the necessiy of inf in current standard curriculum
options for non believer, let down by intuitionists, finitists, so .. understand the 'way of
thinking'ninstead of accepting
usefulness + computers
applying finitist to infinite, one definite step, meta task, exhaustion,
russell proof about n0 not inductive, what about one to one, why is it justified, grounded
again in seklective extrapolation of human experience
exchange versus count (history) why is count predominanf
goal ... to establish fo8ndations, doubt, is it a foundation, or extension in reverse
direction? (wiggenstein, cantor, interest souces) (accept next most obvious faced by the
infinity problem: extrapolate the next possibilty: one to one) one cannot build without
foundation, is infinitesimal cal the foundation for the foundation? (mention kline'S book).
crucial step to continue with 'standard' and promises of 'will be explained
later'(zeilberger's friend), note about 'cranks' later
do we needsncantor's set theory (paper)
axiomatisation as a experience belief extractor, arbiter (dan's website)
psychology ofninfinity (papers) versus the artificial necessiy (time,space) and the actual
usefulness of degenerate ideal transf (inaceeptable 'as good as' source?)
crank: easy to attack, hard tondefend, need help from sbdynin majoriy, but .. majoriy ...a
sign of uncritical thinking or havjng been there and resolvdd it ... the ppl who do not call
names. so majoriy should be very careful in calling names buf cintradicts majoriy.
(wittgenstein convince quote) when there is need and no need of discussion
unavoidable turn to philosophy (early! ussell's into paper and set theory exercises) but need
to want to try to understand (e.g critiques hands vs humans of no value)
(source:http://philoonline.org/library/guminski_5_2.htm)

give analogy examples for some points
talk a but about each paper (footnote?)
quote http://www.jstor.org/discover/10.2307/3481965?
uid=3737864&uid=2460338415&uid=2129&uid=2&uid=70&uid=4&uid=83&uid=63&sid=21101515942501

quote: mental model (find paper)
quote 'symbol game', which turns to forced 'educational intervention' belief, turns to
creative handicap, accept but cannot use.
quote doubts of cantor, changes of russell, embracement of symbol game -> useful to
cantor/russell, handicapping now for 'students' after the transformation to 'foundation'

next one: logical necessity resolution by invariance of experience, any exp leads to that,
chemical necessuty (flies to bulb) to genetic hard coding? (some humans follow bulb) but still
essential for any organism's survival..