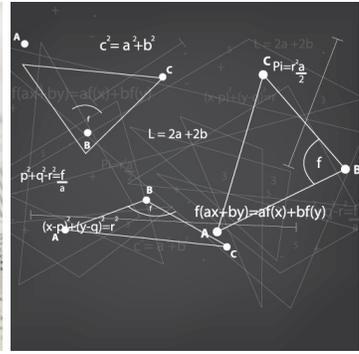
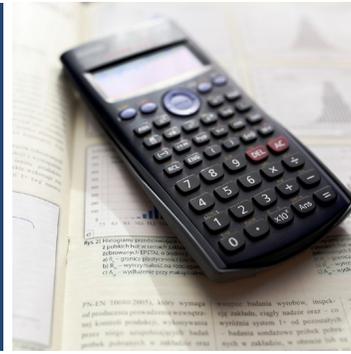




# Cambridge College

SCHOOL OF EDUCATION



## Math Matters Applying Math to a Higher Power

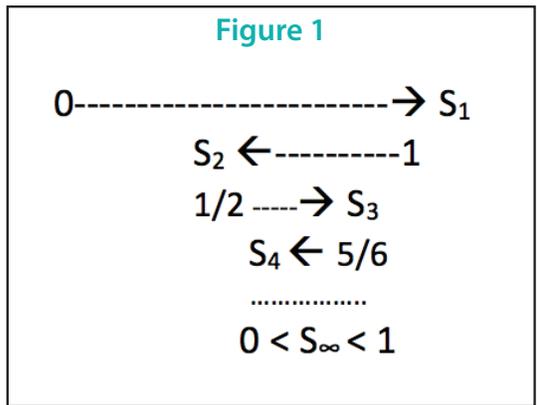
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Can we use math to prove God exists? Do we want to? One former student of mine thought it was a sacrilege to even try to do so. But God and math go back a long time. While not dealing with a deity per se, Pythagoras made math a religion, his cult preaching that “everything was number.” Leibniz, the co-inventor of calculus, proclaimed that his discovery of its Fundamental Theorem proved God existed – who else could create such a beautiful result? As for Newton, calculus’ other co-inventor; he invoked God when he defended the subject against the criticism of an Irish Bishop, in effect saying: it works because God wants it to. (The Bishop correctly pointed-out that calculus requires division by zero, which even Newton would confess was mathematical blasphemy.) In more recent times, after Gödel established that mathematics can never be proven to be consistent, it is all but ordained that God exists, as how else can we be certain no inconsistency lurks within? A devilish thought!

But providing a mathematical proof of God’s existence is exactly what we try to do. We begin by investigating the infinite series  $S = 1 - 1/2 + 1/3 - 1/4 + \dots$ . Series of this ilk, according to Abel, are “the work of the Devil.”  $S$  itself adds to a finite number, while the sum of its terms (sans the minus signs) adds to infinity.  $S$  is alternating-harmonic. The Greeks named it “harmonic” supposedly because they believed music was made up of notes of this form. We know better: there are half-notes, quarter-notes but usually not one-third or one-fifth notes. So why “harmonic?” One explanation is that the Greeks (Pythagoras in particular) were tone deaf. That  $S$  adds to a finite non-zero number is verified by the diagram in Figure 1.  $S$ , without the minus signs, that is:  $1 + 1/2 + 1/3 + 1/4 + \dots$  adds to infinity but this is far from obvious as each succeeding term gets smaller. Overlooking the 1 and 1/2, we notice that the next two terms:  $1/3$  &  $1/4$  add to a fraction greater than 1/2. This is also true of the next four terms:  $1/5 + 1/6 + 1/7 + 1/8$ . And it is true of the next eight. The halves never stop coming and, while accumulating slower and slower, they eventually surpass all positive integer values.

We begin our proof by first by pointing out that in the beginning everything was nothing:  $0 = 1$ . Hence God’s first action must be to proclaim: one and zero are no longer the same. How else could he create the world in six days? If  $1 = 0$ , he would have done it in “no time at all.” Thus if we establish that  $1 = 0$ , God must exist. Such poofs are common and their flaw easily exposed. I call these decoy proofs.

Our proof is different relying only on the elementary rules of commutativity, associativity, and factoring. Using commutativity, we rearrange the terms of  $S$  in the following manner:  $S = 1 - 1/2 - 1/4 + 1/3 - 1/6 - 1/8 + 1/5 - 1/10 - 1/12 + 1/7 - 1/14 - 1/16 + 1/9 + \dots$  Adding brackets, associativity, we get:  $S = (1 - 1/2) - 1/4 + (1/3 - 1/6) - 1/8 + (1/5 - 1/10) - 1/12 + (1/7 - 1/14) - 1/16 + (1/9 + \dots = (1/2) - 1/4 + (1/6) - 1/8 + (1/10) - 1/12 + \dots$  Finally we factor out 1/2 yielding:  $S = 1/2 [1 - 1/2 + 1/3 - 1/4 + \dots]$ . Behold:  $S = 1/2S$ . A miracle? But  $S$  is not 0 and we divide both sides by it getting  $1 = 1/2$ . Multiplying by 2 gives  $2 = 1$  and taking away 1 yields ... God?? Shucks “no.” This proof too is flawed. Can you find it? Let me know. But remember, I take points off for wrong answers!



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**April 2016**

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### *Initial Licensure*

**Credits: 33**

**Credits for Licensure: 38**

The Mathematics Education program prepares students to effectively teach mathematics at the elementary (1-6), middle (5-8), and high school levels (8-12). Students learn the concepts, language, and procedures of mathematics; and develop competence in mathematics and interest in applying it to the world around them. The program builds on the College's successful student-centered curriculum that links theory and practice in a collaborative learning environment.

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### *Initial Licensure*

**Credits: 32**

**Credits for Licensure: 35**

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**Credits: 12**

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### **STEM Certificate**

**Credits: 12**

The STEM Certificate in Science, Technology, Engineering and Mathematics provides early childhood, elementary, special education and middle school educators with the core background skills and content knowledge necessary to become highly-qualified mathematics, science and engineering educators serving our younger students. The courses combine math, science and engineering content with methodology at the elementary and middle school levels. The 12 graduate credits include both seated and online courses, making for a very user friendly learning experience.

**For more information on the  
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admissions at [1-800-829-4723](tel:1-800-829-4723).**

The Teacher Education Program at Cambridge College is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.