brain chemistry that are involved, not the least of which is serotonin, but oxytocin, and the catecholamines are important also. These latter chemicals are mediators between the autonomic nervous system and a host of body functions. This is to introduce embodiment and enactive relations within the body and its myriad types of cells, as important

mediators of our happiness or our feelings of being happy. Accordingly it is likely impossible to separate or segregate happiness from our emotions. Affect and cognition are not inseparable, however—what we think is likely much less important than how we feel. When something happens that makes us feel good, satisfied, secure, accepted we want to perpetuate that “something” in our lives as much as possible.

Entertainment is one such source of something that may be hard to separate from a good feeling. Laughter is a trigger for body functions that are likely very important, else wise, why do we laugh and why do entertainers use tools to elicit laughter, including the canned laughter of situation comedy so valued by television networks. The network executive my value advertising revenues but they know full well that if the eyeballs are not there the advertising revenues will not be there either.

So our teachers are caught in a web that is, on the one hand, laughable. Their students have become conditioned to demand attention and being entertained. Students want school to be a good time. They like school for many reasons, including an opportunity to be with their friends. Communities could provide these opportunities for young people to build new and lasting friendships without the regimented structures of school.

Friendship is an outcome of some but not all relationships in schools. Schools in some sense foster the formation of friendly relationships. Although for many other and perhaps unrelated reasons, not all relationships in schools are friendly or productive of friendships. Bullying comes immediately to mind, but the hierarchy existing between a teacher preaching at the front of a classroom and the students sitting without any real choice in the classroom chairs and at classroom desks is mostly an illusion of something that is OK for someone but not a source of happiness for most students most of the time.

XXX

[ wc=588 ]

CHECK for accuracy—clarity—relevance ...

## ***Student Loans***

To former students holding student loan debt: If your payments total the principal of the money you borrowed for education, your loan should be considered paid in full. If financial institutions wish to recover lost interest they should sue the universities, states and federal governments that accepted loan arrangements that were confiscatory. Universities may be somewhat forgiven because they have increased remunerations for faculty and certain support staff. If they have increased their endowments they should pay a price, because that is similar to corporations using excess profits and profiteering to buy back stock.

This is likely a case where history should be informative as to how to enable the nation to deal effectively and fairly with the massive debt that has been acquired by college students to support their quest for an education and the dream of a better life that post-secondary education is trumpeted to provide.

There is a huge difference between an engineering degree, an environmental science degree or an accounting degree than a degree with a major in philosophy or modern music—for instance. A payback plan should take these differences into account, even as difficult and even confusing as that may well be. Furthermore student loan revenue has not always been judiciously used for meeting the direct costs of education such as tuition, books, supplies, housing and meals. Loans have been used instead of gaining funds from part-time work. More capable students are likely more capable of maintaining a good record even with part-time employment. Summer employment is also an option that some may have foregone in lieu of loans.

Relief of interest paid and due should be a first consideration in providing loan relief. Future loans could be subsidized with very low-interest on money that is tax-payer provided. Corporate profits at the expense of students should be unacceptable from an ethical perspective. IMHO ...

XXX

[ wc=312 }

## ***The Book***

No notable progress this past week.

## **Questions, Quotes & Notes**

### ***Questioning***

Who are **Blender** experts in the TC area? Ask Troy and Val ...

### ***Quoting***

*Every man has a property in his own person. This nobody has a right to but himself.*

**John Locke**

*As sooon as the land of any country has all become private property, the landlords, like all other men, love to reap where they never sowed, and demand a rent even for its natural produce.*

**Adam Smith**

### ***Noted***

### **Steve**

- ✓ Washington DC, where did they stay? Family life? George to Singapore? Big Oil?

- ✓ Contacts with Dave and Linnae ...
- ✓ Brinsley Book Club Idea ...
- ✓ Would Steve be willing to contact Brunsley and ask her to write 200-300 words usggesting the book club and highlighting some benefits and topics that may be relevant? Could he write a short endorsement of the idea? I could follow up with encouragement ...
- ✓ Write a brief summary of his DC visit for LONet ... ?
- ✓ longer view of LONet Future,

## 20230331

Baron defines objectivity as a commitment to reporting that is “conscientious and careful,” evidence-based, open-minded, and that seeks to correct for its authors’ “own suppositions, prejudices, preexisting opinions and limited knowledge.”

Martin Baron is past executive editor of WAPO.

Reporter Wesley Lowery calls this a commitment to “fairness and truth” over objectivity. Baron calls it a commitment to objectivity over false balance. But they’re both describing the same basic North Star.

Lowrey emphasizes asking tough questions of all sources, being open minded and writing with intentional truth and fairness.

To advance the ideals of intellectual humility and conscientious reportage, meanwhile, one must recognize how the demands of the digital-media market militate against those values. Objective reporting, as Baron defines it, is worth defending. But the primary threats to its production are commercial imperatives, not virtue-signaling millennials or postmodern professors.

We can afford to provide your dignity, that is a given for democracy, but is a participant in democracy. You have an obligation to contribute to society in a way that will earn your worth.

John give. Port Wing.

Faith in science is being undermined. Naomi Oresky.

There is not certainty in the empirical of anti intellectualism. Desantis blocking study of history. world.

Making children feel in comfortable. Teaching patriotic slogans. Books parents don’t like Dangerous. Now it’s Republican Party politics. Orenstein threat to a fragile system like democracy. Autocratic controls even in democracies like Hungary. Tucker Carlson worship. Republican seeking total control. The next few decades will determine survival of a functional democracy. Survival of human life highly questionable. Beyond insanity and we must move in the opposite direction in military development. Einstein fourth WW WILLFOUGHT with stones and axes.

uS It’s long history

-- www.brucelindgren.com  
From my iPhone

## Humanism

*What follows is copy from the website of the American Humanist Association. It has been collected from a variety of sources.*

Humanism is a progressive philosophy of life that, without theism or other supernatural beliefs, affirms our ability and responsibility to lead ethical lives of personal fulfillment that aspire to the greater good.

— American Humanist Association

Humanism is a rational philosophy informed by science, inspired by art, and motivated by compassion. Affirming the dignity of each human being, it supports the maximization of individual liberty and opportunity consonant with social and planetary responsibility. It advocates the extension of participatory democracy and the expansion of the open society, standing for human rights and social justice. Free of supernaturalism, it recognizes human beings as a part of nature and holds that values—be they religious, ethical, social, or political—have their source in human experience and culture.

Humanism thus derives the goals of life from human need and interest rather than from theological or ideological abstractions, and asserts that humanity must take responsibility for its own destiny.

— The Humanist Magazine

Humanism is a democratic and ethical life stance which affirms that human beings have the right and responsibility to give meaning and shape to their own lives. It stands for the building of a more humane society through an ethics based on human and other natural values in a spirit of reason and free inquiry through human capabilities. It is not theistic, and it does not accept supernatural views of reality.

— Humanists International

Humanism is an approach to life based on reason and our common humanity, recognizing that moral values are properly founded on human nature and experience alone.

The Bristol Humanist Group

Humanism is: A joyous alternative to religions that believe in a supernatural god and life in a hereafter. Humanists believe that this is the only life of which we have certain knowledge and that we owe it to ourselves and others to make it the best life possible for ourselves and all with whom we share this fragile planet. A belief that when people are free to think for themselves, using reason and knowledge as their tools, they are best able to solve this world's problems. An appreciation of the art, literature, music and crafts that are our heritage from the past and of the creativity that, if nourished, can continuously enrich our lives. Humanism is, in sum, a philosophy of those in love with life. Humanists take responsibility for their own lives and relish the adventure of being part of new discoveries, seeking new knowledge, exploring new options. Instead of finding solace in prefabricated answers to the great questions of life, humanists enjoy the open-endedness of a quest and the freedom of discovery that this entails.

— The Humanist Society of Western New York

Humanism is the light of my life and the fire in my soul. It is the deep felt conviction, in every fiber of my being that human love is a power far transcending the relentless, onward rush of our largely deterministic cosmos. All human life must seek a reason for existence within the bounds of an uncaring physical world, and it is love coupled with empathy, democracy, and a commitment to selfless service which undergirds the faith of a humanist.— Bette Chambers, former president of the AHA

Humanism is a philosophy, world view, or life stance based on naturalism—the conviction that the universe or nature is all that exists or is real. Humanism serves, for many humanists, some of the psychological and social functions of a religion, but without belief in deities, transcendental entities, miracles, life after death, and the supernatural. Humanists seek to understand the universe by using science and its methods of critical inquiry—logical reasoning, empirical evidence, and skeptical evaluation of conjectures and conclusions—to obtain reliable knowledge. Humanists affirm that humans

have the freedom to give meaning, value, and purpose to their lives by their own independent thought, free inquiry, and responsible, creative activity. Humanists stand for the building of a more humane, just, compassionate, and democratic society using a pragmatic ethics based on human reason, experience, and reliable knowledge-an ethics that judges the consequences of human actions by the well-being of all life on Earth.

— Steven Schafersman

Humanism is a philosophy of life that considers the welfare of humankind – rather than the welfare of a supposed God or gods – to be of paramount importance. Humanism maintains there is no evidence a supernatural power ever needed or wanted anything from people, ever communicated to them, or ever interfered with the laws of nature to assist or harm anyone. Humanism's focus, then, is on using human efforts to meet human needs and wants in this world. History shows that those efforts are most effective when they involve both compassion and the scientific method – which includes reliance on reason, evidence, and free inquiry. Humanism says people can find purpose in life and maximize their long-term happiness by developing their talents and using those talents for the service of humanity. Humanists believe that this approach to life is more productive and leads to a deeper and longer-lasting satisfaction than a hedonistic pursuit of material or sensual pleasures that soon fade. While service to others is a major focus of Humanism, recreation and relaxation are not ignored, for these too are necessary for long-term health and happiness. The key is moderation in all things. Humanism considers the universe to be the result of an extremely long and complex evolution under immutable laws of nature. Humanists view this natural world as wondrous and precious, and as offering limitless opportunities for exploration, fascination, creativity, companionship, and joy. Because science cannot now and probably never will be able to explain the ultimate origin or destiny of the universe, I think Humanism can include more than atheists and agnostics. The lack of definite answers to these ultimate questions leaves room for reasonable people to hypothesize about the origin of the natural universe, and even to hope for some form of life beyond this one Des. In fact, two of Humanism's greatest luminaries, Thomas Paine and Robert Ingersoll, maintained a hope for an afterlife. On the issue of whether God exists, Ingersoll was agnostic, and Paine believed in a deistic God who established the laws of nature but then stepped away and never intervenes in the world. Those beliefs did not interfere with their ability to lead outstanding humanistic lives. Thus, in my opinion, people holding such views can be Humanists if they believe that humanity is on its own in this world, and the lack of any evidence for an afterlife means this life should be lived as though it's the only one we have.

— Joseph C. Sommer

Humanism is a progressive philosophy of life that, without theism or other supernatural beliefs, affirms our ability and responsibility to lead ethical lives of personal fulfillment that aspire to the greater good.

— American Humanist Association

Humanism is a rational philosophy informed by science, inspired by art, and motivated by compassion.

Affirming the dignity of each human being, it supports the maximization of individual liberty and opportunity consonant with social and planetary responsibility. It advocates the extension of participatory democracy and the expansion of the open society, standing for human rights and social justice. Free of supernaturalism, it recognizes human beings as a part of nature and holds that values-be they religious, ethical, social, or political-have their source in human experience and culture.

Humanism thus derives the goals of life from human need and interest rather than from theological or

ideological abstractions, and asserts that humanity must take responsibility for its own destiny.– **The Humanist Magazine**

Humanism is a democratic and ethical lifstance which affirms that human beings have the right and responsibility to give meaning and shape to their own lives. It stands for the building of a more humane society through an ethics based on human and other natural values in a spirit of reason and free inquiry through human capabilities. It is not theistic, and it does not accept supernatural views of reality.

– **Humanists International**

Humanism is an approach to life based on reason and our common humanity, recognizing that moral values are properly founded on human nature and experience alone.

– **The Bristol Humanist Group**

Humanism is: A joyous alternative to religions that believe in a supernatural god and life in a hereafter. Humanists believe that this is the only life of which we have certain knowledge and that we owe it to ourselves and others to make it the best life possible for ourselves and all with whom we share this fragile planet. A belief that when people are free to think for themselves, using reason and knowledge as their tools, they are best able to solve this world's problems. An appreciation of the art, literature, music and crafts that are our heritage from the past and of the creativity that, if nourished, can continuously enrich our lives. Humanism is, in sum, a philosophy of those in love with life. Humanists take responsibility for their own lives and relish the adventure of being part of new discoveries, seeking new knowledge, exploring new options. Instead of finding solace in prefabricated answers to the great questions of life, humanists enjoy the open-endedness of a quest and the freedom of discovery that this entails.

– **The Humanist Society of Western New York**

Humanism is the light of my life and the fire in my soul. It is the deep felt conviction, in every fiber of my being that human love is a power far transcending the relentless, onward rush of our largely deterministic cosmos. All human life must seek a reason for existence within the bounds of an uncaring physical world, and it is love coupled with empathy, democracy, and a commitment to selfless service which undergirds the faith of a humanist.– Bette Chambers, former president of the AHA

Humanism is a philosophy, world view, or lifstance based on naturalism-the conviction that the universe or nature is all that exists or is real. Humanism serves, for many humanists, some of the psychological and social functions of a religion, but without belief in deities, transcendental entities, miracles, life after death, and the supernatural. Humanists seek to understand the universe by using science and its methods of critical inquiry-logical reasoning, empirical evidence, and skeptical evaluation of conjectures and conclusions-to obtain reliable knowledge. Humanists affirm that humans have the freedom to give meaning, value, and purpose to their lives by their own independent thought, free inquiry, and responsible, creative activity. Humanists stand for the building of a more humane, just, compassionate, and democratic society using a pragmatic ethics based on human reason, experience, and reliable knowledge-an ethics that judges the consequences of human actions by the well-being of all life on Earth.

– **Steven Schafersman**

Humanism is a philosophy of life that considers the welfare of humankind – rather than the welfare of a

supposed God or gods – to be of paramount importance. Humanism maintains there is no evidence a supernatural power ever needed or wanted anything from people, ever communicated to them, or ever interfered with the laws of nature to assist or harm anyone. Humanism's focus, then, is on using human efforts to meet human needs and wants in this world. History shows that those efforts are most effective when they involve both compassion and the scientific method – which includes reliance on reason, evidence, and free inquiry. Humanism says people can find purpose in life and maximize their long-term happiness by developing their talents and using those talents for the service of humanity. Humanists believe that this approach to life is more productive and leads to a deeper and longer-lasting satisfaction than a hedonistic pursuit of material or sensual pleasures that soon fade. While service to others is a major focus of Humanism, recreation and relaxation are not ignored, for these too are necessary for long-term health and happiness. The key is moderation in all things. Humanism considers the universe to be the result of an extremely long and complex evolution under immutable laws of nature. Humanists view this natural world as wondrous and precious, and as offering limitless opportunities for exploration, fascination, creativity, companionship, and joy. Because science cannot now and probably never will be able to explain the ultimate origin or destiny of the universe, I think Humanism can include more than atheists and agnostics. The lack of definite answers to these ultimate questions leaves room for reasonable people to hypothesize about the origin of the natural universe, and even to hope for some form of life beyond this one. In fact, two of Humanism's greatest luminaries, Thomas Paine and Robert Ingersoll, maintained a hope for an afterlife. On the issue of whether God exists, Ingersoll was agnostic, and Paine believed in a deistic God who established the laws of nature but then stepped away and never intervenes in the world. Those beliefs did not interfere with their ability to lead outstanding humanistic lives. Thus, in my opinion, people holding such views can be Humanists if they believe that humanity is on its own in this world, and the lack of any evidence for an afterlife means this life should be lived as though it's the only one we have.

— Joseph C. Sommer

from Bruce Lindgren iPhone

## Trump

Optimism about the future of America has to be based on respect for the worth and dignity of individuals. Unfortunately we have elected a president who lacks understanding of how the constitution supports respect for worth and dignity.

Write down what you value; what standards you hold for yourself and for others. Write about your dreams for the future and your hopes for your children. Write about the struggle of your ancestors and how the hardship they overcame shaped the person you are today. ...

But most of all, never lose sight of who you are and what you value. If you find yourself doing something that feels questionable or wrong a few months or years from now, find that essay you wrote on who you are and read it. Ask if that version of yourself would have done the same thing.

And if the answer is no? Don't do it.

Trump has an absolute obligation to "Protect and preserve the constitution of the United States." If he fails I that obligation the American people and their press MUST hold him accountable. If that means impeachment, God damn the Congress and the American people if it doesn't happen.



Interesting echoes of history.

Explanations become explanations when an observer accepts the answer or explanation according to his or her criteria for what constitutes an explanation. And this of course depends on how we as observers listen. Cull on Maturana. P7.

The price of not driving is become quite high particular when one pauses to consider the things that cannot be done.

Our habits die slowly and hard when there is only rational and emotion involved.

Betsy DeVos wants to make schools more responsive to Christianity. This is in clear violation of the United States Constitution. The Senate should demand a clear denunciation of this notion before she is confirmed his secretary of education. Furthermore this should be regarded as another important reason for eliminating schools as they are presently organized and politically supported in the United States. School and concerns for grades. Students are locked into a system that may be,for them, untenable and inconsistent with goals and values.

George Orwell warned the world about an oligarchy ruling the world by manipulation of conflict and newspeak. It is more than just conceivable that the Trump team is oriented in a nefarious direction fully consistent with formation of an Orwellian world of fascist dictators collaborating for s new world order. I am interested in the output for neuroscience that can have an impact on education. In particular the understanding of neural plasticity and learning.

In particular seems necessary understand Nero chemical factors that influence arborization of dendrites and axons.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

XXX

[ wc=456 ]

## Immunotherapy

From GEN: [Immune Checkpoint Blockade] *ICB functions by obstructing an immune checkpoint—a signal exploited by cancer cells to stop the immune system from detecting the tumor through the high number of mutations found within these cancer cells.*

## Cancer Seminar

Masonic Cancer Center at UMN, Tuesday, 12 September 2023

Presenter: Carol A. Lange, PhD, Professor of Medicine and Pharmacology, Tickle Family and Grant Endowed Chair of Breast Cancer Research , Associate Director for Basic Science University of Minnesota Masonic Cancer Center. Integrate Multiple signaling pathways; Deive non-prolifereative (Go) cancer hallmarks; are targetable biomarkers of ccancer metastasis.

***Mechanisms of Integrated Er/PR signaling in Luminal Breast Cancer Models: Should we Target Progesterone Receptors?***

- ✓ Lange well known for wlrk in progesterone receptor ...

- ✓ Hallmarks of Cancer Wheel ... Cell 2011 ...
- ✓ Need to be more caring for the Go condition ... EMT v MET ... cytostatic endocrine therapies ... EMT = epithelial mesenchymal (mesenchymal?) transition. *Is this a de-differentiation?*
- ✓ Antibodies can be specific for isoforms of proteins ...
- ✓ measure of “stemness” properties ... IRS insulin receptor? Inhibition of stemcell biology ... detection in western v flow cytometry ... p-SER Tony D'Assoro, MD PhD, May Clinic ...
- ✓ Apple → Windows problem with image loading ... reloading to the Windows computer was apparently needed ... technician called to podium for a restart and redisplay on Zoom ...
- ✓ Carol Sartorius, PhD at Boulder ... stem-like cells ... apoptosis signal ...
- ✓ circulating tumor cell (CTC) biology ... soft agar colonies ... for growth of tumor cells ...
- ✓ PELP molecule moves from nuclear to cytoplasmic ... co-activators in the signaling pathways ... mediation of resistance ... Seahorse Assays ??? ...
- ✓ Stemness Properties and Metastasis. ... ;-PR = phosphorylated PR .... killing of non-cycling cells difficult but they also need to be killed for successful therapy ...
- ✓ Trade off between ER/PR and reproduction ... These receptors are highly conserved because of their involvement in reproduction ...
- ✓ kinase is easy to look at but phosphatases are hard ...
- ✓ single-cell technologies are challenging ...
- ✓ mammary anlage → adult breast cancer ... humans more like rats ... mammary gland develops with puberty ... obesity complication with sensitivity ...
- ✓ BRCA ....

## 20230912 IC

- 1.) Two articles in WaPo, both published on the same day, highlighted issues with science but more importantly focused my attention on the shortcomings of journalism. The topics of the articles on distortion regarding climate change and wild fires; and on conclusions being drawn by educators and others regarding reading deficits measured by high-stakes exams (legacy of NCLB and retention of students in grade three seemed on the surface as vastly different but, I will argue that both contribute to a better understanding of the contemporary world in which we live.

## 20230911 IC

- 1.) Pineapple-Fried Rice—chicken breasts but more of a fat pack ... Larb ... a Tiewanese Dish ...

## Immigration

Migration—Proposal(s) to prevent through humanitarian international policy insisting on cooperation from the source governments.

Who are the immigrants and what are the reasons for their seeking support from the American

government?

Who are the US Organizations benefiting from the presence of immigrants as workers, community builders, organization members. Are religious organizations receiving any revenue aid for their work with immigrants? What about cities receipt of financial support? To whom do religious organizations and cities apply for financial support?

## Property Ownership.

PBS on nursing home care David Grabowski at Harvard Med. said ownership structures are opaque and able to take revenues toward corporate profits and overhead rather than toward staff payments that serve patient benefits.

Private family homes and corporate ownership.

Chartered Schools.

Uber Lyft.

Proprietary colleges.

Investment banking.

Mutual Insurances vs Stock corporations.

Student Loans.

Exemptions from Capitalism. V socialism. Communism. Distinctions are ignored in favor of simple sound bites. And click bate. Bait.

End.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## ***Elections Matter.***

Elections in a democracy are as near to sacred as I ever want to go. A challenge to any election integrity or irregularity MUST occur before the date of an election and a must. Be accompanied by verifiable evidence that is to say probable cause that can stand critical analysis by some certified or certifiable entity or institution. It cannot be ad hoc. It also cannot stop THAT proximate election but must be assessed to ascertain if election rules must be modified or changed to preclude any future incidence that could be deemed or construed as questionable. NO POST HOC ERGO PROMOTER HOC.

Additionally NO AD HOMINEM attacks are ever permissible without exposition of specific evidence. That is the only acceptable evidence to protect an accuser from a charge of liable and an immediate incarceration.

Lawmakers who manipulate elections to favor a party or ideology must be condemned in the strongest terms consistent with statutory terms that I must be quickly established for saving democracy. Explicit statutory language must immediately restrict gerrymandered advantage to any party or ideology. NO EXCEPTIONS. If a legislator tries to gerrymander they must be condemned and disgraced and discredited. A jail term may be necessary to drive home this point and set an example for others.

There should be NO resistance to free and fair elections. Any claim of election fraud not accompanied by full and open public evidence must never be acceptable.

Arguments based on theology must be recognized and labeled as inappropriate invasion of

separation provisions of Constitutional provisions and practices.

Our collective response to election status must be FIX IT! Never is it acceptable to to advocate violet overthrow or indirection of elected officials or their duly sworn and appointed government employees.

If you disagree with any of the above say so in writing.

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## 20230910 IC

- 1.) With Education schools are the problem but with schools the solution is not to eliminate schools, defund schools, or deschool America. I believe the solution is to provide effective alternatives and let those alternatives grow by example influence to others that will find some unique ways to assure universal education for everyone across a lifetime.
- 2.) Homeschooling has proven itself to be an effective alternative for at least some of the students. We need to know much more about what skills are required of parents to enable successful homeschool experience. I don't see any notable barrier to the expansion of the home school principles successful home school principles to neighborhood PODS that are able to creatively provide the resources needed for success by students.
- 3.) Success for students is progressive realization of worthwhile goals. The goals must be formed by students and they must find the resources to move successfully in the direction of their dreams and goals.
- 4.) Based on an article in today's UWN, I have recognized the need for better understanding of Chinese ideology, particularly with the current Chinese premier 'XI Jinping. The article states ideological conformity my Chinese universities is being stressed. There is concern for the academic impact on western universities with branches in China to conform to Chinese ideology. This raises concern about the extent to which Chinese ideology is understood and perhaps being misinterpreted in the West. Theft of intellectual property may be a red herring.
- 5.) It may be well to explore the meaning of academic collaboration, academic freedom, open communication, STEM leadership, intellectual property rights, international patent restrictions, trust but verify, the Confucius Institutes for Language study at US universities but funded by Chinese government, research collaboration, ...
- 6.) Center for International Higher Education at Boston College.
- 7.) What are the leading academic institutions — universities in various South American countries?
- 8.) From Ed Week "... must teachers double as entertainers to engage students in learning? Teachers describe the fine line between education and entertainment."

## FUS

Where All Of You Belongs. Breeden and Clement ...

Music by **Barley Jacks** classical guitar banjo, bass and ccooustic guitar. My heart is an op[en door wolk right in ... There's a River Flowing in My Soul. ... its tellin' me that I'm somebody. *After the Rain*. (with violinist ... sans banjo player participation. )

**Joys & Sorrows**—Rev. Kelli Clement, assistant minister. On a planet with tectonic plates trouble will come sometimes as they have in Morocco ... Meditation on Breathing ...

Rev. Je' (in a mermaid costume) ... being herself ... these are aong the times I have to question whether FUS and variable pronouns are for me. Freedom is reaching the shore but touching bottom.

## Where All Of You Belongs.

Breeden and Clement ...

**Water Celebration** ... beginning the the program year ... circle of love .... bringing our hearts and minds b ack to this place. Symbolically gathering into a collective whole. ... When it comes to giving NATURE is the model. Those free of ego ... what you have to offer is what we need ... knowledge, wisdom and love ... FUS always at the forefront of the humanist movement ... progressive religious ideas and not afraid of change or fearful of taking the next step. Radical Welcome! Meaning of being human ... all scripture is respected ... all about human beings reaching out ... unraveling of our universe ... difference dogma and freethinking ... we human being are at our best when we welcome the stranger ... Radical Inclusion! We are all human beings here together—essence of humanism. We make an attempt to be our best ... Welcoming the ethnically diverse, LGBTQ+, disabled, neurodiverse, etc. Watch what we are doing. Human beings create the magic ... an open table where everyone is invited ... sacraments and rituals are ways to create community. No flags , it is humanity that matters ... not a passive sport of acceptance ... stronger in community ... Philosophy of Radical Welcome ... seeing new possibilities

come in slow down; dive in diversityl bring all of you all the time. Be authentically you through and through practice compassion and commitment and courage together ... . Particpate, sign out,

What is not welcome is dogma, especially snarling dogma, we pet our dogmas, ...

Philosophy of Love ...

This Year—*Let Us Be Human Together*.

## **The BLOG**

[Publish](#)

Nothing published this past week and there were no essay ideas in The Stack last week.

## **LONet**

Brinsley Eriksen may be wanting to start a book club among family members. What does this mean and why did Steve take an interest after having breakfast with Brinsley in Washington DC?

Has Lisa Lindgren Kalentzakis has a meeting with Brinsley? If not, why not; or if so what happened of family interest?

OSB in China and Johathan Coss' use of Wikipedia ...

Veda Lowrey growing up in Iowa and influences on decisions to pursue Chinese missionary work.

## Research Tasks

- ✓ Gather bibliographic materials from Thompson (2010) for a printed list to take to UMN for all books and papers not available via the Internet ...
- ✓ Chartered Schools — read Wikipedia page(s) NOTE Wikipedia does not recognize the designation “Chartered”
- ✓ Andre Agassi College Preparatory Academy in Las Vegas. Role of his wife Steffi ...
- ✓ Explore the impact of the book “Charter Schools and Their Enemies” ...
- ✓ Minneapolis & Minnesota Charter Schools—numbers and size, organization, teacher preparation and recruiting, chartering organizations, governance, Brad Blue (wife?), student & parent preferences,
- ✓

## Parking Lot

- 1.) US-China Relations and distinctions of ideology?
- 2.) OSB in China and his exodus in 1923?
- 3.) How are call-in talk-shows moderated or mediated, and how is that different from similar exercises in social media such as X, Redit, Meta, etc. it seems that the role of the media owner is not significantly different from the mediators on radio or TV talk-shows.
- 4.) Migration ...
- 5.)

## Bibliography

- Foer, Franklin, 2023. *The Last Politician: Inside Joee Biden's White House & the Struggle for America's Future*. On a call-in version of CSPAN2 the author was besieged by vitriol from Trump supporters, which, to his credit, he answered very calmly and mater-of-factly.
- Kay, Katty. 2024. *The Confidence Code: The Science and Art of Self-Assurance---What Women Should Know*.
- Isaacson, Walter. 2023. *Elon Musk*. Audible Book purchased 9-12-2023.
- Kelly, Marjorie. 2023. *Wealth Supremacy. How the Extractive Economy and the Biased Rules of Capitalism Drive Today's Crises*. Kindle Book Purchased. 9-12-2023.

## Music

Cui. *Suite Miniature, Op.20*, Kenneth Schermerhorn, conductor. Takako Nishizaki ...

Rameau. *"Dardanus" Suite – Part 1*. Frans Bruggen, conductor. Orchestra of the 18<sup>th</sup> Century. Jean-Philippe Rameau ...

**17 September 2023**

## Personal Mastery ...

**Writing**—What are the appropriate measuring sticks for making progress as a writer? It may well be that there are not suitable measuring sticks for progress or any other part of writing. However, the reactions of others to what has been written could be a measuring stick and it may well be that readers are what you need and should crave. Development of followers could emerge from more frequent use of Facebook, LinkedIn and perhaps in the future X (formerly known as Twitter). But Holy Shit!

Consider reviewing the index for one or more consolidations of **The Stack**. This may be easier than reviewing the ToC or certainly easier than reading the entire document or pulling out nascent essay material.

**Multimedia**—Continuing with **Blender** is a rocky path, which I have found to be sufficiently frustrating that last week I missed a day or two of practicing something worthwhile.

**CONSIDER:** Making a trip to Las Vegas and contacting media managers at UNLV, Clark County, Casinos on the Strip and Downtown, as well as any large industrial installations.

## Education's Ecology

Education is about human development and ecology is about everything in our consciousness that influences our human development. Human development is a consequence of evolution of one species, *Homo sapiens* among millions of species with which share space on earth, and, perhaps soon, spaces in our solar system will be colonized by a few selected humans. Humanity shares with all earth bound species a common biology that we now increasingly (and smugly) think or believe as though we understand. This even as we struggle to understand what it means in human terms to understand anything. And, indeed our restricted understanding has actually developed to an extraordinary degree across the recent past 200 years. Yet a very few among us remain the only species that is, we believe, *aware* of our vast ignorance. Ignorance will always be with us as our numbers explode exponentially on earth and as we acquire capacity to travel outside of earth's immediate influence of gravity, solar radiation, and life support conditions that have evolved with the influence of evolving life across 3.5 billion years. We may escape earth's atmosphere but we will never ever completely escape our ignorance. But, by God, we feel smart. Just look around and see all that our species has done altering the earth flying better than birds, repairing (temporarily) diseased bodies. And changing air, water and soil for more and more people to eat enough to live another day. Yes, indeed, the human mind, despite

its ignorance, has done some remarkable, should we say wonderful, things?

It seems that STEM (science, technology, engineering, math) are foundational skills for the mental minds of everyone across a lifetime and throughout virtually every dimension of living. While a conventional hierarchy is emphasized within science with math and physics occupying the foundational slot, it may be well to reflect critically on any hierarchy or hierarchical concept applied to human life and human development. STEM is a pathway to deal with our ignorance through education and research. If, indeed, we already were really, really smart, more education and research would be passe', unneeded and not worthy of time and effort. We could use up everything we already have and enjoy it all.

## Generations

Generation Z comprises people born between **1996 and 2010**. This generation's identity has been shaped by the digital age, climate anxiety, a shifting financial landscape, and COVID-19. Gen Z is currently the second-youngest generation, with millennials before and Generation Alpha after.

- ✓ Boomers: 1946–1964. 18 yrs
- ✓ Gen X: 1965–1976. 21 years
- ✓ Millennials: 1977–1995. 18 years
- ✓ Gen Z: 1996–2015. 19 years
- ✓ Gen alpha. 2015 to (2025? 20 years?

It is obvious that there is disagreement in details about the principle years of each designated generation depending on source. The first paragraph above is from McKenzie Consultants, the bulleted figures are from [www.jasondorsey.com](http://www.jasondorsey.com). What follows is from [www.mentalfloss.com](http://www.mentalfloss.com). Go figure!

Add this to the fuzziness about generation designations. Millennials: Born 1981-1996 (27-42 years old) Gen Z: **Born 1997-2012** (11-26 years old) Gen Alpha: Born early 2010s-2025 (0-about 10 years old) Mar 10, 2023.

So what is the “length” of a generation? Is the length changing? A generation could be as short as the “normal” time required for females to reach puberty. Even that “normal” time would be subject to variability. For instance, we know that girls as young as ten (10) can become pregnant. This could set generation duration to as little as ten years. At the other end would be a question about the age of “maturity” or assumption of adult responsibility. Both maturity and assumption of responsibility are nearly impossible to assess because of enormous variability including but not limited to the near fact that some individuals never really mature and others never accept any real responsibility—perhaps owing to genetics, mental disability {illness?} or both.

## Games

*Age of Empires IV* is a video from Microsoft has been a splash on my opening screen for several days running. It now raises questions about the role(s) for games and gaming in education. I find it particularly interesting that some kids either hide or exude their native intelligences through a near



addiction to playing video games. The attraction of the XBOX and other gaming platforms has certainly been ignored by me and perhaps by too many others who focus on the trials and tribulation of education in our contemporary society. Now let the fun begin ...

This essay will ... locate what some gaming experts (producers, directors, writers, programmers, artists engaged in game development), say about the gaming industry in general and the application of games in education as particulars; ... explore relevant aspects of game theory and its historical roots; ... uncover research by educator scientists (mostly educational psychologists) into gaming in education, the classrooms, teacher attitudes and so forth; ... impact on high stakes testing; ... more.

I personally dislike games and rarely play them or even pay much attention. However, my grandson Hunter, is an avid game player and is reported by his parents to often stay up until the wee hours of the morning playing games. To foster his interests I gave him a fairly robust computer I had abandoned. My expectations included his development of interest and perhaps even skills with applications and programming.

**RESEARCH**— SOURCED from: Wikipedia ... disambiguation of “games” KEYWORDS & DESCRIPTORS ... SEE ALSO—ERIC ...

## Science

The foundations for science were opened with the recognition of a certain supremacy of observed and documented phenomena. Better instruments for seeing the great and the small followed and opened our thinking toward empirical foundations for knowing and believing. Magic and mystery never disappeared, and perhaps they never will in some sense or another, but explanation based on supernatural causes and unquestioned assertions based on supernatural sources diminished across humanity. But the conflict of belief systems has never disappeared.

Philosopher Karl Popper and physicist Thomas Kuhn are credited for helping humanity better understand science from a contemporary perspective.

Applied science is manifest across a mass of our collective existence today.

## Science Fiction

Science Fiction (SciFi) is a genre that I have almost totally neglected other than reading a few short pieces by Alex Asimov two or three decades ago and watching one, the first Star Wars film and following Spock and Star Trek occasionally when nothing more was playing on TV.

My re-entry plan is to take in some offerings on Amazon Fire TV. This has been stimulated by listening to Walter Isaacson's biography of Elon Musk. In addition to being a prodigy Musk was a SciFi fan and was said by Isaacson to be influenced by (something specific) as well as Asimov. The influence extended to math and physics across Musk's ventures with schooling in High School and College.

Digging into contemporary SciFi will require some reflective thinking on my part. My most natural tendency will be to explore SciFi themes related to genetics and cell biology, but I'll try to maintain an open mind as the ventures with extraplanetary travel will undoubtedly be represented in many of the

films offered by Amazon Fire ...

from an educational standpoint I have been too easily persuaded that SciFi has no bearing and my be counterproductive. My sense has been that the realities of advancements in the biological sciences particularly has been much more exciting than the imaginations of SciFi writers. Maybe I have been wrong.

## ***Technology***

Most of the time, technology now means “Digital Technology” and even that can mean a multitude of things ranging from the simplest useful forms of programming to something as esoteric as cybersecurity or machine learning. What level of programming is an essential entry tool for participating in the use of technology in management of social and commercial-industrial affairs? It seems nearly impossible to go about living without some foundational understanding of technology in its contemporary sense.

Database structures are a foundation for nearly all of digital technology. These databases are storage of information critical to most of the advances we now use daily. Increasingly science development hinges on how large databases are developed and used at levels ranging from the lab bench to the financial investment that seem so essential for taking the technologies to new levels through monetization. A central consideration is “Will it scale?” which is to ask “How big is the market?”

## ***Engineering***

What are the essential engineering skills that should be emphasized in any educational initiative?

**Test it until it breaks.**

Taking the best of science and building new applications for mechanical, industrial, electrical, civil, chemical, and geological as well as biomedical tools for solving challenging problems.

Training of professional engineers includes design and materials science. It is the function of engineering to support the development of products, efficiencies in manufacturing, safety, and utility in the marketplace.

Much of engineering involves teams that are formed using available and relevant expert individuals. Accordingly the advancement of a solution to a given problem (the reason for forming the team) is expected to use the most up-to-date information to create a design that can challenge some current reality or perception of reality.

## ***Mathematics***

The mysterious magic of thinking in mathematical terms of intimidating to those who have not direct experience with the uses of math for problem solving. Yet with number a constant part of living, there is little value in sustaining ignorance. The problem is that attaching or ameliorating personal ignorance of mathematical concepts there is a certain hierarchical order and if some step(s) is(are) missing it is damnably hard to go backward to fill an important gap. For instance, what parts of algebra

and geometry must be mastered to understand and actually use the fundamental laws of calculus.

As EO Wilson said; *if you can't do the math yourself you better find a friend who can.*

**EdSurge** carried an [article today](#) (9-21) on alternative approaches to teaching calculus that is claimed to be more engaging for students by reducing the more traditional approaches involving lectures.

EdSurge's Daniel Mollenkamp has been reporting on these developments this year. His recent stories [explore new approaches to teaching and learning math](#), particularly calculus, that seek to increase student engagement and make math more relevant to students' lives.

Biologists at the school look at the math taught in traditional calculus courses, he adds, and wonder why it's even being taught, because the math isn't practically useful for the field. Meanwhile, the calculus instruction has to be slowed down enough that it's not as effective for math people as it could be.

Loved honoring that [mathematics is a web of ideas](#) as opposed to a linear trajectory filled with prerequisites," one instructor [posted on social media](#).

**Change Equations** *are* Differential Equations ...

"I'm not beholden to a traditional textbook, so I don't have to make sure that I cover certain methods that I really do think just don't need to be taught anymore."

"I think it's a real deficit mindset to think that first-generation or low-income students wouldn't have that same enthusiasm and curiosity. I just fundamentally disagree with that. Young people are curious about the world. And when you put compelling questions in front of them, they respond with excitement and engagement."

... integrate calculus concepts in life sciences, economics, social sciences, physical sciences and engineering taught at colleges and high schools.

... a general lack of enthusiasm for attempts to alter calculus and a belief that it wasn't a proper training course — [re; failed attempts to secure funding from NSF. ]

## Numeracy

Measurement and numbers are now so ubiquitous that it is no longer possible to exist without knowledge and use of numbers. However, there is a vast gap in the extent to which numeracy is needed to contribute to our social-cultural evolution.

Consider the notion expressed above that mathematics (numeracy) is a web of ideas rather than a linear progression through prerequisites ... if so, what are the foundations for building numeracy. At what point and with what criteria is it possible to conclude that a person is "numerate"? Numeracy and literacy are elusive and subjective concepts ... terms that can mean very different things to different people in different contexts. Yet both are important because our world is both literate and numerate requiring some of both to engage with explanations, and, hopefully, being able to achieve some functional levels of understanding. Functionality translates into doing something, taking action to solve problems and meet unique challenges—that is challenges for which barriers still exist narrowly or broadly.

Dealing with a challenge without numeracy may be fraught ...

One may also consider that modeling requires some level of numeracy ... often because models involve space and time—a dimensional approach to understanding the physical world in which reality reigns. Or, a real world in which physicality reigns.

Humanity is a physical reality, like it or not, believe it or not, demographics is a matter of accounting; how many, where they are located, and their ages. On top of that are other measures that may well involve wealth, worth and dignity. The designation of rich and the poor means enumerating wealth by including the states of conscience and health. Net worth may entail consideration of limits—what is enough? We build our stories around certain myths.

No one is born with literacy and numeracy, both are developed throughout a lifetime by acquiring new skills, knowledge and existential attitudes. Development is lifelong and lifewide.

## **Humanity**

STEM has become a popular if not well known acronym that now guides much of what education is expected to contribute to the continuing demands of a commercial-industrial workforce. The extraordinary dominance of capitalism as a paradigm for our economy is both baffling and a source of concern for humanity that increasingly expects social justice along with protections for the biological environment, the equality of opportunity, the acceptance of human diversity in all of its forms, and the governance of local, regional and national affairs through democratic principles.

Our human condition has emerged from magic and mysticism to recognize that our fellow humans are all we have to enable our continuing biological and social-cultural evolution. There is no supernatural solution to save humanity from its future destruction. If we wish to prolong our individual and collective futures prolongation and perhaps some forms of salvation is up to us. That may entail a new form of human development, namely that of machines that are themselves able to amass and store vast knowledge of our intellectual output across about three millennia of the 200 to around 800 millennia that *Homo sapiens* has existed on earth. (the scant records accumulated and studied to date leave our species with a vast gap in understanding our history on earth). What is clear is that *Homo sapiens* has evolved and that our evolution has accelerated socially and culturally within just a very few millennia of our existence. We know this from records we have found and continue to produce.

## **Literacy**

The indelible if not unique measure of our humanity is our capacity for communication through language. Our cultural evolution has produced thousands of languages, which have each themselves evolved from multiple roots. Analysis of language or linguistics has been enabled and emerged from application of scientific methods embraced by scholars who have specialized in the study of language. These scholars demand evidence to support assertions about every aspect of language from the sources of our words to the meaning of our assembled words into sentences, paragraphs and books.

Semantics and semiotics have enabled advancements but not perfections in our linguistic attempts to address human behavior (what we do) and what we choose to do. Literacy will follow not lead science, although improvements in the literature and dissemination of science will continue to emerge through

greater and greater parts of humanity. This dissemination will be notably improved through new technologies and the engineering of those technologies to make them increasingly accessible to humanity.

Expression and explanation surround our ability as a species—all of our linguistic differences—to understand more and more of our condition of being embedded in nature as an embodied and enactive matter of pragmatic phenomenal fact.

## The Arts

Aesthetics is the study of our feelings and perceptions (of feelings) about the conditions of our lives individually and collectively. That is to say, we react to objects and to each other through our senses of pleasure and its opposite—whatever that may be or mean. Some things make us happy in the sense of well-being. However, aesthetics also may disturb our senses and sensitivities through deliberate acts of people using tools for communication. These tools likely begin with words and linguistic expressions and continue through creation of images or pictorial using other available tools. Not least among these tools is vocalizations and rhythms that take the form of music and poetry. Application of science and discovery follow to create more elaborate tools for expressions. These tools have ranged from chisels to carve stone to the mathematical algorithms for animating computer graphics.

Aesthetics as a branch of philosophy should be studied in relationship with science, technology, engineering and mathematics. As such it (aesthetics) has historical roots in that depictions of observations have helped both spread considerations of the implications and applications of a discovery together with its generation of hypotheses, but also to support explanations within the scientific community. Darwin used a tree structure to explain biodiversity, Galileo pictured elements of the solar system, Santiago Ramon y Cajal sketched his observation of neurons in the brain tissues he examined. More contemporary tools provide images of climate changes dynamics in real time, heat maps quantifying genetic activity, lighting of active neurons in living brains, graphs of relative amounts of certain select chemical moieties using mass spectrometry together with high performance (pressure) liquid chromatography (HPLC) in the laboratories of biochemists. Although these tools provide visual elegance they also depict elegantly the evidence behind scientific conclusions.

## Education

STEM is not education and education is not STEM. Nor is education about religion or human flaunting its so-called intelligence or intellect. Education is about development that takes due consideration of our profound ignorance. This is or should be particularly true about everything we think we know about anything. Education begins with questions that reveal what we don't know yet, what we can't do yet, and what is the suitable attitude to get beyond a little segment of our ignorance. At least this attitude will enable us to know what we don't know, what we don't know we don't know, what we can't know, and what we are not allowed by some power to know.

Education has its detractors that range from Taliban to Republicans. Taliban don't allow girls to learn to read because they may think about what they are not allowed to know. Republicans don't want girls to know that pregnancy or sex can be reversed or that our attitudes about human rights has a history.

Education is the practice of freedom, and there are forces aplenty that are leary of freedom being

exercised in any of its forms. Slavery is a restriction on freedom. Incarceration deprives a body of freedom of movement and diminishes the spirit but does not, or should not, extinguish the spirit that makes life possible. Life, at least in its human form is the illusional image, the possibility of freedom. Education's role is to keep hope alive.

Skills are acquired through development. It is uncertain whether there is anything that cannot be acquired through development. Human flight may be a good example but there are many other examples that can and should be described. Reading, Writing and Arithmetic come to mind. What ever we develop capacity to do is first a conceptual accomplishment before it becomes real. It is engineering that makes it real in physical terms.

Human are, it is true, capable of doing many things. These things may be categorized as physical, intellectual, affective, and attitudinal or spiritual. The human physical actions are remarkable and so too are the mental or intellectual actions, ideas, concepts that have emerged from individuals or groups and have been retained across generations with some remarkable perpetration that seems like permanence.

Carvings in stone tablets seem pretty permanent, yet if some dictatorial leader decides they don't like the ideas being expressed could conceivably gather all the stone tablets with carvings and blow them to smithereens. Of course, translations disseminated in print and through digital media could be preserved in some dark corners, but who could verify their authenticity when the originals are destroyed? This would cast doubt and the doubt would be fully justified even beyond the doubts of the dictator. We could be left with the myth of knowledge as justified belief to represent truth. Belief could be all we have left, right!

Fortunately our educational systems have left in minds much that would be hard if not impossible to blow to smithereens. Too many minds to collect we may think. But dictators have done some remarkable things to the minds under their control. Witness only the most recent intrusions from fascists in Italy and Germany, or post WWII in Russia, China and too many other places. Freedom to think and speak and write is retained to some limited extent in a few places but it is under attack. Followers of Trump and Musk should scare hell out of us, but we don't yet have tools sufficiently powerful to counter the rubbish they support and spew for more than just a few. Beware or be brainwashed. Media could devour you—body, mind and spirit.

If as I believe with Freire, education is the practice of freedom, we had better get on with practicing being free. This means speaking and writing our truths and subjecting what we speak and write to critical analysis. Yes, critical theory. Don't be surprised that there is a mass of people who don't really want freedom in any operational sense. They want stability and freedom is not inherently stable. In fact, freedom is disruptive. If you are or feel oppressed, you may seek freedom as an antidote for your oppression. But you could get hurt or killed, at least your spirit may be killed rather than kindled. Kindling demands an ember to tend and fuel if a warm flame is to become a painful fire. Our instincts are, thankfully, to not get burned.

[ wc=1591, 1905, 2334, ]

## **Reading**

Reading is a foundation for education that may well be indispensable. Evidence-based instruction is

now focused on phonics, an old and reliable means for people, young and olde, to learn to read and find in reading the pleasure that keep a passion for reading alive throughout a lifetime. Without reading, building vocabulary for speaking and writing, application of effective grammar in sentences and paragraphs is fraught and communication is crippled.

Scientific basis for reading instruction ... this seems now to include phonics ...

## **The Book**

No tangible progress this past week although there were a few intriguing thoughtlets including return to the most recent rearrangement of the topical outline for a shorter version of the Education Ecology book.

## **Questions, Quotes & Notes**

### **Questioning**

What are the best sources for learning to effectively use PubMed to locate articles on topics and by selected individuals?

To what extent have schools contributed to the population explosion. If all children were educated / schooled at home by parents, would there be fewer children born? What are possible and substantial reasons for schools to contribute to larger populations?

Early music education seems commonplace in the eighteenth and nineteenth centuries. The emergence of many prodigies is remarkable. *Is it possible that it is this early concentration on private instruction that fostered the development of musical genius?* What of any equivalence is happening today in America, Europe and Asia? Who is undertaking study of musical talent development? Does anyone any longer give a crap?

What is the lexical origins of *prodigy*?

### **Quoting**

*This world is but a canvas to our imagination.*

Henry David Thoreau

*A picture is a poem without words.*

Horace

*Remembering Descartes, I set out to doubt everything I had been taught.*

Marion Milner

## Noted

### William Kent Kruger

The story of **Corcoran O'Connor** started in Iron Lake, and it is a series of nineteen novels you can check out.

- [\*Iron Lake\*](#) (1998) Kindle and audiobook available ...
- [\*Boundary Waters\*](#) (1999)
- [\*Purgatory Ridge\*](#) (2001)
- [\*Blood Hollow\*](#) (2004)
- [\*Mercy Falls\*](#) (2005)
- [\*Copper River\*](#) (2006)
- [\*Thunder Bay\*](#) (2007)
- [\*Red Knife\*](#) (2008)
- [\*Heaven's Keep\*](#) (2009)
- [\*Vermilion Drift\*](#) (2010)
- [\*Northwest Angle\*](#) (2011)
- [\*Trickster's Point\*](#) (2012)
- [\*Tamarack County\*](#) (2013)
- [\*Windigo Island\*](#) (2014)
- *The World of Cork O'Connor* (2016)
- [\*Manitou Canyon\*](#) (2016)
- [\*Sulfur Springs\*](#) (2017)
- [\*Desolation Mountain\*](#) (2018)
- [\*Lightning Strike\*](#) (2021)
- [\*Fox Creek\*](#) (2022)

It is worth mentioning that *Lightning Strike* is a prequel story, and it is set before the events of the first book. This means that you can start with *Lightning Strike* and continue in chronological order, but it's always better to read books as they were published.

### Standalone Novels by WK Kruger

Besides working on a Cork O'Connor series, Krueger wrote a number of standalone novels.

- [\*The Devil's Bed\*](#) (2003)
- [\*Ordinary Grace\*](#) (2013)
- [\*This Tender Land\*](#) (2018)

As you can probably expect, you can read these stories in any order you want since they are not connected to any of the novels. What is interesting is that Krueger continues experimenting with different genres and styles.

*The Devil's Bed* is a conspiracy thriller telling a story about [government](#) conspiracy. *Ordinary Grace* explores Frank Drum's past and his growing up in Minnesota. And *This Tender Land* is a [historical fiction](#) set in the Great Depression era.



## SpeakMPLS

*Crystal & Fred* came up in a phone call from **James Harris** at **SpeakMPLS**. Fred and Crystal have a ministry in Minneapolis ... appear in a Google search with both Facebook and YouTube entries. Facebook program with Krishawna, a singer. Faith influence, is described along with a singing career, she refers to her faith. Music that inspires ... mentioned UK London as locale for her music ... this may be from SpeakMPLS, but it is not clear about the streaming source ... although the [URL is Facebook.com](#) ... although SpeakMPLS is tagged at the top right ... this production is in a part of Facebook that uses a different language, possibly Spanish. Very Confusing ...

## Vageesha Dharmadasa, Donovan Begay Postier, Rebecca Smith

<https://www.speakmpls.com/about>

Video released by Krishawna ... blessed, addiction, apparently with a strong religious slant or message.

Project is Full Disclosure ...

**Special Guest Jim Jimba** ... modern medicine could be called Pharmakea ... involved with TeamServe ... attended NorthCentral Bible College ... “my BA is BS”

## Samsung TV

Model No. UN32J525DAF — Type No. UN32J525D

Model Code: UN32J525DAFXZA — VERSION nO. LS02 —  
S/N 04JCSGBD6984F

BUILT IN NOVEMBER 2015 IN T

[Website](#)



## 20230919 IC

- 1.) it may well be that the conflict between science and religion is potentially a flag for humanitarians to broadly understand the role of myth in our human orientation as a social animal. This maybe means that we can and should draw from the wisdom of the world's great religions to advance our understanding of how myth and the storeis of magic prevent recognition of the pervasive role of myth in the operations of our economy.
- 2.) In Marjorie Kelly's recent book, *Wealth Supremacy*, she identifies (page 52) The Myths of Wealth Supremacy. These myths include: 1.) The Myth of Maximizing, 2.) The Myth of Fiduciary Duty, 3.) The Myth of Corporate Governance, 4.) The Myth of the Income Statement, 5.)The

Myth of Materiality, 6.) The Myth of the Free Market, ... and ? Each of these myths reinforce the shibboleths that pervade humanity and in a very real sense virtually preclude a global unifying progress to ameliorate the worst conditions of human life on earth and responding to the conditions that humanity writ large has fostered to impact all life forms that contribute to the ecology of the planet.

- 3.) quotation: Remembering Descartes, I set out to doubt everything I had been taught. Marion Milner.
- 4.) Cecil Rhodes was the entrepreneur who founded DeBeers diamond company and amassed enormous wealth from his monopoly over the global diamond trade. Note 9 on page 58 of Kelly.
- 5.) Teaming up of rich countries has been suggested as one measure to deal with some aspects of global warming, however this notion could make a big dent with not only global warming but also dealing with the immigration crises that are plaguing our planet particularly the US. I maintain that the US immigration problem could be dealt with by using the enormous wealth of the US to support a new paradigm for successful living and happiness in the underdeveloped from which immigrants are flowing in an ever increasing steam across the borders of the US. Inherent in this issue are the living conditions for people in equator, Honduras Guatemala and a few other central and south American countries in which democracy is not even on the horizon under the dictatorships that rampage through the social, economic and environmental measures.

## Cancer

Minnesota Masonic Cancer Center — weekly seminar series ... at UMN ... you should consider attending in person, making only brief handwritten notes and then reviewing the recorded presentation for review of details ... AND using PubMed to find relevant papers ...

**Flashtalks** — single slide ... seven or eight short presentations with limited QA ... review of recording will be helpful to fill in details missing below ... The intensity and erudition of these presenters was definitively highlighted ...

locating and reviewing the recording is a MUST DO ... if any one not attached to MCC or a fairly recent Med School grad feels they know this stuff they are delusional and dangerously so. Keeping up with the leading edge of cancer biology research is not for the faint of heart ... little wonder that cancer patients are wholly dependent upon the decisions of oncologists and unable to understand much at all about their personal condition. The fact is that not even the oncologist is likely to understand what is going on. Anything they may convey in the way of confidence is likely something akin to phony baloney.

Joel Upregulation of A3B INF activation ...

Ostrander Lab: Natasha ... Stems Cells with Mammalian Orthoreovirus MRV ... like “killer bes” chemo and endocrine therapy is not effective because of slow development ... oncolytic virus ... MRV use in clinical trials as ... therapy tumor seers. Oncolytic virus as tool for therapy

foundational ... reduction of reoccurrence ... How does virus recognize cells? .... defective antiviral response ... promising results with AAV ...

Lopez Lange Lab: Role extra cellular fatty acids in ferroptosis in CRPC.. Link between adipose and metastasis. Ferroptosis fatty acids needed to activate ... ACSL\$ enzyme... Studied growth of cell in lipid free medium showed reduction of ferroptosis ... cancer resistance in prostate cancer. QA models of prostate cancer ... older and more recent modeling —

postdocs

Ya-Chu Chang Lab? ... DNA damage response ... alternative splicing control in DNA damage response in myelodysplastic syndromes MDS Chu Change PhD and Nguyen Hai Dan Ph. D. ... cells in bonemarrow never mature ... CRISPR Cas9 screens ... U2AF1 as linker between alternative splicing and DNA damage ... QA phosphorylation of U2AF1 ... sequence motif of kinases ... How decide CRISPR-CAS9 v SEQ

Jason Jones Nick Lab. Precision med to treat any and all cancers ... two protein and drug molecule ... Cyclin Dependent Kinase 4 known to be involved in breast cancer progressing .... drug inhibits enzyme ... acquisition of resistance make knowind detaails ... static image of a dynamic molecule ... investigation of dynamics *structural microstates*. Movement states and steps between ... measure by molecular motion trackers and watch invitro with biophysical techniques. Targeting of microstructural states. QA focus on mechanisms of resistance? CDK4 somuch more to enzyme than just the active site ... drilling down to the biochemical aspect v cell level ... working with cell biologists. Mutations in CDK4 ve six and two ... 2 4 6 ... down stream events add to complication ...

William Kanagy PhD from Tonya Freedman Lab. Defing how Lyn tunes signaling through differential immune receptor clustering ... Macrophage involvement in multiple cell functions ... immunosuppressive and other ... receptors involved promotes anti cancer protumor is immunosuppressive ... isoforms of Lyn to different receptor types and differential signaling ... receptor clustering .... leveraging Lyn ... QA cancer model ... breast cancer .... pathways helpful .... Lyn overexpression worst prognosis ... Lyn A and B mechanisme? Mouse Models and species differences ... signaling pathway conservation? Expected conservation ... expansion into other immune receptors ....

Megan Ludwig PhD Justin M Drake Lab. Nanocyte Using the extra cellular vessicle proteome to understand therapeutic resistance in advvanvced prostate cancer. Endocrine features and endocrine pathways .... protein appearance in blood ... cell type markers ... double negative subtypes ... matching with functional roles ... metastasis ... extracellular vessicle (EV) ... QA tumor heterogeneity accessed. Single cell analysis would be very difficult ... diagnostic potential ... nuclear proteins not present in EV.

Alexe Tcell based therapy in hematologic malignancies... primary mouse T Cells and altering is challenging. Looking for better model ... TCR relocated to another locus in genome ... mouse model C57BL/6 high affinity for mesothelin ... in CD4 and CD8 ... KO of other genes to look at basic questions of eg Tolerance ... T Cell development .... changes in model ... tool is powerful ... QA peripheral tolerance v central tolerance ... toxicity profile of cells? .... Affinity? Purepopulation expresses only one difference .... pancreatic cancer? Mouse model manipulation of receptors? Orthotopic implantation and adoptive transplants ... model of adoptive cancer ....

Where is the cancer?

END

## FUS

### *Embracing the Unknown in Love* David Breeden

Music by the Eclectics ... five plus vocalist ...

Search for truth, meaning and justice ... FUS is the birthplace of congregational humanism ....

Live according to humanity's highest ideals. Accepting inevitable failures ... balancing our wants and needs with the l[planet ... all kinds of unknowns out there ... beg existential questions can mess up our minds ... language allows us to say what we were thinking but hides reality because we lack the words to describe our thinking. Don't look a gift horse in the mouth. 1546 ... Proverbs of John Heywood ... looking at a horse's teeth ... about being ungrateful.. we have a lot of ungratefulness all the time. Think of a time someone gave you something unexpected ... awkward surprise ... I didn't expect that ... look with gratitude .... be aware of giving a gift. Change the habit and respond in gratitude. We can think deeper about our own awareness in the moment ... the unknown can surprise us. Change is the only constant ... the unknown is a gift ... the fall equinox season is opening the unknown for us each moment of life is an unexpected gift ... may we learn from grace for the next moment ...

Morning has come, arise and greet the day @ dance with joy and sing a song of gladness. The light of hope here shines upon each face. a=may it bring faith to guide our journey.

A new day dawns, once more the gift is given ...

Six photographs on the back wall of the church's stage.

\$2 million in foundation to support education ... free independent congregation ...

Retreat to the Woods ... an upcoming event at Lake Independence ...

## The BLOG

[Publish](#) *TGIF Any Day* is my continuing target ...

Nothing published this past week. Although I did take the step of isolating seven (7) promising essay ideas and copy exceeding 300 words into a separate document. It is my thinking that going back to The Stack for such compilation may facilitate future Blog efforts. We shall see.

## LONet

Steve said he would contact Brinsley to write up a few paragraphs outlining her Book Club idea with some details and possible benefits.

Subscribe or you will be unsubscribed ... if you don't really care or give a shit about Lindgren family and extended family news, let me know and I'll be perfectly happy to save everyone, including myself, the time and tension of trying to communicate. Ditto for the website ...

## Parking Lot

- 1.) Mpls Council Candidates ... Kate Cashman ... Scott Graham ... one other ...
- 2.) Get the manual for the Samsung Smart TV ... looking for bluetooth generator ...
- 3.) Sound out from the Samsung Smart TV to headphones using either wire or bluetooth ...
- 4.) NetFlix subscription and T-Mobile ...
- 5.) Next Big Idea Club

Not all big brains are fully functional. Functionality can be measured qualitatively or quantitatively. Numeracy and literacy are somewhat, but not totally, respectively quantitative and qualitative.

## Bibliography

Kelly, Marjorie, 2023. *Wealth Supremacy; How the Extractive Economy and the Biase Rules of Capitalism Drive Today's Crises*. I am just into Chapter 3 (now 6), but sufficiently intrigued to pursue and recommend to (many) others. She juxtaposes *capitalism* as a dominant paradigm vrs, *respect for life* as an economic foundation. It will be interesting to discover in subsequent chapter how she will propose to make this happen.

Promotional squib: **A powerful analysis of how the bias toward wealth that is woven into the very fabric of American capitalism is damaging people, the economy, and the planet. In this bold manifesto, Marjorie Kelly identifies a key driving force behind the multiple global crises we face today:** financialization. It's the problem we're not yet talking about. There's too much financial wealth in our system. To address this, Kelly highlights alternative economic models that are already in place, outlining what the foundations of a new, more democratic economy could be and the pathways we can take to get there.

[Weblink: from Democracy Collaborative ... where Kelly is a senior scholar.](#)

Her prior book was:

Kelly, Marjorie. 2001. *The Divine Right of Capital*. \_This was written from her perspective of a journalistic effort to promote *Business Ethics*.

## Music

Kraus. *Symphony in C-Major Vb139*. Petter Sundkvist. Swedish Chamber Orchestra.

Carl Maria vonWeber. *Euranthe Overture*. Wolfgang Swalbach, conductor. Phil ....

Weber was also notable as one of the first conductors to conduct *without a piano or violin*.

[Internet Archive](#). Von Weber's Invitation to the Dance by Berlioz ....

**24 September 2023**

## Personal Mastery ...

**Media**—has so many diffuse meanings that it would be hard to name one as inclusive. Yet, although there is been a dearth of activity across the past week, in my mind **Blender** remains important because it is so inclusive.

Television stil commands attention even as I hardly find anything worth watching. My SciFi flit a week ago has dimmed if not vanished. Now an article in WaPo has reinvigorated my attention however briefly this morning 9/28. TV is dead! Long live TV? [Television's boom may be over, but its experimental energy persists. Here's a look at TV's next wave](#). Perspective by [Lili Loofbourow](#) TV critic September 27, 2023 at 2:01 p.m. EDT

**Writing**—is *sine qua non* for what is needed. What terms and conditions have been agreed to by the screen writers union in the pending settlement of their strike against movie and television studios? Did this settlement include writers for advertising agencies?

Scrivener—uses and refinements for writing books and short stories as well as screen plays.

Using the navigator function in Open Office may actually enable a functionality that is said to be a dominant feature of Scrivener. That assertion about Scrivener remains open to further investigation.

What are all the things you have had to say in writing about anything involved with Education's Ecology? Would it be possible to use a compilation of The Stack (or a combination of compilations) to effectively gather material on any given or designated topic?

You will not master the above if you don't try it—**do it!** Make copies and don't worry about losses of anything. What ever doesn't work can be trashed.

Don't forget to tell the world: **I am a writer** ... I have three published books for undergraduate science (biology) education. I wrote and published a weekly essay for ten years. And, I write every day with an aggregate output from writing and research of 5,000-10,000 words a week. Hemingway said: *We are all apprentices in a craft where no one ever becomes a master*.

Seek support from **Lizzie Kobe** ... How many papers were published with Ted Lindgren, PhD, JD as the lead author? Who has these papers, and who has read them carefully?

[ Writing is an act of explaining? ]

## Education's Ecology

The Mission of the institutions educating educators should be to defining and clarifying the meaning of human development. There is, it seems to me, a much better chance of clarity for development than for education or for schooling's *sine qua non*—learning. Every element of learning, and therefore education, has at its foundation, development. Even though development in the sense of skills, knowledge and attitudes—acquiring cognition, affect, behavioral change, maturation of personality, is buried deep in our body, and its coordinating brain in the form of submicroscopic dendritic changes (growth and decay) that will be impossible to observe directly, it should remain essential that these foundations of development are embedded in the critical thinking needed to alter and improve what we do as humans to enhance our role on this planet (and perhaps eventually other planets.)

I frequently state that education is about development of skills, knowledge and attitudes. I am not at all convinced that we humans are fully equipped through cognition or language to say we really know what a skill, a knowledge or an attitudes actually is. How does a skill, knowledge or attitude exist in an ecosystem and does it, is it possible, for each or all of the se to exist in an individual? I will argue that individuality is irrelevant. The argument could begin anywhere but today I'll begin with *attitude*.

## Physiology

How do cells of the body and specific organs or organ systems, become reprogrammed to signal their status and activity.

How does the dynamics of epigenetic programming work or function in these cells?

What examples of this are already under study? Is there any connection with cancer or neoplastic change>

## Programming

If then ... Else ... is a routine employed in most if not all programming. What are other sourtines or subroutines built into nearly all programming algorithms. See also: algorithms below.

Lines of code:

## Algorithms

There is a rich lode for exploration and discovery in the notion of algorithm. Although there are mathematical roots, involving the steps toward solving an algebraic expression or equation, these roots have morphed and taken on rich new meanings and applications far removed from math. But that removal has simply moved math into a place of dominance in our entire realm of human development. To a greater extent than ever before we as a species, see or will be affected by the algorithm as a dominant feature of human life.

It may also mean that nearly every (or simply every) effort in support of human life across our multitude of social systems will yield to some future algorithm. Accordingly development of algorithms represents a form of human development from which there is no escape or refinement. Our language becomes a model for construction of algorithms that enable machine learning.

Learning is elusive, but it may be well in the present but certainly in the future, to reserve the term *learning* to what a machine (computing machine) is able to do. These machines now magnificently run our human algorithms and may soon be routinely running their own newly created algorithms. Computing machines currently are able to write code in multiple programming languages and are able to quite correctly or accurately, translate among something north of fifty natural human languages.

## Systems

Systems thinking is becoming ubiquitous in some places (physiology has longstanding tradition of thinking in system, programming is much more recent—30-50 years) and is still a vague concept loosely bantered elsewhere, which is nearly everywhere. What do we really know and understand about systems. Although the notion of systems originated with biology it is now a foundation across virtually every scholarly discipline. Not the least of these disciplines is business and finance. This and that is egregiously labeled as “systemic” and these labels place grave burdens all across society.

Systems for schooling v school systems ...

At the heart of Education's Ecology is consideration for systems so we need to engage in deep discussions about our educational systems. Unless we understand deeply what systems are and how they function or become dysfunctional, making progress with continued improvement for education is not likely to be possible.

I must say that through graduate studies and decades of teaching biology, I took systems for granted. System thinking was so embedded in everything we studied that it could be almost considered tacit knowledge. Systems were pervasive. So pervasive, in fact, that after leaving teaching and becoming involved in economic development as well as environmental activism, I had to ask a colleague what I should be reading about systems and systems thinking to get my head around the formality of systems concepts. She recommended *The Fifth Discipline* by the engineer and business consultant, **Peter Senge**. In his book, *Systems Thinking is the 5<sup>th</sup> Discipline*. The preceding four are Personal Mastery, Working in Teams, Sharing a Vision, and eliminating assholes. No ... actually Building Mental Models is the missing discipline, but I will have more to say about the assholes in education later.

Senge's work became labeled as Organizational Learning and he was called upon by a cluster of educators for dialogue. Together they produced the book *Schools That Learn*. To my amazement two college presidents, **Jim Benson** at Bemidji State University and **Mark Miller** at Northland College, both told me that they never go to a meeting without taking along the content of that 500 page book. It is a benchmark for a learning organization. Yet it is hard to see how systems thinking has penetrated very deeply into the operational considerations with schools. That may well be because educators are too busy with their jobs of educating, rather than pursuing professional standards and the realities that embrace recognition of a global vision for education. That is, we may say, one big fucking deal!

First, however, it will be necessary to eliminate the assholes. That is to say everyone who cannot see education as an ecosystem with global implications.

There is much, perhaps too much, missing from the five disciplines highlighted by Senge. Elimination of assholes is just one among many. The open society, conjecture and refutation, structures of paradigms, democratic ideals and driving principles, respect for (the) other, humanitarian faith and the universality of spirit, biological science and its advances from knowing much more about systems the



molecular realities of energy in the biosphere, respecting our profound ignorance. It is this later that gives rise to the very definition of an asshole. An asshole normally and functionally has shit coming out of it, but when that asshole is a mouth driven without respect for ignorance it becomes embodied and enactive, meaning it pervades an entire being. Humans, men in particular, seem to be the only species on earth for which that is something we actually know for certain. Our Planetary Imperative drives and is driven by education. That may well be because we have yet to actually know and understand what education is—the definition is simply too evasive and that may be because education is pervasive.

XXX

[ wc=607 ]

## **Attitude**

Attitudes are different in important ways from emotion. That may be because an attitude is a mental state that arises from what is essentially a whole body experience and certainly involves both cognition and affect or emotion. Thinking is one part, an essential part, but also a starting part. Yet thinking can easily stand in the way of understanding the importance of attitude because the thinking process usually begins with making categories and concepts. Once a category or a concept is in place it becomes a powerful driver and impossible to escape.

I do believe that attitudes like emotions have valence, that is to say they may be positive or negative. The power humans have is that they possess a power to change the valence. However, exercise of that particular form of power is not ever automatic, although it may arise from or be guided by the subconscious neurosystems. These systems are admittedly complex and remain poorly understood. We lack a full range of cognitive skills to explain. The Explainer, one who explains and only a living person, is the vehicle for articulating Explanans and Explanandum. The tools used by the explainer vary greatly according to circumstances in which an explanation is attempted—The Ecosystem or Environment—within which the explanation is attempted.

There may be no isolated thing called the “power of positive thinking” or the power part is emotional and attitudinal.

XXX

[ wc=232 ]

## **Thinking**

Teaching for Thinking, was a watch word while I was employed as an instructor at Normandale Community College in Minnesota. In fact the whole community college system has obtained a large grant from the Bush Foundation to support a program emphasizing critical thinking as a centerpiece of all instruction across the entire curriculum of the college. GFL some may have quipped. As with so many good intentions, this one fell far short of expectations.

Given the dearth of serious thinking about the behavior of way too many politicians on both sides of the aisle, we may well question whether our educational efforts for some idealized citizenship have borne any fruit. Finding a positive answer would be challenging to say the least.

What does it mean to “instruct” someone in Critical Thinking? How does one measure or evaluate whether the recipient of instruction has absorbed and applied the instructions? This is *not* a trivial matter because there is plenty of criticism (critical thinking) about what schools are doing to promote and encourage critical thinking. Someone seems to think that critical thinking is an important outcome of schooling. Is that a realistic expectation and should that expectation apply to every student enrolled or is it sufficient in a democratic society for only a percentage of students to be capable of critical thinking about issues of the day.

Westminster Presbyterian Church and its Westminster Town Hall Forum, promotes its program as considering issues from an ethical perspective. Not bad for a church; ethics should be at the forefront, perhaps of everything they do should be doing what is right—what is ethical.

Knowledge is a foundation for thinking, particularly critical thinking. Yet knowledge in the end is belief, hopefully fully and carefully justified belief; that is to say belief in what is true and correct—not based on fantasy, fiction, myth or magic.

Judging truth is too often based on authority but argument from authority is considered a classical fallacy. Unfortunately this fallacy of argument is too rarely recognized as are most of the other classical fallacies of argument. They include arguments: that are circular, that attack a person or personality, ... and many others that fall under the broad category of Classical Rhetoric. [This course outline should be consulted.](#)

### **Thinking for Citizenship.**

Critical thinking should make you a better citizen. The study of Modern Rhetoric may be a good way to start toward this goal. Rhetoric is simply the art of persuasion through speaking and writing—effectively using language to influence the mind (thinking, behavior) of another. Rhetoric may be considered an essential element of a well-rounded education.

### **Proto-OKN**

SEE announcement of awards letter in eMail folder *Grants* 26 September 2023.

This NSF initiative will provide nearly \$27million for development of an Open Knowledge Network. A Summary is on [this page of the NSF website](#).

Open access to shared information is essential for the development and evolution of artificial intelligence (AI) and AI-powered solutions needed to address the complex challenges facing the nation and the world.

Knowledge Graphs provide access through sources using ontologies and ontology alignment.

... community-driven effort and making use of publicly available data holds the potential to create a platform that would empower government and non-government users — fueling evidence-based policymaking, continued strong economic growth, game-changing scientific breakthroughs, while addressing complex societal challenges from climate change to social equity.

### **Mental Health**

The university prides itself on its inclusivity – some students may have neurodiversity, bi-polar

disorders, personality disorders, and eating disorders as well as the more common diagnoses of depression and anxiety – regarding it as important to provide an environment in which those students can access world-class education.

From an **iNews** article on mental health services at Cambridge UK.

The plan is that a team of psychiatrists, mental health nurses, psychologists, mental health social workers, would be on hand to assess students and diagnose treatment therapies. That team would also hopefully be responsible for students when they return home during their holidays.

We also have a comprehensive training programme so people in different roles are trained according to what level of support they ought to be giving students.”

Sent from my iPad

Depression—

Anxiety—

Neurodiversity—including: dyslexia, ADHD, ASD ... may also include: Tourette's, dyspraxia, synesthesia, dyscalculia, Down syndrome, epilepsy, and chronic mental health illnesses such as bipolar disorder, obsessive-compulsive disorder, borderline personality disorder, anxiety, and depression

Bi-polar Disorder(s) Type I & Type II ...

Personality Disorders—Personality disorders are a form of mental health condition in which people regularly suffer from inflexible and unhealthy thought patterns that affect the way they behave and function in everyday settings. Three Clusters characterize the various personality disorders. These include: A: Odd or Escentric; B:dramatic, emotional, erratic; C: Anxious, Fearful including OCD.

SOURCE: [Orohouse](#) , [specifically](#) ...

Eating Disorders—Anorexia Nervosa, Bulimia Nervosa, Binge-eating Disorder, Avoidant restrictive food intake disorder,

## Projects

**Project Management** is, or should be, as much a part of education as it is in industry and the military. Here is an outline that couldl /should be used to initiate a project.

- 1.) Proposal. Inclusive Dates with a narrative outline of what **we** will do. A strategic doing plan. Who has been involved to date as sponsors or champions. Why is the project needed.
- 2.) Expected Results. Benefits. What new skills, knowledge or attitudes will lemerge if the project plan is completed.
- 3.) Cost Approximation. Rough figures to be refined ...
- 4.) Sources and Uses. All resources including time, talent and treasure are typically presented as a spreadsheet resembling an Income Statement ... . Revenue and Expense projected across 3-5 years.
- 5.) Feasibility Study. Involving TELOS ... A Timeline is the “Schedule” part of TELOS. The timeline includes dependencies and milestones. Other elements of TELOS include Technology, Economic, Legal, Operational feasibility.

- 6.) Summary. Although the summary is developed last, it actually become an introduction and represents the “pitch” piece—The Elevator Speech ... 200-300 words maximum.

It is important to realize that projects begin with an idea that may be stated in broad brushstrokes, with an expectation that the project itself will fill in the details. That is why a first approximation of starting and ending dates become critical features of what will eventually become a Project Management Plan Document. This document will constantly guide those involved. Inclusivity is a watch word.

## **Teacher Pay**

How might the screen writers and the SAG= AFTRA strike settlement(s) potential play into a new paradigm for teaching and education? That is to say, if teachers were paid on a different basis could the education industry achieve a different paradigm?

What are the particulars of qualification for admission into the Screen Writers Guild? How are teams of writers assembled and managed by the production processes involved in various types of shows?

What if teachers were able to receive residuals on each student? What would that look like from an industry standpoint?

To what extend is a writing team able to work remotely? When is face-to-face meeting essential? How might the whole notion of teams in writing workshop be translated into teams teaching in communities and neighborhoods.

How might the team approach and payment system be translated into education workforce functions in addition to or along with teachers?

How much are coaches paid by local MN school districts? Which coaches are not certified classroom teachers? If not, what certification may be required by MN Dept of Educ. ?

## **Lesson Planning**

Teacher Lesson Plans are required in writing.

Teachers following a Lesson Plan are following a script.

Teachers using lesson plans from prior writing should be paid a residual.

What are the terms and conditions for lesson planning software and planned content for classroom use?

Who are the principle recipients of royalties for writing, sales and publication of textbooks and teacher supplements?

How is seniority and hierarchy treated as part of the lesson planning process in education?

What, if any, other components of teaching might be singled out or isolated to provide teachers with contract pay. The instances of teachers coaching athletic teams is one very clear precedent, and there may be others—lunch room duty comes to mind ... Lab Prep for teachers of science ... bus greetings ... and, of course, the whole ritual of classroom management ... in some parts of the country )Jackson

Hole WY) where teachers are priced out of the local real estate market, they are provided subsidy for transportation costs (eg; being their own chauffeur) ... certain clerical tasks associated with evaluations ... bus driving for field experiences ... playground supervision ... within almost any of these categories, teachers should be afforded the option of taking it or leaving it ... extra-curricular guidance and/or supervision ... purchasing and contracting ...

## **Anthropology**

A recent email called my attention to the relevance of anthropology to education. Cultural and Physical Anthropology should be studied and/or consulted for new insights regarding education and teaching as it relates to certain structural and operational features of schools. It is very likely that the history and philosophy of education has too long neglected consideration of these potential sources of inspiration as well as challenges and the whole matter of doing business as usual.

Journal of Evolutionary Anthropology published a piece highlighting bias in contemporary literature in biology, medicine, education and anthropology.

Diogo, R., A. Adesomo, K.S. Farmer, R.J. Kim, and F. Jackson. 2023. [Not just in the past: Racist and sexist biases still permeate biology, anthropology, medicine, and education](#). *Evolutionary Anthropology* 32:67-82. Wiley charge \$15-59 ...

### **Abstract**

In the past decades, it has been increasingly recognized that some areas of science, such as anthropology, have been plagued by racist, Western-centric, and/or sexist biases. Unfortunately, an acculturation process to racism and sexism has been occurring for generations leading to systemic inequities that will take a long time to disappear. Here, we highlight the existence of current examples of racism, Western-centrism and sexism within: (1) the most popular anatomical atlases used in biological, anthropological and medical education; (2) prominent natural history museums and World Heritage Sites; (3) biological and anthropological scientific research publications; and (4) popular culture and influential children's books and educational materials concerning human biology and evolution.

## **The Book**

No appreciable progress this past week. One has to wonder what it is about highly successful authors that enables production of a robust, interesting book length pieces in a couple of years, or even, sometimes just a few months. What is the magic combination of skills, knowledge and attitudes that they possess through development? I have a hunch that the combination is not appreciably different from those who make notable progress and mastery in many other professions. Persistence is one component, but another is very likely that they are surrounded by people who provide the synergism needed to enable a productive ecosystem. Certainly some of that may well be luck, but luck rarely happens and is recognized without a shared goal in a resource rich environment.

All of the above began because I started thinking about the mechanics of using Open Office by creating a rough outline and then proceeding to research, write and fill in the gaps. What do you need to know to enable the use of an available skill? You clearly need a positive attitude!

## Questions, Quotes & Notes

### Questioning

What is the REAL point of writing *The Stack* every morning?

How can the content of *The Stack* be turned into a relational database?

### Quoting

*It takes half your life before you discover that life is a do it yourself project.*

Napolean Hill

*Every project is an opportunity to learn, to figure out problems and challenges, to invent and reinvent.*

David Rockwell

*Order and simplification are the first steps toward mastery of a subject.*

Thoomas Mann

*No man is free who is not master of himself.*

Epictetus

### Noted

### Transcendentalists

Ralph Waldo Emerson said: “These principles of life can all be enumerated in twenty words—self-reliance, culture, intellectual and moral independence, the divinity of nature and man, the necessity of labor, and high ideals.”

Excerpt From  
Essays

Ralph Waldo Emerson

<https://books.apple.com/us/book/essays/id395940583>

### Google Meet

<https://meet.google.com/bdy-nxni-ecg>

## 20230928 IC

- 1.) I've been accused of thinking too much but I would rather accept that accusation than being labeled as one who either doesn't think or one who has such fragmented, idealistic thinking that potential, beneficial, practical action is impossible.
- 2.) The UMN College of Education and Human Development should change the name of the college to the College of Education *as* Human Development; although my decided preference would be to drop "education" in favor of simply *human development*. The Mission of the college should be to defining and clarifying the meaning of human development. There is, it seems to me, a much better chance of clarity for development than for education or for education's *sine qua non*—learning. Every element of learning, and therefore education, has at its foundation, development. Even though development in the sense of skills, knowledge and attitudes—acquiring cognition, affect, behavioral change, maturation of personality, is buried deep in our body, and its coordinating brain in the form of submicroscopic dendritic changes (growth and decay) that will be impossible to observe directly, it should remain essential that these foundations of development are embedded in the critical thinking needed to alter and improve what we do as humans to enhance our role on this planet (and perhaps eventually other planets.)
- 3.) You cannot and certainly should not ever finish a piece of writing with reading is a first step in editing because reading uncovers or finds those elements that detract from the meaning of what has been written, and that often means that the thinking that enabled the words to be put in some order of sentences and paragraphs was not clear and complete.
- 4.) Being a colleague does not automatically mean being a friend.
- 5.) Donald Trump is a poor dumb animal that was so thoroughly intimidated by his father that he completely lost control of reality and tried to create, through Real Estate, an empire that we now know was built on a foundation of quicksand. Unfortunately the indicators of this buffoon's duplicity were in place before the 2016 election.
- 6.) Why are teachers so revered in Japan and Finland but so reviled in the United States?
- 7.) Far too many of us don't really give a crap about problems or productivity, we just want to be entertained.
- 8.) What would be the downside of subsisting on fruit and nuts with some occasional protein supplement and a moderate dose of fasting—that is to say fasting *and* exercise.

## Flaws

We perhaps should step back and realize that our democracy has reached a crossroad because of flaws that have now been exploited by extremists who do not care a wit about democratic governance, that democracy is inherently messy and in need of constant refinement and improvement and is in reality a magnificent experiment in better government.

Freedom of Speech is sacred where it also is in need of constant conversation to rectify its shortcomings and better define limits. What seems free may not be ethical. Every freedom has limits.

Our conversations must be open to discovery of how these limits could be better defined, recognizing that any limit is not going to be fully acceptable.

Some limit could begin with the ethical basis for limiting personal attacks, ad hominem allegations. Rhetoric should never be a sole matter of style. Presenting information, facts, arguments with an attractive personality that holds attention and is even entertaining, should stand fully subservient to logical, cognizant consideration of the issues and their clarifying facts. Emotional, irrelevant allegations and assertions should be immediately recognized and acknowledged.

When a contrary fact is presented it should be acknowledged, argued and either accepted or rejected.

When shortcoming in democracy are revealed, democratic means of correction should or even must be openly recognized and discussed with civility.

Perhaps a fatal flaw with social media is that there is really no space for space-time reply to an allegation.

XXX  
[ wc=237 ]

## TELEVISION

A lot of very beautiful series got made, among them “Catastrophe,” “Transparent,” “Fleabag,” “The Leftovers,” “Reservation Dogs,” and “Atlanta.”

We live in a time when any given person’s reality is significantly shaped by the inputs their personalized algorithms serve up, and although the Big Shows certainly couldn’t get Americans to agree on what’s real, there was some comfort in knowing that a big slice of the country could companionably occupy a shared unreality, at least for the space of an episode.

Some genuinely great stuff has come out of this trend. “Better Call Saul” was as good as “Breaking Bad” and “Andor” was superior to almost everything in the Star Wars universe. If “Velma” crashed and burned as a wearisomely self-referential spinoff of “Scooby-Doo,” “Wednesday” more than made up for it by becoming one of Netflix’s most-watched shows this year.

Dominique Fishback, left, and Billie Eilish in “Swarm,” Janine Nabers and Donald Glover’s near-perfect horror comedy for Prime Video. (Prime Video).

Bruce Lindgren  
-- www.brucelindgren.com  
From my iPhone

## Kelly. Wealth Supremacy

Between mid-2020 and the end of 2021, a study by the Economic Policy Institute found that 54 percent of inflation was due to increased corporate profits, not to supply shortages. Josh Bivens, “Corporate Profits Have Contributed Disproportionately to Inflation. How Should Policymakers Respond?,” Economic Policy Institute, April 21, 2022, <https://www.epi.org/blog/corporate-profits-have-contributed-disproportionately-to-inflation-how-should-policymakers-respond/>. Note2. Loc 281

Natural Asset Capital has been valued at \$125 trillion. Water,atmosphere, forests, etc.

What’s equally essential is changing the nature of ownership itself: from a right of maximum extraction to a duty of care. . . . Audre Lorde wrote, “The master’s tools will never dismantle the master’s house.” P22.

Note 15. Senator Sheldon Whitehouse, Captured: The Corporate Infiltration of American Democracy



(New York, London: The New Press, 2017), xvii–xix. P24.

Notes 16, 17,18 Robin Wall Kimmerer, *Braiding Sweetgrass* (Minneapolis: Milkweed Editions, 2013), 17, 58.

How do we shift the role of capital so it's no longer in charge but in service to the public good? P39.

A system of bias cannot be made moral. Capitalism is a system of bias. Bias isn't a minor feature or a side effect but the system's deep nature. The implication is clear: moral capitalism is impossible. What we need isn't improved capitalism but a next system. P40.

Note 7, p47. Katy Milani and Stacy Mitchell, "Senate Testimony: Concentration Is at the Root of Rural Distress," Institute for Local Self-Reliance, April 27, 2021, <https://ilsr.org/stacy-mitchells-senate-testimony-on-state-of-rural-economy/>. Source depicting decline in Wisconsin's dairy farms.

Notes 8& 9 hold a large number of sources regarding the decline of local banks as well as the impact of that decline on local economic developments.

Sarah Stranahan and Marjorie Kelly, "Mission-Led Employee-Owned Firms: The Best of the Best," *Fifty by Fifty*, April 23, 2019, <https://www.fiftybyfifty.org/2019/04/mission-led-employee-owned-firms-the-best-of-the-best-2/>. P64.

Something other than legality is operating, something more profound than sympathy, deeper even than bias. Something numinous. A reverence close to awe. P74.

The quote from Hiro Mizuno is from "Universal Owners," September 10, 2021, in *ImpactAlpha*, <https://impactalpha.com/universal-owners/>. Note 22. P77.

In more than one thousand cases like this, BlueHub has helped families avoid foreclosure, with principal balances reduced typically between 28 and 38 percent. Since 2009, when this Stabilizing Urban Neighborhoods (SUN) Initiative was launched in the teeth of the mortgage meltdown, families have retained \$100 million in equity that would have otherwise been extracted from them by big capital. P79.

"BlueHub Capital's SUN Initiative." 31 "Homeowners Join Class Action Lawsuit Against Roxbury Based BlueHub Alleging Predatory Lending Practices," *GBH News*, February 18, 2020, <https://www.wgbh.org/news/local-news/2020/02/18/homeowners-join-class-action-lawsuit-against-roxbury-based-bluehub-capital-alleging-predatory-lending-practices>. In author dialogue and email correspondence in 2022 with Leslie Christian of NorthStar Asset Management, she expressed concern that BlueHub's profits from the SUN initiative were in her estimation too high for the mission it was pursuing. Note 30. P79.

Still, BlueHub is an organization I admire, and the principle at work here seems the right one. If we had a democratic economy, this is how the entire 2008 meltdown could have been handled—all the genius and might of finance deployed on behalf of we the people. P80.

## CHAPTER 7.

This chapter is about financialization, and the way it is presented leaves much for skepticism. A significant citation is the work of economists at the democracy, collaborative, and a paper they produced, which is not published, raising some significant questions about the conclusions and how they might be Either supported or criticized by other professional economists.

## CHAPTER 8.

When we stop to look at this picture, it's odd. What companies are, self-evidently, is human communities. A pile of capital by itself creates nothing. Human labor sets all the wheels spinning. It's workers who are the company. P86.

## CHAPTER 9.

Materiality is an airtight tautology of capital bias.

What was material, as Greystar founder and CEO Bob Faith bragged, was his ability to squeeze money from buildings—hiking profits from one complex 24 percent in a single year.<sup>21</sup> Greystar was one among many PE-backed firms that cashed in on the wreckage of the 2008 crisis, snapping up homes at rock-bottom prices and turning them into rentals, after 3.7 million families suffered foreclosure.<sup>22</sup> P105.

The PE firm Cerberus Capital Management created Remington, maker of the Bushmaster AR-15-style rifle and other firearms, when it bought many smaller gun makers and rolled them into a conglomerate. P105. ....???

Science-Based Targets Initiative, <https://sciencebasedtargets.org/>. Note28 p106.

We're unlikely to see the end of wealth supremacy if investors continue to hold dominant economic power, no matter how progressive they may be. It's not wise to wait for investors to ask if profits are too high. P108.

## Cancer 926

Creatine kinase metabolism. CKB and CKM are isoforms cytosolic and mtCK mitochondrial ...

Seahorse Analysis ...

Invadopodia, or local invasion. PMID 35008190 ... CKB paper ...

Use of CRISPR to knock-out ... isabizabulin colchicine binding site inhibitors target tubulin ...

tubulin polymerization dynamics is a drug target... vinblastine and colchicine ... unacceptable toxicities have limited FDA approvals for proposed drugs. MID 31645441... Paclitaxel ... VERU-111 ... cardiac injections are very difficult

Sabizabulin ... antibody drug conjugate ADC therapy ... CBSI colchicine binding site inhibitors ...

QA

## 20230925 IC

- 1.) check out the interview of Bill Gates with Ari Melber. [www.msnbc.com/ari](http://www.msnbc.com/ari)
- 2.) Sheldon Whitehouse. Senator from RI, is fighting a battle over corruption in our US Supreme Court .... billionaires controlling and controlling the SCOTUS... following money from

billionaires to the Federalist Society. Leonard Leo ... through Leonard Leo judicial crisis network.

- 3.) "Personal hospitality" is a term of art ... which is covering up transportation gratuities to justices through use of private jet aircraft, but also luxury vacations, as well as perhaps some other amenities ...

## FUS

Chalice Choir ... 17 members ... includes a soprano who is out of tune ... maybe ear training would help.

Rev. Kelli Clement. *No Mud No Lotus*. What happened to the Lotus? I was frankly looking forward to hear what she might have to say about the Lotus Sutra, but I didn't hear it mentioned by either Breeden or Clement ... curious, especially in light of the use by Breeden of the Tau sumpol. I also don't recall that Tauism is tied to the Lotus Sutra. Did I miss something?

Commentary by Rev. David Breeden, Tau Symbol ... and ancient chinese culture ... the good and bad,, light and dark is in dynamic tension. Around and around and around.

Your gifts include grit, determination, capacity ... the gift of welcome including our shadow self ... the collective shadow. Connotation of light with positive and dark with negative ... not being the language police. Use language and get the same effect ... Carl Jung and impacts on the way we understand ourselves and accepting ourselves with bad and good qualities. Hidden in the unconsciousness and worlds tremendous power. Planning and writing makes it a good plan .... I don't like it if you don't like my plan ... a little crispy around the edges. Name and know the parts of self that may come out sideways ... awareness of good and positive qualities ... Gift of welcoming and unwrapping our parts help us know what will help and what may hurt. Manifestations of the shadow. We demand to be happy and productive. What is a shadow in one culture may not be a shadow in another culture. Seven deadly sins ... capitalism tells us we must be productive all the time ... no time for rest.

Theological schools of thoughts everything has happens for a reason... manipulative on the part of life deterministic ... negative and positive events happen and we make meaning of them. Tragendy, horror stored at a cellular level. Feeling like the next shoe is going to drop. Next Door, the social media that what is happening in your neighborhood. Human capacity for both good and ill, powewr of our collective shadow. Not lifting humanism to a pinnacle is a mistake. We are not the top. Body as ecosystem ... capacity for people make us unique on this planet. IMPERATIVE? YOUR HEARTS ARE HUGE. What if we did this or that .... meaning making from all of the mess ... we will take a stand and speak to the power of love and what humanity is able to do. Healing the collective shadow. First year since pandemic "we need a new affair together ... " *Involvement Fair* ... Suzanne Seehusen, membership coordinator ... 29 groups ... what can you do/contribute ... SIGN UP ... lots of possibilities ... organic discussion about engagement ...

sometime you just need to come and be held up by the congregation. Remarkable staff ... serves the congregation as set by the board ... congregation is not catered by the staff ... come and discover ... where is your big energy?

Answering the Call of Love .... out of tune song ...

## **The BLOG**

### Publish

Nothing published this past week. Although I did spend a short amount of time thinking about TGIF and alternative title for a new blog. As usual nothing came of the thoughts and I can't even, on the spot, remember what I had thought might work for a new title. It wasn't something like TURD. A connotation in Leddy Lemmerman's words, teaching the little turds ...

**Crossing the Rubicon** ... consider as a possible title ... WTH! What is a rubicon? Means passing the point of NO RETURN. Coined by Galus Julius Caesar ...

On January 10th, 49 B.C., **Gaius Julius Caesar** uttered one of history's most famous lines, *Iacta alea est* (sometimes written *alea iacta est*), after which he crossed the Rubicon river with his army and set the Roman Civil War in motion. *Alea inacta est* OR *Actaa Alea Est* ..

The Rubicon name means **having the ability to go off-road with confidence**. The name Rubicon obviously refers to the gesture of Caesar who decided to go for it and not look back, but also to that road that can only be crossed by a handful of vehicles across the industry

## **LONet**

As I was struggling with the newsletter and creating a new page for the website, Patti said “your family requires way too much work.” Sometimes she envies all of the cousins I have. Her only living relatives include a sister and two known cousins. Although she recently discovered that a long unknown and distant relative from Florida had left a modest estate, and it appears that she and her sister are the only surviving relatives. Windfall? Maybe. TBD.

## **Psalm 25**

Laura Gardner's great, great grandmother Johanna Dorothea Johnson was inspired to walk 14 miles across fields, forests and streams to attend the new Covenant Church in Swede Bend, Iowa where heard the Reverend Carl Bjork speak. This may have been a pivotal event for the formation of the Mission Covenant church in Lanyon. At least two relatives who attended the church became missionaries, Obed Simon Johnson, Johanna Dorothea's son and Emory Lindgren, son of Frank and Amy. The Psalm is available through a link on the LONet website [HERE](#).

## **Google Meet**

<https://meet.google.com/bdy-nxni-ecg>

Thursday, October 5<sup>th</sup>, at 7:00 Central Time.

## AGEMDA:

- ✓ Management of Google Docs — reorganization is long overdue.
- ✓ Management of LONet content. Recruiting a content manager. Traing on WordPress ...
- ✓

## Roots and Shoots



Friday, 29 September 2023.

**Anne Blitch** with her husband **JD** and two children, **Betsy** and **JD IV**, were in Sweden last month. While there they visited Hamneda and other locations with family connections. She sent along a trove of photos and video clips, which are wonderful but unfortunately present technical problems preventing inclusion in today's Roots & Shoots. Some of these will accompany stories for months to come.

While in Hamneda they located the Lutheran Church and its adjacent cemetery. One precious video clip shows Betsy and JD IV vigorously scrubbing accumulated growth from grave markers and discovering the marker of **Ingrid** and **Peter G Magnuson**, parents of **John**, **Frank**, **Selma** and **Jennie**, who emigrated from Sweden, and, of course, the two sisters **Amanda** and **Ida** who stayed in Sweden. I'll continue working with Anne to prep these wonderful media pieces for the website and a future family video meeting.

**Steve Lindgren** and **Jim Carey** have been having fun with email exchanges about our octogenarian dominated Federal legislators. The joking and, to some outright assault, on aging represents a perhaps needed assault on ageism. I wholeheartedly agree that Congress should enact term-limits and may see fit to restrict through mandatory retirement from public office to those younger than some arbitrary age like 65, 75 or maybe 80, as current pundits of Congress and POTUS and SCOTUS may argue. Laws are written for the young and the restless (should I add the reckless) and the wisdom of age can only guide. Young people need opportunities to grow with new ideas about *their* future. The writers and those passing judgment on what is written (legislation—making what is written “legal”) as law, can avail themselves of volumes of wise counsel but we should all hope that these writers will be wise in the ways of an open democracy that is constantly open to seeing quickly what didn't serve society as intended and remaking their laws with dispatch.

## JOTTINGS

New papers were sent to **Anne Blitch** regarding **Bob Selim** that should be uploaded soon to our Google Drive and then posted on the website.

I recently discovered audible versions of **William Kent Kruger** novels about Native Americans

in northern Minnesota and wondered about similar Alaskan fiction ... Years back I met the son of a writer from Fairbanks who did similar work.

**Patti** is going back to Aberdeen, Scotland in December ... missing the holidays is not a big deal for us but I may be looking for a warm city to visit while she is gone. San Diego, Tulsa, Phoenix, Tuscon, Atlanta, Huston, come to mind ... maybe more than one ... but I can't do any driving ... so public transportation is important ...

**Jonathan Coss** sent emails regarding the political situation that may have impacted **Obed Simon Johnson** and his family while they were missionaries in China from 1909-1923.

Thanks to **Laura Gardner** for sending along a copy of Psalm 25. It is now linked to a new page about [Johanna Dorothea Johnson](#). Laura also chipped in a generous donation to support our web, video and newsletter. Much appreciated.

**Laura** has been in contact with her cousin **Lisa Eriksen** and what bubbled up is conversation about a potential *Lindgren-Johnson family reunion* somewhere next summer. I'm sure they will welcome any thoughts you may want to share.

## VIDEO

Apology for not finding a resolution to the Video problems. **Anne Blitch** and **Jim Carey** have both indicated interest in participating. Jim offered to share details of his teaching assignment in Aftica, Anne has some wonderful pictures and commentary about of the Blitch family trip to Sweden in August ... .

Using my Google Account I was able to find a temporary solution using Google Meets. Here is a link.

<https://meet.google.com/bdy-nxni-ecg> ... So let's do a video meetup Thursday, October 5<sup>th</sup>, at 7:00. Central Time. If this works I will sign up for a license that will give us more time, enable recording and other useful features that are not available with the version that comes with all Google accounts. In fact, I believe if you have a gmail address you could actually use Google Meets as will be done on Thursday, Oct 5<sup>th</sup>.

Friday, 29 September 2023. Should be substantially ready-to-go by 5:30pm, Thursday 28 Septembe. GFL ... NOT EVEN CLOSE ... FRIDAY will be a bitch!

Need help with upload to Google Drive and LONet, ideally with commentary by someone or more.

Climate, Green Growth and the Marjorie Kelly book on the economic paradigm shift that may well be needed ... our "faith" in our way of life and saving it through technology is fantasy.

From Laura Gardner:

Psalm 25 ... a window into the mind (and times) of Joanna Dorothea Johnson. I've reprinted the Psalm and you can read it at (web link). The last stanza ... Laura also sent along an all too generous contribution to our efforts with family communication through video, website and newsletter. The contribution was in cash. Had it been a check I could have simply not cashed it, but may use the cash or give it to some worthy cause. I was able to use Zoom for several years because while using it for covid-restricted conversations with my coffee-drinking colleagues from Normandale College, they generously chipped in to subsidize the license fee.

Hi Bruce,

This house is the former Lanyon church parsonage. The former church driveway is pictured here to the right of the house. I don't know who lives there now, but I think it is a family. They also own the empty lot where the church once stood, which is on the other side of this driveway.

By the way, I just sent you a letter in the mail about a phone conversation I had with my first cousin, Lisa Lindgren Eriksen. We talked about possibly having a Lindgren/Johnson reunion next summer. I also enclosed Psalm 25 in the letter, as I remember that our Great, Great Grandma Johanna Johnson read the book about Psalm 25, which inspired her to walk 14 miles across the prairie to Swede Bend Church.

Laura

## Parking Lot

### *Ideas that could have legs ...*

- 1.) CALL Anne and Jim.
- 2.) SpeakMPLS update and rejoining decision, per communication with James H. ...
- 3.) Writer's and Screen Actors Strike Issues and Settlement Terms.
- 4.) **Prototype Open Knowledge Network (Proto-OKN) program.** —Purdue University: A Knowledge Graph Warehouse for **Neighborhood Information**. Purdue holds one of 17 Theme 1 project grants from NSF.
- 5.) Literature on Community Development from the Kelly book ... *Wealth Supremacy* ...
- 6.) Ann Blitch ... follow up ... video clip of Betsy and JD at the grave marker stone in Hamneda.
- 7.) Basic Photo Editing for users of LONet ...
- 8.) Popular Science ... leading sources, specialists with major print and broadcast media outlets. Miles O'Brian of PBS ... What could or should be done to increase the story telling about science in these major outlets? Who is doing science reporting from the TC area and covering the UMN Campus as well as UstThommas.
- 9.) MN Comprehensive Universities and UMD research efforts ... development of undergraduate research experiences to foster STEM education. How feasible could it be for IHEs to possibly require something like an internship in a science lab for graduation requirement. How could this start?

- 10.) DIY-Biology in the TC and San Francisco area ...

## **Bibliography**

Kruger, William Kent. 1989. *Iron Lake*. A novel ... Audiobook finished listening.

Kelly, Marjorie. 2023. *Wealth Supremacy*: .

Hutchinson, Cassidy. 2023. *Enough*.

## **Music**

Suk. *Fabstastic /Scherzom, Op.25*. Jo Anne Falletta, Conductor. Buffalo Philharmonic Orchestra.

Huristone. *Variations on a Hungarian Air*. Nicholas Braithwaite, conductor. London Philharmonic Orchestra.

Sibelius. *Violin Concerto in D Minor, Op.47*. Vassily Sinaisky, conductor. Itzhak Perlman, violin.

Gottschalk. *Symphony No. 2/A*.

Mendelssohn. *The Fair Melusina Overture, Op.32*. Claudio Abbado, conductor. London Symphony Orchestra.