

The letter to the editor

Sociology



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After a careful study of patterns within language, I formulated a concept that would relate these patterns to SET theory, the fundamental concept in mathematics wherein all members have the same characteristics. My mathematical degree allows me to think objectively when relating seemingly subjective viewpoints of the world and reality.

I believe that this mathematical approach to the perception of reality is the "Holy Grail" that Professor Penrose has been looking for. He states, "To address the nature of the reality we need to understand its connection to consciousness and mathematics" (38). Furthermore, "We have to understand the connection between physical reality, conscious mentality and the wonderful world of mathematics" (2). This mathematical approach is reflected throughout my research and my responses here are actually a small, but important, part of the entire project.

The Answer to the First Big Question:

What is Reality?

"Can we be sure that the world we experience is not a figment of our imaginations?" (Penrose 32). The supposition of my research states that it is possible to attain an objective, and thereby universal, way of perceiving the world/reality. Penrose goes on to ask, "Should we not include a conscious experience as something real? And what about concepts, such as truth, virtue or beauty?" (2). The mind needs to be trained to view one's life as a SET of different classes of experience, which includes, but is not limited to, visual experience, which I will use as my primary reference in these responses. The visual class of experience includes only that which can be acquired directly through that sense and without any personal opinion. Thus one establishes the criteria for that class of experience as well as the class of

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knowledge, etc.

This reasoning can be described in the form of SET equations by applying the following methodology: If life is a set of experiences and life itself equals the sum of human experience, then these experiences can be delineated into classes or SETS. E. g. the visual class would include, colors, shapes, light intensity and so forth as classes, without further interpretation. This is elaborated in response to Big Question Two.

Therefore, by adopting this strategy of perception, one receives data through the senses without interpretation or opinion, i. e. objectively. In essence, everyone would see the same world/reality, instead of creating one through the discursive mind of judgment and opinion.

Regarding the differentiation of classes and sets, within the SET, Reality is the class, Human, which breaks down further into the SET of classes of knowledge using the methodology as described above. Every experience can be associated with one of these six classes of knowledge: REALITY, ACTION, VARIABLE CONNECTIONS, RULES, TIME AND PLACE.

This all leads to the creation of a sense of identity leading to;

The Answer to the Second Big Question:

What is consciousness?

" How does the brain with its diverse functions come to arrive at a unified sense of identity?" (Broks 56). He goes on to state, " I saw the science of selfhood figure increasingly in the great social and moral debates of the century, from age-old wrangles about euthanasia and free will to disputes over brain enhancement, cyberethics, and the fusion, fission and transposition of minds" (59).

By training the Human Mind to create a SET with classes to represent an

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individual, much as above when creating the SET of Reality and the Class of Human, one creates a TEMPLATE representing identity.

TEMPLATE Creation Methodology:

In mathematics a TEMPLATE is formed by a downward SET creation process that selects members within any given subject X (e. g. human), creating classes within the SET and expanding those classes with other members with the same characteristics until the permutations are exhausted, thus creating the SET, Identity. One may restrict the inclusion of members in order to more finely focus the intention of the research, i. e. scientific, everyday life, etc.

Examples of classes of information could include those that the senses can detect (visually such as color, shape, etc.) and Environmental conditions or choices, such as climate or diet.

By using a TEMPLATE as a guideline one has the starting point for discovering the nature of any person. Universalizing the understanding of others, yet treating them as individuals certainly may reduce the misunderstandings between people and perhaps nations, thus reducing conflict and miscommunications. That is the true intention and nature of my research. By objectifying and universalizing the experience of reality, it is hoped that humanity can share this world together in peace.

Appendix A

These classes Y_n would include among others, the Visual Experience and the Experience that sets out to establish the TRUTH. Members of the latter Class or SET should include a reference to a proven expert or Reference Book in the given class of knowledge and/or Trial and Error research, e. g.

investigations to further determine the personality of a person by seeking patterns of behavior by deductive or inductive methods.

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To train the mind and gather all relevant or connected knowledge for any given subject X. By definition this can be carried out by using mathematical principles, given that connected is understood to be a common characteristic with X, i. e. forms a SET.

3. SET Creation:

a) Downward Creation: Select a member within the subject X, Y; then classify by selecting a characteristic of Y. Then expand by determining whether there any other members that have the same defining characteristic. As required, capture all members within that classification or selected members depending on the research imperative.

Example:

- I. Let subject X be " an experience of life"
- II. Select a member within ACTION (Y)
- III. Classify ACTION (Y) as a member of within-subject X -
- IV. Expand other members of the SET such as RULES, TIME, PLACE, REALITY and VARIABLE CONNECTIONS.

This thinking strategy can be used to breakdown any subject into its component parts.

b) Upward Creation: Classify and Expand but in this case, the subject X is one of the members of the SET that is being created.

Example:

- I. Let Subject X = Walking
- II. Classify " a way of getting from A to B"
- III. Expand to gather members, i. e. other ways of getting from A to B e. g. by bus, bicycle, etc. Thus by adopting this thinking strategy and especially seeking complete SETS the individual is encouraged to expand their

knowledge base beyond that which they can directly experience, further promoting objective understanding.

4. Methods of expanding the SET.

This can be carried out through the following methodology:

a) Partly / Wholly

E. g., it can be said that describing the visual experience can be expanded into a larger SET of describing the whole operation of informing other parts of the body to help in this class of experience.

b) Individual / Team:

E. g., a specific visual experience of an individual forms part of the SET of other visual experiences. I. e., over time and place (common characteristics for all members of reality) or by raising the classification, all other humans' visual experiences.