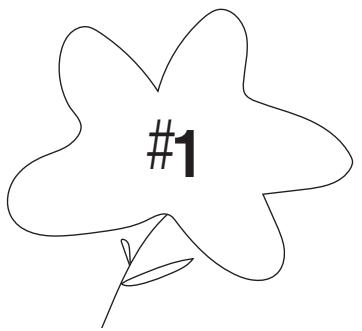
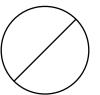
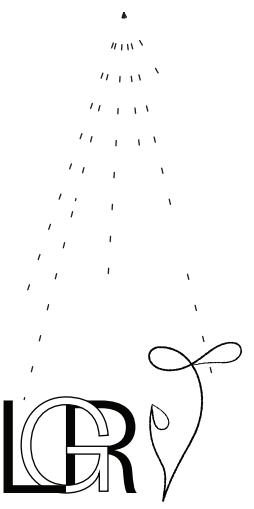


Learning Gardens is a collective of self-directed learning groups that share a digital space of advice and resources.

We are an Open *meta-organization* — a “substrate” in which groups of many shapes and sizes can grow.

LEARNING GARDENS READER



US, OUR GARDENS, A COMMUNITY

P R E S E N T I N G

Learning Gardens exists to promote decentralized, interest-driven education. We want to help you realize how much infrastructure for learning is already around you. We can help you start a learning group, or a “garden”.

A *garden* is just a place to learn. We are home to a few gardens that take a spectrum of forms —

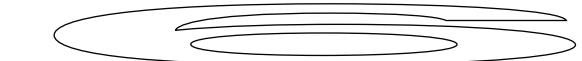
Pixel Lab

“A Pattern Language”
Reading Group

Mondays
Meaning Research Network

Cybernetics Club

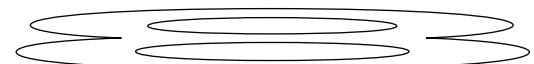
Pedagogy Play Lab



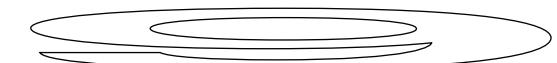
Studio–Studio



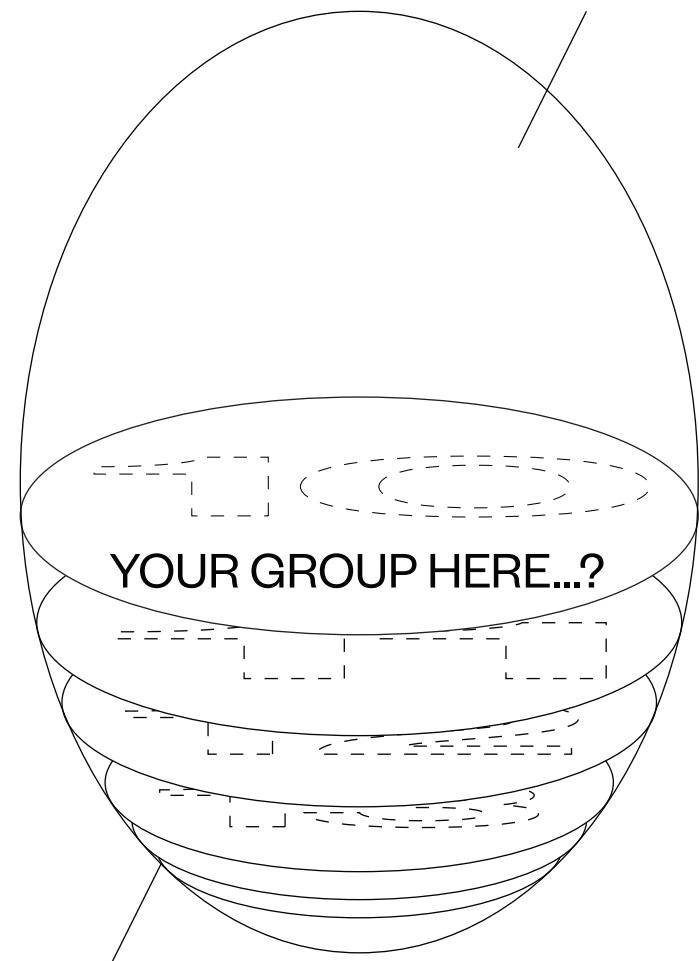
Philosophy
Study Hall

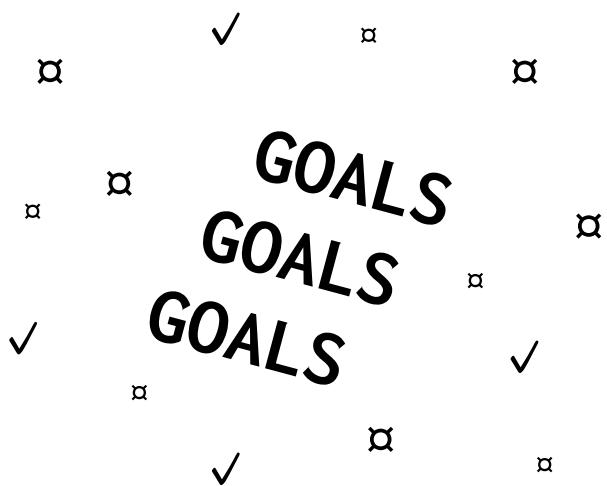


#Meals



#code





Pixel Lab

a community of indie game devs,
weird web artists, and people
making cool and creative digital
experiences

Pixel Lab is, above all, a place
to learn. we want people to
gain the confidence they need to
make COOL WEB STUFF, and to in
turn share what they've learned
with the community.

if you're learning,
sharing,
teaching,
motivating,
and/or helping. . .

mission accomplished !



get feedback !

get inspired !



get mentored !



♪ this is
how we
do it ♪

1

Chatting in Learning Gardens !
join us in **#pixel-lab**

2

Posting on Are.na !
are.na/1468206779/pixel-lab

3

More info online !
morgane.com/pixel-lab

HELEN

identity crisis,
wolf stuff

SKULLFACE

illustrations

MELANIE

???????????

ISHA

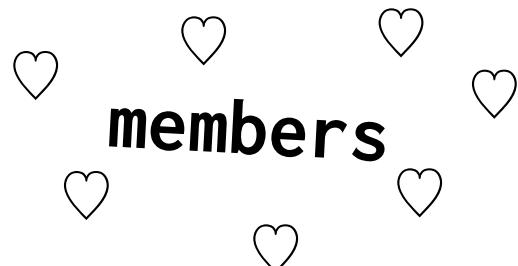
maker, aesthetics
enthusiast

KC DA 1

interactive art web/
dynamic art phone

SAM

art worker



CAT

fonts fonts fonts

KK

FRANCIS

dystopian games



JAMES

12x12

MORGANE

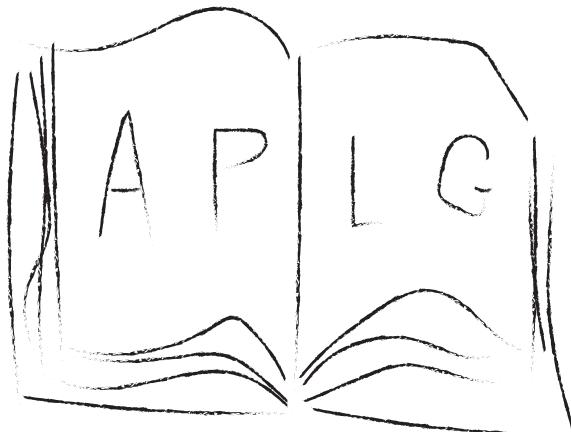
dreamscapes
game development
3D modeling

YOU?

GRAYDON

Alex Jones portraitist;
desert van/night digger/SOMA
lyfe platform runner

A PATTERN LANGUAGE READING GROUP



... a learning gardens group of CRITICAL REFLECTION, with a desire to perform PRESENT-DAY APPLICATION with MULTI-TIERED COMMITMENT LEVELS, run purely through Slack and ONLINE MEETINGS and celebrating freely-associative QUESTION SHARING

* * *

Participants:

Carly Ayres, Max Fowler, Sam Panter, Melanie Richards, Brendan Schlagel, Zach Schulte, Amardeep Singh, Lukas WinklerPrins, Carolyn Zhang, and more ...

We are still working through the book on our own terms and the closure of the group is yet to be seen.



Therefore:

APLG advocates for an evolving and responsive learning group, that celebrates agency in leadership for every member.

A Pattern Language Reading Group is only one way to run a reading group, let alone a learning garden. We have had periods of momentum-building and momentum-loss and this ADJUSTABLE CADENCE has kept much of our activity and goals amorphous throughout. This has allowed for people to participate with varying levels of commitment, but has also impeded a sense of urgency in the reading. For anyone wishing to learn more of our activity, our notes — PERIODIC CRYSTALLIZATION of our reading discussions are all available in the Learning Gardens Github.

Christopher Alexander's A Pattern Language is both a dated compendium meant as a reference document and a necessary vocabulary for urban design, software, and planning. Can we develop a decentralized group to read and contextualize the book for the 21st century?

The Pattern Language Reading Group (APLG) is a loose collection of Learning Gardens members working through Christopher Alexander's seminal reference together. We value **MULTITIERED COMMITMENT LEVELS** and respond to the amount of time members can give.

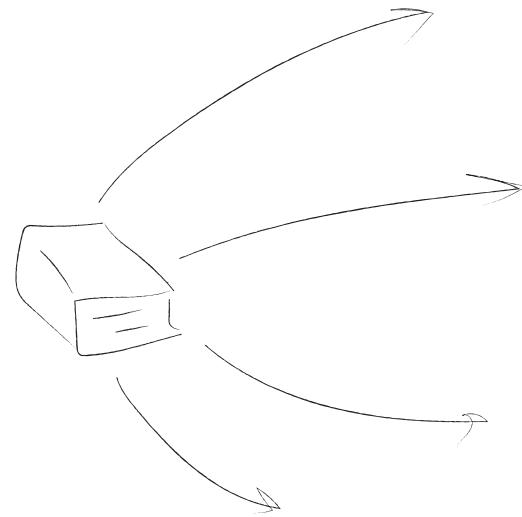
By collecting our shared understandings and backgrounds, we hope to engage with **A Pattern Language** with an outlook of **CRITICAL REFLECTION** on **PRESENT-DAY APPLICATION**—seeking to understand where the universalisms of the book have matured or rendered themselves obsolete with time.

APLG started when enough people expressed interest in the book in casual chat. It's intimidating to read on one's own, so we decided to start a relatively simple reading group.

At outset, we chose a typical “book club” structure, in which everyone reads the same allotment of pages and then convenes in an **ONLINE MEETING** to discuss individual and group lessons, questions, and ideas.

These first meetings had assigned leaders to guide discussions—usually through prepared questions, and an extra impetus to probe for more sharing from other group members. This **EMERGENT LEADERSHIP** has proved fruitful in sharing ownership of the group and keeping engagement.

With time, though, this structure wore thin. Group engagement lagged, and we wanted to reach later parts of the book sooner. We restructured to keep a sense of leadership in every reader: now, at each meeting, every participant presents a few key patterns of their choosing to the rest of the group.



This structure absolves readers of feeling obligated to read every pattern—which gets tedious—while raising engagement for everyone at every meeting. This also allows readers to dive deeper into the few patterns they choose to present—they can read the references, explore the patterns' **BIBLIOGRAPHIC EDGES**, or be more exacting in their critique of the proposals.

Previous sessions

Original Content Only

Mémés: the premiere communication medium of the 21st century. With memes, you can play with pop culture tropes, enjoy subcultural in-group fun, and add more meaning to your content. What can't memes do? This Monday, high quality memeing for fun and profit. We'll start with discussion and meme breakdowns, followed by meme-making breakout sessions and critique. Let's link up and build the vision.

Cult Design Workshop

You awaken stranded in a flickering world. Realities pulse in and out, neither convincingly genuine nor totally virtual. In this liminal space, your only hope of survival is to piece together new meaning for yourself and for others. Join Mondays for a reality-defining workshop at Computer Lab. Come with your computer and leave with a fully-designed super-premium cult, vaporware, or weird brand identity. Let's make meaning together

Fields of Vision

Enter the tumbling, swirling universe of visual forms. Here, stretched sans-serif type smeared with the sludgy pink and blue runoff of vaporwave does ideological battle with Brooklyn-Portland kitsch craft and 3-column startup website layouts replete with line illustrations and blue calls-to-action. Join Mondays for a group internet-browse and aesthetics chat.

Take Care

To feel "the ebbs and flows of all of our feelings at once and in parallel without suspending them for the shame of guilt until they are resumed through the instruction of forgiveness." Self-care in the age of self-control. Come with love.

★ Mondays Meaning Research Network

44 Henry Street, New York, NY 10002
mondays.nyc

Web presence

mondays.nyc

Learn how to make meaning

learning-gardens.co/join

Knowledge database

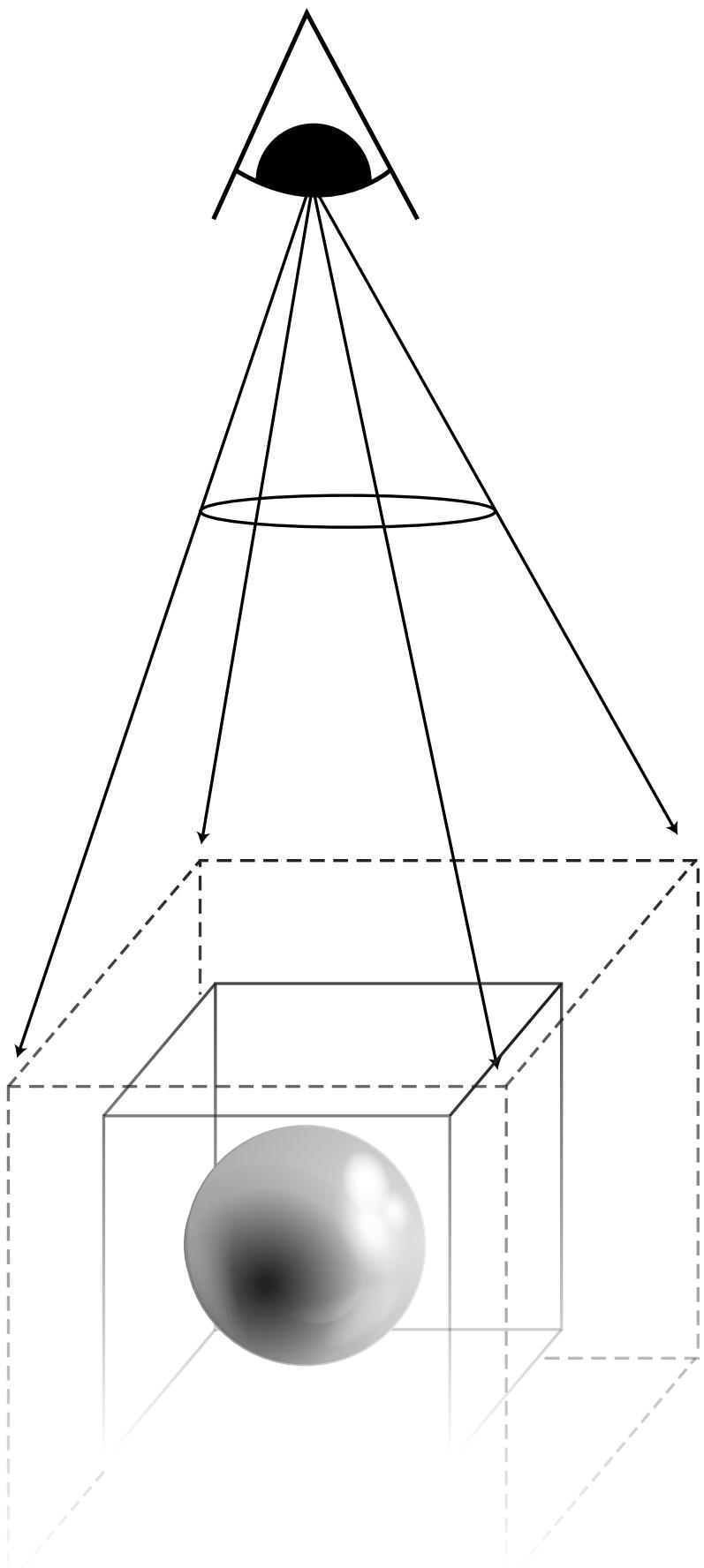
are.na/meaning-making-1483331518

Events and other announcements

tinyletter.com/subpixel-space

Figure 1.

Meaning is not an intrinsic characteristic of objects, but of our perception. It is generated by the interaction between things and the contexts, associations, narratives, and symbolism we project on them. Meaning, therefore, is subject to human intervention.

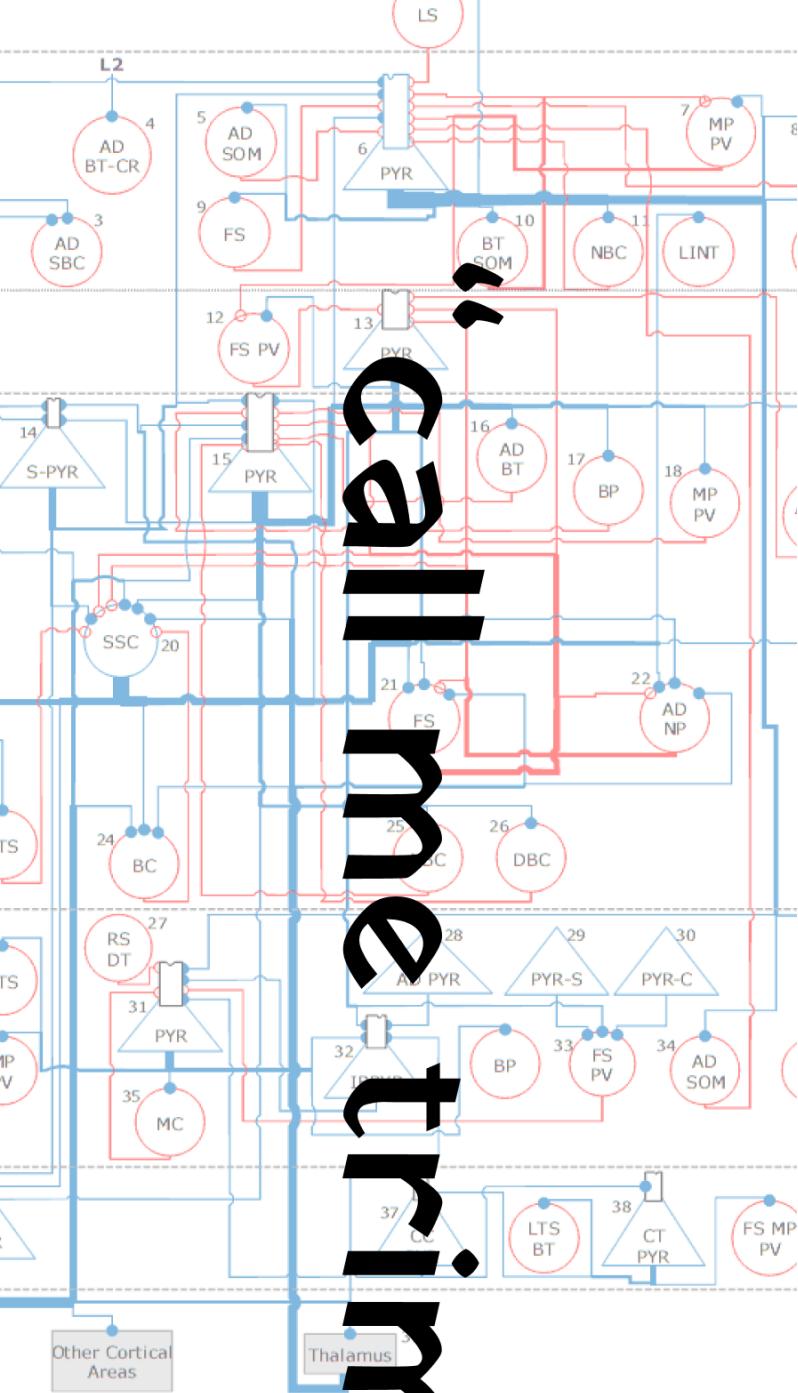


There are two conventional definitions of the word “meaning” in English. One definition has to do with the symbolic qualities of things. It poses questions like “how does the meaning of certain language change in different contexts?” and “what does this object represent for me and for others?” Fields like semantics and semiology study this aspect of meaning. The other definition has to do with the significance of things; their meaningfulness, or meaning-

lessness. It poses questions like “why is this symbol important to many people?” and “how do we make things meaningful for others?” Some philosophical fields, like existential and moral philosophy, are concerned with this aspect, and vocations like identity design and education are concerned with its practice.

These dimensions of meaning may be intangible, but that doesn’t mean they are inaccessible to us. At Mondays, we believe

in understanding and working with meaning itself. Developing agency, maintaining an artistic practice, cross-cultural communication, community organization, memetic warfare, building brands, starting companies, and cultivating loving relationships all have to do with meaning. We are a small number of people learning together and inventing strategies to find, change, expand, and make meaning ourselves.



This is a circuit diagram of the cerebral cortex, a sheet of neurons measuring 2-4 mm that covers our brain surfaces. It has key roles in generating thoughts, memory, language, and other cognitive processes.

It has six distinct horizontal layers each with a characteristic distribution of neurons and connections to other regions. The Roman numerals on the right represent different layers of the cortex.

○ -Inhibitory Interneuron
○ -Excitatory Interneuron
△ -Pyramidal Cell
—○ -Inhibitory Input
—● -Excitatory Input

This diagram was designed by Josh in Raphael Yuste's Lab.

AD BI- Adapting bitufted
AD BT-CR- Adaptive (resembles bitufted, calretinin positive)
AD BT-SOM- Adaptive bitufted Martinotti-like
AD NP- Adaptive Non-Pyramidal
AD PYK- Adaptive Pyramidal
AD SBC- Sparse (resembles small basket cell)
AD SSC- Somatostatin immunopositive
BC- Basket cell
BP- Bipolar cell

BChAT- Bipolar choline acetyltransferase positive
B-VIP- Biophysically active intestinal polypeptide-immunopositive
BT SOM- Bitufted somatostatin Immunopositive

C-PCP- Cortico-cortical Pyramidal

CT- Cortico-thalamic Pyramidal

D- Dendro-bouquet cell

FS- Fast-spiking

FS PV- Fast-spiking parvalbumin immunopositive

FS MP PV- Fast-spiking multipolar parvalbumin immunopositive

IBPYR- Intrinsic Burst Firing Pyramidal

LBC- Large Basket

LINT- Large Interneuron

LS- Late-Spiking

LTS- Low threshold spiking

LTS BT- Low threshold spiking, bitufted cell

MC- Martinotti Cell

MP PV- Multipolar parvalbumin immunopositive

NBC- Nest basket cell

PYR- Pyramidal

PYR-C- Complex Pyramidal

PYR-S- Simple Pyramidal

RS DT- Rebound-spiking dendrite-targeting

S-PYR- Star Pyramidal

SSC- Spiny Stellate Cell

Cybernetics Club

Cybernetics is a victim of its own success. Its ideas had relevance in so many domains that it dissolved into many old and new fields, leaving little of its own behind.

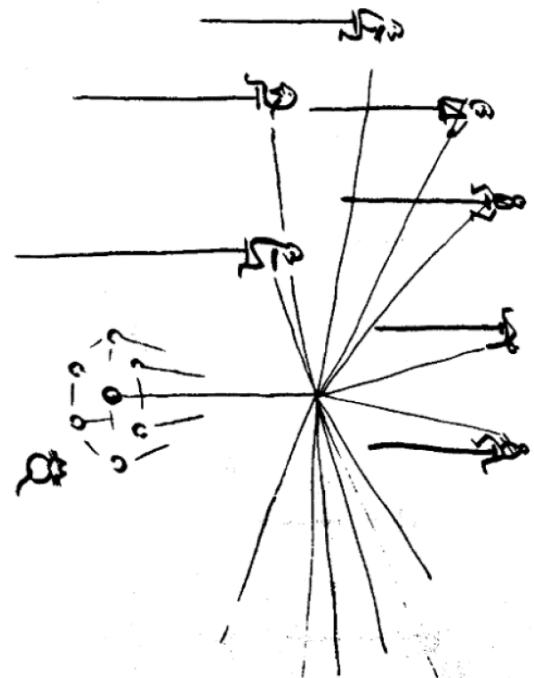
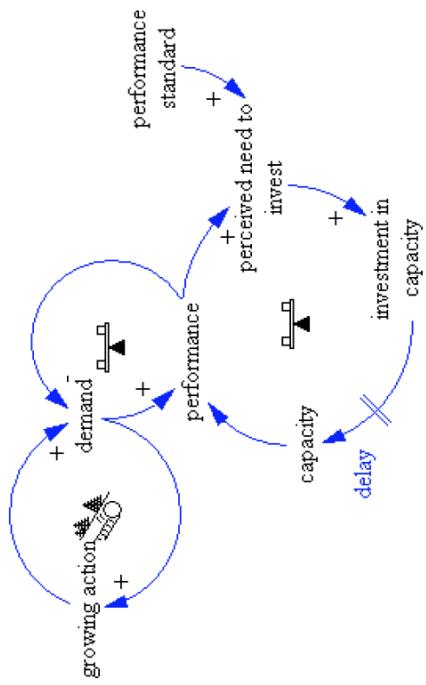
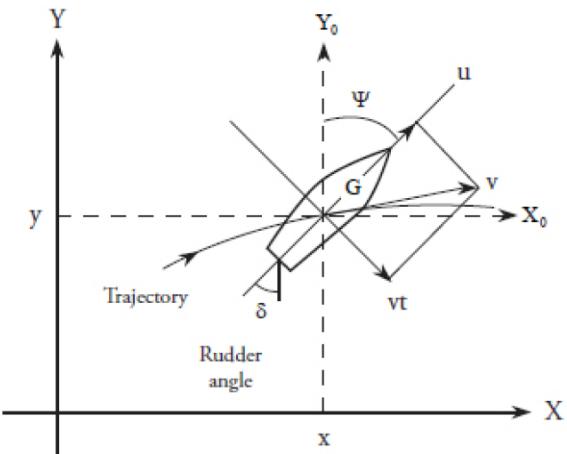
For us, cybernetics is a gateway into many disciplines and practices, and there's something there that unites them.

It's a framework through which we may be able to piece together scattered ideas into a coherent understanding.

Past sessions

1. What Is Cybernetics??
2. Ecology
3. Wicked Problems
4. Scale & Networks
5. Games
6. Design
7. Cybernetics & Me

Fig. 1. Variables defining the course of the vessel



- Cybernetics & Us
- Spirituality
- The Internet
- Logistics & Infrastructure
- Destroying Systems
- Critiques of Cybernetics
- & more!
- Art
- Urban Planning & Architecture
- Politics & Governance
- Economics
- Organization & Management
- Spiraling

Future Sessions

@kaaathy: "Ask the children where they were before they were in the belly, and when they answer, you will see that they have understood the story of the Big Bang and may even remember it. Suddenly, you will remember it too, remember the day when infinite density gave birth to matter and distance and collision and emptiness."

@dahecht: Pedagogy and play are both activities I love to engage in, and are domains where my research and design interests are manifested quite powerfully. Especially when they happen together! Broadly speaking, I'm super interested in how agents and environments interact, and what influences they have on one another (and to me, environments include objects, interfaces, and other agents). I'm also interested in how that relationship is thought, discussed, applied, and taught across history.

My interests stem from my background in cognitive science (why the papert conference had me jazzed). Now I'm coming at questions of pedagogy and play from both the mind and design angles, and looking to merge the two wherever possible or at least where it might be fruitful. Educational spaces and processes are super fertile ground for that, hence my excitement about this group!

Some reflective thoughts on the first four meetings:

To date, each week came paired with an assignment. While I found the assignments to be a unifier for readers, it came at the cost of being uninteresting to many potential attendees. As a result, there wasn't a lot of consistency from meeting to meeting. In the next batch of readings, each week will be a theme composed of ~5 readings which readers will be encouraged to select one or many from. This way, readers can follow their interests naturally, and I might hope to see a bit more of a consistent showing from week to week.

"Learning has always been more about Love than Logic."
-Seymour Papert

Pedagogy Play Lab

A reading club about play, pedagogy, and learning meeting biweekly in Williamsburg, Brooklyn.

The following is a collection of things that people have said in response to readings or each other

@OHK: a fascinating question would be: what isn't a game?

@edouard: gamification to augment, vs. gamification to entice and push

@kiptijek: games are like the vanguard of technology

@flomerboy: "gamification" implies you didn't think about making it fun until after the fact

Huzinga's definition of play.

All play is voluntary

Not part of our daily life/real life

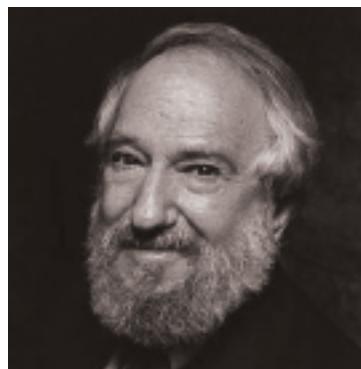
Happens within its own limits of time and place

Has its own rules

Interesting intersection of voluntary/not voluntary and internet/ "real life"

What if you did nothing but play all day? does that still count as play?

@jared: I'm a developer working on building a decentralized social assessment system on top of the Ethereum blockchain, so I've been doing a lot of thinking on abstract pedagogical models, and how to build pedagogical protocols such that they're scalable but personal and effective. Really just lots and lots of bouncing around in my own head, so I'm hyped to get to talk to other people about it



This issue dedicated to the late Seymour Papert without whom our work would be uninspired and sad. "You can't think about thinking without thinking about thinking about something."

@buad: Hm it's so hard for me to think about book productively in actionable steps. I just get so hung up on all of the barriers that students in my setting face (socioeconomic disadvantage, improper attachment, insufficient support in early stages of development, toxic stress, several years worth of learning gaps, impulsivity, systemic oppression apparent in even just the school discipline system [out of school suspensions even in early elementary!! Why are kids being suspended in elementary!!] school-to-prison-pipeline, English language acquisition) ahhhhh!!! But then how do you even start designing an environment that would meet the needs of all learners right, I think when looking at high functioning schools in different areas of country or other countries even, the schools are able to achieve things because of having a homogenous population and the subsequent privileges that result from being on the winning side of segregation. On the other hand, low income students of color are on the losing side, having to face so many other barriers/stressors, all while being in a classroom of 36 students with varying levels of trauma that are being consistently removed from classroom with haphazard discipline etc.

@kiptijek: technology is not an answer because it's not an option, it's inevitable, like a wave or current for our evolution & we just adapt to it or get lost. & it creates the platforms for communication so if the education system doesn't realize as much then it causes a stagnant system that makes us dumb & illiterate ('unelectracate') so we don't keep up w/ the rest of the world. let's always emphasise PLAY here since play is basically experimentation into learning the languages of things & just identify what's important to know how to use 'today'. that means knowing that people communicate with 'technology'. regardless it's always been that way. writing, the printing press...

@buad: If we don't start to engage with public school systems. And they are not perfect systems with lots of issues and bureaucracy and all of that. But if we don't intentionally engage with those systems, kids who go to those schools will never have the chance to experience any of the ideas we're talking about here. Because it's not going to happen spontaneously. And it will create tragically a new digital divide, which is the kids in public schools will be using visual learners and watching computers. And kids on affluent schools will be using robotics for all kinds of creative things and music and all of that. I think this is something that I think is the challenge of, you know, the new generation. This new decade for us, Constructionists, how to democratize this technology. The debate is not anymore if it's worth teaching or not. But when I go to public schools and then to private schools, I see a contrast that is really very sad. And I think it's our responsibility to address it.

@jared: I think what they ended with, recasting the power system to focus on learners and students could be one potential solution, the other to have a new model based on a network rather than institutions, that's where my money is.

@dahecht: i very much like that approach, but it's a bit chicken-and-egg, no? Is there some approach, maybe through heuristics, to reconfigure existing setups to operate as networks? @dantae young i said the magic word :stuck_out_tongue:

maybe simple things like mailing lists or groups like this are examples...but then, in a situated learning context, what produces the kinds of connections necessary to make the network strong and effective?

@erica: Is there a role for student choice with respect to environment (ie technical v non-technical)? Is that a relevant question? Are they mutually exclusive?

- not mutually exclusive
- book applies to younger students, not college
- Hard to disagree with book in theory, how to implement in practice in a scalable way? (ie some individuals involve sending trained groups to intervene)

- that intervention with reviewing video photage is promising

Relating back to play:

Games that are actually fun, and teach you something

- Human Resource Machine

- Overwatch

Game as the endpoint, forcing a thing into game v. play as a process

Ryan's Make up a word game example:

- create new words given substructure/rules, get points every time you submit a word within that construct despite it being an actual word

- allows people to mess up

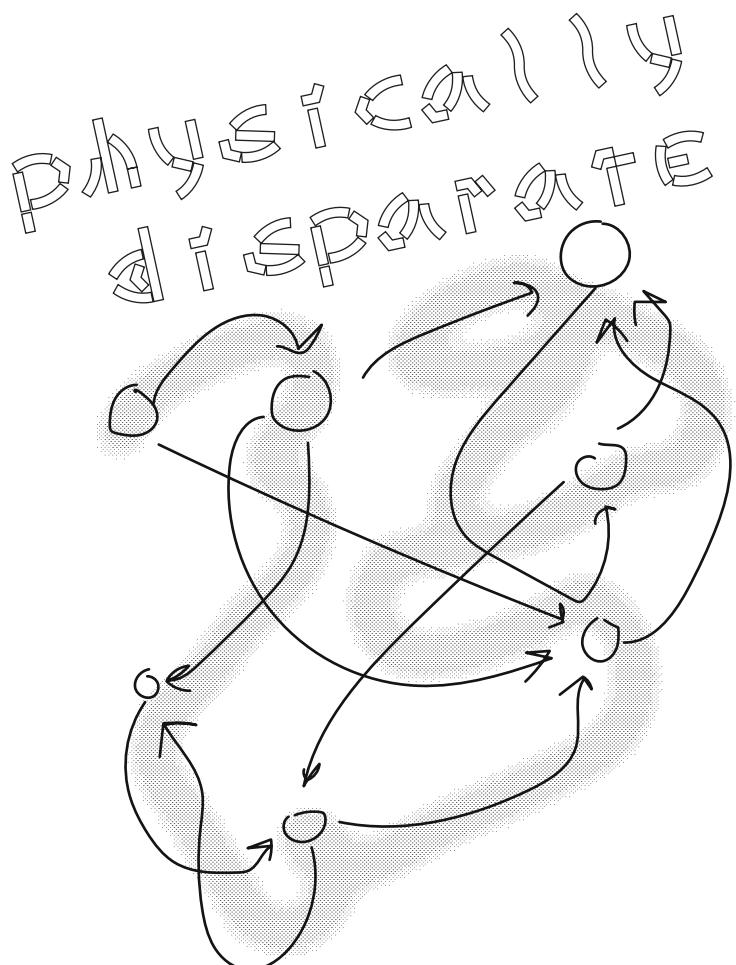
Integrate identity/people into games seems more tasteful: ie relating progress to identity, leveling up to say an "apprentice" character

New way of viewing teachers wrt book's ideas:

Teachers serve as building foundational blocks with environment, technology serves as curriculum/content

@dantae young: I'm interested in play & pedagogy because I'm super interested in 'how people learn' and acquire new understandings of things, and how that happens through playful experimentation rather than 'aiming for successful good projects'.

I'm also super interested in 'ways of learning' in one discipline that invoke other disciplines - whether they're play-oriented or involve moving your body. I've gotten students to do a kind of dance practice called Contact Improv as a bodily metaphor way for the class to discuss collaboration.



studostudio
is a
distributed
studio
community:
share
practical
knowledge,
libraries of
resources,
collaborate
on work,
and join in
on crit
sessions.

<http://studostudio.club>

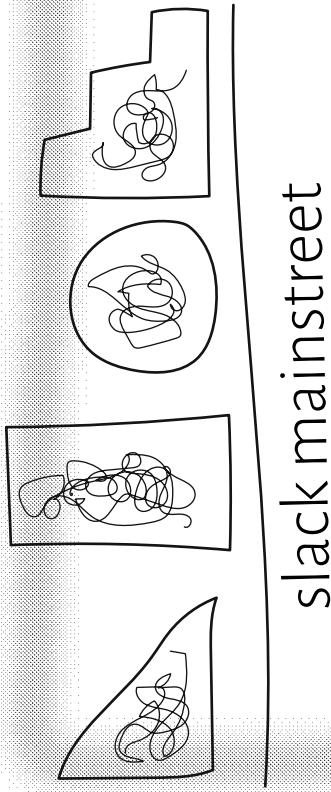
HERE
YOU CAN

→ get feedback on whatever you are working on

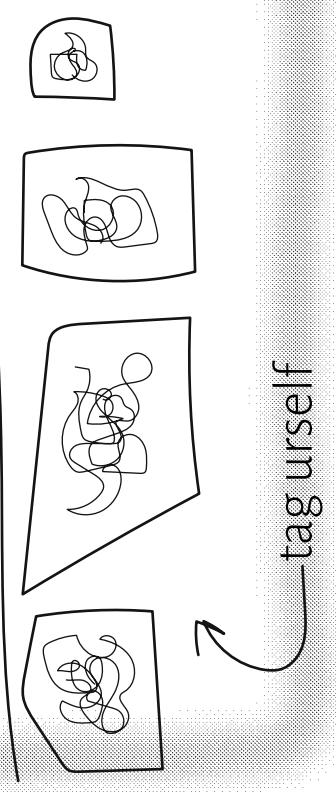
→ deepen your conceptual interests through discourse, reflection and critique

expand your practical knowledge base

= studio



slack mainstreet



tag urself

CURRENT
TRENDS

(kk)

observation & collection.
softness. feelings. mostly
unsure.
process / documentation /
research / note-taking.
photography. painting. playing

KC da 1

Exploring: biological simulations through code, emerging technologies for web & mobile devices, how to combine my analog practice and digital practices more cohesively // Asking: How can I combine this growing formal exploration and practice with issues that are important to me—issues of race, gender in the design and technology sectors and help build a access equitable future.

graphic design, writing, and event planning | paint markers, letaset, colorforms and screenprinting | art and design + web and mobile

Subpixel Space

We aim to look at digital design and technology through a critical and anthropological lens. What are the implications of systems we design? How are platforms political? How can we create new meaning and invent better tools and methods through the critique of products and culture? Finally, we view everything from the perspective of the designer, bringing the abstract to our everyday practice.

Writing, research, theorycrafting, meaning-making, trend forecasting, brand consulting, design workshops

Mornings

Exploring: physical-object hyperlinking, product systems for colonists on Mars, death futurism, virtuous organization designing

Asking: What does it mean to die in the future? How will we make Mars better than Earth? How do we prevent War between Earth and Mars people? How can one embed memories into physical objects? "More to Come"

physical-digital product design (industrial design, digital product design, and the bridging and bricolage of the two), organizational/systems design

sam. supply

Working through: surreal social spaces, experimental living systems, expressionism vs function, entrepreneurship as performance, dancing, singing ||| How do environments communicate?

metal/wood fabrication | mold-making | casting plastics and resins | digital product design | industrial design | clothing/fibers

General Trademark

Networks, Manufacturing, Supply Chains, Knowledge Tools, Tooling, New Aesthetics

3D printing, 3D modelling, Web Design, Interaction Design, Arduino, User Research

YOU??

philosophy

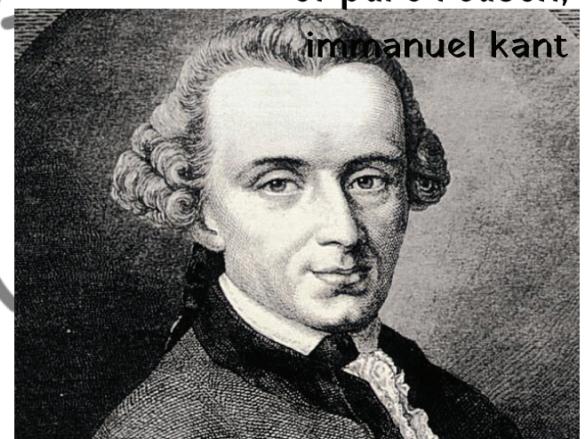


thinking
about
thinking

aesthetics
ethics
metaphysics
morality
phenomenology
existentialism
romanticism
mass culture
aeisthesis
mimesis
ontology
teleology
automatism

etc

"whereas the beautiful
is limited,
the sublime
is limitless,
so that
the mind
in the presence of
the sublime,
attempting
to imagine what it cannot,
has pain
in the failure
but pleasure
in contemplating
the



Goals

- Convene and cross-pollinate local groups of learning gardeners
- Design events that foster offline intimacy and deep conversation
- Experiment with different formats or “recipes” for sparking conversation and community
- Create environments and modes of interaction to short-circuit small talk and craft engagement
- Get out of our comfort zones and get to know one another on a deeper level

Future MEALS

- Flip the Format: experiment with different settings, group sizes, and discussion prompts
- Culture Crawl: a day of museum visits interspersed with eating and conversation
- Project Nudge: supportive group critiques to help each other get unstuck on personal projects
- Collaborative Cooking: make food together...perhaps something labor-intensive like dumplings!
- Book Swap: bring a few favorite books to trade, and/or selections from our “antibraries” to share with others
- Workshops: gather for making-centered meals — from craft projects to creative writing exercises
- In Transit: commandeer a plane, train, or automobile for our own moveable feast

MEALS

MEALS is a garden for gatherings.



It exists to bring together local chapters of the LG community for good food and good conversation in casual, intimate environments. We're a collaboratively-designed machine that takes in likeminded learners and fun constraints, and generates genuine connections and new friends

Learn More

Learning-Gardens.co
Learning-Gardens.Slack.com
#Meals

#CODE

#code is a place for technical questions of any kind.

3 Problems (3 Errors, 0 Warnings)

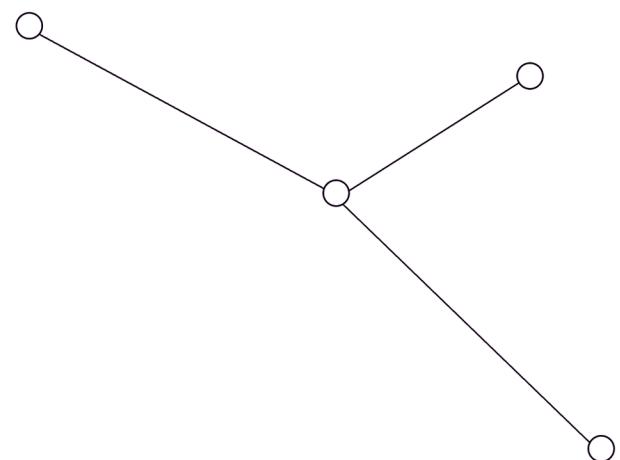


If you dislike being harangued on Stack Overflow join the #code slack channel to ask questions and share resources.

Currently with 52 members with a range of experience levels.

Beginners and professionals both welcome.

As a student or professional this is a place to ask questions and study together.



RESPONSES TO SURVEY #76:

"Please list any tools or languages you use or are interested in."

PYTHON	HARDWARE/FIRMWARE/ARDUINO/ROBOTICS
REACT	AR/VR
BASH	AWS/GOOGLE CLOUD/OTHER CLOUD HOSTING
FLASK	REACT
ANSIBLE	wEBGL
JAVASCRIPT	BEAKER BROWSER
NODE	DAT PROJECT
EXPRESS	ATOM
AWS	SERVERLESS, NOW
GOOGLECLOUD	CLIS, GENERATORS
OPEN FRAMEWORKS	DATA STRUCTURES
SELENIUM	INLINE STYLES, APHRODITE, STYLETRON
CHOO	REDUX
WEBPACK HA HA :(NODE
REACT	NETLIFY
JS ES6 AND FUTURE	WEB AUDIO
ELECTRON / WEBAPPS	CHOO
ATOM	RUBY
GOMIX	RAILS
FRAMER, RAPID PROTOTYPING	C#
SHELL	UNITY
NODE	VR
UPCOMING CSS, SASS,	JS
CSS PRINT RULES	REACT
ARDUINO	REDUX
COMPUTERS AND SUCH	GIT
RUNKIT	VIM
VIM/ATOM	ELIXIR
UH HH HH HHHHHH H GITHUB???	BEFUNGE
IM TRYING TO LEARN JAVASCRIPT ???/	SQL
ALLSO TRYING TO LEARN REACT,	POSTGRES
BUT THAT'S SIDELINED RIGHT NOW	ORACLE
TERMINAL, SOMETIMES HYPER BUT IT'S	BASH
BROKEN AF ON LINUX RIGHT NOW	ZSH
SSH	PYTHON
FRAMER, FOR WORK	REACT
REACT	CLOJURE
ADVANCED CSS	DEEP LEARNING
ADVANCED PROGRAMMING TECHNIQUES	MICROSERVICES
(VAGUE... i KNOW)	OBSERVABILITY
ALGORITHMS	PYTHON
NODE	JAVASCRIPT
EXPRESS	DATA STRUCTURES
GITHUB/GIT/GITHUB PAGES	SOCKET.IO
SERVICE WORKERS	NODE
DATA STRUCTURES	BASH
JAVASCRIPT PATTERNS	THREE.JS
WEB PROTOCOLS	D3
VUE	WEBPACK
REDUX	GITHUB (STILL NOT FLUENT)
OPEN SOURCING	ATOM - OPTIMIZING (JUST LEARNED THERE'S
JAVASCRIPT ES6/ES7/2018	PLUGIN TO PUT A TERMINAL IN THE EDITOR)
DATA VISUALIZATION/D3	wORD2VEC
PYTHON/C/C#	RNN
CSS	CNN
	CC

Want to join the garden?

You can join Learning Gardens regardless of whether or not you want to start or join a group. The best way to start is by joining our Slack and looking through our document repositories.

If you run or are starting a group, your group is free to use the chat, file-hosting, and network that we have collected. This garden is yours, too.

We have a slim administrative layer within Learning Gardens but the groups have autonomy over their own space. We don't want you to take on any more than you can or want. Anyone who makes the time to vote gets a vote in what we do.

On our website, you will find:

1. A link to join our Slack group
2. References to our Code of Conduct and resource repositories
3. More on our participating groups
4. Our (infrequently used) blog

CLOSING REMARKS

AND

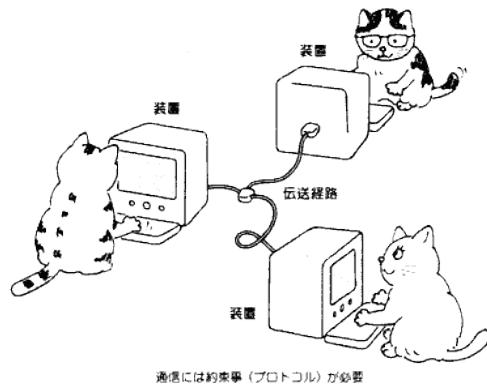
MANIFESTO

LEARNING - GARDENS . CO

THANK YOU,
COME AGAIN

The American  education system is dismal. Outside of a few resilient or privileged institutions, undervalued teachers implement dehumanizing curricula through pedagogical models that haven't been updated since the 19th century.

We cannot address all of these structural issues simultaneously. But we can start proving the possible efficacy of a different culture. That is, community-based interest-driven learning using public resources.



Learning Gardens currently has footholds in **TECHNOLOGY** and design, fields without as much institutional baggage as the traditional liberal arts or professional areas. We seek to expand our topical scope and build resource bodies for everyone, extending our platform for the benefit of all kinds of people.

We seek to keep our garden(s) fertile, unfolding in blossoming symbiosis.

This reader exists to share our work thus far, throw our doors open wider, and to help fundraise towards our grants program.

