

# 2Grid

*To create the environment  
where we learn the Art of Being Human*

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## Human feeling, contact & action

### Our reality (of feeling and analyzing)

1. **The Art of Being Human:** *Haptonomy*<sup>1</sup> (*Affectivity*)
2. **Our living environment:** *Plasma Universe*<sup>2</sup> (*Electricity*)
3. **Our economical environment:** *Austrian School*<sup>3</sup> (*Praxeology*)
4. **No boundaries or borders:** *Openness*<sup>4</sup> (*Open Source*)
5. **Mathematics:**<sup>5</sup> *Complexity Science* (*I and We*)

### Keyword: electricity

1. Our nerve cells process electric signals, generated by a thought, touch or brain wave activity.
2. Generating massive amounts of electricity becomes feasible with fusion energy. Whereby plasma, the fourth state of matter, and electromagnetism are the basic building blocks for building a fusion energy setup, like [LPPFusion](#).

### Direction: Individual learning

A specialized computer, serving the learning material, which is particular suited for interacting with a human being who interacts with the learning material. This special computer, which could be in a form of a book, is able to relate and partner itself with a human, like a child<sup>6</sup> or an adult.

Individual learning for everyone becomes attainable by utilizing the contributions made by [Alfred Bork](#) (1926 – 2007).

- 1 [Haptonomy](#) (Affective confirmation of oneself and others: to truly feel).
- 2 [The Electric Universe](#) (In the beginning was the plasma, the fourth state of matter).
- 3 [Human Action](#) (Humans engage in purposeful action).
- 4 [The Silva Method](#) (A pragmatic form of meditation, whereby one becomes aware of the power of thinking, questioning and action).
- 5 Specifically [A New Kind of Science](#). Utilizing all of our senses (like touch) more deeply by broadening mathematics (with cellular automata). Our body saves (stores) what it senses.
- 6 [Children & A New Kind of Learning](#).

## Children & A New Kind of Learning

“The new kind of science in this book represents a unique educational opportunity. For it touches an immense range of important and compelling everyday phenomena and issues in science, yet to understand its key ideas requires no prior scientific or technical education. So this means that it is potentially realistic to use as the basis for an overall introduction to the ideas of science. And indeed having understood its basic elements, it becomes vastly easier to understand many aspects of traditional science, and to see how they fit into the whole framework of knowledge.

*...with good presentation, surprisingly young children are able to grasp many key ideas in this book—even if their knowledge of mathematics does not go beyond the simplest operations on numbers.*

Over the past fifty or so years traditional mathematics has become a core part of education. And while its more elementary aspects are certainly crucial for everyday modern life, beyond basic algebra its central place in education must presumably be justified more on the basis of promoting overall patterns of thinking than in supplying specific factual knowledge of everyday relevance. But in fact I believe that the basic aspects of the new kind of science in this book in many ways provide more suitable material for general education than traditional mathematics. They involve some of the same kinds of precise thinking, but do not rely on abstract concepts that are potentially very difficult to communicate. And insofar as they involve the development of technical expertise, it is in the direction of computing—which is vastly more relevant to modern life than advanced mathematics.”

— Stephen Wolfram, *A New Kind of Science*, page [855](#)

### **The Treasure - Victory of the Heart**

**Context:** *Two more keys...*