



UNLOCKING
CONSCIOUSNESS



BRIAN MIND FORUM

Appendix 040

Definition of Life

Evolution of life force, fulcrum, vision of our future

The life force is large quantities of energy and information operating in concert together within an individual organism. Massive numbers of 'photons' (the smallest measurable units of light, or energy), and 'infotons' (the smallest measurable units of information) interact in combinations and hierarchies of patterns to support, coordinate, organise, control and manage the survival, metabolism and reproduction of that organism.

Evolution of life forms

First Breakthrough

The first great breakthrough was when groups of single celled organisms started to come together to cooperate and for mutual protection and support. They evolved membranes, or skins to hold these cells together and skeletons to provide structure. This cooperation enabled specialisation and the division of labour.

As soon as these proto-organisms began to be able to move around they developed five sensory systems to monitor the external world (appendix 41); a digestive system to process food; a cardiovascular system to circulate nutrients; an immune system to combat foreign bodies; a central nervous system to enable all the various evolving organs to communicate and operate as one cohesive whole; and finally an endocrine system of glandular fluids to provide a generalised cocktail of sensations, impressions and emotions to stimulate and initiate automatic reactions to events and circumstance in the outside world monitored by the sensory organs.

One group of neurons began to concentrate in the brain to coordinate all these growing activities and provide a more detailed and accurate control mechanism – the first glimmerings of intelligence perhaps (?) Also it provided a means of learning from parents and the peerhood by example and imitation - mirror neurons are observed in many mammals a long way back through our ancestry.

Second Breakthrough

Complex life forms started to use the artefacts of the natural world about them to extend their physical capabilities: using a stick to effectively lengthen their arms to knock down fruit. More complex life forms exploited light waves to evolve eyes to monitor visual and evolve sight. Then sound waves were co-opted both to make and hear ever more sophisticated sounds which developed into an intricate system of communication. The development of Language enabled groups of humans to come together to cooperate and for mutual protection and support. As before, this cooperation enabled a second wave of specialisation and the division of labour, but now on a far grander scale.

The first great breakthrough was limited to physical activities. This second great breakthrough was intellectual and heralded in the age of civilisation. Now humans could reminisce to improve reactions to the present. Discuss, question and interrogate each other. Teach and pass knowledge from one generation to the next: the accumulation of skills. It became possible to envisage abstract concepts and ideas: group behaviours – the law: better ways of obtaining food – farming – the plough – the wheel. Telescopes and microscopes to extend the capabilities of our eyes. Machines revolutionised travel over land, sea and in the air. The most important aptitude was the ability to build on the experiences of the past and present, and contemplate, envisage, predict and imagine the possible future course of events, and so make provision for possible eventualities. Human being are the only organism in our universe, that we know of, that can do this, thus we are steadily taking over complete control of our planet.

Lengthening Adolescence

The period of adolescence between birth and adulthood began to lengthen, which enabled each child to adjust its behaviour and inherited skills to the prevailing circumstances, like the prevailing climate and in particular the language of the tribe and community. For the last couple of millennia children who were formally educated at all, spent about a quarter of their time in full time instruction. When the expectation of life, even for the top 10% of the community, was less than forty, few young people were still at school after twelve - most were parents at fourteen.

Now that life expectancy has jumped to around eighty, around 50% of the population are in full time education at twenty – still a quarter of their lives. As the volume of knowledge rises exponentially this pattern will change and the majority will spend over a half their lives in full time education, but spread over their whole span of 100+ year - lifelong learning and earning.

The period of adolescence also grew longer and longer as the brain mind steadily developed and optimised as a specialist learning and thinking system, enabling us to begin to explore our planet and puzzle out how this universe we find ourselves in operates, Gradually we learned to invent machines to extend our physical capabilities and supplement the work we could do, in turn leaving us more time and resources to think – a virtuous circle.

In particular, we started to learn to carry out an ever wider range of skills and attributes. Everyone builds up a veritable *library of skills* both mental and physical. We grow neural structures to explore relationships and logic: mathematics. We grow neural structures to control our muscles to minutely move our fingers to write; to swim, balance bicycles, play musical instruments and create drama to explore human behaviour. We develop art, music, dance, games, entertainment..... And we grow all these libraries of applications of individual skills and attributes using and extending the basic background neural operating system that we had evolved over the millennium – the Autonomic operating system, that still controls, organises, manages, synchronises and optimises our whole body. We call it intelligence.

Third Breakthrough

We have now invented a unique machine – the computer supplements our mental capabilities.

We are on the cusp of the third great breakthrough of life on earth. Language allowed us to cooperate through discussion and debate. Now we can see how we can link our brains together to think together to gain greater control of ourselves, our community and over our planet and begin to find ways to explore our universe.

When the history of the World is written, the twenty first century may well be seen as the fulcrum as the human race passed from adolescence to adulthood as we gained control of ourselves and became ever more independent of our planet and the energy source of our sun.

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