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In defence of decolonisation of mathematics

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A report on 15 years of experiments teaching decolonised math: calculus (in 5 universities, 3 countries, UG+PG), geometry etc. (in secondary schools), and arithmetic and calendar (primary level). Decolonisation challenges received history of math (axiomatic proofs from politics of Crusading church, not “Euclid”; calculus stolen from India in 16th c., Newton etc. didn’t even *understand* how to sum its infinite series). It also challenges the *philosophy* (axiomatic proofs *inferior* like unreal “real” numbers). Decolonisation makes math easy and secular. Full abstract: https://bit.ly/ckr-