

Bruce Lindgren's Stack

A weekly amalgam of curated and original notes piled high and deep.

Sunday, 18 August 2024

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18 August2024

ToDo ...

Sunday— ~~Walk & Listen, Step Outline, Notice LONet Video,~~
Monday— ~~Walk & Listen, Step Outline, L & B Tequila and Taco,~~
Tuesday— ~~Walk & Listen, Step Outline, LONet Video,~~
Wednesday— ~~Walk & Listen, Step Outline, IKEA,~~
Thursday— ~~Walk & Listen, Step Outline, PROVE,~~
Friday— ~~Walk & Listen, Step Outline, Bus to Duluth, Groom's Diner,~~
Saturday— ~~Walk & Listen, Step Outline, Wedding, Wedding,~~

Personal Mastery

Writing—

Reading and writing are so tightly linked that without frequent close reading, writing is going to be done without much of any thought behind it. Rambling on any topic is always possible and may be a necessary action for creating a first draft. However, leaving the writing in 1st draft condition is not really writing in the sense of having a function or purpose.

Research—

Half of research is finding information using tools like PubMed, ERIC, Google Scholar and then reading, and sometimes re-reading, the material or content found. Close reading is re-reading, notetaking, organization of information into categories for later use and retrieval for speaking or writing; conveying the information to someone else. In other words, find and acquire the information, study it and then pass it on. 'Some may say “Teach it.”

Exercise—

Walking with or without listening is now a fairly well established routine; a part of my mornings. My goal of covering 1.5 mile in under 40 minutes has been, for the most part, successfully achieved. The claudication is still present, its onset in around 6-8 minutes has not changed, but the intensity of the pain seems to either be reduced or is now more tolerable. My sense is that it is the later; the pain is, to some extent, still continuously present until I rest for over a minute. Short rests or stops, some times as short as 10-15 seconds, while walking does reduce pain intensity to tolerable level.

PROVE—

My **Frequent Quitting Considerations:** 1.) technology is erratic, and 2.) expectation escalation ... my expectation was that the technology would be relatively seamless and that the “counseling” sessions would be less frequent and shorter ... furthermore, I had no anticipation that the criterion of 200 minutes a week (40 minutes/day) would or may be raised. Prior consultation may have been appropriate, before raising 200 to 225. with prior discussion with details of the experimental design of PROVE as well as my personal situation, may have resulted in my acquiescence to the inflated weekly goal. As it stands I am finding this arbitrary and perhaps capricious inflation counter productive for me personally. **Who did you discuss this with, prior to raising the weekly goal?**

I may not stay with M Health ...

Being on the video alone two weeks ago was jolting to say the least ... temptation to vent ... a

I don't need or want frequent Rah-Rah feedback ... I am well aware of my exceeding the 200 min/week and recognize that it may be contributing to a change in my perceptions of claudication pain. There is considerably more going on than I can reasonably understand, and frankly, much more than the designers and investigators of this study understand. I may well be much better off tackling my situation independently and abandoning the PROVE program. PROVE is, it seems, adding little to my understanding of my personal situation with PAD and claudication ... if the customary causes of PAD and Claudication are NOT Atherosclerosis, I definitely need some other direction rather than participation in PROVE ...

I'll not do anything precipitously ... but you should know what I'm thinking ... I may seek and find the Study Design papers submitted to NIH for funding. Not that anyone is likely to give a shit!

My thoughts are as yet incomplete but the spill I took on Tuesday morning has called attention to a decided lack of muscle building or maintaining exercise AND the potential that walking alone is doing almost nothing to enhance my aerobic development or maintenance. Accordingly **I will likely be making adjustments in my time allocation to exercise.**

Discovery

Big week of progress ... this effort is beginning to “feel” good in many ways even as it is still daunting in fits and starts. I am increasingly confident that what I have been reading about fiction writing can reach fruition across a few weeks and months. No one is saying, or influencing me to believe, this will be easy. Clearly the biggest challenge will be to my knowledge of law, finance, and business development, which is not nonexistent, but will undoubtedly prove to be very thin at times. Although I carry an awareness of higher education into this project, I must constantly remind myself of what I do not know. To fill the gaps I will just do more research, reading and perhaps talking to people I know and people I don't yet know to provide my own DISCOVERY of a story that provides important insight into the challenges of an Open Society and its accouterments of Open Access and Open Source intellectual property. This book will contain a subtext of a new way for economic realities to transform American life. The central theme may well turn out to be **Smaller Is Better**, and **Diversity Is Stability**. There will be plenty of subtext about our education from birth to death, and celebrating ignorance as a source of innovation and creativity.

Next Week: I will consider beginning to write the narrative text for the Book. This will be done upon all and any of the Step Outline pages that have been drafted. The beginning is the Opening Gambit and will lead narrative through ACT ONE to the Inciting Incident; and then the first plot point or beat (event, scene) of ACT TWO. My hope is to discover and establish the foundations for theme, plot and principle characters of the book. Along the way, the Step Outline will continue to expand and develop, which will very likely mean that some of the events and characters will find their way to the *IDEAS Dump* folder—perhaps for some future efforts with fiction writing, new themes, new characters and new plots.

Compilation and Reading and re-reading of the compiled DISCOVERY Notes Log will be an essential element for future writing, research and progress with the book. My intention is to find specific time at an about daily routine to open files with these compiled notes with all of their numbering and bullets, which I'll highlight and even copy to new strategic planning and doing paragraphs as writing guides. Along with more and more use of mental maps, concept maps and illustrations to depict plot points, events, beats and the ARCS of characters, these paragraphs will be a rich reference going forward. Condensation and consolidation may be essential in the service of progress.

Characters are and will be the core or heart (beating, alive) way to proceed. Every character will exemplify the theme and drive the plot points across a time-scape leading to turning points and resolutions of conflicts, dilemmas and revelation of knowledge gaps. Every event of the Step Outline includes characters critical to plot and theme. Each event or scene will and likely must connect through some logic to both prior and future events; this is the plot for the book. The three acts will each have distinct and characteristic features. ACT ONE has an Opening Gambit leading to an Inciting Incident. ACT TWO includes a series of events taking the story's protagonist, Reg Huttering, through the tangles and tribulation of conflict and dilemma in his evolution and realization of his theme, mission or message of the Open Society, until he reaches a Turning Point concluding the act and leading to ACT THREE in which there is a resolution of his core conflict with Paula, living and realizing a dream he does not expect (*unexpected in common hours*. H.D.Thoreau.)

The **Cast of Characters** thus far created is unlikely to be the final cast. The whole cluster of events and

characters related to Marquette Michigan and Northern Michigan University has yet to be fully integrated into theme, plot and characters. Accordingly some of these events, locations, characters will be questioned and perhaps have to be excluded; while others may be created. Furthermore the Nussbaum character, Margo Newton, and her contacts, the bus acquaintance and her friend and author may not find a productive way forward within the plot or theme; until there is clarity about why they are important to either development or resolutions. This will be a process of DISCOVERY that may be aided and abetted through some free writing exercises, (short stories?) as well as a fairly intensive research effort. The Margo Newton character will easily be the most important and most challenging. Like OMG! For instance, where will there be an interface or integration of music, ethics, morality and so much more?

Where in fiction literature can conflict and dilemma be found depicting characters struggling with choices and resolutions?

People and mostly individuals, are the progenitors of all economic development; universities, state and community agencies (departments and not-for-profit trade groups) can only assist entrepreneurs, who may be encouraged to develop through personal mastery, mental models, visioning, team formation, systems thinking. Personal counseling as well as certain accelerator programs can definitely help, but will almost never substitute for personal motivations ... although availability of angel and venture capital investment are often critical to support early-stage development. A patent application (pending patent) is often critical to enable or grease the skids for investment(s). Elizabeth Holes and Theranos are likely sources of the challenges and bobby traps of grand schemes and forward thinking about a business's developmental potential going off the usual and customary rails of business development and commercial sustainability and financial success. This may be particularly poignant in light of open society considerations.

Finding and reading summaries of **Karl Popper** *The Open Society and Its Enemies* ... should be a priority ... in other words what do others believe he was saying ... The Book on his views about education by Robert Becker and any notes you have for that book should be reviewed, if they can be found.

In 1922, he did his **matura** (a Latin name for the [secondary school](#) exit [exam](#) or "maturity diploma" in various [European](#) countries) by way of a second chance education and finally joined the university as an ordinary student. All of his prior work had been as a "guest student" at the University in Austria ...

Popper is regarded as a defender of *liberal democracy* and believed that an **open society** was made possible by *social criticism*. He attempted to reconcile **libertarianism**, classical liberalism, socialism, **social democracy** and **conservatism**.

An avid follower of Popper was the billionaire **George Soros** who is castigated by conservatives and libertarians. Go Figure! He is also a target for **antisemitic** conspiracy theories; that is deep antisemitism.

Popper's **falsifiability** demarcated scientific knowledge from other knowledge.

Popper was friend of long-standing with the neurophysiologist **Sir John Carew**

Eccles, 1963 Nobel laureate for his work on the synapse.

Among Popper's influential work was *The Open Society and Its Enemies*, written in New Zealand during WWII.

Along with Karl Popper, a philosopher of note that I need to study much more intensely is **John Dewey**.

Reg has been fortunate to be asked to participate as either an advisor or a board member for both economic development corporations and workforce development agencies, where he typically plays a fairly low key, almost back bench, role in deliberation of these bodies. Because of his law practice, he is nevertheless presented with questions by other participants. It is through this generally *pro bono* work that he also acquires clients for his law practice, and occasionally, has to turn aside certain opportunities because of *conflict of interest*.

Research is not for the faint of heart. Our state universities, as well as technical and community colleges, are literally filled with people possessing doctorates—mostly the PhD—but without any further interest in research or even questioning, reviewing, rethinking and reorganizing a body of knowledge; except perhaps for part of a course they have been assigned to teach as an embedded part of long standing some part of one collegiate curriculum or another. These faculty, often tenured for no really good reason or functionality, trudged through university requirements and wrote a dissertation sufficient to satisfy a committee including a committee chair, who may or may not have actually read their writing—the volume of pages and references cited looked good enough. One result is a lot of bullshit and pretense about research flowing from a host of motivations including: self interest, reductions of workload, schedule quirks, actual resource limitations (libraries and primary source literature), missed or missing scholarship commitments, as well as a host of contrived excuses. Personal animosities are often rife, with jealousy listed highly.

Fortunately for places like RU there are important exceptions. It is these exceptions that DUSCOVERY must illuminate as they make their way among colleagues of various stripes. Faculty like Paula are notable because of exceptional skill(s) and lively interests in related disciplines, in her case poetry, folk music and hymnology. A few are actively interested in politics, either conservative which tends to be rare but actively engaged with progressive politics. And, because these faculty are intellectually gifted and/or committed to a rich student experience at RU, they are important, but often uneven, adjuncts to the university's tripartite mission of teaching, research and service. This could be a sub-theme or leitmotif for the book; but remember the 11th Commandment “Thou shalt not take the self too seriously.”

Notes Log

It is likely time to consider a compilation of the Step Outline documents for off-line or on-line reading and revision/updating as needed.

C:\Users\Bruce Lindgren\Documents\DISCOVERY\Background\Backstory Notes\RU Chemistry [[Drax Ralstone or Bradley Beech, Janice Kingsley ... Analytic Chemistry ... Kingsley could be very good a punching holes in inflated egos ...

Organizing my past notes log entries into some coherent, cogent categories is essential.

Theme has yet to be clearly established for the books characters and plot. However, this is emerging but with complications. Minor characters have, perhaps unfortunately, been identified, but without being tied to either theme or plot in a meaningful and tangible way. The books by **K. M. Weiland** has provided some helpful clarity that will continue to serve progress.

Theme—the mysterious cousin of plot and character. Too often viewed as abstract rather than actionable, theme is frequently misunderstood and left to chance. Some writers even insist theme should not be purposefully implemented. This is unfortunate, because in many ways theme is story. Theme is the heart, the meaning, the point. Nothing that important should be overlooked.

Powerful themes are never incidental. They emerge from the conjunction of strong plots and resonant character arcs. This means you can learn to plan and implement theme. In doing so, you will deepen your ability to write not only stories that entertain, but also stories that stay with readers long after the end.

Writing Your Story's Theme will teach you:

- How to create theme from plot and character.
- Why every supporting character and subplot should **enhance the theme**.
- How to prevent theme from seeming preachy or “on the nose.”
- What to consider in identifying the best theme for any given story.

Conscious mastery of theme will elevate every story you write and allow you to craft fiction of depth and meaning.

SOURCE: Amazon Book Description

20240823 IC

- ✓ Hope Academy on Chicago Ave. in Minneapolis.
- ✓ Reg Huttering closed the door on his office just a little before 5pm and walked down the carpeted hall way he decided that going home was more than he wanted to handle that afternoon.
- ✓ Change happens when people's minds are changed about a new direction or a new idea on how they can move forward.
- ✓ Reg actually felt like he could use a good stiff drink but it has been 15, 10 years since his last experience with hard liquor and he was at all inclined to imbibe. He didn't object to any one else's uses or even abuse of alcohol but he just didn't like what it did to his moods or thinking.
- ✓ Consider the tendency of some families of considerable net worth who eschew the ostentatious purchase and performance of expensive automobiles, for instance the Kennedy family using Oldsmobiles rather than Cadillac and Donna Piepenhagen insisting to Arwin that they purchase a “Cadillac Car.”
- ✓ Edward Ted Kennedy relatively exemplary life after Chappaquiddick and how much of that was personal and how much to support his personal ambition(s) and aspirations.
- ✓ East Indians have the advantages of black skin but without the burden of really bad habits.
- ✓ Check in to the \$25 million to Washington U in St. Louis for its panoply of support for workforce development particularly including biotechnology workforce. Has this provide insight about how the biotechnology in the TC area might be enhanced. This perhaps a bit more timely and pertinent and the appointment of Charles Nies as chancellor at UMD and the work in

both MN and WI of APEX which Duluth-based but curiously expanding its Wisconsin involvement. There may also be a related story with how APEX and Norspan are or are not collaborating.

- ✓ Character ARC has multiple elements and it is likely necessary to ask what are the external mechanisms that influence that ARC and how are these influential factors related to all of the themes, the main them or themes and subsidiary or secondary themes?
- ✓ Symbolic representation of threms can also tie into characterization and the character's ARC within the story.
- ✓ Symbolism may emerge from small details, motifs, metaphors, universal symbols, and hidden symbolism Weather is a particularly good example of a universal symbol.
- ✓ Existentialism is very persoanal..lit may be of course that we become concerned about the existence of our species but in fact existentialism really speaks to the day to day experiences of individuals and what they do and how they do and how they exercise their measure of freedom and how they deal with the constraints on that freedom that are imposed by a society of which they are a part and within which they live.
- ✓ *Being the author of your own story.* Maya Harris.
- ✓ Families and neighborhoods are complicated and those complications are worth an incredible cognitive effort to understand and support the complexisty.
- ✓ Brainstorm 3- 5 possible themes for discovery.
- ✓ Themes include love, justice, mercy, pain, empowerment, death, hope, despair, deceit, truthy, fear and courage.
- ✓ Tio syooirt the specific struggles that a character is facing look at the questions on p129.
- ✓ What is the religious text presumably from the quaran that supports the near total body covering of muslim women and why is that body covering enforced idfferently with the suni and shiite denominations of Islam?
- ✓ What underlies the tightly held religious traditions of religious costumes of all types but particularly among Roman and Eastern Catholic Christians. The Seiks of the Hindu faith and the head coverings of Muslims, Jews and including the dressof the Suni in Arabian Saudi Arabian states.

20240818 IC

- ✓ Major characters, minor characters, background characters. The Major characters, of course, include the protagonist but also the characters who portray the antagonistic forces opposing the goals and intentions of the protagonist (or other characters of lesser importance). In addition there may be **cotagonists** that may link with either the **protagonist** or a character portraying **antagonistic forces** in the story. Paula, certainly, and perhaps also Reg represent cotagonists, who play yin and yang in the story.

- ✓ Reg has been practicing patent law in the Riverbend area for several years and has built a practice supporting a few small companies mostly within a 30-50 mile radius of Riverbend and engaged in manufacturing and machining parts for a variety of products that can be protected through “process patents.” Writing of these patents requires time-consuming interviews, drafting, and finalizations that are charged at an (impressive, but modest for the Riverbend area) hourly rate. Reg has been reasonably but not lavishly compensated by these clients, numbering about 25-100, mostly one-off work, but a few provide repeat engagements or even consultations early in product of (less frequently) process development. In addition he has been compensated through engagement in a supporting (consultative) more distant connection that enable growth of these local companies. This has brought him into contact with engineering groups as well as management groups. In some cases these connections have resulted in merger and acquisition requiring legal work that Reg has accomplished through other law firms mostly located in Minneapolis.
- ✓ Apart from his law practice, Reg has been writing a book on patent law and has been speaking more frequently to economic development groups in the region that have been seeking opportunities to expand into local areas where connection are scant or even unavailable. He has also been called upon to speak to business and entrepreneurial classes at Riverbend University on a variety of legal, feasibility, economic and operational (logistical) topics, where his wife Paula is a professor of music. The rural setting of RU gives rise to agriculture-related development, not infrequently involving small businesses supporting dealerships for construction and agricultural machinery. Uses and abuses of pesticides, herbicides and genetically engineered seeds, is or has been growing in the region of RU.
- ✓ Paula has published several scholarly papers and a few popular articles on music education. Paula has also developed an interest in poetry, folk music and hymnology, which brought her into contact with a highly conservative Christian denomination, and its publishing house in Minneapolis ... and its young, handsome, slick-but-slimy pastor in the Riverbend area. Her lesbian relationship with the photographer, adds an interesting mix of complications, even though the relationship is still quite loose and both participants recognize how temporary the relationship is likely to be.
- ✓ The timing and timeline(s) of the lesbian relationship should be carefully considered within the ARC of the plot. The relationship is easily (or surreptitiously) concealed within the RU environs. → SO: Studio Loft
- ✓ Reg meets Claude Cooper at a reception following his inauguration as president at the University. Cooper waxed on about the importance of a university role in regional economic development, leaving Reg with the impression that there was depth to Cooper's background (backstory to be found and refined or fleshed out) that was unusual for a state university president notwithstanding his scholarly credentials. Cooper asks Reg about how he developed an interest in patent law. This opens an opportunity for Reg to explain his background in Chemical Engineering as well as his success as an undergraduate Chem E student with a process patent development. Cooper has met Paula and connect them through their surname, Huttering. Cooper's wife, Dr. Tonya Sorokin, has also been introduced to Reg and Paula at the inauguration reception. Cooper's wife is also an educator and author with a focus on children's literature and reading proficiency.

- ✓ The Huttering family is modestly well known in the Riverbend Community. This is in part due to the success of their daughter Lucy in competitive swimming.
- ✓ Paula's surname and her antecedents are from Belgium.

[516]

20240819 IC

- ✓ Paula may be an antagonist because of her constantly reminding Reg that his practice is really weak, could be a lot better, should be focused on only what his clients needs and not his quibbling over open source and open access, and his taking valuable time everyday to write his book which she says won't ever earn a dime; and is a waste of time—time he could be spending with her and their daughters. Reg may lose a big client (3M?, Hawkins, Valspar, ConAgra ... ???) because he advocates for a more open access to the IP . When Paula learns of the client loss, she derides (hectors, bullying, a verbal bully ...) Reg exhaustively. Reg, of course, does doubt his own commitment to open access IP.
- ✓ What are the argument for Open Source software. This may necessitate re-looking at the history of the various licensing configurations; GPL, Open Source; as well as the matter of Open Access publishing and **copyleft**
- ✓ Claude Cooper could be a source of knowledge about Bill Gates vs Richard Stallman. Gate's father ... GPL, Microsoft and Apple giving away both machines and IP (although Apple never quite so much as the nearly free distribution of the IBM OS that Gates and his partner created ... Adobe and the PDF ... role of Larry Ellison and his disagreement(s) with Bill Gates ... Tom Laitala and StarTex ... patents on printing on plastic bags ... high costs of engineering and getting into the market place quickly and aggressively to capture market share vs time requirements for IP protections ...
- ✓ This may take on consideration similar to those of the arguments of capitalism vs communism. In other words is open source just another form of common property ownership?
- ✓ Skiing in Iron Mountain, MI ... dispute over the Penokee Range (Wisconsin) geology ... printing on plastic bags ...
- ✓ the need to foreshadow the meeting with MN character in Evanston ... Google Scholar not a likely option in 2015 ... more likely Lexus-Nexus or West Law ... OR one of her books on morality, ethics and the law ... music, publishing and copyright law ... he normally would have flown to Chicago from Minneapolis MSP but wanted time to think about his encounter and approach to the Nussbaum character ...

20240820 IC

- ✓ Remodeling at RU may require a cold lab for research with proteins, mRNA or metabolites critical for regulating a metabolic pathway ... there may be plausible and incidental connection with the work that Reg has patented as an undergraduate, if that is not too unlikely or coincidental to seem authentic.

- ✓ Creating a story subtext deliberately requires deep or absolute understanding of your character's backstory, motivation and goals as well as how they perceive phenomena in their world.
- ✓ Unbridled generalization without articulated nuance are somewhat equivalent to picking your nose in public, extracting a big booger and eating it.
- ✓ Is it possible that deep down Reg would really like to pursue research in analytic or biochemistry or some other aspect of chemical engineering.
- ✓ Is it possible that Paula is really bored with accompaniment and would like to do solo work or rinds the distractions of potetry, folk practices or church hymns a way of avoiding a deep belief or goal that she could or should have been a concert pianist.
- ✓ Paula's frequent if not constant hectoring is a symbolic way of indicating that she is pretty tired, exhausted of her marriage relationship and no longer really loves Reg. The venture with the photographer may be a way she seeks alternatives. The relationship with the photographer may be a way for Paula to do or suggest (in subtext) her frustrations with her relationship with Reg ... the photographer travels widely and may have been or become involved with plot-dritical contacts / characters frequenting the UP of Michigan. The UP-MI contact may be Jeff or an acquaintance or colleague of Jeff's who is a wild life biologist, perhaps like Pat Rivers or more likely Fred Strand ... or the female employee at the AINL in Bayfield ...
- ✓ At the same time he has to consider the advantages of sustaining their relationship, continuing to live in the house they have both designed and furnished, and raised their two daughters in which creates an emotional tug of war that is internal but results in external expressions and reactions.

Notebook Export

Weiland, K.M. (2020). *Writing Your Story's Theme: The Writer's Guide to Plotting Stories That Matter* (Helping Writers Become Authors Book 10) [Kindle iOS version]. Retrieved from Amazon.com

Introduction: Theme = Character = Plot

theme creates character, which in turn creates plot, which brings the circle all the way around and, in turn, generates theme, which creates character which creates plot which creates... ad infinitum.

Highlight(orange) - Page 7 · Location 75

If you think of a story's plot action as an externalized metaphor for the character's inner conflict and growth, you will have discovered one of the key ways in which the abstraction of theme is made concrete within the actual story. Highlight(orange) - Page 10 · Location 117

Chapter 1 Discovering Your Thematic Principle

Theme is a unifying idea or subject, explored via recurring patterns and expanded through comparisons and contrasts. Highlight(orange) - Page 14 · Location 169

Your story's essence, boiled down to its most concise statement, can become the guiding principle for your entire project. Once you have discovered what your story is about on a thematic level, you will be able to gut check every single scene, every character encounter, every bit of incidental symbolism.

Highlight(orange) - Page 16 · Location 203

one of the first places you should look is the ending. The ending always tells you what a story is trying to be about. Highlight(orange) - Page 18 · Location 222

However subtle or blatant it may be, the Climactic Moment is the thematic point of the story, with the Resolution scene(s) usually offering some sort of explanatory context. Highlight(orange) - Page 18 · Location 224

Thematic principle is the essence of theme. As the central idea which all other interpretations of a story's theme either refer to or evolve from, it is a powerful place from which to begin planning and/ or identifying your story's theme. Highlight(orange) - Page 19 · Location 242

Chapter 2 Using Character to Create Theme (and Vice Versa)

IF THEME IS a story's soul and plot is its mind, then character is its heart. Character is always and ever the life force of story. Highlight(orange) - Page 26 · Location 337

You can't have a proper story without people (characters) doing stuff (plot)—which, together, inevitably comment upon reality (theme).

Chapter 3 Using Plot to Prove Theme Highlight(orange) - Page 26 · Location 344

theme is an abstract argument (moral or existential) that proposes a truth about reality. But without plot, theme is nothing but an idea. It's a theory to perhaps be discussed with friends over coffee, but it's not a story. A story is what you get when a theme meets a plot. Highlight(orange) - Page 47 · Location 637

the first half of the structure (Scene: Goal, Conflict, Disaster) as action in the external conflict, and the second half (Sequel: Reaction, Dilemma, Decision) as the internal reaction that will, in turn, roll back around to impact the external conflict in the next Scene. Highlight(orange) - Page 51 · Location 699

the heart of great climactic encounters—when the protagonist's conflict against himself aligns with his conflict against an exterior opponent. Highlight(orange) - Page 55 · Location 767

Education's Ecology

Rubrics

Human Development

The rubric has penetrated education in multiple ways including but not limited to instructional design and educational assessment (IDEA) ... accordingly it is entirely fitting to include Rubrics in any consideration for Education's Ecology because it is embedded whether or not it is explicit in strategies related to Human Development. In particular, Rubrics are appropriately applied as an explicit component of critical assessments and thinking about educational practices, whether these practices be in a school or classroom or an employee development program of a corporation or an effort within a community or neighborhood, to advance the lives and living conditions of people.

Rubrics are about, perhaps all about, definition. Accordingly an ideal situation from the perspective of education should be that rubrics are a component of self-directed development. As such it is perhaps imperative for any people in authority over another or simply "others" to exercise restraint in dictating developmental criteria, goals, expected aspirations, or any other facet of education dependent upon setting expectations of others. This latter matter creates an obvious conundrum for an educator.

The conundrum is likely embedded in our complex and amorphous (yes, ambiguous) expectations for how humans can and should behave. This all alone is daunting to say the least. Living in society, and particularly a society where democracy is honored as a governance model, means that our expectations should probably be reduced to the smallest possible social units. Although these smallest social units may be almost universally defined as a family; this leaves a multitude of serious questions that need and beg for attention.

For instance questioning is likely to begin with the matter of What constitutes a family? Is it necessary that this even involve children? Can an isolated couple of two or more adults constitute a family? What are the borders of family when there is frequent contact with or within small groups.

Related considerations include: authentic assessment, concept inventory, educational assessment, educational technology, standards-based assessment ...

Student Loans

This is so important as an antidote to the egregious damage of banking and capitalism run amok. The costs of higher education are so far out of control the making of America has become.

DEI

Diversity, equity and inclusion has become a cesspool of Republican derision, at the same time that every promise of America is built on those three elements combined with individual initiatives, social sensitivity and progressive beyond a past that favored some while suppressing far too many. Equity, Egalitarian, and Elite still need to be sorted out with critical thinking beginning with questions about meaning, in light of facts and consequences. Knowledge may be justified true belief, but belief cannot and must not exclude reality in favor of flimsy metaphysics that is unquestioned by a skeptical population capable of thinking freely about our individual and collective existence on a very finite

planet with limited resources currently being overwhelmed by people and their technologies that call forth extraction from the earth's crust and accumulation of waste in the earth's crust that are increasing interfering with the cycles of renewal essential to perpetuation of life in the enormous diversity on which humans are entirely dependent for existence.

Interest in Education Ecology has not disappeared but has definitely found a place on the back burner of my mind. Mostly this now falls into the category of ANSWERS. This formulary is still too incomplete, but effectively represents what I believe must be a new paradigm for education and human development

ANSWERS

Answering got a little play-time last week but without any result worthy of recording ... clever but no cigar.

ANSWERS—**A**utonomous, **N**eighborhood-based, **S**elf-directed, **W**ide-screen, **E**nvironment-focused, **R**esource-rich, through **S**ystems-thinking ... Emphasizing the Ethics of our Economy, Equity, Ecology, Energy, Evolution and Education. ANSWERS is all about Human Development that is ... responsible to reality, empirical, and existentially humanistic ... without supernatural explanations or interventions ... but nevertheless spiritual ... because human life, like all life, is spiritual. Life is autopoietic through metabolism that is mechanical and explainable through physics and chemistry.

- ✓ **Self-directed Human Development** must begin early with *physical fitness* and the attainment of definitive goals within broad categories based on age or perhaps some better empirical, objective basis.
- ✓ ANSWERS is seven points about the future condition of a new paradigm for education that could be and should be fashioned to modify and eventually replace a role for schools in a world that is dominated by the notions or considerations of parental choice—but at what point does parental choice give way to freedom, recognizing constraints and leading to the assumption of responsibility on the part (within the *art* of Human Development).
- ✓ Human Development is, then, as an art form, a matter for individuality and creativity that combine across an experiential and existential lifespan. Accordingly a role for a “teacher” is inimical, out-of-bounds, authoritarian, hierarchical, oblivious to human dignity ... SMOKE THAT! Or go fuck yourself, not someone else that remains vulnerable to influences that can last a lifetime.

The Book

Nothing more done this past week. Very brief thoughts about cranking up Sceivener and looking at the status of the book with some additional thoughts about creating a PDF for potential publication.

Rewriting with either a new title or a new appended title of **ANSWERS** continues to be of enough interest to take up a little bit of mind space.

Questions, Quotes & Notes

Questioning

Why do you write?

Quoting

Either write something worth reading or do something worth writing.

Benjamin Franklin

Reading maketh a full man, conference a ready man, and writing an exact man.

Francis Bacon

There is nothing to writing. All you do is sit down at a typewriter and bleed.

Ernest Hemingway

Noted

Dictation IC

1.)

The BLOG

Publish & Published

as usual, there is nothing to report for the past week ... without setting aside planning a definite time to do the Blogging, no blogging is going to get done. Returning to the Friday morning routine for T.G.I.F. Is probably a key to better progress. You might also consider changing your routine on Wednesday morning to either press enter by 9:00AM or staying home, and bleeding on the keyboard. There is no shortage of worthwhile topics in and around Education's Ecology but Democracy, Economic Development (Workforce Development), and Human Development can all expand into worthwhile essays to publish.

For STARTERS take that piece of shit by Victor Davis Hanson, open almost any paragraph and try to explain what the hell he was trying to say, but do that in a context that emphasizes progressive rather than conservative values. If that is ever exhausted you just have to turn to the 2025 Project from the Heritage Foundation's assholes ... in any case, get off your dead ass ... start on Wednesday ... set up a new Wordpress Website TGIFanyday.net. OR use IDEAConsortium.com ...

Douglas Engelhart said: "The digital revolution is far more significant than the invention of writing or even of printins." WTF was Engelhart ... BUT would the digital revolution have been possible without the invention of writing and printing? One cannot say for certain but I seriously doubt it. That that being the case, what is there beyond the digital revolution. At the

foundation of the digital revolution is the matter of data storage and retrieval. That required the conversion of data to eight bits of 0 or 1—bytes.

LONet

Ancestry

... www.ancestry.com ... who owns a license? What does a license cost?

Who was James Waldemar Johnson's first wife?

Who were parents of Vida Lowrey Johnson?

Peterson's of Red Oak

Cultivate other writers for LONet and the new **Peterson's of Red Oak**.

Art of Assignmets

The rubric (s)Contact Brent and Ray Anashel to find and learn methods ...

What is a *rubric*? A rubric is a heading on a document. Rubric may need disambiguation ... according to Wikipedia, in the realm of US education , a rubric is a “scoring guide used to evaluate the quality of students' constructed responses” It serves as a set of criteria for grading assignments. Typically presented in table format, rubrics contain evaluative criteris, quality definitions for various levels of achievement, and a scoring strategy. They play a dual role for teachers in marking assignment and student in planning their work. SOURCE: Wikipedia

References:

Popham, James (October 1997). "What's Wrong - and What's Right - with Rubrics". Educational Leadership. 55 (2): 72–75.

Dawson, Phillip (December 2015). "Assessment rubrics: towards clearer and more replicable design, research and practice". Assessment & Evaluation in Higher Education. 42 (3): 347–360. CiteSeerX 10.1.1.703.8431. doi:10.1080/02602938.2015.1111294. S2CID 146330707.

Developmental Rubric

Design and Evaluation

Properties:

- 1.) describes examples of behavior;
- 2.) contain multiple dimensions;
- 3.) dynamic succession; and,

- 4.) diverse scales of timme and place.

Design, Creation and Construction

- 1.) find and use experts;
- 2.) community focus and fit;
- 3.) rating performances and iterative revisions;
- 4.) course or practice inclusion at appropriate scale;
- 5.) real-time motivation is strategic and limited.

Video Conference

Tuesday, August 20th at 7pm.

<https://meet.google.com/rro-wduu-neo>

Roots & Shoots

Douglas Engelhart said: “The digital revolution is far more significant that the invention of writing or even of printins.”

Parking Lot

- 1.) Bits, bytes and data ... → information. True or False, Either Or, Else,
- 2.)

Bibliography

Fauci, Anthony. 2024. *On Call*. Audible book in progress ...

On Writing

Weiland, K. M. 2020. *Writing Your Story's Theme: The Writer's Guide to Plotting Stories That Matter*. Kindle acquisition. Reading in progress (about half way)

Weiland, K. M. *Structuring Your Novel*. part of a series (Theme, Novel, Character Arc, ; of perhaps ten books of assistance to aspiring writers,

Weiland, K. M. *Creating Character ARCS*.

Weiland, K. M. *Outlining Your Novel. Map Your Way to Success*.

Music

Hindemith. *Violin Concerto* (1939). Christoph Eschenback, conductor. Midori, violin.

Fibich. *Symphony No.3 in E Minor, Op.53*. Neeme Jarvi, conductor. Detroit Symphony Orchestra.

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