an unconventional, direct approach

The conventional methods established for communicating works in models of arithmetic can be useful yet they are abstractly based entirely and expressed entirely in terms of conventional mathematics (of course) that can entail drawbacks.

Although revised mathematics can be converted/translated into conventional mathematics and vice versa, expressions from revised notation constructed using/within conventional notation are compounded, messy and complicated, even to equations which are relatively simple, given under either revised notation or conventional notation. In any case, a more concise, symmetrical, revised, unconventional model, presented in such a convoluted form, would NOT likely be recognizable as such nor understood as easily as possible IF a more-practical approach existed.

Departures from the conventional notation, if constructible/possible, are allowed whenever unavoidable or advantageous in models of arithmetic. The exposition of this theory benefits greatly from such a departure. "Conventional unconventional arithmetic" is not an oxymoron by accident. Moreover, conventional presentation is a serious yet unnecessary roadblock to some unique, conceivable, useful presentations in or relevant to models of arithmetic.

The approach used throughout this paper is to teach revised mathematics in a manner parallel to how we all learned conventional mathematics as school children <u>and</u> parallel to the historic development of conventional mathematics. It takes the form of a fundamental, educational exposition of a general theory of mathematics-NOT as a highly-abstract, specialized journalistic article. The focus is upon educational clarity to methodically build-up necessary foundational concepts, similar to as you would find in the structure of a textbook about fundamentals.

Accordingly, the fundamentals of arithmetic, algebra, analytic geometry, analytic trigonometry, calculus under the revised system are presented in their own directly-understandable terms, concepts and axioms with sparingly few presumptions upon the reader to possess any advanced or much previous education in mathematics.

With all necessary explanations, examples and explicit details included along the way, any mathematician or educated layman should be able to successfully learn the basics of the perfect symmetry number theory with concreteness and certainty. No more time and effort than absolutely necessary are imposed upon. Nonetheless, it would be terribly unrealistic, even for a learned person, to expect to master an alternative number theory in a day.

Although this is an unconventional approach, it is directly accessible to nearly anyone (even to a person with little formal education in mathematics), familiar to our past mathematics education (as children and teenagers), familiar to the history of the development of mathematics and comparatively-advantageous to a confusing, extremely complicated, mixed approach of using conventional notation conversions/translations to build this unconventional model.