

REPERCUSSIONS GENERIC

SKILLS PORTFOLIO TO BUILD

THE EDUCATIONAL EXPERIENCE

ON THE STUDENTS AND PAINTINGS

IN THEIR STEPS FRACTALS.



UNIVERSIDAD DE GUADALAJARA

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**REPERCUSSIONS GENERIC SKILLS
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DEDICATION

To family.

To my brothers, my sister, friends, grand- fathers (Roberto Arturo Vasquez Pereira, Victor Ceron Martinez Madrigal), grandmothers (Laura Escobar Henao, Francisca Rosa Vasquez Perez), great-great-grand-fathers, great-great-grandmothers, relatives, family, humanity, cosmos. To Dr. Fabio Vasquez Escobar To the Most Excellent Bishop Gerardo Martinez Madrigal. To the Most Excellent Bishop Guillermo Escobar Velez. To the Excellent Ambassador Raul Vasquez Velez. To the Excellent Ambassador Lucelly Garcia Tobon.

To Marco Tulio Duque's School, Conrado Gonzalez Institute, IDEM Fray Julio Tobon Betancu, Colombian Polytechnic, National University, Autonomous Latin-American University, SEP, University of Antioch, Bolivian Pontifical University, UNAM, UAG, UNISARC, Sao Paulo University, Free University, Salvador Duque School, University EAFIT, University of Sydney, University of Helsinki, University of Tampere, University of Cape Town, TEC; University of Guadalajara, UCLA, MIT, University of Houston, Harvard University, Yale University, Oxford University, Linguaphone Institute, Cambridge University, Scranton University, UNESCO, DOMETAL, RIOTEX, COLTEPUNTO, Company of Packings S.A., Technological Institute. Pascual Bravo., Modern Institute of Education, ASSTI, ESAP, Colombian Polytechnic Jaime Isaza Cadavid, Montessori School, SENA, University de San Buenaventura, International Center of Cambridge, The St. Lukas Academy, Bamberg University, Pekin Normal University, Who's Who in the World, American Biographical Institute, The Marquis Publications, Editorial Papiro, Colombian Polymers, VIAMACOL, Rotary International, Biographical

Institute of United States of America, Superior Academy of Technical Industrial Services, National Service of Learning, Reforestation Company La Floresta, Casa de Reyes, Engineering School of Antioch, The Southern African Comparative and History of Education Society, University of Paris, Hospital El Carmen de Viboral, Beijing Normal University, Tokyo University, Waseda University. University of Guadalajara.

To the schools, institutions and universities of the five continents that offered me the opportunity to recreate, relearn, reinvent, rethink and study.

And to the whole last, present and future humanity that consecrates the cultivation of the right values, the positive visions, and life, is a great company, the post modernity, the fractality, the harmony of the societies and universal cosmos.

GRATEFULNESS AND RECOGNITIONS

To the whole last and present humanity
and their universal cosmos.

Recognition also to the Dr. Marco Antonio Cortés Guardado, General Rector of the U. de G.; to the Dr. Maximilian Andrew Greig, Rector CUC, U. de G.; to Dr. Remberto Castro Castañeda, U. de G.; to Dr. Jorge Tellez Lopez, U. de G.; to Dr. Victor Manuel Gonzalez Romero, U. de G.; to Bachelor Raul Padilla Lopez, U. de G.; M.C. Tonatiuh Bravo, U. de G.; Dr. Raul E. Tamayo Gaviria, Professor Vagn Lundsgaard Hansen, Professor Ching-Lin Hu, Professor Byung-Jin Lee, Professor Erwin H. Epstein, Professor Shin'ichi Suzuki, Dr. David Turner, Dr. Medardo Tapia U., MRS. Guadalupe Gonzalez de Turner, M.C. Jesus Cabral, U. de G.; M.C. Maria Morfin, U. de G.; Bachelor Maria Antonia Abundis, U. de G.; Bachelor Arturo Fernandez, U. de G.; Bachelor Javier Fernandez, U. de G.; M.C. Patricia Medina, U. de G.; Dr. Alfredo Cesar Dachary, U. de G.; Dr. Stella Arnaiz, U. de G.; to MRS. Barbara Bush, to Dr. Fabio Vasquez E., to Dr. Humberto Martinez V., to Dr. Guillermo Esquivias L., for their observations and comments.

PREFACE

The art organizes everything by parts. The authors of this work are implacable authors of some dawns, evenings and nightfalls that bring a fresh change to the Homo Sapiens at any place of the planet. Their valleys, volcanoes, atmospheres, are not only theirs, they are of all of us. They are of the whole world. They will be of the future world. The future generations will enjoy their discoveries, of what today they copy from the nature that surrounds us. The landscape, suddenly becomes difficult to rescue but with the knowledge and dexterity characteristic of the authors of this beautiful book, one proves that, in all the five continents, new aesthetics and semiology transformations, are generated.

REPERCUSSIONS GENERIC SKILLS PORTFOLIO TO BUILD THE EDUCATIONAL EXPERIENCE ON THE STUDENTS AND PAINTINGS IN THEIR STEPS FRACTALS of the landscape painting, demands an imagination effort. The authors go developing dimensions with colors and give organic forms arranged to them while they paint. They recognize that the essence of life, increases, it transform and changes in the synergetic objects that they paint in the solid, liquid and gaseous states. They allow in their representations that those parts are logically adequate, so that there is harmony in their painting. The parts that they organize, require a structural setting that is adapted to the variations of functional requests and allows to give extension and relation to the organic structures that the authors paint in the pattern, continuity that they search and study in the nature.

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INTRODUCTORY COMMENT

The accelerated science and technology growth, and the rising demand in high education that requires a quick successful adaptation by children is the foundation that contributed to the need of a professional training that gives as a result a competitive person empowered with abilities and skills. Thus, the specific skills are currently the axis to make successful people who contribute the development of society (Gonzalez, 2011)

A skill is the development of the human potential to perform a job or task; the skills are everywhere and as the person shows that he or she can master it, the person will be more competent. Being competent is to know what to do in a context understanding what is the person doing. Assuming the facts implication and transforming the environments pro the human coexistence.

The study responsible of this framework, is important to mention that, although the meaning of educational skill was not formulated yet, the UNESCO established an education policy about the way to learn. This contemplated that in order to achieve the appropriation of the knowledge besides the skills and abilities, emphasize should be given to “learn to learn” “learn to be” and “learn to do” during the student education, which recaptures the essence of competency-based educational model. However, learning to do sometimes fails and the university students only get the knowledge; i.e. the theoretical context of specialized education and they do not achieve the empowerment of abilities and skills. They fail to be competent (Gonzalez, 2011)

In elementary school, the computer science in general is not proposed as a discipline to be taught by it, just like geography or mathematics, a set of knowledge and abilities established, to which are considered in the school schedule. For this reason the expected skills of primary school teachers are not the order of a << teaching of computer science >> the problem is quite similar in the case of secondary school teachers, except for those responsible for teaching computer science as a discipline. Ten new skills to teach (Perrenoud, 2003)

These are some generic skills where children can reach their talent.

The Mexican muralists started in 1922, it was given as the most relevant phenomenon in the twentieth century in Mexico, it goes through culture and Mexican art from the revolution. The first step was taken by the secretary of public education Jose Vasconcelos, he offered the walls of different institutions to different artist to use as canvases since then a number of artist joined the Union of technicians, painters, and sculptor in order to give a public direction to the art in order to take out the art from the museums and get it closer to the ordinary people.

Diego Rivera, Jose Clemente Orozco, David Alfaro Siqueiros, Fermin Revueltas and Fernando Leal, and others return and reinterpret the national history as a theme and sign of identity, which claim our indigenous origin, and above all the participation of working parts of the Revolution and construction in Mexico are of central importance.

The immediate post-revolution Mexican literature focused on realism and the chronic of conflict, from its ending Mexico started to develop a literature of nationalist indigenous, which had its thematic and specific forms around the national culture and being of Mexico as a society and nation. Juan Rulfo and Rosario Castellanos were two of the most prominent persons. At the second part of the forties two new groups or literally trend were risen around the workshop magazine and new earth, where they found a space of expression and criticism of the Mexican literature, especially in the genre of poetry.

Critics agree to place the publication *Al filo del Agua*, written by Agustin Yañez, as the entry of Mexican literature in its modernization process or acquisition of universal character, from the sixties and he also lived the worldwide phenomenon known as the Latin-American boom, where Carlos Fuentes was an outstanding person from this movement, characterized by its cosmopolitanism and the formal or stylistic experimentation in different genres, especially in the novel

Music, it may be said that music of Mexican manufacturing from the independent Mexico is almost nonexistent, only made with some pieces of vary importance, however as a result of the educational policies and the promotion of creation with the conformation of the modern Mexican status post to the Revolution, the work of Manuel M. Ponce, Candelario Huizar and Silvestre Revueltas manifests a talent in terms of artistic quality.

In this sense the return of roots in search of indigenous themes became recurrent as evidence the titles with its works, like Janitzio, by Silvestre Revueltas. Meanwhile, Carlos Chavez is not only a sample of creation and musical talent but a crucial piece for the creation of several orchestras. Many of his disciples later became cultural and music promoters.

Dance starting from the given impulse during the presidency of Lazaro Cardenas, in our country's forties the necessary needs for the creation, teaching and spread of the dance are created. In 1937, the National School of Dance is created. By 1941, with Nellie Campobello as head of the school, dance in Mexico is retired from the Classic Ballet and incorporates for the first time modern dance, performing a thematic relation with the social environment that led to a nationalistic dance.

The new wave coincided with the momentum that figures as the Americans Ana Solokow and Waldeen, the Mexican Jose Limon promoted the modern dance in Mexico, building bases that would be Mexican dance during the next twenty years, through special focus on the diffusion and presentation to mass public, which was materialized through the creation of the Mexican Ballet, Contemporary Ballet and National Ballet including school and dance companies taking place in educational institutions as the UNAM (Autonomous University of Mexico) Live the history of Mexico.

The individual skills are the result of a long learning process: first of essential skills (key, basic, academics) during childhood and youth (Ekinsmyth y Banner, 1994); (Ramírez y Pérez, 2006); then after generic skills (key, basic, academic, vocational) in the preparation of young and adults for life and work. (Tomlinson, 1993; Ekinsmyth y Banner, 1994) and subsequently in the development of professional and business skill and generic skills, specific, systematic to meet specific needs of formation and employment. (Argüelles, 1996; Fallos y Steven, 2000; Tuning Project, 2004).

According to numbers from the National Institute for educational evaluation (INEE, 2003) in Mexico, at the end of the primary education, 63% of the students had writing skills below the minimum expected. The admission test for secondary schools shows that the applicants have weak skills in speaking and mathematic skills (Secretaría de Educación Pública, 2001).

The European recommendation of formulating a European framework of reference (2006) defines the key or basic skill as a combination of knowledge, skills and attitudes and the willingness to learn, in addition to knowing how. The key competences represent a transferable multifunctional package of knowledge, skills and attitudes that every person need for his or her personal development, inclusion and employment. These skills should have been developed by the ending of teaching or mandatory training and it should serve as the basis for post learning throughout life.

The reorganization of the teaching-learning process by competences and the articulation of the secondary education to higher education, re conceptualize the institutional educative projects and give a new meaning to the role of the school and its commitment to the holistic development of the students

This joint effort will enable from the social being, cultural and personal, that allows all students, regardless of their origin,

social situation, economic and cultural situation, they will have opportunities to acquire knowledge, develop skills and values necessary to live, to be productive and keep learning throughout life. (MEN,2006)

The competition involves specific performance that the subject perform when he or she is in front of a difficulty and needs to apply the mathematical, physical and / or chemical knowledge and even those oral and written knowledge, but this will not be enough if the person use his thinking skills and analyze variables, classify, organize and order the information, design a plan of action and also apply his skills, writes and apply certain formulas and procedures, which lead to make some decisions about what they should do to reach the goal with honesty, but also being aware that he is capable and can do it.

Therefore the skill understood as specific performance against a lawsuit is an all inclusive package where resources are not separated into their act, but apply in a situation or context according to the needs that the subject faces. Considering all the above elements a skill is characterized by a neuropsychological capacity , potential, adaptive and transferable, cognitive and therefore conscious, behavioral, emotional that meets criteria of relevance to the needs of society, and therefore is cultural and ethical and it is developed by its goal and process at a time. Education is the way (Frade, 2011)

The proper use of leisure time is one of the great opportunities that life offers us. It is the moment to explore and discover ourselves. Reading, music, movies, the refecation, living, creative conversation and the practice of any sport make of these experiences some of the most unforgettable moments of life, even more when those situations occur in childhood, adolescence and youth. Reading is a pleasure, fun opportunity to enjoy a break of what is done in everyday life. It is just like doing of free time a way to supplement the training.

Competition is therefore a unit of performance which is characterized by its complexity which then to lead us to accept

that skills cannot be developed in simple teaching scenarios, where the teacher teaches and the student respond to the request. But rather in situations involving real-life demands which students must respond by using all their resources, thinking and solving to succeed in what they analyze by issuing different products, like, projects, cases, problems, dynamics, experiments that identify different research variables, these situations should then have cognitive conflicts that should lead to the student to be more interested in participating, generating motivation and taste for the homework.

The main objective of this research is to develop a catalog of generic competencies that help student to fully form for an efficient participation in the classroom promoting the contents to be transmitted for a teaching curriculum and that the student can develop the intellectual capacities of the abstract and specific thought.

So it is also expected that teachers awaken the intellectual curiosity of children, encouraging them taste, habit for knowledge, permanent and autonomous knowledge (learn to learn), implementing resources and didactic techniques, close to the contemporary pedagogical approaches and motivation of knowledge, using information and communication technologies.

Materials and methods

The competence approach for today life at the plans and basic education syllabus, the educational planning is based on three pillars.

§ Disciplinary master with the plans and programs that are intended to be developed and how these can be reached. (Expected learning outcomes).

§ Management of learning environment (didactic, resources, classroom environment, inclusion and learning management)

§ Transversality (some disciplines agree with civic and ethical vision, accentuate the importance of life, contact with

nature, health and human rights)

The important thing to note in this study is that using the methodology of the integration and the use of generic competences through a portfolio, the professor can contextualize more information with the contents

Results and discussion

At the end of this scientist work is concluded that generic skills will help to parents and teachers so that students can do their homework and researches through the new technologies, art, etc. in addition to their curriculum subjects.

Estas competencias serían de provecho al enfrentar con dignidad, sentido crítico, inteligencia, autonomía y respeto al prójimo las diversas situaciones de la existencia.

These skills would be benefit to face different situation of existence with dignity, critical sense, intelligence, autonomy and respect for others.

Proposing the topic of strengthening skills in basic level students is interesting because students acquire generics skills will achieve both intellectual and movement development. As when students learn middle and higher educational level and at the moment the student integrate to a work life, students will have the tools in all areas to be a successful people.

This portfolio will provide to teachers and parents other resources and opinions for children can channel heir energy learning other abilities that will affect at the time of forming the student personality, and it will provide another view not only knowledge will channel his or her vocation on the next educational level (middle education level) but those skills may guide the student at the moment to choose a career and it will give confidence to himself as well as physical and mental health to be person of benefit to society.

Conclusions

A conclusion is that at the end of this research students will have the opportunity to experience the features of generic skills, these are:

- a) The student can self determined and cares of himself
- b) The student can express and communicate
- c) The student can think critically and reflectively
- d) self learning
- e) The student work collaboratively
- f) The student participate with responsibility

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Note: To page 25, the reader is left between the mentioned interpretation and paints for the reader to generate their own ideas and creative about. This is an exercise in creative writing and painting to generate new ideas.

OBSERVATION:

Rhochrematic process in electromagnetism pedagogy.

Discreet Variable

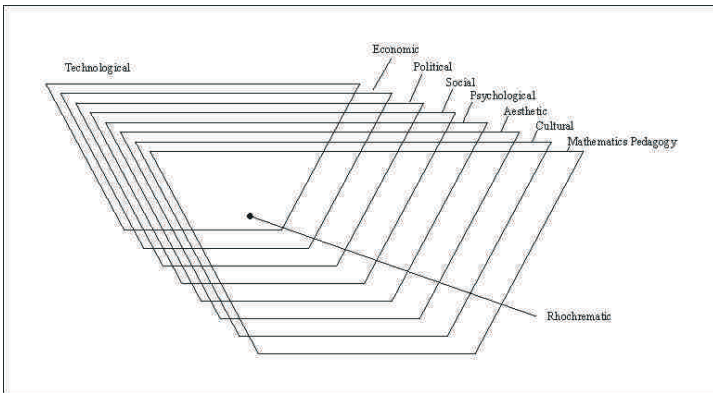
$$\sum_{b1}^{a1} x1 + \sum_{b2}^{a2} x2 + \dots + \sum_{bn}^{an} xn + \dots + \sum_{bk}^{ak} xk$$

Continuous Variable

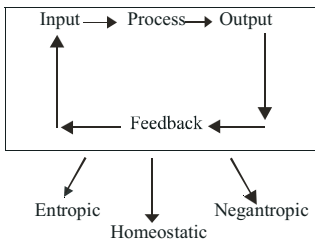
$$\int_{b1}^{a1} x1 + \int_{b2}^{a2} x2 + \dots + \int_{bn}^{an} xn + \dots + \int_{bk}^{ak} xk$$

Integrating the Rhochrematic process in electromagnetism pedagogy.

Integration System



Rhochrematic → The Process of Reprocess Process System



$n_1 \dots n_2 \dots n_n \dots n_k$ with Discret Variable and Continuos Variable in the System

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Phase 1



Phase 5



Phase 2



Phase 6



Phase 3



Phase 7



Phase 4



Phase 8

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Prof. of Transit engineering, 2002-2003; Prof. of Thermodynamic Phenomenon, 2002; Prof. Differential Calculus and Integral Calculus, 2001-2002; Prof. of Electromagnetism Theory, 2002-2002; Prof. of Architecture History and Town Planning, 2001-2002; Prof. of Theory and Educative Epistemology, 2001-2002; Prof. of Research and Develop I, 2002; Prof. of Educative Painting and Creative Rhochrematics, 2001-2002; Prof. Advisory of Thesis in Postgraduate, 2001-2002; Consultant in Administration, Costs, Numismatic, Production, Reengineering, Philately, Lepidopterology, Rionegro, 1983- 1996; Consultant in Epistemology, Rhochrematics, Guadalajara, 1983-1996; Consultant in investigator's fields in the National Service of Learning, Medellin, Colombia, 1981; in the Superior Academy of Industrial Technical Services, 1980-1996; in the Modern Institute of Education, 1982-1985; Advisory in the Center of Educational Research, University of Antioch 1983-1986. Adviser in Research in the University San Buenaventura, 1985-1987; Advisory of the UNESCO, 1983-1999; Advisory in Planning and Development, in the Company of Reforestation, The Floresta, Rionegro, Antioch, Colombia, 1980-1984; Advisory in Marketing and Administration in the Companies: Dometal, 1986, Riotex, 1979, Coltepunto, 1979, Company of Packings, CORP, 1982, in Medellin, Colombia. Advisory in Production and Costs in House of Kings, Furniture of Style and Decoration, 1980-1981, Medellin, Colombia. Assistant of Production in Dimadera, Design and Decoration, 1981-1984; Medellin, Colombia. Director in the CREAD, Technological Institute Pascual Bravo, Rionegro, Colombia, 1985-1986. Prof. of basic mathematics in the School of Mechanical and Electric Engineering, Colombia, 1985; Administrative adviser in the Modern Institute of Education, Medellin, Colombia 1984-1987; Prof. in Administrative Techniques in the School of Public Administration, ESAP; Medellin, Colombia, 1986; Prof. in Ge-

neral Accounting, ESAP, 1986, Prof. in Ecology in Civil Engineering, in the School of Engineering of Antioch, Colombia, 1987; Prof. in the Methodology of the Research in the School of Industrial Technology Jaime Isaza Cadavid, Institute Colombian Polytechnic, Rionegro, 1986-1987; Prof. of Practical Industrial, Coordinator of Practical Industrial, Colombia, 1986-1987; Prof. of Methodology of the Research in the School of Civil Constructions 1987; Prof. of Practical in the Colegio Montessori, Medellin, Colombia, 1982. Author of: "Quality and Social Impact", 1986; "The Open Education", 1986; "Computers in Education: Their Teaching, Research and Languages" 1992; "Methodology of Incidence of Malocclusions in 3 to 5 year old Pre-School Children", 1994; "Methodology of Incidence of Cavities Related to the Bacterial Plaque in 3 to 5 year old Pre-School Children", 1994; "Methodology of Oral Habits in 3 to 5 year old Pre-School Children and its Consequences in Primary and Dentition", 1994; "Methodology of the of Baby Bottle Syndrome in 3 to 5 year old Pre-School patients", 1994; "Methodology of Predictive Analysis of Moyers Space in the Arches of Subjects during Mixed Dentition", 1991, among other works. He is also author of numerous Articles it has more than enough Research and Education in the areas of Methodology of the Research, Statistic, Quality, Prospective, Rhochrematics Planning Strategic, Costs, Educational Systems and the Mathematics Pedagogy. Individual exhibitor of paintings in oil and watercolor, among those that are included:

"Other Parts of the Universe", New York, United States, 1995; "Mountains and tree", Phoenix, Arizona, United States, 1994; "Hoist", Boston, Massachusetts, United States, 1990; "Canyon", Salt Lake City, Utah, United States, 1989; "Three Mountains", Seattle, Washington, United States, 1993; "Lake and Mountains", Sidney, Australia, 1994; "Mountains and Cypresses"; Copenhagen, Denmark,

1994; "Beach", Long Beach, California, United States, 1995; "Volcano", Purace, Cauca, Colombia, 1990; "Peninsula", Honolulu, Hawaii, United States, 1994; "Cypress", Cambridge, England, 1992; "Shadow of the tree", Sao Paulo, Brazil, 1995; "Moon and Venus", Guadalajara, Jalisco, Mexico; "Eucalyptus", Sydney, Australia, 1990; "Five Trees", Johannesburg, South Africa, 1992; "Two Trees", Tokyo, Japan, 1988; "Hudson River", New York, United States, 1991; "Many Pine Trees", Augusta, Maine, United States, 1991; "Several Trees", Washington, D.C., United States 1992; "Several Mountains", Denver, Colorado, United States, 1988; "To Start the Day with the Sun", Charlottesville, North Carolina, United States, 1990; "Volcano and Peak", Purace, Cauca, Colombia, 1990; "The Beginning of the Day with Cypresses", Spokane, Washington, United States, 1989; "Mountains with clouds", Cheyenne, Wyoming, USA, 1988 "To Happen in the late Afternoon in the Beach" Miami, Florida, United States, 1989; "Part of the universe", Boston, Massachusetts, United States, 1989; "Lake and Trees", Duluth, Minnesota, United States, 1989; "To Start the Day with Trees", Scranton, Pennsylvania, United States, 1988; "Five Mountains", Knoxville, United States, 1988; "Volcano and Clouds", Purace, Cauca, Colombia, 1994; "Mountains and Clouds", Lincoln, Nebraska, United States, 1994; "The Beginning of the Day and Clouds", Birmingham, Alabama, United States, 1993; "Three Pine Trees", Rochester, New York, United States, 1992; "The Desert", Tucson, Arizona, United States, 1990; "Volcano and Mountain", Purace, Cauca, Colombia, 1991; "To Start the Day and, Trees", Hartford, Connecticut, United States, 1988; "Desert and Clouds", Tucson, Arizona, United States, 1988; "Moon and Cypresses", Guadalajara, Jalisco, Mexico, 1989; "To Start the Day and Clouds" Miami, Florida, United States, 1988; "Lake and Moon", Chapala, Jalisco, Mexico, 1990; "Mountains and Lake", Denver, Colorado, United States, 1995; "Volcano

and Brimstone", Purace, Cauca, Colombia, 1991; "To Happen in the late afternoon and Sea", West Palm Beach, Florida, United States, 1994; "Volcano and Clouds", Purace, Cauca, Colombia, 1992; "Lake, Moon and Trees", Chapala, Jalisco, Mexico, 1993; "Mountain and Gases", Tacoma, Washington, United States, 1993; "Volcano and Gases", Purace, Cauca, Colombia, 1994; "Desert and Shadow", Tucson, Arizona, USA, 1995, "Desert and Gases", Tucson, Arizona, USA, 1991, "Volcano and Trees", Purace, Cauca, Colombia, 1990, "Everest mount", Nepal, 1988; "Pine Trees, Lake and Mountains", Denver, Colorado, United States, 1989; "Mountains and Moon", Guadalajara, Jalisco, Mexico, 1989; "To happen in the Late Afternoon and Sea", St. Petersburg, Florida, United States, 1995; "Desert and Heat", Tucson, Arizona, United States, 1991; "Lake, Moon and Clouds", Chapala, Jalisco, Mexico, 1988; "The Beginning the Day, Gases and Trees", New York, United States, 1992; "The Beginning of the Day, Clouds and Trees", New York, United States, 1989; "Lake and Vegetables", Denver, Colorado, United States, 1988; "Sea and Mountains", Vancouver, Canada, 1989; "Sea and Gases", Eureka, California, United States, 1990; "Shadows and Desert", Tucson, Arizona, United States, 1993; "To Start the Day and thunderstorm clouds", New Haven, Connecticut, United States, 1992; "Lake, Thunderstorm and clouds and Moon" Chapala, Jalisco, Mexico, 1994; "To Happen in the Late Afternoon and Beach", Galveston, Texas, United States, 1991; "Mount Everest", Nepal, 1998; "Pines, Lake and Mountains", Denver, Colorado, United States, 1989; "Mountains and Moon", Guadalajara, Jalisco, Mexico, 1989; "To Happen in the Late Afternoon and Sea", St. Petersburg, Florida, United States, 1995; "Deserted Heat", Tucson, Arizona, United States, 1991; "Lake, Moon and Clouds", Chapala, Jalisco, Mexico, 1988; "To Start the Day, Gases and Trees", New York, United States, 1992; "The Beginning of the Day, Clouds and Trees", New York, United

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SUMMARY

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