

MATH

Math is the language of science. The purpose of math is to describe reality in an abstract language. But, from my experience with it, I came to the feeling that somehow during the evolution of math it became so segmented that while it describes a seemingly endless applications it has lost sight of the very life that it set out to describe. The consequence of this is that as our culture becomes ever increasingly dominated by technology that the memory of the importance of people and our relationship with reality is being increasingly subordinated and marginalized. This is supported with seemingly convincing mathematical rationalizations that has reduced people to being abstracted as human resources. The abstraction has progressed so far that children are increasingly substituting video characters for people and when relating to people they are seeing people as characters in their video games. They are losing their ability to differentiate.

In today's method of teaching math, it is so abstracted, that most children cannot grasp it beyond the basics of adding, subtracting, multiplying, and dividing. As teaching math moves beyond the numerical descriptions of the physical objects, into the areas of measurement of volume, distance, movement, etc. many children begin to lose contact with the instruction. While these later calculations are intellectually interesting to a few, it is really not relevant in one's daily life. Most children do not really see the significance of how fast a train accelerates, or how high a ball can be thrown given the velocity of the arm throwing the object compared to the pull of gravity.

The way math is taught does not help a child cope in relationships with their siblings or parents. It doesn't help a teenager to get a date. It doesn't help them pick out their clothes. Truly, math is largely irrelevant to most children past the making of change, which many young children can't do because who uses coins anymore? Yet so many painful years are spent in its "study." The justification for spending so much of one's education in math classes is the belief that math encourages critical thinking, logical thinking, and understanding of one's world. If that were really a valid belief then children would excel at it, as they do in playing video games. There's no application of math, so what's the big deal of so much emphasis that just depresses most children.

Let's take a closer look at math. Let's take a deeper look at math and let's see what it really does to a child in the way it is presented. Math instruction starts with "learning" the numerical system of counting. 1, 2, 3, etc. Then these numbers are combined in the process of adding, or they are diminished in the process of subtraction. They can be combined in an accelerated process called multiplying, or diminished quickly through the process of division. But, really the significance in numbers is not in their manipulation, rather in what the numbers represent. The concept of the significance of what numbers represent is quickly lost as one progresses year by year through elementary school.

If math is supposed to be an abstract language that describes reality, then something is terribly wrong, for in most children's experience, math's abstraction of reality leads most children into deeper states of confusion about what reality is. Before the concept of school was innovated, children were able to increase their understanding of reality through direct real life contact. Through this contact they were able to acquire knowledge and relevant life skills at a rapid rate. The actual physical contact with reality was their teacher; the parents and other related adults are their mentors. Today, once a child goes to school they are increasingly removed from direct physical contact with reality and their exploration of it is curtailed during the hours of

instruction. Children use computers to read from and the books are becoming obsolete. But are they ever obsolete? School abstracts reality and children's ability to develop life skills is greatly curtailed the greater the abstraction. This leads to the question, what is math, really?

It is suggested here, that as it is taught, it is a mechanism to remove children from reality with the ever-increasing subliminal demand that they believe that it is really a mechanism to understand reality. Take all of the physical trades and the most advanced math one might need is fractions or maybe percentages. Certainly not Algebra, Geometry, Calculus, Trigonometry. In the military no one works on calculating trajectories by sitting there with a slide rule. In fact I doubt if any children even know what a slide rule is. Given that in this technological age all of such calculations are done through a computer program that is designed to process this requirement. So why make so many children suffer?

Studying advanced math is similar to what happens to people who get a Ph.D. Such a degree is like being one leaf on a twig at the highest point of the tree. Just one leaf out of all leaves on a tree. It is such a micro-dot of the whole that by the time one arrives at this point they have no idea that they are even part of a tree. It doesn't provide the overview, instead it buries one in a lonely place where no one even cares about the thesis the person wrote. So does math. It leads one to an ever-diminishing understanding of the whole, as the whole is divided into further and further sub-groups of study. Now if math provided insight into how the whole of life works and can be integrated into culture, then yes let's study math. What I'm really suggesting is that from the very tip of math, or the leaf, it would be of great benefit to reverse this approach so that math also can lead to the combining of the parts to the point of being actually to see the whole.

Let's start another avenue of exploration with the numbers one and zero. What do these numbers really represent? I've asked numerous people and they are kind of puzzled by the question because they never really considered it. But, in exploring it most people can easily agree that the number One represents the whole thing or Everything. Therefore, Zero represents no thing or Nothing. The real meaning of math is to take us to an understanding of the whole of life, the Everything, and to see how it is influenced by the power of Nothing to disassemble everything. In another way of putting it, One represents life, and Zero represents death. And, isn't that actually what science is all about? The how of preserving life against the forces of death?

Using simple logic now, what then does the number two represent? Two can represent two things, which is commonly thought, however in doing so the significance distances itself as to how this relates to the Whole of life. In the view of the Whole 2 is One divided into two parts? So, the number two really represents two halves of One, the symbol for the Whole. The number three represents the Whole divided into three parts. So the number three really represents three thirds. When they are recombined, or added together they both add up to one, or the Whole. $1/2 + 1/2 = 1$. $1/3 + 1/3 + 1/3 = 1$. The traditional way of teaching math, which is to continuously breakdown the Whole into component parts result in sending the learner further and further away from the Whole until the learner passes the point in time and study where they can't even remember there ever was a Whole. If by some flash of insight they do remember that there is a Whole, they are so sub-routined that they cannot possibly find their way back up through the maze to the beginning, what I call The Source. This is a tragedy, for wasn't the study of math supposed to take one into a greater understanding of the Whole. Rather it just takes most people into an understanding of just one tiny part of the whole, and that's where they spend the rest of their lives believing this tiny part is the Whole. This tiny part of the whole might be called their profession. This is not what math was supposed to do, but it does. The tragedy is that they are

subconsciously led to believe that their small part of the Whole is the Whole. And, in their life, it is! Was this an intentional outcome?

So to me the teaching of math must never lose contact with the Whole in its drive for an ever-greater understanding of the Whole or it is being misused. The justification for the expenditure on math is that it is the vehicle of science and we are taught that is through science that life is easier, improved and more secure. No doubt there are wonderful inventions that have made our life easier especially in the area of medicine in regards to needing an operation and the tools that are used for such purposes. But somehow the often debilitating side effects of the prescribed medicines are ignored. When we look at transportation we often fail to include the environmental consequences and its negative affect on health for not only humans but for the earth itself. This negative aspect has developed to such a degree that it threatens all of humanity resulting in global warming and yet through math's influence on the abstraction of Reality there now are so many laypeople who see life as they want to and in this state of mind deny the warming that is taking place. It's sad that they feel fully justified in challenging any perspective that doesn't fit their micro-perception of life.

Where is the balance and the responsibility for what science develops? The Whole is being diseased by humankind's quest to gain mastery over nature. Children know this. They don't block out the reality of pollution, hunger, fear, and anxiety. Adults do though through drugs, diversions, and beliefs. The adults are destroying the children's ability to understand how to live in a good way by the adult's inappropriate abstraction of reality and the keeping of children from interacting with the reality of our world. Math has become the inadvertent tool of this process, and not because math is bad, but rather because it is being misused and taught incorrectly.

Maybe the abstract nature of math allows people to believe that life is whatever we make of it just like they do with Abstract Modern Art. We can reframe life in any way that we want even when we hurt people we can choose to believe that we are helping them. I guess that's how technological societies viewed bringing democracy to the Middle East with the result of the Arab Spring while the also resulting in the "unintended" rebirth to the Islamic Revolution through the advent of ISIS. Today with the election of Donald Trump a lot of people are saying, "New World Order? Hold on a minute. You took us along on a promise and by the time we looked up we no longer had our jobs, our houses, or any real hope."

The bottom line. Teaching math so that it brings one to a greater appreciation of the whole and its magnificence. It is no less than what our children deserve. Knowing how the Whole works is a great goal of education for with that knowledge, children as they grow into adulthood will then truly have Free Will and Choice.