

**THE COSMIC THEORY OF EVERYTHING  
THE NEW DIVINE SYSTEM OF HOLISTIC EDUCATION**

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After more than 65 years of striving to obtain **WISDOM** and **SPIRITUAL AWARENESS** from the agony and the ecstasy of the experiences of our lives, devoting ourselves relentlessly to **THE LOVE OF PURE LEARNING**, and meditating deeply upon that learning under the guidance and creative inspiration of our Divine Spirits to obtain **PROFOUND UNDERSTANDING**, which is **THE GREATEST ETERNAL COSMIC GIFT** of all, we have succeeded in developing a preliminary version of a wonderful **COSMIC THEORY OF EVERYTHING** and a new **LANGUAGE OF LIGHT** with which it can be flawlessly and precisely expressed! Our new Language of Light is evolutionary in character and is constructed from a beautiful synthesis of **MASCULINE UNIVERSAL GEOMETRICAL MATHEMATICS (UGM)** and **THE FEMININE CREATIVE OCTAVE OF COSMIC MUSIC (FCM)**.

Our Theory gives a detailed **OVERVIEW** of the **PHYSICAL, MENTAL, and SPIRITUAL** structure of our gloriously beautiful and sublimely mysterious **COSMOS**, specifies the unreachable goal toward which all of Its **EVOLUTIONARY AND INVOLUTIONARY ACTION** is eternally striving, and defines **THE PURPOSE OF MAN, THE MICROCOSM!**

We have **UNIFIED EVERYTHING**, including **PHILOSOPHY, PHYSICAL SCIENCE, SPIRITUAL SCIENCE**, and **RELIGION** by utilizing the Greatest Law of Spiritual Science which states: **ALL IS VIBRATION!** The enormous **JOY**, which we have received during the process of developing our **COSMIC THEORY OF EVERYTHING**, is beyond all evaluation! But what is more, much more, is the awesome fact that the **JOY** of our learning expands by a **QUANTUM LEAP** with each new and enchanting **'EUREKA'** experience, renews itself from moment to moment, and is endlessly proceeding toward **THE PROJECTIVE BOUNDARY AT INFINITY!**

It is time for everybody to take the responsibility of utilizing our theory as an **INSPIRING GUIDE** to develop their **PERSONAL COSMIC THEORY OF EVERYTHING**, from their **UNIQUE** points of view, and implement it **to teach**

**our precious children, in a wonderful new Holistic Manner which is accessible to them physically, mentally, and spiritually, by utilizing the PIANO, as a basic learning tool, and stimulating the imagination of Cosmic Structure with THE GEOMETRICAL TOYS OF DIONYSUS!**

Just think how wonderful it is going to be when teachers, parents and their children begin to learn holistically from each other, in this wonderful manner, while they are **interacting lovingly, profoundly, and compassionately.**

Utilizing our Theory, we are in the process of developing a new System of Holistic Education for the precious children of Earth which will give them all of the tools that they need to construct their personal Theory of Everything and begin the process of releasing their unlimited potentials and ultimately expand their planes of consciousness to spiritual levels of awareness that are high enough for them to become CO-CREATORS with God!

For example, we are already enhancing Mathematics to reveal its awesome beauty by introducing the ABSOLUTE LAW OF ONENESS ( $0 \bullet \infty = 1$ , a conjecture of Ramanujan), characterizing it with Gender ((+) Feminine Extensive, (-) Masculine Intensive), defining three aspects of ‘zero’, and uncovering its Musical Octave structure which is based upon numbers and proportions (a brief rendition of which can be demonstrated on the piano). This potentially resolves many mathematical paradoxes and endows mathematics with the ability to not only describe Mechanical, Electrical, and Quantum Action but the Causes of these as well! **Finally it makes the teaching and learning of mathematics an awe inspiring experience which stimulates the pursuit of a life-long quest to physically and spiritually understand the ‘Essence’ of our Eternal Cosmos.**

The quest for Understanding of THE BOUNDLESS COSMIC ESSENCE (BCE), or God, is unique to each individual’s destiny and leads them toward fulfilling their evolutionary responsibilities.

*“An equation for me has no meaning unless it expresses a thought of God.”*  
(Ramanujan)

*“Science without religion is lame, religion without science is blind.”* (Einstein)

***“The most beautiful experience we can have is the mysterious.”*** (Einstein)

***“If you love it enough, anything will talk to you.”*** (George Washington Carver)

## **INTRODUCTION**

Teaching mathematics coldly and intellectually by stating postulates, devising theorems, and proving them through inductive and deductive reasoning, without appealing to the intuitive and emotional aspects of the human mind, is an anathema to the spiritual essence because the Spirit’s ability to inspire the evolving mind to experience the awe and wonder of the Cosmos, and strive relentlessly to achieve the glorious reward of understanding, is severely suppressed. Einstein alluded to this after cramming for final examinations:

***“It had such a deterring effect upon me that after I had passed the final examination, I found the consideration of any scientific problems distasteful to me for an entire year....It is little short of a miracle that modern methods of instruction have not already completely strangled the holy curiosity of inquiry because what this delicate little plant needs most, apart from initial stimulation, is freedom; without that it is surely destroyed....I believe that one could even deprive a healthy beast of prey of its voraciousness, if one could force it with a whip to eat continuously whether it were hungry or not...”***

Each individual Human Being is a three-fold entity motivated to evolve in consciousness through the oneness of diversified interactions between their body, mind, and spirit which, in turn, are stimulated by the agony and ecstasy of life’s experiences in their natural environment. Therefore, the creative development, comprehension, understanding, and teaching of mathematics must be three-fold in order for it to be mentally and spiritually inspiring, eminently enlightening, and gratifying to the student.

Conscious mathematical knowledge is easily acquired from books and lectures but profound understanding of that knowledge is individually specific and can only be gained by deep contemplation and meditation upon our awesome three-fold Cosmos which the language of mathematics is attempting to describe. Unfortunately, teachers who have developed a deep understanding of Unified Geometric Mathematics, from their unique points of view, are presently very rare

and there is an urgent need to rapidly increase their number. The lack of teachers who can see the alluring beauty of mathematics and perceive its profound philosophical implications is quite understandable with respect to the observations of Professor Benjamin Gal-Or:

*Today, especially in the United States, professors in natural sciences vie with one another in presenting technical lectures devoid of any philosophical content, for they can no longer hope to achieve popularity by injecting philosophical inquiry into science. This turn of events has resulted in overvaluation of technical science, empty scientism, absolutism of specific interpretations in physics, and the common inclination to reject any philosophy of science from physics. A pity. For these trends can only push physics into stagnation. (1)*

This is one of the many indicators of the sad fact that spiritual values have been rapidly declining in America, and the world, since the latter half of the 20<sup>th</sup> century. (2)

Almost without exception, **the masters of the past, who established the foundations for mathematics and physics in modern times were not only philosophical but profoundly spiritual as well.** For example, if Newton had not been deeply involved in studying Religion, Alchemy, and Hermitic Philosophy, he would never have been stimulated to propose forces of attraction and repulsion between bodies, that were widely separated, with no apparent physical connection.

The Principle of Least Action is the bedrock upon which stands all of the great theories of physics that describe the Cosmos as it is known today. When Maupertuis first discovered this principle, in 1746, he was so moved, by the wonder of it, that he had the following to say:

*The laws of movement thus deduced [from this principle], being found to be precisely the same as those observed in nature, we can admire the application of it to all phenomena, in the movement of the animals, in the vegetation of plants, in the revolution of the heavenly bodies: and the spectacle of the universe becomes so much grander, so much the more beautiful, so much worthier of its Author..... These laws, so beautiful and so simple, are perhaps the only ones which the Creator and Organizer of things has established in matter in order to*

*effect all the phenomena of the visible world.* (3)

The true beauty and wonder of Cosmic Mathematical Structure can only be revealed by unifying all of the various branches of mathematics into a single **Universal Geometric Mathematics (UGM)** as proposed by Alfred North Whitehead in 1897.(4) We created our beautiful **LANGUAGE OF LIGHT** by synthesizing UGM and FCM!

The construction of this marvelous Mathematics was begun by H. Grassman and W. K. Clifford and it has been developed to a very high level of sophistication by David Hestenes and his colleagues.(5)

In our Cosmology, Universal Geometric Mathematics has made it possible to **interpret and understand the Geometric Structures of the Cosmos intellectually, logically, and physically.** This then led us to the wonderful conclusion that **the Universal Cosmic Music of Light-Action harmonically resonates within these Cosmic Geometric Structures to generate the energy of Life.** Finally it inspired within us the ability to interpret and understand the Cosmic Music of Light-Action intuitively, emotionally, and spiritually.

## REFERENCES

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- 3) Doughty, Noel A., *Lagrangian Interaction*, Addison Wesley, New York, 1990, page 166.
- 4) Whitehead, Alfred N., *A Treatise on Universal Algebra with Applications*, Cambridge Press, Cambridge (1898). [Reprint: Hafner, New York (1960)].
- 5) Hestenes, David, <http://modelingnts.la.asu.edu>