

# Open Letter

In 1954, a few weeks before Christmas, all children in the kindergarten for the Interior Ministry of Hungary, received a Christmas package or Santa Clause package as we called it. It also contained an orange, the first one I had seen. Some gypsy kids who were standing outside the fence saw me opening the package and thought that it was a yellow apple. I tried to give the orange to them, but my kindergarten teacher, Auntie Csiszi told me not to do so and chased them away. I knew they were poor, and I didn't understand why can't we share everything with them. I cried all afternoon and Auntie Csiszi tried to console me. She loved me very much, with a special attention in spite of that once I called her a "whore". When they confronted me in the present of my father, why did I call her so, I replied, because she doesn't have a husband. They laughed and didn't punish me. At an other Christmas, when she dressed up as a Santa Clause, and one of the smaller girls was scared and cried, I tried to tell her that it's not the real Santa Clause, it's only Auntie Csiszi. She didn't believe me, so I tore off the fake beard, which lead to a big commotion among the children. My reputation was firmly established as an uncompromising fighter for justice and truth. In elementary school, I got into all kind of troubles and was the only one who was expelled from the young communist organization or so called "pioneers". For two weeks, in grade 8, which was the last in elementary school, we had a replacement mathematics teacher and he told me that I could be much better if I wanted. I don't remember what gave him this impression but I do remember his name, Kozalik. This minor event had a life changing consequence a few months later. Our elementary school, applied for a license to become a so called, continuing high school and I also thought to stay in the same school. The Ministry of Education refused the license in the last weeks, so all the kids had to find alternative high school choices. Nearby, a previously completely girl high school initiated a special mathematics class, and thus changed to become a co-ed high school. I remembered the words of the replacement math teacher and so I went for the test. I was probably very bad, but there were not enough applicants, because it all happened in the last moments before the summer holidays. Also, the math teacher had a good feeling about me, so I was accepted. Six months later, I won the Hungarian mathematical journal's competition and I was on my way to become a mathematician. I won many other competitions, so I got into university without any entrance examination.

I hated the university. They were teaching the old fashioned ways, and leaving the really exciting new mathematical results of Set Theory and Logic to the last year. Of course, I already learnt the basic Analysis in high school. Good books were not available and I tried to read everything that I could find. When I was in second grade in high school, my brother was struggling with mathematics at the electrical engineering faculty. He was an amateur electrical fanatic, building radios, remote control cars, electric organs, etc. Finally, he had to quit the university and became only a so called, technical engineer. He had to work for half the money, as he would've gotten otherwise. And all this because he couldn't recreate some derivations about infinite series. I was using his "thrown out" math books. They were written by the wife of a professor who I later met at my university. His name was Akos Csaszar. Later, I also found out that he was famous even in the west for some of his results. At those times, I didn't realize that his idiotic wife, who tried to copy the exactness of her husband's Analysis text books, ruined my brother's life. In the end, my brother still ended up doing what he liked. For example, he designed the studio tape recorders for the Moscow language educational center. At those times, I didn't know about the manifesto of Richard Feynman, questioning the whole pointless obsession with derivations, even for the theoretical physics students. Yes, I was still believing in the superiority of pure mathematics, above everything else.

So, at the second year in university, I did a “stunt” or my first challenge of the system, by applying for a year of absence from the university. The application form had a space for reasons, where normally students wrote down the special circumstances to grant a year leave. I simply put there, “I would like to study mathematics”. They called me in and after half an hour listening to my complaints about the university, they granted my leave. Soon after this, a high school friend of mine, who left the economics department in similar circumstances visited me. He tried to convince me, that the Russians would occupy Yugoslavia soon, and there won't be any window to leave Hungary at all. I didn't believe him completely, but we still decided to leave the country through Yugoslavia. After a few weeks of amazing adventures and coincidences, we were in Trieste and later in Rome, waiting for our American visas. I arrived at Christmas of 69 in Cleveland and after a week decided, to leave for the west coast. The jewish family organization refused to help me, so I spent all my money on a train ticket to San Francisco. My real aim was to get to Stanford and meet Paul Cohen whose book I read in Rome. In fact that was the book, from which I learnt English too. After washing dishes in San Francisco, I did make it to Stanford, but he was in England for a half year lecture. Luckily, I got a job in the math library. Even more luckily, the Xerox lady knew someone in the bay area who started a computer company and needed a mathematician to write the application programs. The test was that they showed me their computer and asked me what I can do with it. They only had 80 programmable steps and I must've shown them some amazing programs in the next hour, because they were so impressed that they employed me at once. Later, this company which was called Cintra Physics International, went bankrupt and a huge oscilloscope company in Oregon, called Tektronix bought them. They only kept five people, and I was one of them. They completely changed the look of the computer, but kept its principle functions. It was hooked up to IBM typewriters, holerit card readers and telex machines. One night I had a premonition that we should use a TV screen as a peripheral and then the program steps could be seen by the operator, in fact it could be edited and written “on the screen”. This was especially logical, because Tektronix was manufacturing the oscilloscope tubes. I asked for an interview with my bosses and tried to convince them, but they said that it's a stupid idea. The word monitor, was not known yet, maybe I should've coined that. This whole incident was a good excuse to quit and go down to Los Angeles and enroll to U.C.L.A. Of course, I hated this university too, so I quit and traveled around the country and lived from tutorings.

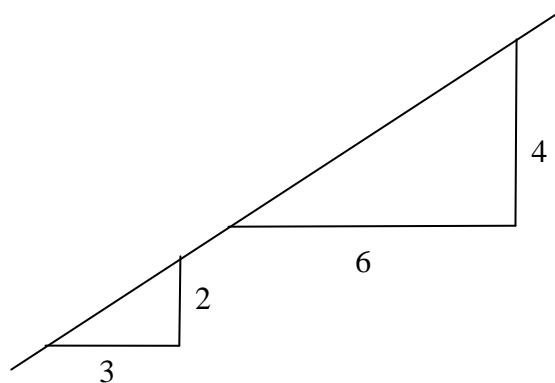
My disillusion with America lead to my return to Hungary in 1972. I enrolled again at the university where some of my old friends from above me, were already teaching. In the Ministry of Education, they were brewing new text books and the so called, “complex method” was tried to be introduced in elementary schools. It became a total failure and they had no clue how the high school level should be done. I left the university again and worked in a research group for new high school text books. It only lasted for a short while, I got fed up with the bureaucracy and lies, and left Budapest for a smaller city with my wife and daughter.

I was continually teaching math and physics, for all my life. I started tutoring already in high school, then at the university. Even in Rome and in America, I always had students. My principle became that if the student doesn't understand something, it's always the teacher's fault. I forged my definition of mathematics as: “Common sense used in the most uncommon sense.” After every tutoring session I spent at least the same amount of time to go through, what did I do and how could've I done better. There is an old joke, about the math teacher who explains something to a student, but that doesn't get it. Then, the tutor repeats it more detailed, but still can't get through. Finally, he breaks down every step into its details and when the student still shakes his head, the teacher starts to shout: “How the hell, can't you understand it, when finally even I understood it now.” This is very true! The deepest problems lie in the simplest

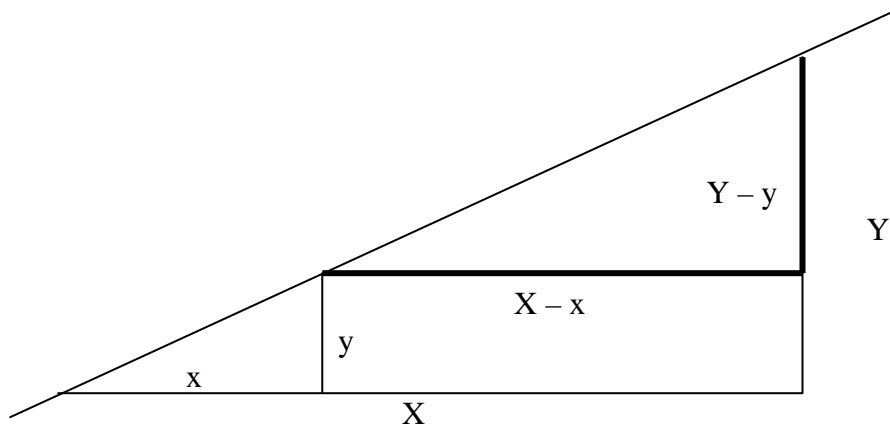
things and most teachers don't dare to question the false ways we ignore these basic questions.

The failure of math and science education in general, is not a secret! Also, the general principles of how good didactical education should proceed are well known. Namely, one should always start with problems that are already problems at a lower level and then proceed to the solutions through a theory. We should never introduce ad hoc definitions, just for the sake of theory. But these general principles are never actually applied and instead we have the thousands of lousy text books, starting with abstract definitions and laws. More importantly the whole question of what a curriculum should contain is questionable and never been properly examined. Rather old fashioned customs are recirculated. One major tendency is the elimination of geometry. It already started in the middle ages! With feudalism, the peasants were not only given land, but a basic education because educated work force was more advantageous, than slavery. Basic arithmetic was necessary, but geometry was not. So, the whole dominance of algebra began. Today, with the computers, we are in the newest phase of this process. Geometry is completely stripped to unimportant and boring names. I claim that 99% of students who finish high school, can not cut a distance into three equal parts with a ruler and a compass. This speaks for itself! There were always people who realized the problems and tried to go against the flow. Legendre reformulated the Euclidian geometry and made the standard ways to teach geometry. But after 200 years, this is insufficient and a new, more basic education of geometry is needed. For real mathematics, the separation never existed, it's only the phony education system that tries to "cut the meat off the bone".

The basic principle of education is that: You can't teach what you don't know! Most teachers simply don't know the subject that they teach. If you confront them with the things they don't know, then they claim that those are too high for the students. But this is just an excuse! The truth is just the opposite! The unexplained "higher points" are bumping up in the student's subconscious as obstacles of understanding. These facts again and again became proven in my tutoring career. But lets be quite exact. The unique prime factorization is bumping up right in the simplest calculations with fractions. Not as the factorization of the denominators that used to be shown in some older books. No, rather already at the obvious fact that different fractions can have the same value. Usually, the students understand it without any problem, that  $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$  and so on. This "expansion" of fractions begs the obvious question, whether in reverse, all fractions that are equal, are simply coming from such expansions. This question is not raised by the students, but it appears in their subconscious. This is a very strong statement and leads to incredible consequences. What the teacher, who is trained by decades of lying, to suppress his natural questionings, does not know is the simple fact that this identity of all equal fractions with the simple expansions already implies the unique prime factorization. If the "useless" geometry would be involved in teaching the fractions, then we could show how the equal fractions are also the different expressions of a line with a certain slope:



From this picture, it once follows that if  $\frac{y}{x}$  and  $\frac{Y}{X}$  are two equal fractions, that is being on the same sloped line, then the  $\frac{Y-y}{X-x}$  fraction is again on the line and thus, equal to the previous two:



This also means that if a  $\frac{y}{x}$  is the smallest possible fraction, that fits on our line, then all other ones must be an exact multiple of it, both in  $x$  and  $y$ . Indeed, if  $x$  and  $y$  wouldn't fit into a  $X$  and  $Y$  exactly, only with some remainders, then those remainders were again possible fractions on our line, because they can be obtained by repeatedly subtracting  $x$  from  $X$  and  $y$  from  $Y$ . But we assumed that  $x$  and  $y$  were the smallest possible, so such remainders can not be. Thus indeed, all variations of a fraction are merely expansions of the smallest possible variant. But then, if  $x$  and  $y$  are two numbers without a common divider, except the obvious 1, and they are a fraction from our line, then they also must be the minimal one too, because all others are expansions. Now, it's easy to see that if  $x$  and  $y$  are two numbers without a common divider, and  $x$  divides a  $y z$  multiple of  $y$ , then  $x$  must divide  $z$  itself.

Indeed,  $m x = y z$  can be written as  $\frac{m}{z} = \frac{y}{x}$ . Since,  $x$  and  $y$  had no common

divider,  $\frac{y}{x}$  is the minimal fraction form of  $\frac{m}{z}$ , so  $m$  is a multiple of  $y$  and  $z$  is a multiple of  $x$ . If,  $x$  is a prime number, that is one that is bigger than 1, but has no other divider than 1 or itself, then there is an even more important consequence of these. Namely, if  $x$  is prime and it divides the  $y z$  product, then  $x$  must divide  $y$  or  $z$ , (or maybe both). Indeed, a prime can only have common divider with a number if this divider is itself, that is if the other number is a multiple of the prime. So, if  $x$  doesn't divide  $y$ , then  $x$  and  $y$  have no common dividers, and so by the previous result,  $x$  must divide  $z$ . In short, prime numbers can only divide products if they divide some members of the product. This then will obviously follow for products with more than two members too. A prime can only divide a prime if they are actually the same, so if a product contains only prime members, then a prime that divides this, must be actually one of the members. Finally, this means that two product of primes can only be equal if they have the same members! I went into the details just to show how simply a connection can be made with basic arithmetic and fractions. Of course, to introduce the fractions or prime numbers in the above ways, would be completely wrong. As I said, we should start with problems of the lower levels. And indeed, there are very simple problems that lead a natural entrance to all these slope ratios and lines. For example, if we start with an infinite grid and ask the simple question from the kids, whether we can draw a line that avoids all grid points in both directions, then we will get different answers. Indeed, the infinity of the grids may suggest that no line

can avoid them completely. On the other hand, we have a natural intuition that slightly moving the line, we somehow can avoid more and more grids further and further. The solution to this problem is a beautiful and natural way of introducing, not only the fractions and primes, but even the different sizes of infinities. Real mathematics doesn't have to be avoided to teach practical mathematics. In fact, that's the only way towards it. The real question is, why this is not followed.

A few years ago, this "why" was a mystery to me, but today I see clearly the mechanisms of how stupidity and lies spread and always conquers the temporary introduction of reason. Teachers, not only don't know what they teach, they don't even want to teach. Teaching is the intention to transfer what we see to others. When a teacher teaches today, he or she does not want to transfer the way he or she sees, rather tries to hide what he or she doesn't know. In spite of this bleak and pessimistic view, I'm still fighting! Stupidity still annoys me, and I'm still tutoring. I call myself the Angry Samaritan, and I believe that all true Samaritans must be angry.

Mathematics is much less important than this whole problem I tried to introduce. Still, it's not coincidental that it's a mathematician who attacked this deep philosophical problem. Without math, someone may be angry at the stupidity of the world, but will never get to the exact details that I arrived at. As I mentioned above, I was obsessed by the new mathematics, Set Theory and Logic. When I finally met Paul Cohen, he turned out to be every bit the person I imagined him to be. All original thinkers are fully aware of the stupidity of the world, but in their actions they usually still contribute to the spreading of stupidity. The ultimate question is, what could one do? If one imagines the situation in which Einstein arrives at Princeton and gets into a controversy at once, then later gets into the even bigger mess of "helping" the atom bomb project, then one can understand his attitudes, but clearly he could have done a lot against the spreading of stupidity by merely raising his voice more angrily. He simply sold out, he did not act according to his beliefs. If we look even deeper and realize that he abandoned and thus, eventually murdered his daughter because he was afraid of his mother, then we can even see the roots of his immorality. Not to accept the status quo of world stupidity is the only solid ground of morality. But this solid ground of morality can be still crushed by the world and there must be an inner depth where one can escape and find peace. For me this was the gradual realization that I am not only the Angry Samaritan, the purest fighter of lies, the boy who cried with the orange, but also someone who is onto the deepest secret of the future. Indeed, the new math created something so extraordinary that it didn't even sink into the consciousness of the intellectual world yet. This is the creation of the first order logic, which is the ultimate language of mathematics. The axiomatic method is ancient itself, but it became finalized in the beginning of the 20<sup>th</sup> century. When I was at the university I was angry why they don't start with this exact Logic and base the teaching of mathematics itself on it. Later, I became convinced that this logic can be thought at an early age, I even tried it out on my daughter, with full success. This early teaching of Logic should be called Gramatics because it has more to do with language than with math. In fact, the English teachers should teach it as a departure from the mother tongue to analyze the real meanings of sentences. I worked out all details of how to teach this and I'm certain that with these, by the end of elementary school, all kids could achieve a tertiary level of mathematics with an ease. Of course, the tendencies of the real world are the opposite: Just as geometry is pushed out of math, even grammar and the old fashioned analyzing of sentences are eliminated. Then, as a third phase, I realized that the axiomatic method is not only not contradictory to a didactical way of teaching, but in fact the didactical perfection always coincides with axiomatic perfection too. So in fact, we have the outlines of a higher logic, which is going to be a continuation of the already achieved perfect logic. Of course, most teachers and scientists don't even know today what the logical quantors are, so for me to advocate teaching these at the age of 6 together with

reading and writing, before mathematics is even introduced, sounds totally hopeless. By the way, it's not really the introduction of the logical quantor's:  $\forall$  = every and  $\exists$  = there is that are crucial here. After all, Aristotle practically did this and they survived with latin names throughout the middle ages in the infamous syllogisms of the Formal Logic. But these were simply faulty or incomplete forms of the new mathematical logical inferences. What Aristotle missed is what all natural languages miss, namely the distinction between "things" and "states". The introduction of thing variables of course, began in mathematics much earlier by using letters for numbers or points and so on. The new elementary education system not only misses out on the possibilities of using the powerful and natural tools of Logic, but intentionally goes against it. Best example of this is the insane idea of calling the letters "pronumerals". A few decades ago, there was a tendency to try to avoid letters at all, and use little triangles or squares to stand for arbitrary numbers. The idea was that, then the kids can actually write in particular numbers, and thus see what they can mean. It sounds good, but it's totally stupid, because the replacement of a letter with actual numbers is never really appearing as an obstacle in the first place. So, we overcomplicate something that is natural and instinctively correct in every kid. In real mathematics, the letters are called variables, because that's what they are, carrying variable meanings. The name pronumeral tries to refer to "for numbers" in latin, which is stupid in itself, but even more so, because variables can stand for points too. So, when we name a triangle A , B , C, it's the same as using a , b , x , y, for numbers. What really is a problem is that numbers are not even elementary concepts, because they derive from distances! This is completely left out in elementary education system and the numbers are pretended to be obvious, which they are not at all. So then the word pronumeral has a third level of stupidity too.

The basic relationship between physics and mathematics can be imagined as two distinct circles that touch only at a small common segment. This common segment is the door through which physics borrows the necessary mathematical language to formulate its equations. Einstein, just like others, expressed the surprising fact that the mathematical tools that originate from a field that is completely based on human imagination and nothing to do with the observation of reality, can lead to equations that completely coincide with material reality into its tiniest details. This is very true, but it ignores an even deeper contradiction, namely that those intuitions that lead to the physical equations are also independent of the mathematical ones. This ignorance of Einstein is not surprising, because he simply ignored what he was the best in the world, namely the physical intuition. Indeed, in general the ones we do the best are the things we don't want to think about. But we have to think about it, because the stupidity of the world confronts us. To start to teach physics by listing the Newton Laws is insane and yet, all physicists put up with this insanity. It's easy to make a joke about how few people really understand Relativity, like Einstein did, but it's much harder to criticize the stupid physics text book writers.

By today, we arrived at a point where real questions can not even be asked, so I dare this stupidity and I double dare, the sly protectors of the status quo and I ask the following questions:

1. Why do different objects fall together, why doesn't the heavier fall faster as Aristotle claimed, and was lazy to check?
2. Why is a high tide on the earth towards the opposite side from the moon, why doesn't the moon attract the oceans only towards itself?
3. Why does a billiard ball hitting an other one completely stop and gives all its motion to the other, why don't they share?
4. How can a hundreds of tonne airplane fly, when its wing is so small?

Those people who try to give abstract answers to these, using laws, are stupid!  
 These questions can be answered on a level that is understandable to a five years old.

To understand them, you don't need any mathematics at all. Yes, that's where I ended up, a pure mathematician who wants to exorcise mathematics from physics. Most importantly though, not only the understanding of physics is fundamentally non mathematical, but it is based on a structuring of intuitively correct or instinctive reactions. This means that the instinctive reaction that if something is heavier, then it should fall faster is correct! It is applied incorrectly, that's why we get the false result by it. The same way the tides being only toward the moon, the billiard balls sharing their motion and an airplane falling down, are all correct reactions, that ignore other factors and that's why they lead to false results. The formalists not only don't want to share how they see, that is have no "intention" of teaching, but sometimes blatantly lie about what they see. A perfect example of this, what I realized when first understood Relativity. In Hungary, there was a physicist called Lajos Janossi, who went against Relativity. Incidentally, he was a big communist and yet a lecturer at Cambridge. He actually wanted to measure the Ether. His books of course all were available in Hungarian, even though proper text books on Relativity could hardly be found. In the physics department, an old fashioned physicist called Karoly Novabatzky was teaching Relativity, who was an unconditional follower of Einstein. He wrote an extremely good text book, even corrected some mistakes that Einstein made. In the preface, he lashes out against Janossi and word by word says: "The theory today stands in its crystal clear form and all of its assumptions are accepted without any hesitation. Yet, in a narrow circle, exactly in our country opposing views are expressed. The weakness of these views is that they miss the heuristic Principle of Relativity." Then on page 19, in paragraph 6, The Principle of Relativity, we read the following: "From these equations, follows the particular result too, that light travels in all directions and in all inertial systems, with the same speed. This assumption is totally plausible, because an inertial system is free of all forces, so the light must travel in all directions with the same speed. Clearly, at the speed of sound, we have a totally different situation, because it proceeds in a real media and so, isotropy could only be in the system where the media is standing. But light travels in the non material vacuum. To speak about a relative speed to the vacuum, is in itself meaningless. Compared to the vacuum, every inertial system is equal." Now, we all seen the weightlessness of astronauts. Unfortunately, very few of us knows that this actually is only an artificial weightlessness. Jules Verne made the ridiculous error to assume that weightlessness will only appear at a point in between the earth and the moon, where the two gravitations cancel out. Today we all "see" that the artificial weightlessness of traveling with the spaceship slips into this unrecognizable moment of true weightlessness. But, we are even more stupid than Jules Verne, because we don't even think about the difference. But all this is unimportant, for my point right now, because all I claim is that we can all visualize what the empty space is like. This natural feeling of a forceless empty deep space where everything just keeps on traveling with the speed that we give it, until something bumps into it or attracts it and changes its path, is instinctive. So, we have an instinctive feeling of an inertial system. But, we still feel that if somebody passes by us with a certain speed, then he also will see our motions with a different speed. So if I send a light forward and he travels forward too, then compared to him, my light should be slower. In the above, quotation from Novabazky, one can clearly see even the linguistic contradictions that lie in using the vacuum as media and then claiming that it's not real, so nothing can be compared to it. The closer we analyze it, the more ridiculous it is! The real puzzle is how can somebody truly believe in something to be simple, when it's not. Obviously he pretends for the sake of defending Relativity, in which he believes deeply. I believe in Relativity too, but I don't think that The Principle of Relativity is a simple natural intuitively obvious principle. In fact, I know the exact path that leads to an understanding of The Principle of Relativity, but I'm not going into that now.

This situation that I mentioned is not a typical one. Usually, the high level professionals are correctly aware of the didactical problems and have a very bad opinion about the education system. But, don't want to get involved in fighting the system. I give a good example of this too. The question whether we should or shouldn't start teaching calculus in high school is a repeated one. Every decade they bring it in, they throw it out, and they bring it in again. There was a stage when the elementary analysis was so badly treated in the high school math books, that a famous Hungarian professor Szökefalvi, wrote to the educational journal with his criticism. The bureaucrats replied by saying that why don't you write a better one then. And I have to admit, that their reply was valid. Most high professionals are not critical because they are lazy to be involved, so they don't want to get caught with the previous reply. But, what they don't know, is that they are not only lazy, but if they started to get involved they wouldn't necessarily would write better text books. To know something is still not enough to teach it! Most professionals try to pretend not to appreciate good didactical tools. The real value in their eyes is only new results. And false ego protects their stupidity. I was very happy to see that Professor Mack at Sydney University completely lacked such false ego and fully appreciated my educational ideas. Still, in my eyes he failed because I couldn't fire him up to help me in my bigger plans to fight Formalism. I can see why the professionals go against a person like me or hide behind their comfortable cooperation with the stupidity of the education system or the establishments in general. Sometimes the stupidity is so bad, that it can not be tolerated anymore and action is taken. A good example is a mistake that caught on in the physics education at the middle of the 20<sup>th</sup> century. The word centrifugal force was misused! When we spin something around with a rope, we feel the force that tries to tear the rope apart from our hand. Then when we let it go, the object flies away. All this gives the false impression that the force we felt in the rope is the one that moves out the object radially from our center. First of all, the object will not move radially, rather tangentially to the circle at that moment that the rope breaks or let go. This is simply a consequence of Newton's first law, that a body tries to keep its motion. Secondly, the force that we feel in the rope is just one end of the rope, while the same but opposite directional force is on the other end, where it is attached to the orbiting body. Clearly, that's the force that acts upon the body, not the previous one, which is simple the counter force of that. So actually the force upon the orbiting body is directed towards the center and not outward. Amazingly, the first spin driers were called "Centrifuga" in Hungary, and the name stuck for all spin driers, as a reminder of human stupidity. In text books, the name centrifugal force was changed to the correct centripetal and its direction changed towards the center. But these changes are formal and don't really lead to the understanding of what's happening. In a spin drier, the water spins out of the clothes, so without seeing the details of how this can happen, the old mistake of believing in a force that drives the water out still remains, regardless of the names. The crucial point is to observe the frictional forces too, which are essential in the real process. As I said above, today the Newton Laws are less understood than they were a few decades after his death. Every generation has to fight again, the details of changing the "bad" intuitions to the more complicated correct ones. This can not be replaced by formulas, served on a silver plate, neither by the technological advances that exemplify the laws. There is a potential advantage of living today in the understanding of the Newton Laws, but if that potential is not used, then the misunderstanding is bigger too. By the way, my favourite past time, for a while, at the university in Hungary was to provoke freshly finished physics teachers with the question: Why doesn't the moon fall to the earth? One of the typical answers I got was, that the gravitational force is balanced by the centrifugal force. Then, when I said that, if the forces are balanced, why doesn't the moon moves on a straight line as Newton's first law requires, they reacted with, "leave me alone". When I took up philosophy as a second subject, I was even more depressed.



There are many “philosophers” who try to pick up some mathematics or physics and venture into a whole lot of mumbo jumbo. The truth is that you have to be a mathematician first. It’s the sweat and blood of wasted details that lead to the wider understandings, not in reverse. But most importantly, you can’t be a philosopher without the moral ground, you can’t make peace with the world, you have to be an Angry Samaritan.

In 1989, when in Hungary, the free passport law came into effect and finally I could leave, I came to Australia with my daughter and two years old son. He will be sixteen exactly after tomorrow, and he is typing this open letter for me. Up until now, I received the single parenting payment, which made it possible for me to spend all my time on perfectionising my educational methods. Before the 20<sup>th</sup> century, the exceptional people had to beg for the hand outs from the rich. This made them sickeningly immoral, but still ensured their survival. Today, the common belief is that if somebody is good in something, in other words, he’s a professional, then he must be able to find an acknowledgement within the establishment. My single parent payments that I received in these years, was the best investment that Australia had done. “Fair go”, “mateship”, “true blue aussie way” are the demagogue slogans that try to cover the simple fact that less than 20 million people are raping a continent and distribute its wealth to get an advantage over all other countries in its region. The old fashioned, “lucky country”, was much more honest, but it still ignored the basic fact that it’s not about luck, rather about the securing of the privileged. When Ray Martin, and the other dickheads say that “we tax payers are paying for it”, then they truly believe, that they work for their money. The fact that they are members and protectors of the privileged is completely escaping their attention. My morality stems from the deepest and truest equality of people, namely I believe that all people can learn all knowledge of all others. It’s the intention of the others to help them is that lacking and stops this happening. This is the root of all unfair inequalities.

In Hungary, I always found people who helped me through their positions in the establishment, because they sympathized with my views. In capitalism, this is less likely, and the Australian welfare state was a loophole that gave a temporary stability for me. Even under this time, I tried to approach people in the establishment. One such person was Professor John Mack, at Sydney University. A few years back, I had a problem to find some books on a particular subject and he was in the library and helped me. Then years later, I met him again and showed him my books on a “Non Formalist Mathematics”. I complained a lot to him about the stupidity of the education system, but most of the time, he just smiled. And at the same time, I became angrier and angrier, but also my views became more and more crystallized. Once I suggested to him, that a Didactical Center should be set up, which all teachers could contact through the internet, with questions on how to teach particular concrete subjects. He said, that the Mathematics Teachers Society is already an organization in existence. So then how can we have the totally unusable text books, in circulation? Why are teachers unable to teach mathematics under a time that I could train a class up to the tertiary level? It all boils down to cooperation and non confrontation. You can’t tell stupid people, that they are stupid because they are clinging on to their privileges.

So what am I going to do now? If I had a diploma, I could teach in a high school and probably within a few months, I would be kicked out, because I would teach differently than the other teachers. By the way, this had almost happened just before I started to get the parenting payment. In Brisbane, I was teaching at the Logan Tafe College in the adult education program for people who wanted to enroll to Griffith University. I wasn’t following a stupid American text book, that they recommended. Also, all students started to register over to my class, because the word by mouth spread, that I actually teach all participants the basic math. The woman who was teaching the other class complained to the director. Amazingly, the director, who was

a math teacher by the way, asked what I did differently, and when I explained he said, keep on doing this way, it's much better. Yet, I believe that sooner or later the confrontations always grind up anybody who goes against the mainstream formalism. I thought that John Mack was in a position to initiate my influence on the education system, and I was wrong.

A few months ago, Centrelink called me in for an interview. I explained my situation there, and a woman spent hours to keep on calling up people at universities and finally handed me two names with phone numbers from UTS. One of them had missing numbers, the other I couldn't reach in a week. Finally, I went in person and saw Kate Collier who told me that I should get a teacher's diploma by taking up some courses and then I could teach in a high school. Of course, I knew this already before. Still probably, the only solution for me will be, to take up some phony courses and pretend to learn, instead of doing what I can, namely teach.

They want to change the "lucky country" to "clever country"! Maybe they should listen to people who claim themselves to be clever. After all nothing to be lost. If I'm a phony, self obsessed, dole bludger, then any professional would see this at once. I have thousands of theorems in my head, that I can derive at any time. I can walk in a classroom and teach any subject of mathematics or physics from simple arithmetic, up to Relativity and Quantum Mechanics, with a crystal clarity and simplicity. I can also help the specially gifted children by challenging them with deep problems that puts them on a course of becoming real scientists. But even if I would do these for a salary, it would be a waste of money, because there is a much more important task to be done.

All countries are struggling with their educational systems and the UNESCO is involved in hundreds of projects, yet there is no organization that at least would survey the different education systems. This has to change and my dream is to set up a center that would gradually work out the better and better didactical methods. The main thing for this is the true feedback from all levels of education, which is missing in all bureaucratic systems. This should also be the number one priority, because equal education leads to the most drastic and fair equalization of wealth too. I am fully aware that bureaucratic dogmatism or Formalism in general is a tendency that will not change in the near future. But, I also believe that if a counter process could get hold of in this doomed situation that we are in today, then gradually a whole other counter processes would initiate too. The education of science is truly the heart of the monster, so we should start there.

I don't have a house, I don't have a car, I don't have anything, except my conscience. So the future is completely open. If somebody is intrigued by this letter, then he or she is free to contact me, and test me whether I'm the real McCoy. I claim that I know more about how to teach mathematics and science than anybody else in the world. This is a very bold statement, and I only claimed a fraction of what I know.

Challenge me! Ask me! Just don't ignore me.