

## **Has Mathematics Education misunderstood *Homo Aestheticus*?**

Peter Taylor (Queensland University, Canada)

Abstract: Over the past 100 years, mathematics education has lost its way at many critical points. One of these is certainly the hugely destructive debate between discovery and drill. Another is the emphasis on trivial technical applications – our feeble response to the question, “When will I ever use this?”

In parallel with this there has been a quiet but faithful call to attend to the deep beauty of the subject. My reading of the literature suggests that we have not been whole-hearted enough in this quest, that contaminated by the fallout from both of the above movements, we have aimed for a very restricted realization of beauty. With courage and imagination we might find a way to embrace the real thing.