

One Book

Living waters for those who are thirsty



The faithful witness

Preamble

*"A lie is a lie even if everyone believes it...
The truth is the truth even if nobody believes it..."
David Stevens*

This book is written in two parts. It is however very important to stress that the two parts form ONE book. It is also important to note that the word "**Believer**" refers to believers from **all** the religious groups. Believers are scattered all over the world, however, they are united in the Spirit and form one informal body.

Part Two outlines the practical implications of the gospel message, and exposes the lies imposed on us by the present corrupt world system. It offers an objective approach for Believers to get their house in order for the coming transformation. Topics range from the basic numbering system, to quantum mechanics, special relativity, mathematics, Pythagoras, Stephen Hawking, and much more.

Believers will find a topic reference on the last page of the book.

I am the faithful witness,
"Duke" is my new name.

Website: <http://marques.co.za/duke>

Twitter: <http://twitter.com/judgmenttime>

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Part Two

The New Earth

About the Morse code

The Binary System

This video clearly shows how natural man has fabricated his own irrational numbering code from ' something ' and 'nothing'. Symptom of the double minded(drone) mentality. Keep in mind that the numbers are numerators and have a common denominator.

[Video](#)

About removing the curse

The Place Value Numbering System

This video clearly shows how a place value numbering system should look like. The zero is removed and replaced with a symbol representing 10(ten), in this case we have chosen the Roman symbol for ten, X. Keep in mind that all numbers are numerators and make up the whole, which is the denominator.

[Video](#)

About The Abomination

Irrational Numbers

*"But when ye shall see the abomination of desolation,
spoken of by Daniel the prophet, standing where it
ought not (Let him that readeth understand),
then let them that are in Judea flee to the mountains."*

The world as we know it is on the verge of a major transformation (restoration). The harvest is ripe, soon there will be a new heaven (spirit) and a new earth (perception). A paradigm shift is about to take place, a shift from an irrational world system, to a rational world system.

To illustrate my point I will refer to the present world numbering system. The present world numbering system is an extension of natural (irrational) man. It is an irrational numbering system. The abomination of desolation referred to in the book of Mark, is a symbol, it is the "ZERO". When you see it standing where the "ONE" ought to be, then you will know that the time has come. Our present numbering system is a zero base system. It will soon be replaced by a rational system, a unity base system.

Most readers will be familiar with the present numbering system, the system that is taught in schools all over the world. The world numbering system is a complex system protected by man-made rules. Rules that make no sense at all. This is why so many children struggle with math, in particular 'fractions'. When a child is told that he can multiply by zero, however he cannot divide by zero, the result is a state of confusion. The confusion is reinforced by concepts such as 'whole numbers', clearly a contradiction in terms. There can only be one whole number.

After the transformation has taken place there will be a new numbering system. The new numbering system in contrast to the present system, will be a very simple. It will consist of only two types of numbers. A whole number, which will always be "ONE", and rational numbers that form part of one. Each rational number has two parts, a numerator, and a denominator. The numerator indicates the part and the denominator indicates the whole. There will be no zero (abomination of desolation), no irrational numbers and no irrational (inconsistent) rules. All the measuring instruments will be changed, everything will be made new. A common ruler will start with one and end with one. The accuracy of the ruler will determine the number of divisions required.

Let us take a closer look at the idea of incommensurability.

One of the ideas associated with irrational numbers is the idea of incommensurability. We will now look at one of the so called 'proofs' that mathematicians dish up to unsuspecting students. This 'proof' dates back to 300 BC and is the work of Euclid, a well respected mathematician. Let us take a look at proposition 2 of book X.

Proposition 2

If, when the less of two unequal magnitudes is continually subtracted in turn from the greater that which is left never measures the one before it, then the two magnitudes are incommensurable.

There being two unequal magnitudes AB and CD, with AB being the less, when the less is continually subtracted in turn from the greater, let that which is left over never measure the one before it.

I say that the magnitudes AB and CD are incommensurable.

If they are commensurable, then some magnitude E measures them.

Let AB, measuring FD, leave CF less than itself, let CF measuring BG, leave AG less than itself, and let this process be repeated continually, until there is left some magnitude which is less than E.

Suppose this done, and let there be left AG less than E.

Then, since E measures AB, while AB measures DF, therefore E also measures FD. But it measures the whole CD also, therefore it also measures the remainder CF.

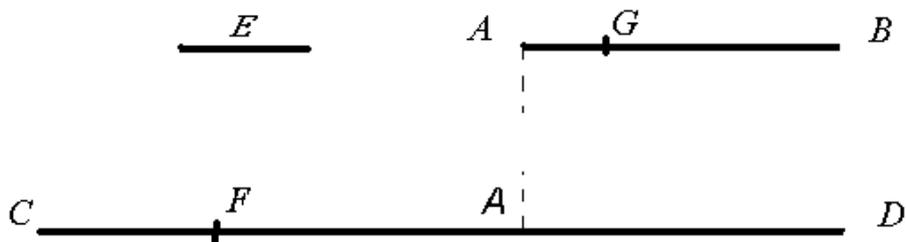
But CF measures BG, therefore E also measures BG. But it measures the whole AB also, therefore it also measures the remainder AG, the greater the less, which is impossible.

Therefore no magnitude measures the magnitudes AB and CD. Therefore the magnitudes AB and CD are incommensurable. X.Def.1

Therefore, if, when the less of two unequal magnitudes is continually subtracted in turn from the greater that which is left never measures the one before it, then the two magnitudes are incommensurable.

Let us briefly examine Euclid's proposition.

"If, when the less of two unequal magnitudes is continually subtracted in turn from the greater, that which is left will never measure the one before it, the magnitudes will be incommensurable."



This is indeed a very strange statement to make.

The original magnitudes consisting of the less, AD, and the greater, CA, together constitute a finite line, CD.

The process which Euclid describes, is a process of depletion. The basic procedure (modus operandi), is to continually subtract the less from the greater.

We can therefore expect the finite line CD to be depleted, but according to Euclid " that which is left will never measure the one before it ", which can only mean that there will always be a leftover, the finite has become infinite. The only other possibility will be that, that which is leftover, is greater than that before it, which means the process is halted prematurely thus violating the basic procedure. So the only conclusion we can make is that the finite line has become an infinite line, clearly a contradiction.

Euclid goes on to say:

"Suppose this done, and let there be left AG less than E."

Now clearly if AG is less than 'E', then AG is a left over, and 'E' is not the unit measure. The process of depletion is not complete. Euclid has arbitrarily stopped the process to justify his 'proof'. We know this because he did not arrive at 'E' by means of depletion. Euclid has committed the unpardonable sin of separating E from the process of depletion, from the whole.

We will now put the proposition in the right perspective.

Referring to the sketch below:

b leaves leftover c

c leaves leftover d

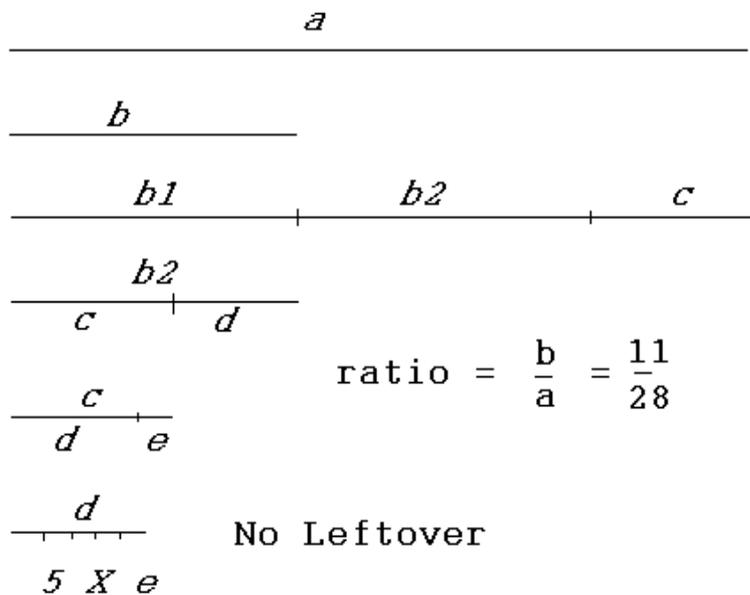
d leaves leftover e

e leaves no leftover

In this case the whole is depleted with the common divisor e which is the unit measure.

The ratio of the part to the whole is $11/28$

The process of depletion



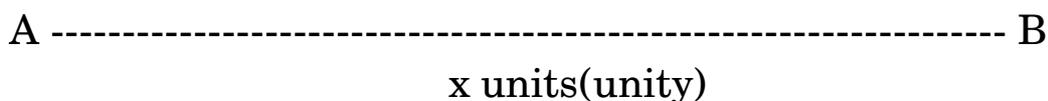
Note:

- a) The leftover diminishes until there is no left over.
- b) The leftover becomes the divisor until that which comes before it, is depleted.
- c) The last divisor is the common divisor and establishes the ratio between the whole and the part(s).
- d) In an irrational system the part always measures the whole.
- e) In a rational system the whole always measures the part.
- f) Note: The sketch is not drawn to scale.

Addendum 5/2005

To show that incommensurability is a fallacy

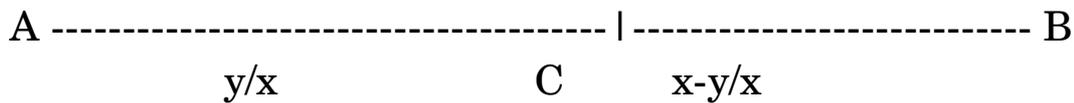
Let A B be an extension of finite length x units, then 1/x is the smallest possible unit extension.



Let C cut A B at any position, into two finite sections,

A C and C B

Let A C be y/x units so that C B = $x/x - y/x = x-y/x$ units.



Therefore A C + C B = $y/x + x-y/x = x/x$ (unity)

If $y = 1$ then the ratios of A C and C B are:

$1/x$ and $x-1/x$ respectively

If $y > 1$ and $y < x$ then the ratios are:

y/x and $x-y/x$ respectively

It is clear that y cannot be less than 1(smallest part) or more than x (unity).

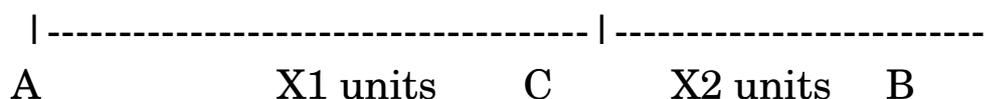
Therefore A C and C B cannot be incommensurable with A B.

Note:

The common divisor $1/x$ is established by means of the depletion process as outlined in " The process of depletion."

A practical example of depletion.

X units total length



Assume the depletion process takes place as follows:

$$\begin{array}{ll}
 X - X_1 = X_2 & X_1 + X_2 = X \\
 X_1 - (2)X_2 = X_3 & (2)X_2 + X_3 = X_1 \\
 X_2 - X_3 = X_4 & X_3 + X_4 = X_2 \\
 X_3 - (5)X_4 = X_5 & (5)X_4 + X_5 = X_3 \\
 X_4 - X_5 = X_6 & X_5 + X_6 = X_4 \\
 X_5 - X_6 = (3)X_6(\text{Depleted}) & X_6 + (3)X_6 = X_5
 \end{array}$$

The ratios are determined as follows:

$$\begin{array}{l}
 X_6 = 1 \\
 X_5 = 4 \\
 X_4 = 5 \\
 X_3 = 29 \\
 X_2 = 34 \\
 X_1 = 97 \\
 X = 131
 \end{array}$$

The ratio is $34/97$ ----->

About Time Magazine

Man of the century

E-mail: Letters@time.com

Dear Sir,

I am somewhat surprised that you have named your 'Person of the Century', (TIME 31 December 1999) prematurely. As you are well aware the present century only comes to an end on the 31 of December of the year 2000. This is also the case regarding the millennium. We should refer to this year as the minullium year, the year that fills in the gap between the pseudomillennium (999 years), and the real millennium (1000 years). Is this a case of sloppy publishing ?

The purpose of my letter is in a more serious vain. It focuses on your 'Person of the Century' : Albert Einstein. It is my contention that the world we live in is in such a mess, partly, because a reputable magazine such as yours, should fall into the trap of reinforcing subjective information, without offering a more balanced view. After all, books have been written implying that Einsteins theory is flawed.

Two points where emphasized when I was introduced to science the first time. My science teacher made it clear that all experiments have to be conducted systematically and with meticulous care to insure accuracy and objectivity, and that under no circumstances should the measuring instruments be tampered with in order to obtain the desired result. Your 'Person of the Century' is guilty on both counts.

Albert Einstein tampered with the measuring instruments in order to obtain the desired results, results which conform to reality. He tampered with the measuring instruments by fabricating the 'special theory of relativity'.

He had to do this, because he constructed his arguments from false premises. Having done this, his theory had to lead to all kinds of bizarre consequences, which made it incomprehensible for most people.

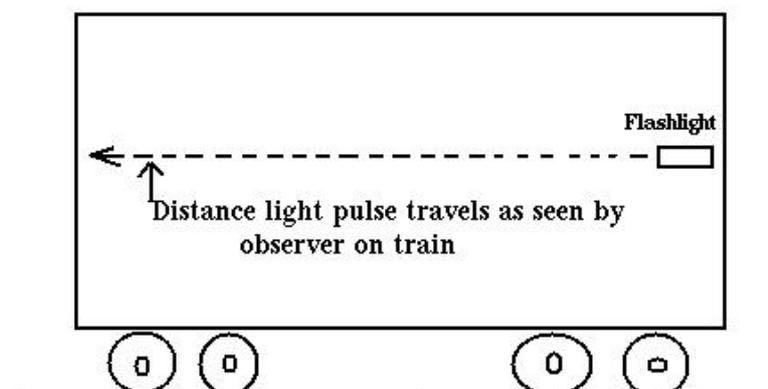
To expose the absurdity of Einsteins theory is elementary. Take the example from Hawkings article entitled; 'A brief history of relativity', as published in your special edition.

QUOTE:

special relativity, and relativity and length

A moving object appears to shrink in the direction of motion, as seen by a stationary observer.

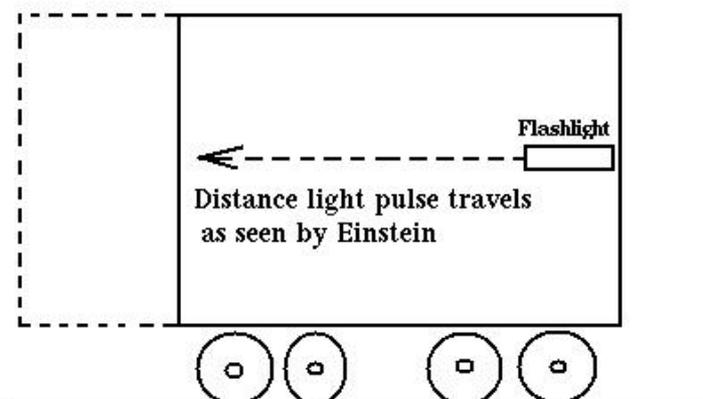
Train moving in this direction →



1. The man now observes a light beam that travels the length of the train car. Knowing the speed of light and the travel time of the light beam, he can calculate the length of the train. The observer on the train sees only the motion of the light beam.

2. Einstein is not moving, so the rear of the train is moving forward from his point of view to meet the beam of light: for him, the beam travels a shorter distance. Because the speed of light is always the same, he will calculate the trains length as shorter- even after he allows for his faster-ticking clock. As the train approaches the speed of light, its length shrinks to nearly zero.

Train is moving in this direction →



Someone watching from outside sees the light beam moving but with the motion of the train added.

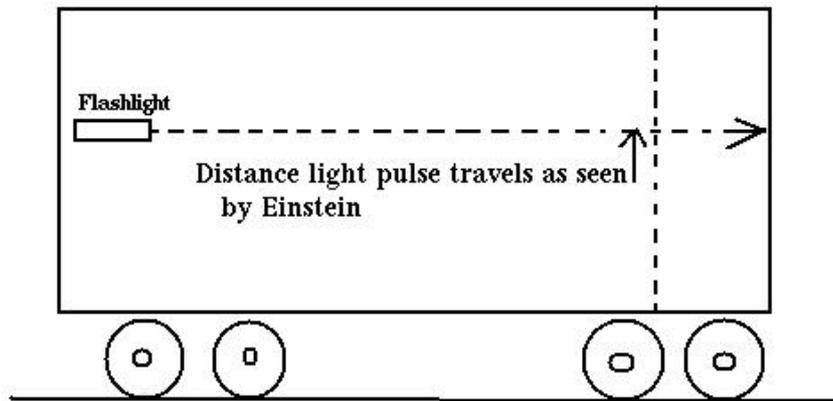
END QUOTE

Completing the experiment:

3. Einstein calls the man on his cell phone, and tells him to go and stand at the back of the train, pointing his flashlight to the front, so that Einstein can verify his first observation with a second calculation.

4. Einstein is not moving, so the front of the train is moving forward from his point of view away from the beam of light: for him, the beam travels a longer distance. Because the speed of light is always the same, he will calculate the train's length as longer- even after he allows for his faster-ticking clock. As the train approaches the speed of light, its length increases to nearly infinity.

Train is moving in this direction →



*Someone watching from outside sees the light beam moving but with the motion of the train subtracted.

Now the question is this:

Is the train shrinking or expanding?

The mean of the two calculations will suggest that the length of the train does not change. There is no discrepancy between the calculations of the man inside the train, and the calculations of Einstein who is standing outside the train.

Duke

South Africa

January 2000

P.S. Needless to say Time Magazine ignored this letter.

* Comment and sketches added after mailing the letter to Time.

About Stephen Hawking

C-h?A_o=S

*' When a person dies it is like
switching off a computer.'
' Those who believe in life after death,
are afraid of the dark.'
* Stephen Hawking*

*" Follow me ;
and let the dead bury their dead."*

The computer is the image of the beast. The beast is natural man. Natural man is spiritually dead, he is a fallen angel. Natural man stumbles in the dark, he is comfortable with darkness. Like *Stephen suggests, he is not afraid of darkness, he lives in darkness, in the grave.

For those who are interested in the world of darkness, I have two books to recommend: Stephen Hawking - quest for a theory of everything - the story of his life and work ; written by Kitty Ferguson and published by Bantam Books 1992; and the second book which is more 'advanced': A brief history of time - from the big bang to black holes- written by Stephen Hawking and published by Bantam Books 1988.

It is not possible for me to explain the content of these books, instead I will provide the reader with a quote from each book. Stephen Hawking's book is 'a record breaking bestseller' with the following quote from the England's Sunday Times on the cover:

" This book marries a child's wonder to a genius intellect. We journey into Hawking's universe, while marveling at his mind."

'In real time, an astronaut who fell into a black hole would come to a sticky end. He would be torn apart by the difference between the gravitational force on his head and his feet. Even the particles that

made up his body would not survive. Their histories, in real time, would come to an end in a singularity. However the histories of the particles in imaginary time would continue. They would pass into the baby universe, and would re-emerge as the particles emitted by another black hole. Thus, in a sense, the astronaut would be transported to another region of the universe. However, the particle that emerged would not look much like the astronaut. Nor might it be much consolation to him, as he ran into the singularity in real time, to know that his particles will survive in imaginary time. The motto for anyone who falls into a black hole must be: **Think Imaginary.'**

(Ferguson quoting Hawking -page150)

Would the reader like to know what a 'singularity' is ? I quote Hawking from page 53 in his book: A brief history of time (1988)

' The answer to this came out of a completely different approach introduced by a British mathematician and physicist, Roger Penrose in 1965. Using the way light cones behave in general relativity together with the fact that gravity is always attractive, he showed that a star collapsing under its own gravity is trapped in a region whose surface eventually shrinks to zero size. And, since the surface of the region shrinks to zero, so too must its volume. All the matter in the star will be compressed into a region of zero volume, so that the density of matter and the curvature of space-time become infinite. In other words, one has a singularity contained within a region of space-time known as a black hole.'

There is hope for Stephen, it is never too late. Should Stephen accept in faith that he is stumbling in the dark(deluded), and shows remorse, by repenting, he will be resurrected. Only then will he now that there is life after death. * Quotes from SABC TV program 50/50- 7/7/2008

About the Gospel Message

End Of The Debate

"But the natural man receiveth not the things of the Spirit of God, for they are foolishness unto him."

INTRODUCTION

This essay brings to an end the debate between those who believe that the message according to the gospel can be reconciled with science, and those who believe that science and the gospel are contradictory. Any debate implies uncertainty, when a debate therefore comes to an end, so does the uncertainty that generates the debate. Modern science and the message according to the gospel are irreconcilable. Henceforth I will refer to **deluded** man as **natural** man, and to **transformed** man, as **spiritual** man.

MESSAGE ACCORDING TO THE GOSPEL

The message according to the gospel is clear. Unless natural man is born again, unless his rationality is restored, he remains deluded. Spiritual man is natural man resurrected. Man comes into this world with an intact mind, the new born baby is a spiritual being. Soon after birth the infant dies spiritually, his mind is deluded, corrupted, he falls from grace and becomes a natural person. Unless he is resurrected he will remain spiritually dead.

This is the message according to the gospel.

TRANSFORMATION

The transition from natural man to spiritual man is referred to as transformation or conversion. Transformation is the restoration of reason to the irrational mindset. The process of transformation has two elements; confession and restoration. The minute natural man confesses in faith that he is deluded, the door is opened for transformation. It is important to know

that confession and faith go hand in hand. Natural man cannot know that he is deluded, that he lives in a fantasy world, if he knew, it would mean that he is not deluded. Restoration is a very painful in the sense that unless we die to our fantasy world, it is not possible for us to be "born again", to become spiritual beings. Confession therefore leads to conversion, the restoration of reason.

FAITH OR DESPERATION

Transformation can come about the easy way, through faith, or the difficult way, out of desperation. It seems that most transformations take place in desperation. The individual is down and out, in the gutter, only then does he "give up", and acknowledges that his whole life is a sham. On the other hand if a person accepts in faith that his mind is corrupted, it opens the door, without him having to go through all the suffering that brings him to the gutter. The main stumbling block for natural man is pride, most individuals are too prideful to accept in faith that they are deluded.

THE WORLD WE LIVE IN

The present world we live in is a product of natural man, irrational man. It means that all the so called knowledge that we have gathered from the beginning of 'civilization', is falsified information. This means that our present world, is a pseudo world, removed from the real world. This is the reason why the world is in such a mess. Everything that is wrong with this present world is a product of natural man. The house we have built has no foundation, it is standing on sand, it is now collapsing, whether we believe it or not.

THE END OF SECRECY

We have now reached a point in time where it has become necessary to re-publish information which has been systematically withdrawn and ignored in the past. Information that has been censored by natural man.

Publications such as: Herbert Dingle's, "Science at the crossroads"; Morris Kline's, "Mathematics: The loss of certainty"; George Berkley's "The analyst"; George Orwell's novel, "1984"; Ayan Rand's novel, "Atlas Shrugged", to mention only a few. We have reached the end of a crooked line, there can be no more secrecy about matters that affect each and every individual on earth. Reality is not debatable. Natural man is at the "crossroad's", he has had his day, his time is up.

WHY THE WORLD HAS SURVIVED TILL NOW

It is difficult to imagine the extent of the damage done by natural man. We will examine the process of falsification, however before we do that, we need to see why the bogus information system has survived for so long. Because natural man is deluded, the world as he knows it is an extension of himself. Natural man's identity is reflected in his world. By protecting his imaginary world, he protects his false identity. The two systems that has worked together to maintain the bogus world system, is education, and mass communication. Education is the process whereby the delusion is reinforced during the formal years, and mass communication is the process by which the delusion is maintained in adulthood.

THE INFORMATION HIGHWAY

The advent of the Internet, ushered in the the demise of the dissemination of false information. The information highway has brought an end to censorship. Censorship is the process which prevents wisdom from reaching the masses. The personal computer together with the INTERNET have opened the floodgates of uncensored information. For the first time in the history of mankind, freedom of information is a reality. Not so long ago this message would have been prevented from reaching your eyes. No longer is it possible for natural man to protect his false identity, the information highway has opened the door for the unscrupulous dissemination of the truth.

BIRTH OF THE NEW DISPENSATION

The end of secrecy has opened the door that will bring about the collective

transformation of the corrupt world system. The coming new dispensation is going to differ radically from what we have today. Everything is going to be made new. The rational mindset, is going to replace the irrational mindset, as the dominant mindset. Spiritual man is going to bring about the healing of the nations, a total transformation of the world system. Unfortunately it seems that we will have to go through a major world crisis to bring about the change, natural man will resist change with all the power that he has at his disposal.

PROTECTING THE SYSTEM

The falsification of reality is an on going process that dates back to the beginning of history. Through the ages a small number of spiritual individuals attempted to expose the superficial system, however at the time, it was all in vain. Natural man was able to suppress all information that

threatened the system. It is important to know that there is no need for natural man to conspire(organize) resistance to change. Natural man acts in his own self interest when he defends the system. He is protecting his own identity. Natural man cannot separate himself from that which he has fabricated. By protecting the system he is protecting himself.

THE PROCESS OF FALSIFICATION

We will now examine a number of instances of falsification, so that we can clearly see how natural man has fabricated his own imaginary world. Science is the process whereby man studies his environment and systematically explains that which he observes. Because natural man is deluded, it follows that the results of his scientific endeavors will have to be at variance with reality. In other words his explanations (theories) are false. These falsehoods are reinforced by the education system, maintained by the media, and protected by natural man. What we have is a viscous circle that is perpetuated from generation to generation.

PYTHAGORAS

From time to time a spiritual man makes his mark on history. One such a person was Pythagoras of Samos (582-500 BC). Pythagoras believed that the universe is structured in an orderly manner and that it is possible for man to comprehend the nature of things. He believed that there is a rational explanation for everything, and that there is no place for irrationality in a harmonious world. "Pythagoras, however, is generally credited with the theory of the functional significance of numbers in the objective world, and in music"(EB).

THE PYTHAGOREAN THEOREM

Unfortunately none of Pythagoras' original writings survived. " It is difficult to distinguish Pythagoras' teachings from those of his disciples. None of his writings has survived, and Pythagoreans invariably supported their doctrines by indiscriminately citing their master's authority "(EB). Had Pythagoras been alive today he would scoff at those who proclaim the existence of irrationals by using the idea of incommensurability as an excuse. The idea of incommensurability is a myth dating back to Hippasus (450 BC). To this day the idea of incommensurability is still accepted by natural man as a reality.

THE MYTH OF INCOMMENSURABILITY

Incommensurability is the idea that when using a ruler (measuring stick), there will be certain extensions within the scope of the ruler, which will not be measurable. The reason given for this is that certain extensions will fall in between the markings on the ruler, ie. there are gaps(holes) along the extension. This is a classical example of natural man's delusion. Because natural man's perception of reality is distorted he 'measures' by focusing on non-extension (the markings on the ruler) instead of using the extension of the ruler as a standard.

THE STANDARD OF MEASUREMENT

In reality the standard of measurement is *extension*, the means by which we measure is the ruler. The accuracy of measurement will be dependent on the number of divisions on the ruler. The more divisions there are the more precise (accurate) will the measurement be. Using a ruler with a three hundred millimeter division, it is possible to measure *any* extension between one and three hundred millimeters, within an accuracy of one millimeter. There is no extension between one and three hundred millimeters that is incommensurable with the given ruler.

ZENO OF ELEA

One of the first historical figures to demonstrate that there is something amiss with natural man mental process, was Zeno of Elea (495-430 BC). Zeno was a student of Parmenides. Parmenides rejected the idea of plurality (duality) and believed that "all is one". Zeno proposed four different paradoxes in defense of his master. Zeno's second paradox is known as "Achilles and the Tortoise". This paradox clearly shows how the deluded mind of natural man works.

ARCHILLES AND THE TORTOISE

The paradox is stated as follows: A race is run with two contenders, Achilles the hare, and the tortoise. The tortoise is given a head start in order to level the playing field. The race is started and in the time it takes the hare to get to the position where the tortoise was at the start, the tortoise would have moved forward some distance. This is repeated, and the outcome is that the hare cannot catch the tortoise. We know that the hare will pass the tortoise and therefore we know that there is an error in the basic premise, and consequently in the subsequent reasoning. Natural man looks at the above statement and comes to the following conclusion: "But the baffling thing is, although it is contradicted by the commonest actions in everybody's life, Zeno's point is logically unassailable. There is no technical flaw in his reasoning." The truth is that there is a ***complete lack of logic*** in the statement, and because the statement is based on a

false premise, it has to lead to a false conclusion. According to natural man, the problem can only be resolved by the use of the calculus. (ie. a false premise corrective mechanism)

THE DELUDED MIND

The mind of natural man nullifies the head start and consequently introduces a false premise. The false premise is this : 'in the time it takes the hare to get to the position where the tortoise was at the start of the race.... '. *The hare is already at the position where the tortoise was before the head start was given.* We cannot just eliminate(nullify) the head start from the equation and expect to solve the problem. The moment that the race starts, the hare begins to deplete the head start. Soon as the head start is depleted the hare will pass the tortoise. The final result will be determined by the length of the track, the head start, and the the respective velocities of the hare and the tortoise.

THEN AND NOW

Has anything changed since Zeno ? The system of then, is no different than the system of now. The system has not changed, and consequently the blunders continue. There has been great technological progress in the last century, and yet the underlying theories are false. Natural man has visited the moon, and to top it off, man launched an out of focus telescope into earth orbit. What is the connection between landing a man on the moon, and constructing an out of focus telescope ? The connection is this; on landing a man on the moon, the scientists relied on a error correcting feedback system to reach their destination, and in building the telescope, man relied on science, without incorporating an error correcting feedback system, to shape the telescope lens. Consequently the lens was flawed.

RECENT BLUNDERS

We will now go back a hundred years and examine some major blunders

in the field of science. The first blunder came at the turn of the previous century, the introduction of the special and general theories of relativity. This was soon to be followed by the theory of the so-called 'quantum mechanics', and more recently the fallacy of the so-called 'big bang', the rationalization for the origin of the universe. Natural man cannot learn from his mistakes, he can only repeat them. Until such time as natural man's reason is restored, he will continue fabricating false theories, to correct his false premises.

ALBERT EINSTEIN

In his book entitled: " RELATIVITY : The special and general theory ", Einstein takes an example of a man dropping a stone from a moving train. Two people observe the event, one person observes the event from the embankment, and the other person, the one who drops the stone, from the carriage. Now according to Einstein, and I quote him word for word: 'The stone traverses a straight line relative to a system of co-ordinates rigidly attached to the carriage, but relative to a system of co-ordinates attached to the ground (embankment) it describes a parabola. With the aid of this example it is clearly seen that there is no such thing as an independently existing trajectory (lit." path-curve ") but only a trajectory relative to a particular body of reference.'

The reality is that both observers are in the same(real) world, and that both observers will plot the same path for the falling stone. The stone follows an independent existing trajectory, describing a parabola, regardless of the particular body of reference. This is what happens in the real world, and what happens in the real world, is what real science is all about.

SPECIAL RELATIVITY

Because of Einstein's distorted perception of reality, he comes to the conclusion that the same stone can follow two paths. In order for his

observation to conform with reality, he had no choice but to formulate a false theory to correct his false premise. Einstein commits the unpardonable sin of nullifying the 'moving earth'. According to him the movement of the stone is relative to the stationary earth and moving train, *or*, to the stationary train and moving earth. This seems strange, however, even if we accept this premise, why does he then disregard the 'moving' earth when the carriage is the frame of reference? Surely if the man on the embankment plots the path of the stone on his co-ordinate system, the path will be the same path that the man in the carriage plots on his co-ordinate system. When the man in the carriage let's go of the stone, the stone is earth bound and it 'moves' to the earth, independent of the carriage.

The special theory of relativity leads to all kinds of irrational conclusions. In his book "Science at the Crossroad's" Herbert Dingle outlined the impossibility of two clocks, both running slower than each other. One of the many false conclusions derived from the special theory of relativity.

QUANTUM MECHANICS

The second major blunder that followed the fabrication of special relativity is the idea of quantum mechanics. There can be no better example than quantum mechanics to illustrate the irrationality of natural man. The idea that gave birth to quantum mechanics is the so-called twin slit experiment. There is no need to go into the details of the experiment, all we need to do to expose the chaos, is to examine the components which make up the experiment, and the resulting conclusion. The duality of the natural mindset is clearly seen in this 'experiment'.

The experiment consists of the following: a source; a particle and a non-particle(wave), a restriction; a barrier and a non-barrier(slit in the barrier), an observer and a non-observer(somebody that is not looking i.e. a ghost) The conclusions drawn from this 'experiment' is that chaos prevails, which should not be surprising, the duality is clear. Supposedly the two-slit experiment shows that at the sub atomic level, the rules of nature (cause and effect) is replaced by randomness(non cause and effect).

The innocent reader may see this as a joke, I can assure him this is modern science.

THE HARVEST IS RIPE

And so a debate comes to an abrupt end. The harvest is ripe, the time has come for the curse to be removed. The Kingdom of God is established. This world is judged, the time has come for reason to be restored. Natural man has had his day, his house is built on sand, and now it is crumbling. Nobody can stop the looming disaster. Soon it will be the dawning of a new day, a new beginning, the end to all the misery and suffering on earth.

About the one Degree

The tri-section

*' Therefore you cannot construct an exact
one-degree angle with ruler and compass! '*

Anonymous Teacher

*" And there shall be no more curse:
but the throne of God and of the Lamb shall be in it;
and his servants shall serve him: "*

INTRODUCTION

Take a compass and draw a circle using any radius. Now without changing the radius, mark off as many segments as is possible on the circumference of the circle. The result will be a hexagon, a six sided polygon. The circle has been divided into six equal segments using only a compass. Now if I were to suggest to you, that we should therefore also be able to divide one of the six segments, into six equal segments, using our compass, as well as an unmarked straightedge, this should not be a daunting task. This will then enable us to divide the circle into 360 equal segments(degrees), and we will have an instrument (protractor), that we can use for the purpose of indicating direction. Your teacher will tell you this is not possible, however he is mistaken.

The purpose of this essay is to show the reader how to make a 360 degree instrument(protractor) from first principles, using only a compass and an unmarked straightedge.

In order to accomplish this we will proceed to divide one of the six segments that we have already made, into six equal segments.

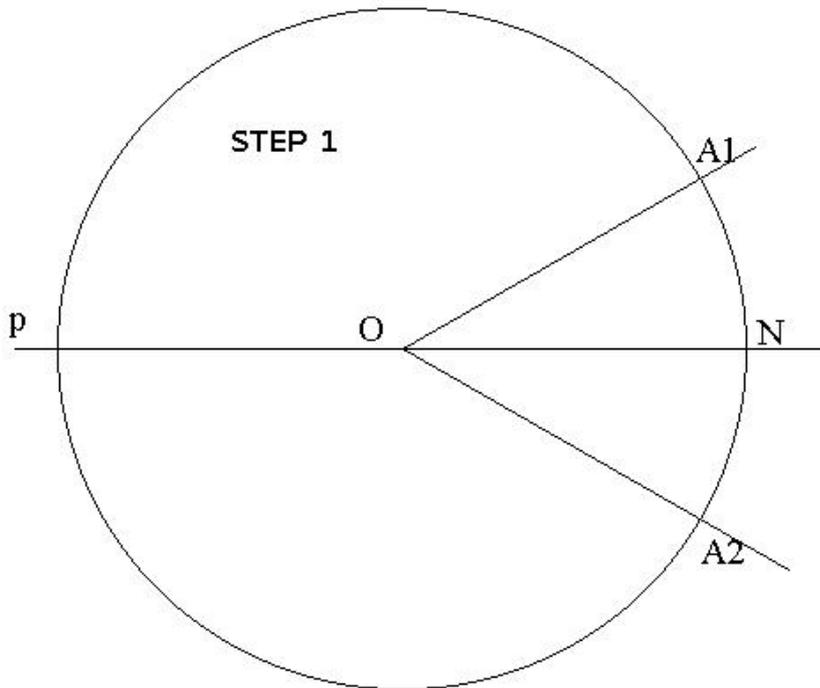
We will then see that having done this, we are able to construct our 360 degree protractor without any difficulty.

Using your compass draw a circle O.

Mark off one radius A1 and A2 on the right side of the circle and bisect A1A2.

Draw the symmetric axis PON.

STEP ONE



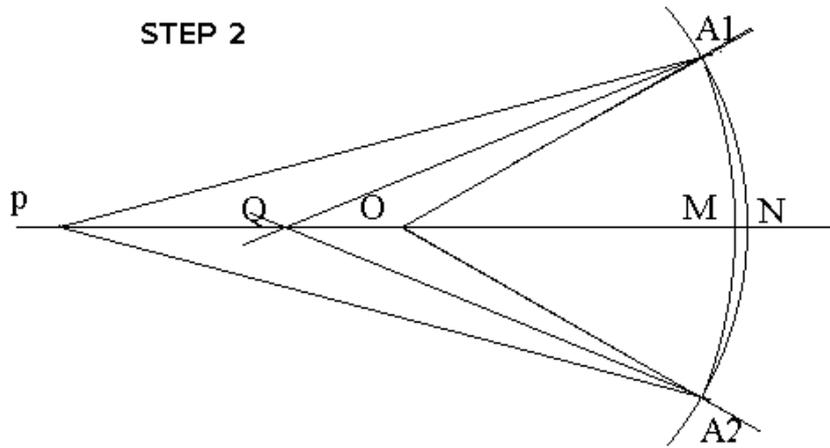
STEP TWO

Connect A1 P and A2 P.

Bisect angle P A1 O and angle P A2 O.

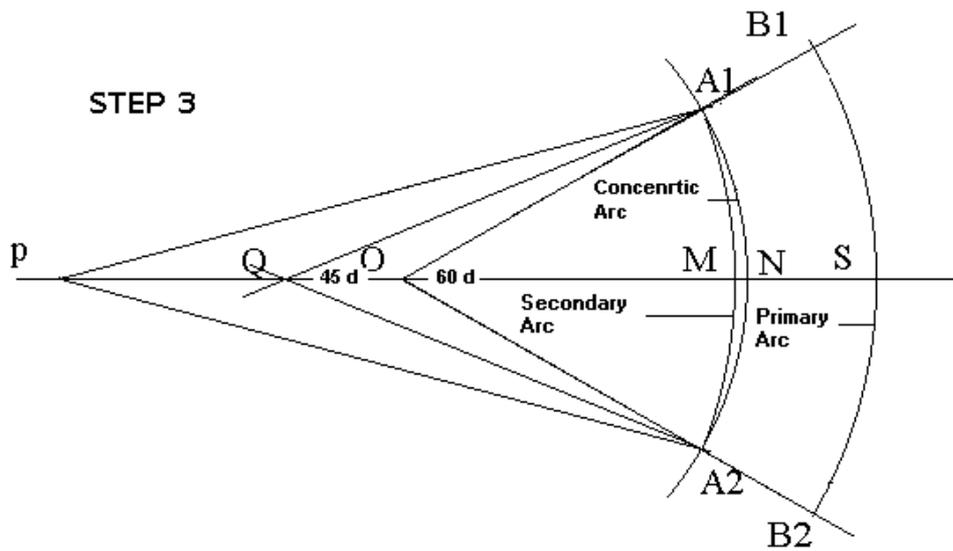
Q is where the bi-sections cut the axis.

With radius A1 Q draw the secondary arc A1 M A2.



STEP THREE

Set your compass to QO and mark off MS.
 With radius OS draw the primary arc B1 S B2.



STEP FOUR

This is a very simple process and only involves a few steps.

Bi-sect B1 S1 and B2 S2 to get C1 and C2.

Use B2 C2 to divide the secondary arc at D1 and D2.

A2 D2, D2 D1, and D1 A1 are each fifteen degrees.

Connect Q and D1 , as well as Q and D2.

Connect O and D1 and extend to E1 and F1.

Connect O and D2 and extend to E2 and F2.

B2 F2, B1 F1 and F1 F2 divide the primary arc into three equal portions of twenty degrees.

How it works

The model uses the principle of proportion to trisect a given angle.

The tandard model expands a 45 degree angle by $\frac{1}{3}$ (15 Degrees) to 60 degrees.

The model can expand any angle up to 45 degrees by one third.

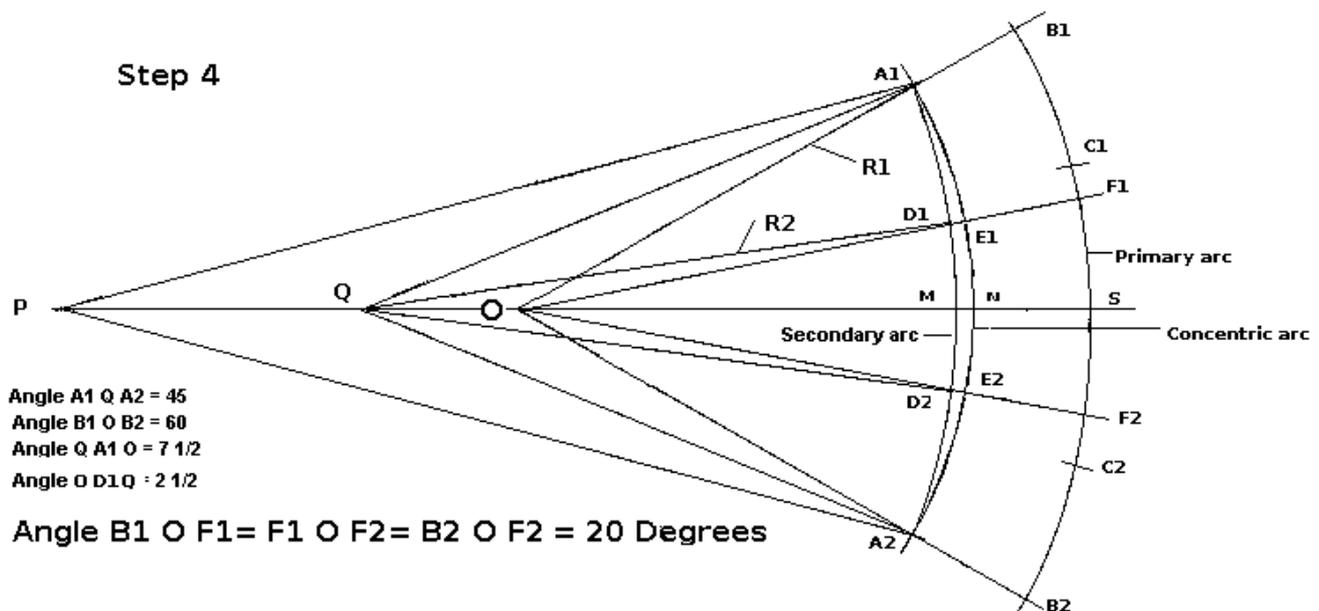
The tri-section of a 60 degree angle is used in the example above.

The procedure is as follows:

Three parts(15d each) of the primary arc is transferred to the secondary arc.

Two parts of 15 degrees is then expanded by one third to 20 degrees.

Rational Symetric Expansion Model



I refer to the model as the rational symmetric expansion(RSE) model.

The Principle of Proportion applied (Proof)

The model uses the principle of proportion as derived from the **standard model**.

Let $\angle A_1 O N = 30$ degrees.

Then:

$\angle A_1 P O = 15$ degrees

$\angle A_1 O N = 30$ degrees

The ratios are 1:2

Let $\angle E_1 O N = z$ degrees

Then:

$\angle E_1 P O = \frac{1}{2} z$ degrees

$\angle E_1 O N = z$ degrees

The ratios are 1:2

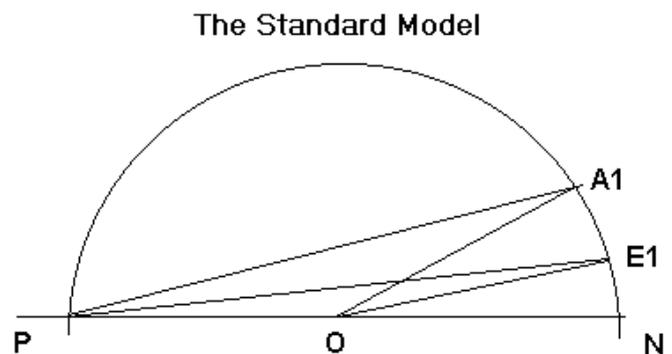
According to the law of proportion the relationship between the angles remains constant as E_1 moves between A_1 and N .

The radius $O E_1$ and $O A_1$ remain constant.

The sum of the angles of triangle $P A_1 O$ are 180 degrees, and the sum of the angles at O , for the straight line is also 180 degrees.

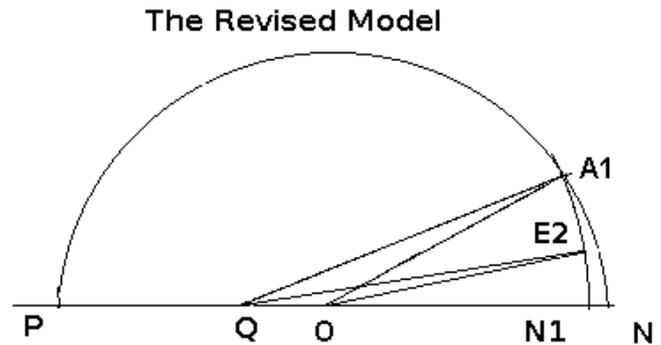
We will now use the same principles using the revised model.

With the revised model we move point P to Q .



The constant radius is lengthened from $O A_1$ to $Q A_1$, and $Q E_2$.

The relationship between angles are now as follows:



Angle $Q A_1 O = 7 \frac{1}{2}$ degrees

Angle $A_1 Q N = 22 \frac{1}{2}$ degrees

Angle $A_1 O N = 30$ degrees

The ratios are 1:3:4

Let angle $E_2 O N$ be Z degrees. The relationship between the angles of spike $Q E_2 O$ will be as follows:

Angle $Q E_2 O = \frac{1}{4} z$ degrees

Angle $E_2 Q N = \frac{3}{4} z$ degrees

Angle $E_2 O N = z$ degrees

The ratios are 1:3:4

This relationship between the angles will remain constant as E_2 moves between A_1 and N_1 .

The radius $Q A_1$ and $Q E_2$ remain constant.

In any rational system the principle of cause and effect applies, and being a closed system nothing can be added or taken away from the system.

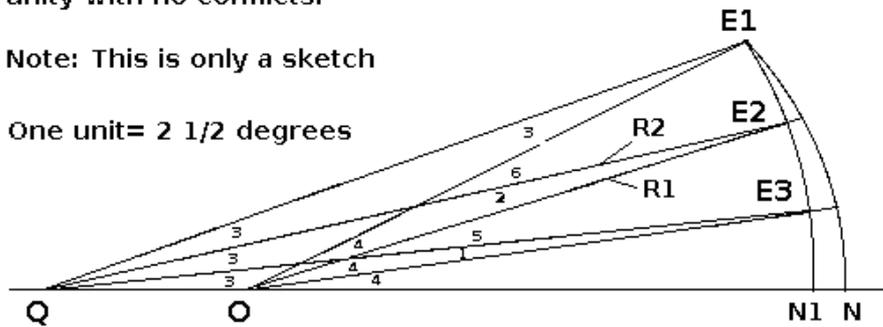
A RATIONAL SYSTEM OF ANGLES

The sketch below shows the relationships between all the angles of the model we used to tri-sect the 30 degree angle. To simplify the angles, one unit represents $2 \frac{1}{2}$ degrees.

The angle relationships derived from the tri-section model. All the angles form a harmonious unity with no conflicts.

Note: This is only a sketch

One unit = 2 1/2 degrees



Note: All illustrations are only sketches.

ESTABLISHING THE ONE DEGREE ANGLE.

Having constructed a 10 degree angle we can now proceed with the next step.

We construct a pentagon using the same circle(radius) we used for our hexagon.

The pentagon has five equal sides of 72 degrees.

We now sub divide the 72 angle three time, giving us a 9 degrees angle.

The one degree angle is derived from the difference between the 9 and 10 degree angles.

CONCLUSION.

It is possible to construct a 360 degree protractor from first principles, using only a compass and unmarked straightedge.

For those who still have doubts:

THE SIXTY DEGREE TRI-SECTION BISECTOR PROOF.

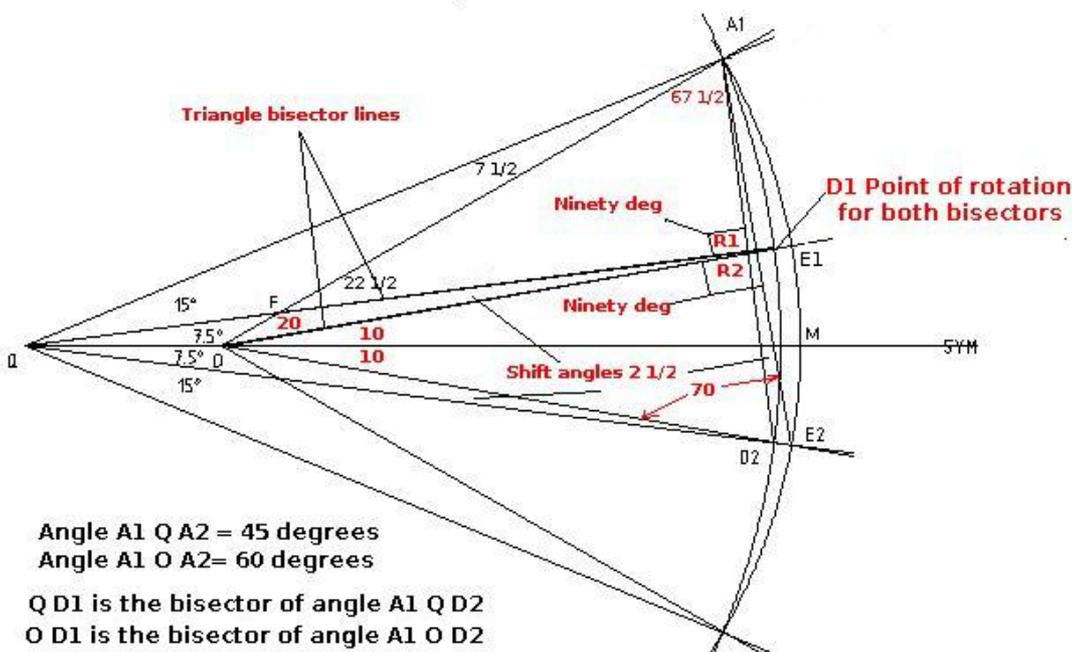
I have already shown how to construct a 360 degree protractor using only a compass and a straightedge. This message is for the skeptic who still insists that it is not possible. Like the Pythagoras theorem, this proof needs no explanation, all that is required is to look carefully at the Tri-section sketch and follow your common sense. I will also show by means of the second sketch(The Distortion) how natural man has skewed all his angular measuring instruments. This is what caused the Hubble telescope embarrassment.

DEDUCTIONS OF ANGLES FROM R.S.E. MODEL.

1. Draw the RSE model and show all the construction angles.
2. Connect A1 E2 and A1 D2.
3. D1 Q is the bisector of angle A1 Q D2 and D1 O is the bisector of angle A1 O E2.
4. D1 is the point of rotation for the bisector lines D1 Q & D1 O.
5. Fill in all the angles(red) on the RSE model by deduction.

Rational Symetric Expansion Model

The Tri-section (60 deg)



7 AZ

Video

About nothing being something

'Mathematics'

*"Howbeit we speak wisdom
among them that are perfect:
yet not the wisdom of this world,
nor of the princes of this world,
that come to nought: "*

The wisdom of this world literally comes to naught. The 'number' naught(zero) is in reality not a number. A number is a quantitative symbol, it expresses quantity. If there is no quantity, there can be no number. Zero falsifies the numbering system.

The 'number' zero has its origin in the Babylonian system approximately 300 BC. The symbol was first used as a 'placeholder' on the abacus. At the time it was not regarded as a number. Later on, zero became a 'number' and gradually the symbol which has become the trademark of natural man, became accepted as a valid number by the 'scientific' community. For a detailed history of the origin of zero, as well as the struggle to keep it alive, I refer the reader to Charles Seife's book entitled: "ZERO The Biography of a Dangerous Idea." The good news is that the 'number' zero, the abomination of desolation, has finally kicked the bucket, and can now rest in peace.

Most universities have grade twelve 'maths', as a prerequisite for enrollment. In this world 'mathematics' is a very important part of the education system. This means that there is a great deal of pressure on students to excel at 'mathematics' during their school 'education'. This pressure succeeds in keeping students who are reluctant to conform, out of university.

Modern 'mathematics' is riddled with contradictions. Professor Morris Kline's book entitled: [Mathematics the loss of certainty](#) clearly outlines that the idea of 'mathematics' as a science, makes a mockery of common sense. To quote Morris: "*It is now apparent that the concept of a universally accepted, infallible body of reasoning - the majestic mathematics of 1800 and the pride of man - is a grand illusion.*"

Most students struggle with the inconsistencies of 'mathematics'. Take the case of 'proper and improper fractions'. A 'proper fraction' has a part (numerator), that is smaller than the whole (denominator). An 'improper fraction' on the other hand, has a 'part' that is larger than the 'whole'. The deluded student does not question this nonsense. The student that is close to reality knows that it does not make sense, however he refrains from asking questions, because of peer pressure, and the fear of being castigated by his 'teacher'.

A clear indicator of mathematical inconsistency is apparent when we examine the pocket calculator. Multiplying by zero is acceptable. Dividing by zero gives an error message. Yet multiplication is seen as the inverse of division. By accepting zero as a valid number, natural man has fabricated a system that can only lead to chaos. The consequences of working from false premises is devastating. Albert Einstein theory of 'special' relativity is a classic example of how a false premise, invariably leads to a false theory. Needless to say, false theories, lead to false conclusions. which in turn, lead to irrational behavior.

About the matrix

THE LEGEND OF GREEK

ERATOSTHENOS.

But Jesus beheld them, and said unto them,

*"With men this is impossible;
but with God all things are possible."*

INTRODUCTION.

In the year 430 b.c. the Greek city of Athens was suffering under a great plague. The Athenians appealed to the oracle at Delos to abate the pestilence, and they were then promised that the plague would be taken away if the citizens double the size of one of the altars, without sacrificing the cubical form. At the time the only measuring instruments allowed was the compass and an unmarked straightedge. Needless to say the Athenians were deluded and the task could not be accomplished.

Nearly two and a half thousand years later, man is still deluded and the worldwide epidemic of irrationality continues. The only 'progress' is that natural man can now 'prove' that what was requested by the oracle is 'impossible'. It is this ignorance of present day 'science' that has motivated natural man to launch a myopic telescope into orbit around the earth.

Before we proceed let us first establish the real meaning of the task that was given to the citizens of Athens, the task of doubling the size of one of the altars, without sacrificing the cubical form.

THE TASK

The task was to construct a cube, double the volume of a given cube, using only a straightedge and compass. Quoting from the Wikipedia "Doubling the cube" :

"A significant development in finding a solution to the problem was the discovery by Hippocrates of Chios that it is equivalent to finding two mean proportionals between a line segment and another with twice the length. In modern notation, this means that given segments of lengths a and $2a$, the duplication of the cube is equivalent to finding segments of lengths r and s so that $a : r = r : s = s : 2a$ "

We have already show this to be true by means of the "Pythagorean Theorem".(Reference: ($12/17 = 17/24 = 24/34$ -----(2))

All that remains is to establish the means of construction with an unmarked straightedge and compass. In order to do this we need to have clarity on the theory of numbers.

NUMBERS AND THE NUMBER LINE.

Numbers are quantitative symbols and are therefore used to signify magnitudes. The only way we can equate numbers graphically is to use the geometric number line. The number line is simply a straight finite line that represents quantities on a one dimensional scale, graphically. The line is an abstraction that can be used as a measuring instrument.

The line represents the whole, and segments of the line represent the parts that make up the whole. The line is complete (absolute) and there are no 'holes' that cannot be accounted for. There is only one whole number: ONE, the complete line represents ONE(Book). Parts of the line can be expressed as ratios of the whole, and we refer to them as rational numbers. (Look at the top of the right hand corner and see a rational number). The idea of 'whole numbers'(plural), also referred to as 'improper fractions' is a contradiction in terms. The quantity of numbers(segments) assigned to the number line will depend on the application.

In addition to indicating segments of a line as ratios with respect to the whole, we can also indicate any position on the line by means of two sequential numbers.

So for example; 12=13 will indicate the position on the diagonal of a square, that represents the extension of one side of the square. It simply means that the length of the side of a square is shown where 12 ends and 13 begins on the diagonal. In terms of magnitude the length of the side is 12/17, a rational number, 12 being the part, and 17 representing the whole, ONE.

THE MATRIX

A matrix can be defined as " A rectangular arrangement of quantities in rows and columns that is manipulated according to certain rules" We know that the present numerical matrix is irrational in that it is open ended and contains irrational(improper) fractions, as well as the pseudo number "zero". We will now examine the rational number matrix(base ten) which is a closed system based on first principles.

The Rational Number Matrix (Base Ten X=Ten

#	a	// a-1	// a-2	// a-3	// a-4	a-1 ^2	a-4 * a-1^2 = a^3
^ IMPROPER FRACTIONS (NUM > DEN) ^							
1	12/12	12/12	12/12	12/12	12/12	Unity	Unity
2	12/17	12/17	17/24	24/34	2/3	144/289 = 1/2(+1)	2/3 * 1/2 = 1/3
3	12/21	4/7	7/12	12/21	3/5	16/49 = 1/3(+1)	3/5 * 1/3 = 1/5
4	12/24	1/2	2/4	4/8	4/8	1/4 = 1/4	4/8 * 1/4 = 1/8
5	12/27	4/9	9/1X	1X/45	5/11	6/81 = 1/5(+1)	5/11 * 1/5 = 1/11
6	12/2X	2/5	5/12	12/2X	6/15	4/25 = 1/6(+1)	6/15 * 1/6 = 1/15
7	12/32	3/8	8/21	21/56	7/19	9/64 = 1/7(+1)	7/19 * 1/7 = 1/19
7 1/2	12/33	4/11	11/2X	30/81	7 1/2/21	16/121 = 1/7 1/2	7 1/2/21 * 1/7 1/2 = 1/21
8	12/34	6/17	17/48	48/136	8/23	36/289 = 1/8(+1)	8/23 * 1/8 = 1/23
9	12/36	1/3	3/9	9/27	9/27	1/9 = 1/9	9/27 * 1/9 = 1/27
X	12/38	6/19	19/5X	5X/18X	X/32	6/361 = 1/X(+1)	X/32 * 1/X = 1/32
11	12/3X	3/X	X/33	33/1X	11/37	9/9X = 1/11(+1)	11/37 * 1/11 = 1/37
12	12/42	2/7	7/24	24/84	12/42	4/49 = 1/12(+1)	12/42 * 1/12 = 1/42
Matrix breaks down from here							

Notes:

1. a // 12 which represent unity in that a cube has twelve sides.
2. a-1 is "a" reduced to smallest number.
3. a-2 is the second proportion.
4. a-3 is the third proportion (progressive multiple of a-1).
5. a-4 is derived from a and is a cumulative numerator rational number.
6. a-4 reflects the square(numerator) as well as the cube(denominator) values.
7. X is ten (Base Ten).
8. The doubling of the cube is shown in red.
9. The 'number 0(zero)' is a pseudo number and is excluded from the matrix.
- X. The symbol " //" means "can be shown as" .
11. The "=" sign is used after an operation (*, /, -, +,) as well as for a valid proportion.
12. A valid proportion(equation) is always sequential.
13. a-4(7) is derived as follows: $12/32 = 7/19$ therefore $x = 19$ and $12*19 = 7*32$, $224=228$, $56=57$
14. The matrix is a closed rational system.
15. Notice that column A-1 has 6 pairs of numerator ratios, 1-2-3-4-6 and 12.
16. The 12/33 line has been inserted to show the duplication of the cube.
17. THE MATRIX SHOWS THAT THERE IS ONLY ONE WHOLE NUMBER, ONE, ALL OTHER NUMBERS ARE RATIONAL NUMBERS(PART OF ONE).

DOUBLING THE CUBE

The respective ratios of the sides of the two cubes are $12/42(4/14)$ and $12/33(4/11)$. Given any cube, we mark off 4 equal segments on the side of the cube and extend the side to 14 segments by means of a compass and straight edge. Next we sub divide the 14 segment extension into 11 segment and mark of 4 segments of the 11 segments for the larger cube. We have constructed a cube with double the volume of a given cube. The curse is removed, the citizens of Athens are free.

About "Science at the Crossroads"

Tribute to Herbert Dingle

" It is ironical that, in the very field in which Science has claimed superiority to Theology, for example - in the abandoning of dogma and the granting of absolute freedom to criticism - the positions are now reversed. Science will not tolerate criticism of special relativity, while Theology talks freely about the death of God, religionless Christianity, and so on." H.Dingle

This message is a tribute to professor Herbert Dingle, one of the greatest scientist's the world has ever seen. Professor Dingle's greatest achievement came in 1972 when his book, "SCIENCE at the Crossroads" was published by Martin Brian & O'Keeffe, London.

In his book, prof. Dingle shows that Einstein's theory of special relativity is an irrational theory. For a man with prof. Dingle's background, (He wrote at least a dozen 'scientific' books before his rationality was restored) to publish, " SCIENCE at the Crossroads" was indeed an act of courage unparalleled in recent times.

I quote from page 17 of prof. Dingle's book,
" Science at the crossroads ":

" It would naturally be supposed that the point at issue, even if less esoteric than it is generally supposed to be, must still be to subtle and profound for the ordinary reader to be expected to understand it. On the contrary, it is one of the most extreme simplicity. According to the theory, if you have two exactly similar clocks, A and B, and one is moving with respect to the other,

they must work at different rates,i.e. one works more slowly than the other. But the theory also requires that you cannot distinguish which clock is the 'moving' one; it is equally true to say that A rests while B moves and that B rests while A moves. The question therefore arises: how does one determine,

consistently with the theory, which clock works the more slowly? Unless the question is answerable, the theory unavoidably requires that A works more slowly than B and B more slowly than A - which it requires no super-intelligence to see is impossible. Now, clearly, a theory that requires an impossibility cannot be true, and scientific integrity requires, therefore, either that the question just posed shall be answered, or else that the theory shall be acknowledged to be false. But as I have said, more than 13 years of continuous effort has failed to produce either response. The question is left by the experimenters to the mathematical specialists, who either ignore it or shroud it in various obscurities, while experiments involving enormous physical risk go on being performed. "

There is no need to say much more about Einstein's 'special theory of relativity', it is clearly irrational, it was fabricated by Einstein in order to correct a false premise.

Note: "Science at the Crossroads" Download from [here](#)

List of books written by Prof. Herbert Dingle.

1. Relativity for all.1922
2. Modern Astrophysics.1924
3. Science and human experience.1931
4. Through Science to Philosophy.1937
5. The Special Theory of Relativity.1940
6. Mechanical Physics.1941
7. Sub-Atomic Physics.1942
8. Science and Literary Criticism.1949
9. Practical Applications of Spectrum Analysis.1950
- 10.The Scientific Adventure.1952
- 11.The Source of Sir Eddington's Philosophy.1954
- 12.A Century of Science(Editor).1951
- 13.A Threefold Cord (with late Viscount Samuel).1961
- 14.SCIENCE at the Crossroads.1972

About indoctrination

The end of education

*"Strange times are these in which we live when old
and young are taught in falsehoods school.
And the one man that dares to tell the truth
is called at once a lunatic and fool" (Plato)*

*"Everything is good as it leaves the hands of the Author of things;
everything degenerates in the hands of man." Jean- Jacques Rousseau*

'Education' is the process whereby the world system promotes and reinforces irrationality; separation. Natural man has a need to be 'educated', to be programmed, like a computer, he cannot function without a program. 'Education' is coercive, it imposes false information onto individuals.

As I mentioned in my letter, the 'education' of natural man starts very early in his life. Once the shift has taken place, usually within the first year of life, the blackboard is ready for 'education'. From this point onward the individual becomes a slave to the world's 'education' system. He becomes indoctrinated.

Generally speaking the more 'educated' a person is, the more committed he is to promoting and maintaining the world system. Most of the 'developed' countries have a 'free' school 'education' system. The idea that a 'good education' makes a 'better' individual is widely held, a fallacy that is also prevalent amongst some believers.

In supporting the world system, the individual is supporting his false identity. It is in his own self interest to become better 'educated'.

Those who are well 'educated', enjoy positions of high standing, they are usually highly paid, and enjoy many privileges that are not afforded to the less 'educated'. 'Education' is imposed on the people of this world by coercing society to conform.

" It is sad but true that most of the worst atrocities perpetrated on mankind, originated from the boardrooms of the highly 'educated'. In his book entitled: " Understanding the present " , Bryan Appleyard quotes Hugh Thomas, who wrote the following: "The country with the best education for the longest, the nation with the most serious preoccupation with learning, the people with the highest literacy in the world in the eighteenth century were the authors of Auschwitz."

Appleyard continues: *" People and their bodies, living and dead, were used for experiments. There were live medical experiments in the concentration camps and, outside, psychiatrists and doctors selected subnormals, schizophrenics, manic depressives and alcoholics first to be sterilized and later killed. Neurologists then used the bodies for research and their findings were solemnly published in scientific journals."*

To educate(learn), means to impose false information, which has been ' learned ' by the previous generation, onto the present generation, by natural man. Education is subjective, a vicious circle that maintains second hand knowledge, false information, derived from the delusional mindset of natural man.

The question that comes to mind then, is how do we transfer wisdom(objective knowledge), acquired by the previous generation, to the present generation? We do it by means of excovery. Excovery is a new word which I have coined, which is derived from the new verb, "excover". The word excover, in turn, is derived from, "explore" and "discover", and can be defined as follows: To excover is to explore nature(reality), with the purpose of discovering the real world we live in. Excovery belongs to spiritual man. That which has been excovered, remains permanent, it is objective.

A practical example of the difference between 'education' and "excovery" will explain the difference between these two words for Believers. Natural man cannot accept this explanation, it threatens his identity(delusion):

Education: The student enters the math classroom and is told that today he is going to learn a very important theorem, the Pythagorean theorem. The teacher writes the following on the blackboard: $AB^2 + BC^2 = AC^2$. He then shows the student the conventional skewed diagram of $3^2 + 4^2 = 5^2$, as an example, to 'prove' the theorem. He is told to memorize this theorem, because it illustrates that the sum of the squares(areas) of the sides of a rectangle, are equal to the square(area) of the diagonal. He is told to memorize the theorem which Pythagoras formulated, so that he will know it from memory, when exam time comes. The student learns the theorem like a parrot, and passes his math exam.

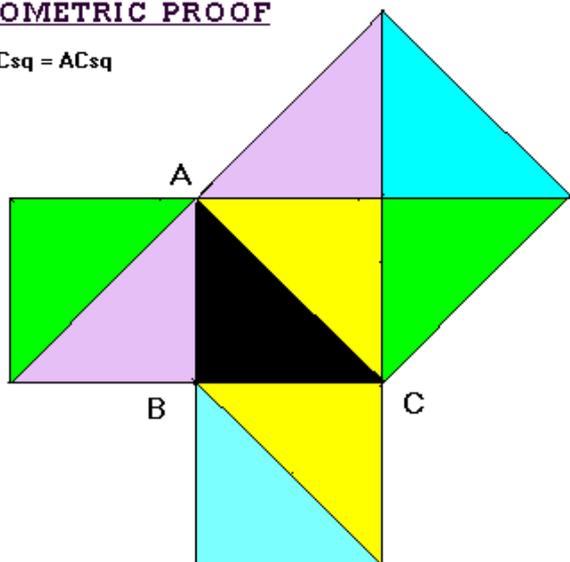
Excovery:

The student enters the math classroom and is told that today he is going to discover a very important theorem, the Pythagorean theorem. The teacher draws the following diagram on the blackboard:

PYTHAGORAS

GEOMETRIC PROOF

$$AB^2 + BC^2 = AC^2$$



He then explains that according to the Pythagorean theorem the surface area of the large square (yellow, green, blue, purple triangles), is equal to the sum of the surface areas of the two smaller squares (yellow, green, blue, purple triangles). After exploring the diagram for a while the student discovers that the Pythagorean theorem is true (real). The student's common sense has helped him to discover the theorem.

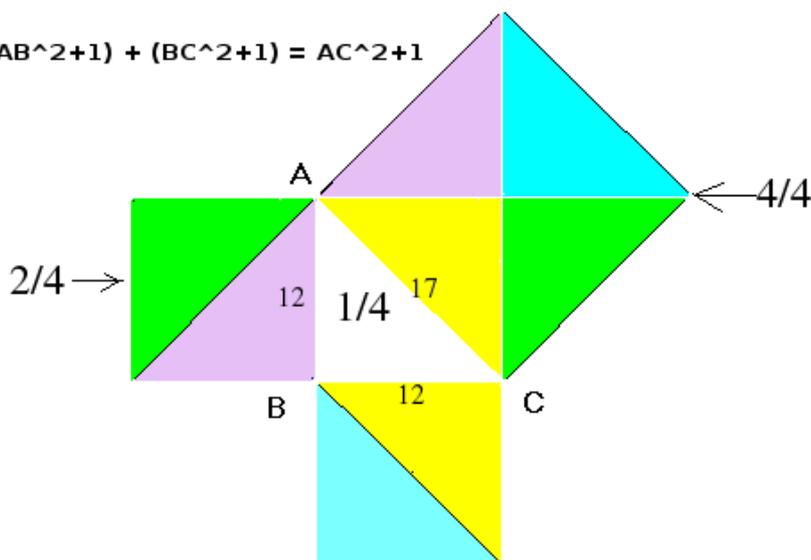
The teacher will then go on to show the student how the theorem can be verified with numbers, $\{AB^2 + 1\} + \{BC^2 + 1\} = AC^2 + 1$, by making the surface areas real, with the help of the Pythagorean theorem, which the student has just discovered.

In addition the teacher can now show the student the principle of rational numbers. The surface area of the large square is the whole $290/290$, which is One (1), the small square which is $145/290$, which is $1/2$, as well as the surface area of the triangle, which is $1/4$. The surface areas are finite, and together make up the whole, which is One.

The student has now also excovered the rational numbering system. Something else which is also now revealed to the student, is the origin of the ' black hole ' concept. A black hole is derived from the idea that irrational numbers are real numbers. In this example the 1/4(rational number) value for the triangle, will be replaced by the irrational(improper fraction) 145/2. The black triangle in the first diagram represents the idea of a black hole, a two dimensional triangle without substance, a fabrication of the irrational mindset.

PYTHAGORAS

$(AB^2+1) + (BC^2+1) = AC^2+1$



About telescopes

We cannot fake reality

*"Where is the wise ? where is the scribe ?
where is the disputer of this world ?
hath not God made foolish
the wisdom of this world ? "*

*"John Bahcall expects that the telescope
will not fail to do its part. If we are
disappointed, he says,
it's not the telescope's fault or our fault.
It will be because of a lack of imagination
on the part of God."*

*Bahcall, John, in *The New York Times Magazine*,
February 11, 1990, p. 59.*

The 'saviour' of this world is a man made machine.

The machine is referred to as an automatic feedback control device. Without this a.f.c. device all natural man's 'achievements' will end in disaster.

The a.f.c. device is an error correcting device. In practice what it does, is to monitor the progress of a project, or activity, by means of a feedback system, and then makes error corrections, while the activity is in progress. The purpose of using the device is to ensure that the target, or goal, is achieved.

The first major project that natural man attempted without using the a.f.c. device, was the Hubble telescope project. The reason for not using a.f.c. was because from a practical standpoint, it would have been too difficult and costly to 'test' the telescope during manufacture, before putting it into orbit.

The decision was made to rather go to extreme lengths of accuracy, in manufacturing the telescope, so that there would be no need for 'testing' (error correction). The mirror was designed and built with a tolerance of less than 'a millionth of an inch', from the blueprint specification. Those who are interested should read the article entitled: "The Big Glass" (Discovery July 1989)

This is a quote from the Discovery article: "*Those engineers built a mirror closer to perfection than anyone had a right to expect.*" We all know what the final outcome was. I quote (G.L.Fisk) the head of NASA's office of Space and Science and Applications: "*There was a mistake or error made somewhere*".

The 'error' is built into natural man's mind, natural man is deluded. The 'scientists' used ZERO base mathematics in designing and building the telescope. It is not possible to use an irrational system, and expect a rational conclusion. Now you know why the Hubble telescope wears spectacles and why it is not possible to fake reality.

Here is the BBC news report after the launch

Friday, 14 April, 2000,
16:07 GMT 17:07

UK Hubble's vision is blurred

When the Hubble Space Telescope was put into space on 24 April 1990, Nasa called it a new window on the Universe. It entered orbit and all seemed to go well as the engineers started it up. The thermal system worked, as did the electronics, the stabilizers and the telemetry and solar panels. Then they opened the door that covered the telescope optics to take the first picture.

So-called "first-light" was on 20 May. To experienced astronomers the first-light image was disturbing. It was the wrong shape. Engineers said not to worry: "The telescope has not been adjusted properly yet." But behind the scenes, the astronomers and engineers came to realize that something was seriously wrong. Another image was taken and on that fateful day, in HST's control room in the centre of the Space Telescope Science Institute in Maryland, US, astronomer Eric Chaisson watched the faulty image appear on a computer screen. He later recalled: "I sensed a total deflation in my gut."

Five spacewalks were needed to fix Hubble. It seemed incredible but Hubble's main mirror was the wrong shape and it could not focus properly.

To be fair, Hubble was good, but only as good as ground-based telescopes, and they cost a fraction of Hubble's \$2 billion price tag. It transpired that the central region of the mirror was flatter than it should be - by just one-fiftieth of the width of a human hair. This is equivalent to only four wavelengths of visible light, but it was enough. One insider said that the Hubble mirror was "very accurate, very accurately the wrong shape".

What had happened was that many years before, when the mirror was being made, a speck of paint had affected an optical measuring rod. The subsequent measurements were very slightly wrong. The mirror looked perfect, but in reality it was not. In Nasa's often-ridiculous jargon, it was said to be a "failure to meet a level-one requirement". In normal language, it was a complete catastrophe. With no explanation, the daily Hubble status reports ceased and a short while later a press conference was called. At that traumatic presser, Nasa official Leonard Fisk said it was space science's equivalent of the Challenger disaster. It was said he wept. One journalist quipped: "Hubble is working perfectly but the Universe is all blurry." Hubble trouble. Astronomers were devastated. Richard Ellis of the University of Cambridge Recalls: "It was desperate and very depressing.

We were the butt of jokes. Foggy view: Hubble before its repair "We could see just enough to see what we were missing," he says. But out of defeat came triumph. Hubble had been designed to be serviced and repaired in orbit by astronauts. The in-orbit repair of Hubble was one of the landmarks of manned spaceflight. A series of corrective mirrors were fixed to Hubble in an unprecedented series of five spacewalks on a single space shuttle flight. A few weeks later, Hubble once again turned its gaze towards the stars. They were sharp and crisp. As one US

Senator put it: "The trouble with Hubble is over."

However, the trouble with man remains, for a short time, until the curse is removed.

About equations

Square Proportions

*"The lord of that servant will come in a day
when he looketh not for him,
and at an hour when he is not aware,
and will cut him in sunder,
and will appoint him his portion with the unbelievers."*

The purpose of this message is to show the different proportions between the sides, and diagonals, of squares and rectangles. Proportion is the harmonious relation of parts to each other, or to the whole. In addition we will verify that a valid equation is always sequential, as well as the validity of the revised Pythagorean theorem.

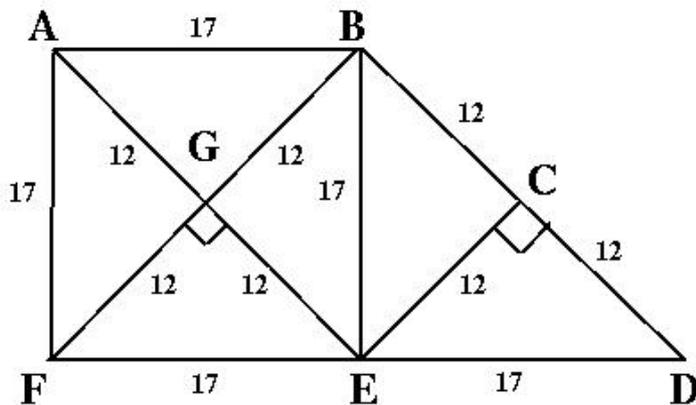
Draw a diagram ABCDEF as shown so that:

- a) ABEF is a square with sides 17 units in length.
- b) AE and BF are diagonal lines crossing at G.
- c) FE is extended to D so that FE=ED=17 units.
- d) EC is drawn perpendicular to BD so that BC=CD.
- e) All six triangles are congruent.(One 90 Degree and two 45 degree angles, or 3 equal sides each)

Therefore we know that: $CD/ED=ED/BD=BD/FD$ -----(1)

(The basic law of geometric proportion)

Diagram ABCDEF



Now assume that the diagonal AE and BF = 24 units.

Therefore BD will also be 24 units
and BC=CD=EC=AG=GE=BG=GF=12 units.

Substitute values for -----(1)

$$12/17 = 17/24 = 24/34 \text{ -----(2)}$$

therefore $12/17 = 17/24$ (valid proportion) ----->

cross multiply $288 = 289$ (valid equation) ----->

From the diagram it is also clear that;

surface area ABEF = (2) x (surface area BCEG)

$$(CD \text{ sq}+1) + (CE \text{ sq}+1) = (ED \text{ sq}+ 1)$$

(The Pythagorean Theorem) ----->

The assumption that the diagonal AE = 24 units
has been proven to be correct.

Addendum

The surface area of BCEG is $12sq+1 = 145$ units--(1)

The surface area of ABEF is $17sq+1 = 290$ units--(2)

The surface area of which BD is a side = 580 units--(3)

The surface area of which FD is a side = 1160 units-(4)

The overlap for (1)&(2) is *one* (1x1)

The overlap for (3)&(4) is *four* (2x2)

The overlap is determined from the base triangle.

(12 12 17)

It is then transferred to the secondary triangles.

(17 17 24) and

(24 24 34) ----->

About Diagonals

The Pythagorean Theorem

*"Rest satisfied with doing well,
and leave others to talk of you as they will."
Pythagoras*

"(iv) The discovery of irrationals. This is certainly attributed to the Pythagoreans but it does seem unlikely to have been due to Pythagoras himself. This went against Pythagoras's philosophy that all things are numbers, since by a number he meant the ratio of two whole numbers. However, because of his belief that all things are numbers it would be a natural task to try to prove that the hypotenuse of an isosceles right angled triangle had a length corresponding to a number."

School of Mathematics and Statistics University of St Andrews, Scotland

Introduction

The purpose of this short message is to make it clear that the side and the diagonal of a square are commensurable.

There is no need to skew a triangle in order to put numerical values to the three sides. More important is that it shows there is no need for irrational numbers. The length of the side of a square is $12/17$. Rational numbers can fill in all the gaps fabricated by irrational man.

The diagrams are self explanatory, the addition of one after each side is squared, is to give substance to the surface area.

Without this addition the surface areas will only be two dimensional, a meaningless abstraction, a superficial area.

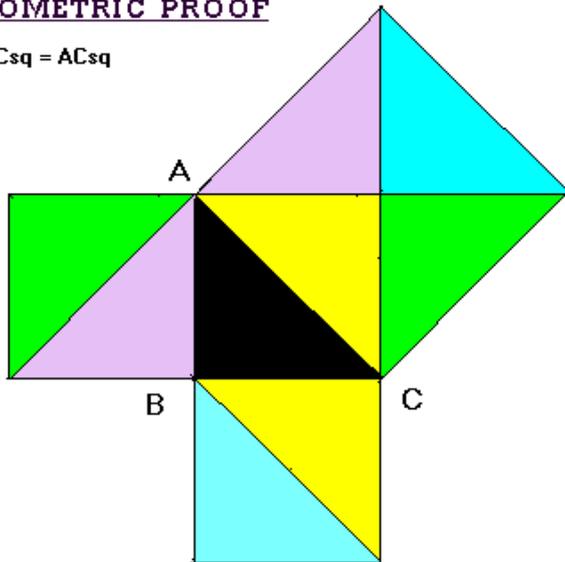
The revised theorem is:

$$(ABsq+1) + (BCsq+1) = (ACsq+1)$$

PYTHAGORAS

GEOMETRIC PROOF

$$ABsq + BCsq = ACsq$$



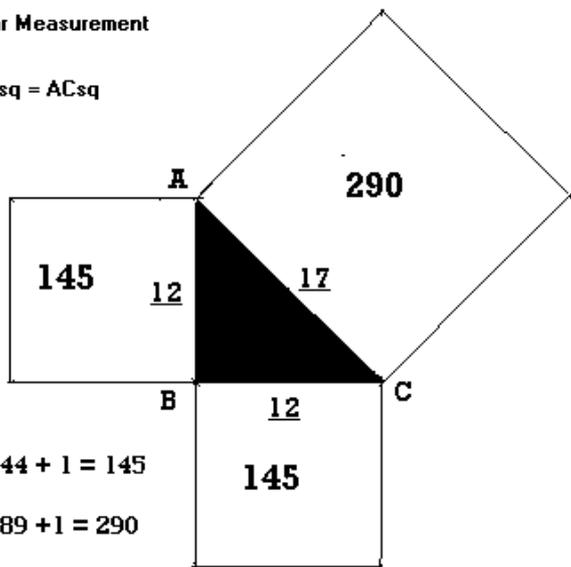
The geometric proof is self evident

PYTHAGORAS

NUMERIC PROOF

Linear Measurement

$$AB^2 + BC^2 = AC^2$$



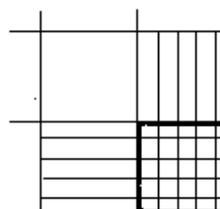
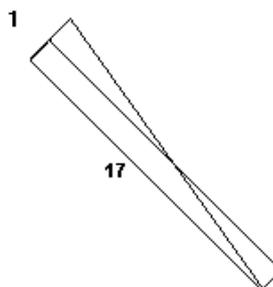
$$12 \times 12 = 144 + 1 = 145$$

$$17 \times 17 = 289 + 1 = 290$$

$$145 + 145 = 290$$

NOTE: ONE IS ADDED TO MAKE THE SURFACE AREA REAL

Making the surface area real by adding one

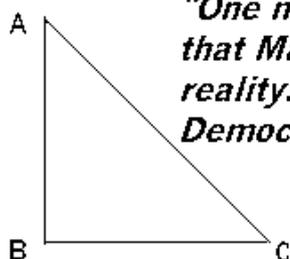


One unit overlaps and is counted twice

Note: The slanted surface area is greater than the superficial area, however, when the surface area is made even, by means of a wedge, it becomes equal to the superficial area. The difference is that it now has substance(depth), and is known as a surface area

PYTHAGORAS

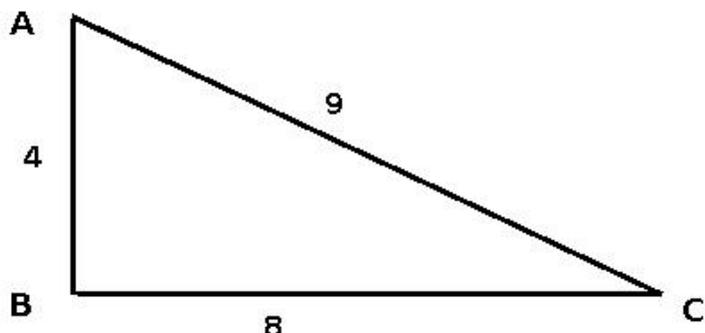
The Spiritual Dimension



*"One must learn by this rule that Man is severed from reality."
Democritus*

When the two become One

Pythagoras another angle



$$(ab \text{ sq}+1) + (bc \text{ sq}+1) = ac \text{ sq}+1$$

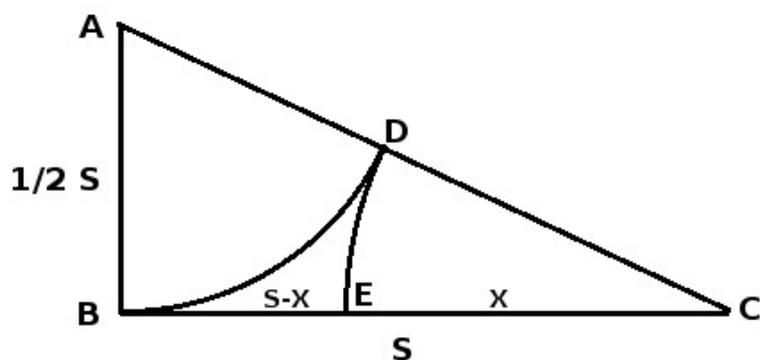
$$(4\text{sq} +1) + (8\text{sq}+1) = 9\text{sq}+1$$

$$17 + 65 = 82$$

Another Perspective

The Pythagorean Theorem is also valid should we draw a rectangle instead of a square. Another contribution that came from the Pythagorean school is the so called "golden rectangle" which is derived from this rectangle. The structure of the famous Parthenon was build using the so called "divine proportion".

Proportion



- S = Greatest**
- X = Mean**
- S-X = Least**

Let us see how Pythagoras relates to proportion.

I quote Plato(Timaeus), a follower of Pythagoras:

"It is impossible to join two things in a beautiful manner without a third being present, for a bond must exist to unite them, and this is best achieved by a proportion. For , if of three magnitudes the mean is to the least as the greatest to the mean, and , conversely, the least is to the mean as the mean to the greatest- then is the last the first and the mean, and the mean the first and the last. Thus are all by necessity the same, and since they are the same, they are but one."

Now let us examine the sketch.

Least / Mean = Mean / Greatest

$$s-x / x = x / s$$

$$x \text{ sq} = s (s-x)$$

$$x \text{ sq} = s \text{ sq} - sx$$

$$x \text{ sq} + sx - s \text{ sq} = 1 \text{ (They are but one)}$$

Substituting values from Pythagoras and we have:

$$5\text{sq} + 5*8 - 8\text{sq} = 1$$

$$25 + 40 - 64 = 1 \text{ ----->}$$

Also $5/8 = 8/13$ is $64=65$ (a valid equation.)

[Video 1](#)

[Video 2](#)

About a skewed perception

Pythagoras

*"Let no man deceive himself.
If any man amongst you seemeth to be wise
in this world, let him become a fool,
that he may be wise."*

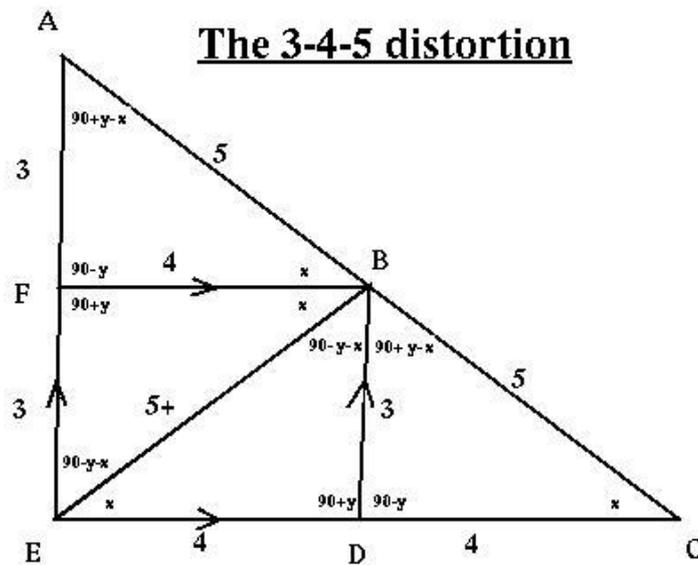
The Pythagorean theorem states that the sum of the surface areas generated by the sides of a right triangle, is equal to the surface area generated by the the hypotenuse.

Traditionally the example used to illustrate the Pythagorean theorem is the 3-4-5 diagram. This is a fallacy, and the purpose of this message it show why it is a fallacy.

The formula for the Pythagorean theorem can be stated as follows: $(a^2 + 1) + (b^2 + 1) = (c^2 + 1)$

The incorrect formula omits the +1 for each value. It simply states that: $a^2 + b^2 = c^2$. The addition of one for each value is necessary in order to convert the area, to a surface area. In reality there can be no area without a surface. The "one" that is added, makes the area real, it adds the third dimension of substance, to the formula. From a practical point of view it can be seen as one square area being overlapped when we multiply length by width.

The 3-4-5 formula is an approximation and was apparently used by ancient builders in order to make sure that everything was 'square'. The sketch below shows how the 3-4-5 formula distorts the right angle, making it acute(less than 90 degrees).

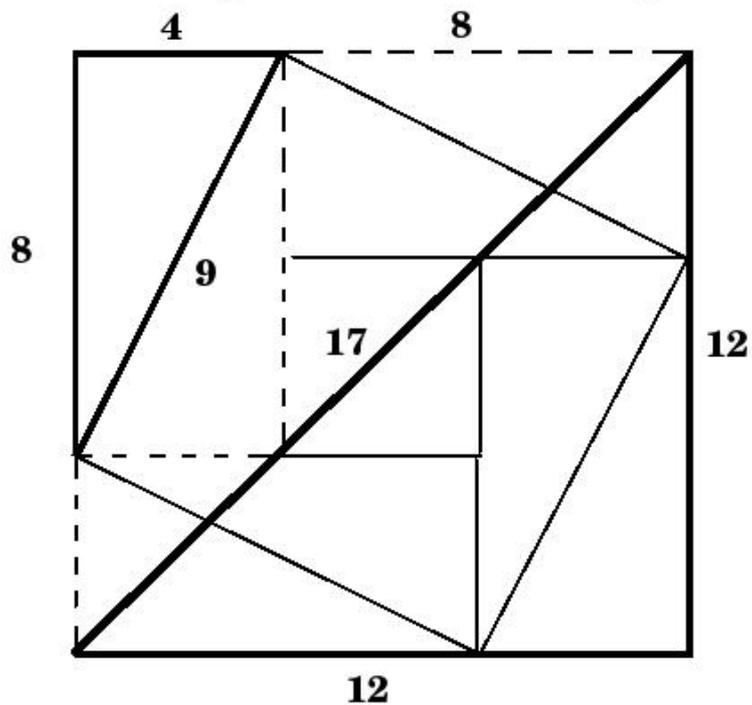


Notice that the only linear deviation, is the length EB, which is extended beyond 5 units in order to accommodate the distortion caused by the faulty formula. Needless to say all the angles are distorted. In reality the lengths AB and BC, should each be $5 \frac{1}{10}$ to establish a right angle at D. No geometric rules have been violated and because the angle y , is small, the deviation is subtle.

The Pythagoras twins show how the square as well as the diagonal conform to the Pythagoras theorem.

The Pythagoras Twins

The Square and the Rectangle



$$(8sq+1) + (4sq+1) = (9sq+1) \text{ Rectangle}$$

$$(12sq+1)+(12sq+1)= (17sq+1) \text{ Square}$$

$$(64+1) + (16 + 1) = (81+1)$$

$$65 + 17 = 82$$

$$(144 + 1) + (144 + 1) = (289 + 1)$$

$$145 + 145 = 290$$

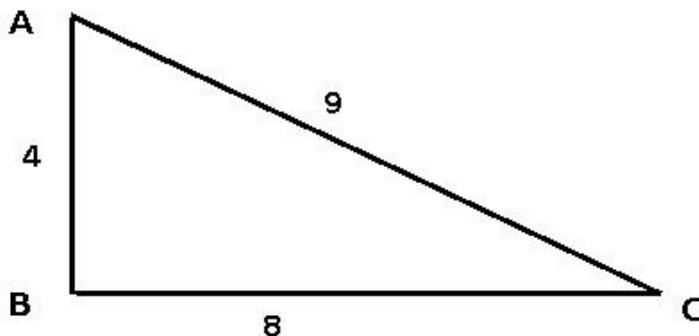
About Pythagoras

The Divine Proportion

**"The law of the LORD is perfect, converting the soul:
the testimony of the LORD is sure,
making wise the simple."**

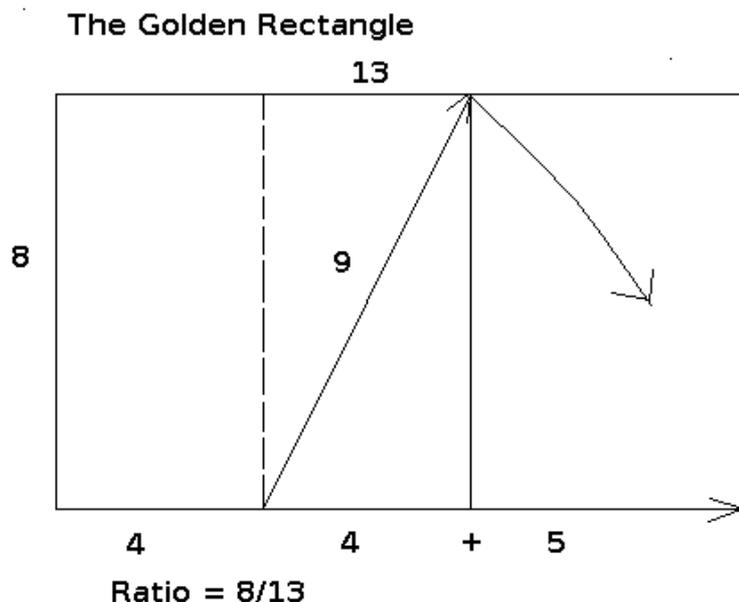
One so-called 'irrational number' that I have not yet explained, Phi 1.618..., relates to what is known as "The Divine Proportion". This contribution also comes from the Pythagorean school. This a window that is pleasing to the eye and which has a relationship in which the width to the length of the window is 8 to 13. This relationship is derived from the Pythagorean theorem for a rectangle as shown in the sketch below.

Pythagoras another angle



$$\begin{aligned}
 (ab \text{ sq}+1) + (bc \text{ sq}+1) &= ac \text{ sq}+1 \\
 (4\text{sq} +1) + (8\text{sq}+1) &= 9\text{sq}+1 \\
 17 + 65 &= 82
 \end{aligned}$$

The construction of the Golden Rectangle is done by first constructing a square, and then by projecting the diagonal of half the square, onto the base as shown in the sketch below.



The Golden section is obtained by projecting the side of the Golden rectangle onto the base.

The following dimensions are then established:

The whole (base) = 13 units

The long section = 8 units (also referred to as the mean)

The short section = 5 units

The ratio of the long section to the whole is 8/13

The ratio of the short section to the long section is 5/8

The least is to the mean as the mean is to the greatest.

5/8 is as 8/13

The equation that satisfies these ratios is: $64=65$

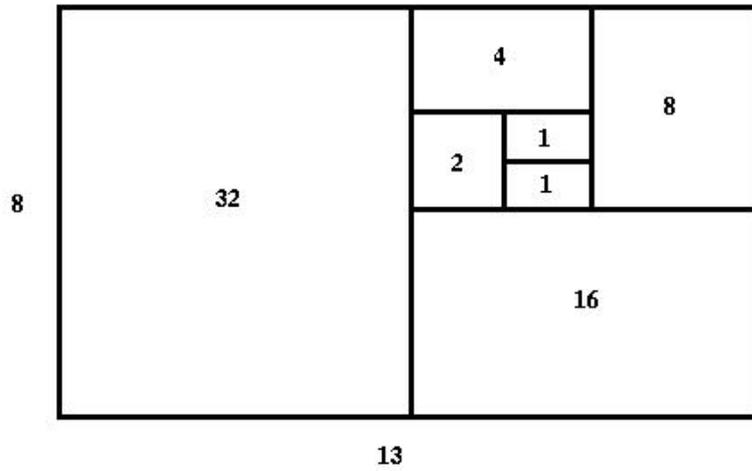
The rectangle is composed of 64 small rectangles.

It will be irrational to say that the the rectangle continues to diminish indefinitely. The rectangle is finite and is made up of 64 rectangles. The idea that there is an infinite number of rectangles is a fallacy.

The sequence of depletion of the rectangles is as follows:

32,16,8,4,2,1,1 for a total of 64 rectangles.

Depletion of rectangles 32-16-8-4-2-1-1 Total 64



[Video](#)

About the irrational mindset

The Inconvenient Reality

*" And he that talked with me
had a golden reed to measure the city,
and the gates thereof, and the wall thereof."*

For those who may not know it, this world is suffering under a curse. Because of this curse, the world is in a state of turmoil. The curse that haunts us, is the irrational mindset, it is the only evil on earth. Everything that is wrong with this world, comes from this irrational mindset. Global warming is only one symptom of the irrational mindset. The world as we know it, is a product of this corrupted mindset. I will now show you how the corrupted irrational mindset distorts reality.

The Irrational Mindset Ruler

(Marked in centimetres)



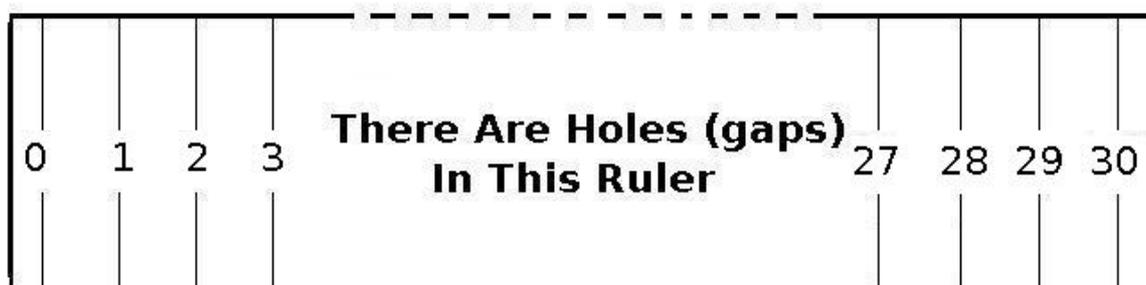
The Numbers Represent Lines

We go back to basics, and examine the measuring tool(ruler) of the irrational mindset. The ruler is an instrument that is suppose to measures linear

extension. It is divided up by lines, which are numbered. The sketch shows a thirty centimeter ruler marked off in centimeters. The first line is numbered "zero", and the last line is numbered "thirty". There are thirty one numbers, and only thirty spaces. A space being the extension between the dividing lines on the ruler. Each number on the ruler represents a dividing line.

According to the irrational mindset this ruler has a very serious limitation. This ruler can measure some extensions, but not all extensions. The ruler is a 'ruler', and a 'not-ruler', at the same time. There is a duality here. It means it cannot measure all extensions up to thirty centimeters. The irrational mindset teaches that there are holes(gaps), in this ruler. This means that some measurements cannot be expressed as rational numbers

This Ruler Cannot Measure All Extensions Up To Thirty Centimetres



The Irrational Mindset Ruler

A rational number has two elements, the part, and the the whole. The numerator, and the denominator, together form a rational number.

Irrational numbers are numbers that cannot be expressed as ratios. The irrational mindset teaches that irrational numbers are part of extension. This

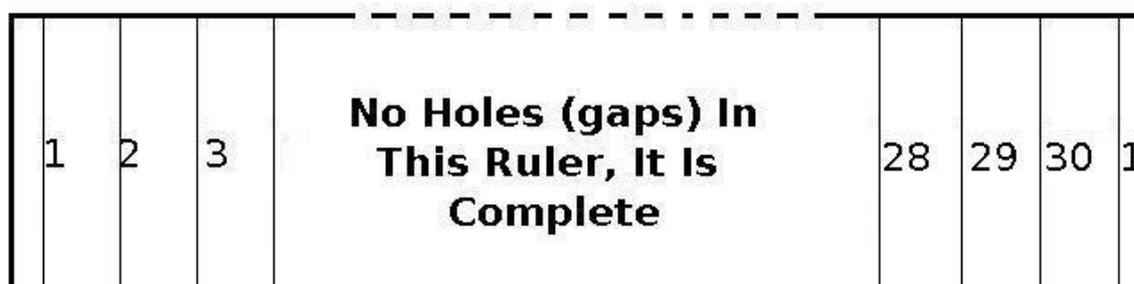
means that irrational numbers are regarded as real numbers. Go to any school or college, and you will find that this is what is taught. This is not true, irrational numbers are corrupted numbers

Part
Rational Number 7/22
Whole

Irrational Number 3.14159....

We now examine the measuring tool of the rational mindset. His ruler is broken up into extensions which are numbered.

The Rational Mindset Ruler



The Numbers Represent Extensions

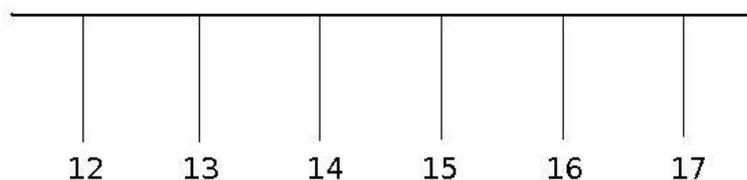
The first extension, is numbered, "one", and the last one is, "thirty". Each number therefore precedes the extension which it represents. In order to make the ruler complete, the number "one" appears at the end. The ruler begins with number one and ends with number one. There are thirty extensions and thirty numbers. Each number represent an extension, in this case, one centimeter.

This ruler has a limitation imposed on it by the number of extensions it has. In this specific case, an accuracy of one centimeter is the limitation. Should we require a higher degree of accuracy we can use a millimeter ruler. This ruler can measure any extension from one to thirty centimeters. There are no holes(gaps) in the extension, it is complete. Any measure within the scope of his ruler is expressed as a rational number. The numerator represents the part, and the denominator the whole.

We now look at the way in which the irrational mindset measures extension. The irrational mindset ignores the extensions, by numbering the lines. The mind has shifted from that which is real(extension), to the abstract(line). In reality, the lines on a ruler are not dividers, they are indicators. The lines only indicate where one extension ends. and the next one begins.

By nullifying the extensions the irrational mindset creates a falsified ruler.

**The Irrational Minset Numbers The Lines
Ignoring The Extensions (REALITY)**



The irrational mindset measures with lines.
The rational mindset measures with extensions.

The irrational mindset, is an absolute. Every individual human being is born with a rational mindset. Unfortunately we are born unto an irrational world, and due to social pressure we lose our rationality by the time we come to the end of our first year. Our mindset has changed from rational to irrational, we have fallen from grace. Unless we die to this world, and become born again, rationality cannot be restored. We will retain our irrational mindset until we physically die. So this means that every human being has rational mindset, or an irrational mindset. Those who are caught in-between, are in mental institutions. Now you can see why the irrational mindset is irrational.

Today you have seen only the tip of the iceberg. This means the foundation of our education system is flawed. What I have shown you has devastating consequences. Everything from basic arithmetic, to quantum physics, is corrupted. It means that everything that comes from the irrational mindset, is false. We have no choice, but to abandon the present world system. Everything will be made new, this is the dawning of a new day.

Now you know why the world as we know it, is coming to an end. The time has come to expose the the irrational mindset. No longer is it possible to hide behind convenient lies. Time to get in your life boat, the Titanic is sinking. I have shown you the inconvenient reality. Spread the Word, and gather the harvest.

[Video](#)

About scientific Deception

The 'Special Theory'

Of Relativity

"...[a] magnificent mathematical garb which fascinates, dazzles and makes people blind to the underlying errors. The theory is like a beggar clothed in purple whom ignorant people take for a king ... its exponents are brilliant men but they are metaphysicists rather than scientists .." Nikola Tesla

"Since the mathematicians have invaded the theory of relativity, I do not understand it myself anymore." Albert Einstein

INTRODUCTION

During the time after the prophecy of 1984-1988, when we were still in America, I visited a number of university libraries in order to obtain first hand information. One of the topics I was interested in, was getting a better insight into the writings of Albert Einstein, in particular concerning his 'special theory of relativity'. I managed to find a book that he wrote in the twenties concerning the subject, the title of the book is; Relativity-The Special and General Theory.

This book is my primary source of information in questioning Mr.Einstein's 'special theory' of relativity.

The purpose of this essay is to show the reader how the curse which is upon earth, has skewed our perception of reality. When we begin to see how irrational man is, we can come to grips with the mess we find ourselves in.

I have specifically chosen Mr.Einstein to get my message across because in this world, in the eyes of the masses, he is a man of high esteem.

Time magazine gave him "the person of the century" award, and with good reason. I quote from the editorial column of Time magazine dated 31 December 1999:

"Einstein best met our criteria: the person who, for better or worse, personified our times and will be recorded by history as having the most lasting significance."

BACKGROUND

In my original letter to fellow believers I mention that Mr. Einstein's reasoning was flawed. In chapter 6 of his book, he makes an argument for the theorem of addition of velocities. Toward the end of the chapter he does mention that in reality the theorem does not hold. However prior to him saying this, he seems to make a valid argument for the, 'addition of velocities', theorem.

It is obvious that his argument is flawed by saying that, if a man walks in a train carriage, in the same direction as the carriage is moving, then the velocity with which the man is moving, relative to the embankment, equals the velocity of the carriage, plus the velocity with which the man is walking. This cannot be the case simply because the velocity with which the man moves, cannot exceed the velocity of the carriage. The man is in the carriage, he is part of the carriage, he cannot be separated from the carriage. The man is bound by the carriage. The velocity with which he is moving, is identical to the velocity of the carriage, relative to the embankment. This should be common sense.

FAULTY REASONING

It is clear to me that Mr. Einstein's special theory of relativity is flawed because of faulty reasoning. Now there are those who will argue that this cannot be the case, because Mr Einstein's theory has been 'proven' over and over again.

My response to them is that because it appears that the theory works,

does not necessarily mean that it is true. What has happened is that Mr. Einstein accepted a false premise as being true, and in order to correct his error in reasoning, he has fabricated, a false theory in order to compensate for his false premise. The moral of the story is that two wrongs do not make a right, even although they provide the correct answer to a problem.

In this essay i will start with Mr Einstein's example of the event that takes place when a stone is dropped from a moving carriage, onto an embankment. The stone is dropped by Mr Einstein from the carriage, and the event is observed by a bystander on the embankment. Hopefully when we get to the end of this essay the reader will have a clear insight into the erroneous reasoning of Mr.Einstein.

" SPACE AND TIME IN CLASSICAL MECHANICS."

The First paragraph

" The purpose of mechanics is to describe how bodies change position in space with time. I should load my conscience with grave sins against the sacred spirit of lucidity were I to formulate the aims of mechanics in this way, without serious reflection and detailed explanations. Let us proceed to disclose these sins. "

The Second paragraph

"It is not clear what is to be understood here by 'position and space'."

{To me these concepts are clear, they mean "where/place" and "what/extension". Mr.Einstein is in effect saying that he finds these concepts; "position" and "space" very difficult to conceptualize, comprehend. According to the Oxford dictionary the word "space" means: "Continues extension viewed with or without reference to the existence of objects within it." It would seem that if the objects are missing, Mr.Einstein has a problem with the concept. }

" I stand at the window of a railway carriage which is traveling uniformly, and drop a stone on the embankment, without throwing it. Then, disregarding the influence of the air resistance , I see the stone descend in a straight line. A pedestrian who observes the misdeed from the footpath notices that the stone falls to earth in a parabolic curve. I now

ask: Do the positions traversed by the stone lie "in reality" on a straight line or on a parabola ? "

The answer to this question is straightforward:" in reality on a parabola ". To suggest that if two observers see the same event, from different locations, they will plot different (conflicting) paths for the falling stone, makes a mockery of science.

Mr. Einstein says, **"I see the stone descend in a straight line"**. The reason the stone appears to be ascending in a 'straight line', is because Mr. Einstein is disregarding(ignoring) the 'moving earth', this is a grave error. (We are reminded of the man walking in the carriage). I say 'moving earth' because Mr. Einstein sees the moving carriage as being 'stationary', and the stationary earth, as 'moving'. Another grave error. He uses the 'stationary' carriage as his frame of reference. In reality the carriage is moving, and the earth is our stationary frame of reference. The stone is dropped from the carriage to earth. In any case, in science we are not concerned with appearances, rather we endeavour to establish what is really taking place around us.}

"Moreover, what is meant here by motion 'in space'?"

{This is elementary; What is meant is that the stone moves freely from Mr.Einstein's hand to the ground.}

" From the considerations of the previous section the answer is self-evident. In the first place, we entirely shun the vague word "space", of which, we must honestly acknowledge, we cannot form the slightest conception, and we replace it by "motion relative to a practically rigid body of reference." The positions to the body of reference (railway carriage or embankment) have already been defined in detail in the preceding section. "

{ To nullify the concept "space/extension/ether", is another grave error, it is tantamount to saying; "existence does not exist".}

"If instead of "body of reference" we insert "system of co-ordinates" which is a useful idea for mathematical description we are in a position to say: The stone traverses a straight line relative to a system of co-ordinate rigidly attached to the carriage,

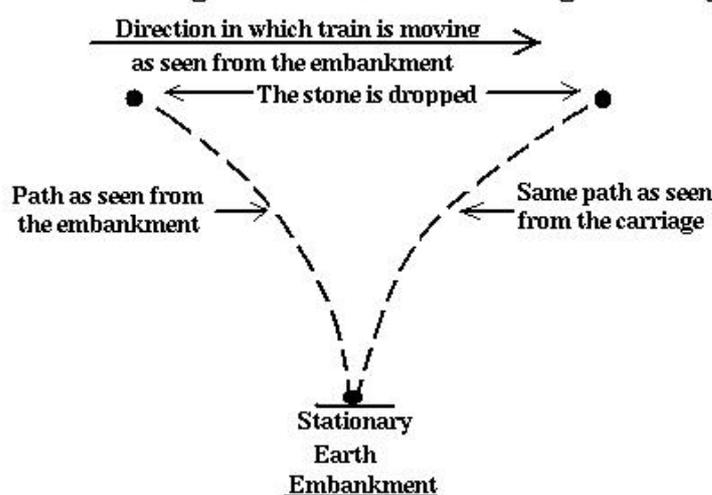
but relative to a system of co-ordinates attached to the ground (embankment) it describes a parabola. With the aid of this example it is clearly seen that there is no

such thing as an independently existing trajectory (lit."path-curve") but only a

trajectory relative to a particular body of reference."

In reality there is only one path that the stone can follow. The path of the stone begins when Mr. Einstein drops the stone from the moving carriage, and it ends when the stone comes to rest on the stationary co-ordinate system (earth). The path is a parabolic curve. All movement is relative to non movement. By no stretch of imagination In a previous message I wrote about the duality of this world. The movement of the stone takes place in two directions, vertical (gravity), as well as horizontal (momentum). The path is combination of the two directions.(See Fig.A) Only if the carriage is stationary, or if the stone is dropped onto the floor of the moving carriage, is it possible for the path of the stone to follow a straight line. In the last In a previous message I wrote about the duality of this world. A movie that portrays the duality very dramatically, is the movie;mentioned case the stone's momentum will not apply, because the stone is then dropped onto the floor of the carriage. The carriage is regarded as being stationary with respect to the earth. The movement of the stone is then restricted by the carriage (the principle of relativity). }

Path of falling stone from moving carriage



The Third paragraph

" In order to have a complete description of the motion, we must specify how the

body alters its position with time; i.e. for every point in the trajectory it must be stated at what time the body is situated there. These data must be supplemented by such a definition of time that, in virtue of this definition, these time values can be regarded essentially as magnitudes (results of measurements) capable of observation."

{ Mr. Einstein is now preparing the way for his theory of simultaneity }

" If we take our stand on the ground of classical mechanics, we can satisfy this requirement for our illustration in the following manner. We imagine two clocks of identical construction ; the man on the railway carriage window is holding one of them, and the man on the footpath the other. Each of the observers determines the position of his own reference-body occupied by the stone at each tick of the clock he is holding in his hand. In this connection we have not taken account of the inaccuracy involved by the finiteness of the velocity of propagation of light. With this and with a second difficulty prevailing here we shall have to deal in detail later. "

{ This section is irrelevant. Mr. Einstein is assuming that his false premise, that the same stone follows two different paths, is acceptable

MR. EINSTEIN INTRODUCES DUALITY

Chapter 3 of Mr.Einstein's book is crucial in that it exposes his 'reasoning' to be completely divorced from reality. In effect what Mr. Einstein has done is to nullify (reject), the idea of "space", and to replace it with two separate 'frames of reference'. We now have two 'co-ordinate systems', one 'system', rigidly attached to the carriage, and the other 'system' rigidly attached to the earth. In committing this sin Mr.Einstein has created his own dilemma which will force him to fabricate a theory that will enable him to escape from his dilemma.

Now, having a theory that is not workable in practical terms, Mr. Einstein has no choice but to manipulate his measuring instruments, in order to save him from disaster. He does this by formulating a theory that slows down clocks, and shortens rulers.

The 'special theory of relativitv ' is riddled with contradictions. the only

reason it has persisted until now, is because natural man is suffering under a strong delusion.

Natural man takes the co-ordinate system, and breaks it up into two separate systems. These systems of relativity are referred to as the 'source theory', and the 'ether theory'. Now according to this 'reasoning', natural man assumes that only one of the two theories is valid. For the 'scientific' community the debate concerning these two theories came to an abrupt end when Mr.Einstein published his theory of 'special relativity'.

THE MICHELSON-MORLEY EXPERIMENT

One of the experiments that was conducted prior to Mr.Einstein's theory, was the Michelson - Morley experiment in 1887. The premise underlying the M-M experiment was that the earth moves through space (ether), in its journey around the sun, and that the frame of reference is 'absolute', the ether(space).

To the surprise of the 'scientific' community the results were negative, that is, there was no interference. Based on the initial premise, this then meant that the earth stood still. The 'scientists' interpretation of this result was that the concept of ether (space), was uncalled for and had to be rejected on the grounds that it resulted in a false conclusion. This result gave a big boost to those who adhered to the ' source theory'. What the experiment did confirm, was the principle of relativity. That the velocity of light is constant(c), and is relative to its source., In this instance the source was attached to the earth.

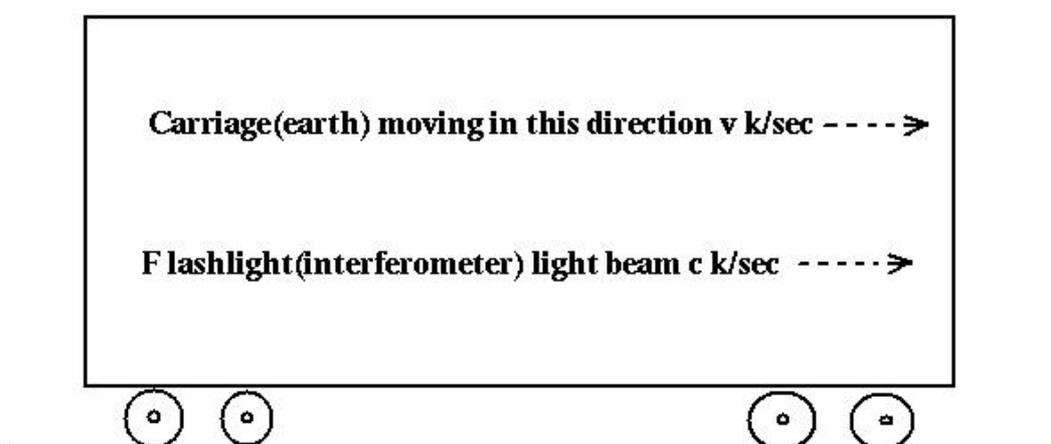
It would seem that the M-M experiment confirms Mr.Einstein's premise that there no such thing as space(ether). This is not the case because had the 'scientist' known the truth, they would have known in advance that

the results of the M-M experiment would have been positive.

M-M EXPERIMENT CONFIRMS RELATIVITY

We will now briefly examine the principle of relativity in order to see that the velocity of light is always constant relative to its source, and how the M-M experiment confirmed this theory. I will use the "carriage" analogy to make my point. We will use a moving railway carriage to represent the earth, which is moving through space, in a orbit around the sun. We are all in the carriage(on earth). The railway line represents the path that the earth is moving along through space. Inside the carriage we will place a flashlight facing the direction of movement. The flashlight represents the

interferometer.



With reference to Fig 1, assume the carriage is moving at v km per second and the that the velocity of light is represented by c km per second.

Now if we establish the 'relative' velocity of light using the 'ether theory', we take the velocity of light c , and we subtract the velocity of the carriage v , and we arrive at a relative velocity of $(c - v)$ km per second.

On the other hand if we use the 'source theory', then we take the relative velocity of light c , and we add the velocity of the carriage v , in which case we derive a relative velocity of $(c + v)$ km per second.

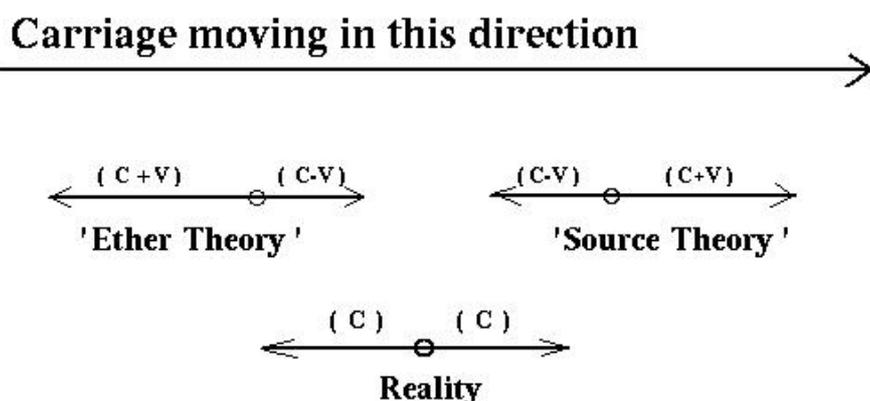
Now according to the principle of relativity, the source cannot be separated from space, both are required for a valid co-ordinate system. There can be no co-ordinate system unless there is a source, as well as extension (space). If then we combine these two elements, we will see that the (+v), is canceled by the (-v), and the result is a velocity of c km per second. It follows that there will no interference pattern when we conduct the M - M experiment, simply because the velocity of light is relative to its source and remains constant.

ANOTHER PERSPECTIVE

We will now look at another perspective. We will change the elements of the previous experiment, so that the light shines in all directions inside the carriage.

The velocity of light in the carriage (earth) is therefore, c km per second in all directions, regardless of the velocity of the carriage. See Fig. 2 below. A light bulb is placed in the center of the carriage. By applying the same principles used for fig 1 it becomes apparent that the velocity of light is c km per second in both directions. The only difference will be that for the light beam pointing back, the relative velocity for the 'ether theory' will be $(c+v)$ km/sec, and the velocity for the 'source theory' will be $(c-v)$ km/sec. As was the case before the +v cancels the -v with the resultant being c km per second, which is the same velocity for the beam pointing to the front.

The velocity of light in the carriage (earth) is therefore, c km per second in all directions, regardless of the velocity of the source, which in this case, also happens to be attached to the earth(carriage). This is the principle of relativity applied.



THE TIME MAGAZINE EXAMPLE

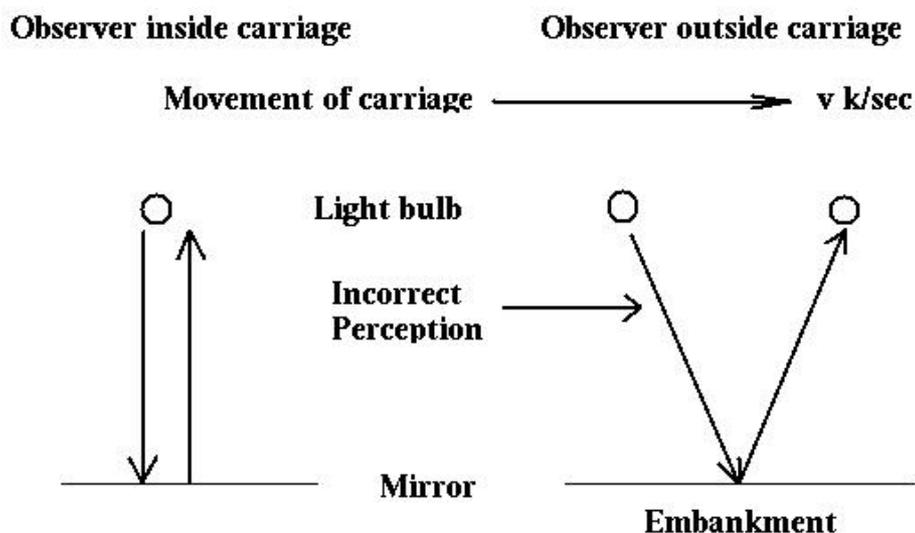
In order to make sure the reader follows my reasoning, I will briefly outline the error in Mr. Einstein's theory once more. In the December 31 1999 issue of time, Mr. Hawking shows by way of an illustration, Mr. Einstein's motivation for slowing down clocks. In my message entitled; "An open Letter to Time Magazine" I showed how Mr. Einstein theory was flawed in respect to relativity and length. We will now look at Mr. Einstein's theory as it relates to relativity and time.

As usual Mr. Einstein uses two frames of reference. I refer the reader to Fig. 1 and Fig. 2 below. In the article Mr. Einstein is pictured with a clock in his hand, the caption on the clock reads; " More time has elapsed".

Fig1 shows a man sitting in a railway carriage with a clock in his hand. He is observing a light beam traveling from a bulb on the roof of the carriage, to a mirror on the floor. The beam is then reflected straight back to the light source(bulb). The caption next to the carriage reads as follows: (be warned this is funny) **"The observer riding the train thinks the light bulb and mirror are standing still."**

Fig2 shows Mr. Einstein observing the light beam in the same carriage from the embankment.

The picture is different in that the light beam now travels diagonally from the bulb to the mirror on the floor and is then reflected diagonally back to the bulb. The caption next to the carriage reads as follows: "**The observer watching the train thinks the light bulb and mirror are moving**". The reality is that the observer in the train, as well as Mr. Einstein should know that the train is moving, it seems that they are not sure. In addition they both should also know that the light beam follows the same path for both observers. What Mr. Einstein has done is to separate the mirror from the bulb (once more the duality shows its ugly face). Now by separating the bulb from the mirror, Mr. Einstein 'thinks' that the path that the beam follows is longer than the beam's actual path. The diagonal path showed in the illustration is incorrect, the bulb and the mirror move in unison.



In order to save the day, he has no other choice but to slow down his clock, because he knows that the velocity of light is constant. He slows down his clock by using the transformation equations borrowed from Mr. Lorentz.

MR. EINSTEIN BORROWS AN EQUATION

Now what Mr. Einstein did was to approach the matter from a time/distance event, point of view. He then used the Lorentz

transformation equations in order to substantiate his theory. Before Mr. Einstein fabricated his theory, Mr. Lorentz had already devised the formula that shortens rulers and slows down clocks. Mr. Lorentz assumed that the shortening could be attributed to the ruler moving through the ether. Mr. Lorentz theory was based on the idea that the ether(space) is the frame of reference. Mr. Einstein rejected the idea of ether, and devised another method, '*the special theory of relativity*', for applying the same transformation formulas.

THE ABSOLUTE AND THE RELATIVE

Here is a brief outline of the rules of the principle of relativity as they relate to the movement of bodies through space.

- a) All movement(motion) takes place within space, and is observed within space. Without space there can be no movement. Space is three dimensional and remains constant. (The Absolute)
- b) There is a co - ordinate system within space with respect to which any movement may be measured.(The Relative)
- c) The co - ordinate system used to measure movement is always regarded as being at rest in space. This means all movement is relative to the stationary co- ordinate system. The principle of relativity.
- d) The velocity (rate of movement) of light is constant, c km per sec, relative to the source of the light.
- e) Time is universal.
- f) Mass remains constant.
- g) The mechanical laws of nature remain constant in all inertial systems.

THE UNPARDONABLE SIN

When a scientist starts to tamper with his measuring instrument the results of his studies become meaningless, he cannot be regarded as a 'scientist'. He negates the concept, "science". In order to maintain consistency, which is the hallmark of reason, it is vital to establish a uniform standard of observation. When a 'scientist' like Mr. Einstein, tampers with clocks and rulers, in order to correct errors derived from false premises, then he becomes a pseudo scientist. It is sad to say that Mr. Einstein is guilty of committing the unpardonable sin for any scientist, the sin of fabricating theories that manipulate measuring instruments, in order to obtain the desired results.

Confirmation of 1 Kings 7:23

Pi and Squaring the Circle

*"O Timothy, keep that which is committed to thy trust,
avoiding profane and vain babblings,
and oppositions of science falsely so called: "*

*"Of what use is your (Lindemann's proof of transcendental
of pi) beautiful investigation regarding pi ?
Why study such problems when
irrational numbers do not exist ? "
L. Kronecker*

Pi

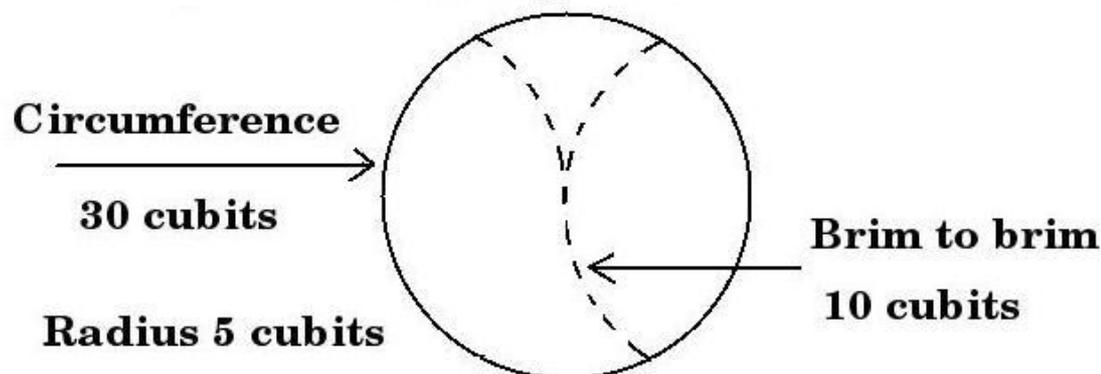
Before we show the reader how to square a circle, using only a straight edge and compass, we need to examine some characteristics of Pi, as well as a circle. Pi is supposed to be a symbol that expresses the relationship(ratio) between the diameter and the circumference of a circle. In the present system, Pi is the irrational number 3.14159.... This number is a fabrication of the irrational mindset, and can be explained as follows: We know that the relationship between the radius(r) of a circle, and it's circumference(c), is 1:6. We also know that the diameter of a circle is twice the radius. It therefore follows that the relationship between the diameter and the circumference of any circle is 2:6 or 1:3. This is confirmed in 1 Kings 7:23.

What the irrational mindset has done is to express the straight line diameter of a circle, with the curved line of it's circumference. This is like expressing oranges(d), as a part of apples(c). No surprise that the result is irrational. Should we express the ratios of the straight lines, as well as the ratios of the curved lines, we will see that they are both 1:3.

Old Testament Confirmation

"And he made a molten sea, ten cubits from the one brim to the other: it was round all about, and his height was five cubits: and a line of thirty cubits did compass it round about."

[1 Kings 7:23]



The Circle

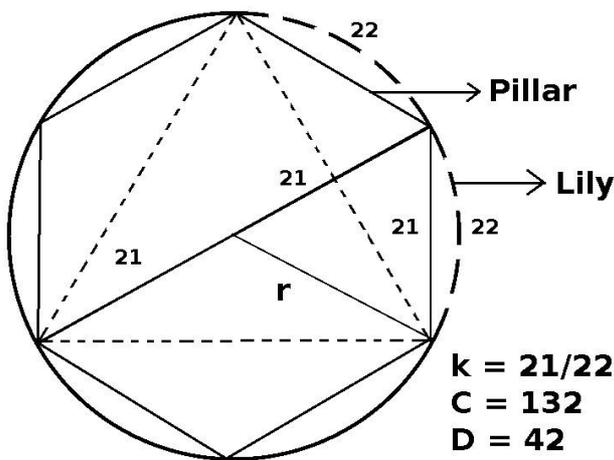
When we work within the parameters of a circle, we need to establish a constant factor which will enable us to convert a straight line to a curved line, and vice versa. This will then enable us to convert straight, as well as curved lines of segments. The relationship(ratio) between the chord and the arc of a radius segment is the constant:

$(k) = 21/22$ (see I Kings 7:21&22). This means that if we have a chord(r) with a length of 21 units, the arc will measure 22 units in a straight line(laid flat). The radius of a circle can geometrically be shown as a straight line, or as a curved line, both representing 60 degrees.

(This means a radian should be 60 degrees, and not some fabricated value derived from irrational Pi - It does not make sense to separate the chord from the arc, they are one segment).

Now we are able to establish a relationship between the straight line (diameter), and the converted curved line (circumference) of a circle. In other word the curved(c) line, laid flat. We measure in units of straight lines(21), or curved lines(22). The diameter will measure $2 \times 21 = 42$ units and the circumference will measure $6 \times 22 = 132$ units. The ratio(relationship) between the straight line diameter and the converted curved line circumference will be $42:132$ or $7/22$, a rational number. It is important to note that this is not the relationship between the diameter and the circumference of a circle. The relationship(Pi) remains as $42:126$, that is $1:3$. The ratio of $7:22$ is a rational conversion ratio, as opposed to an irrational relationship.

$\text{Pi} = 42:126 = 1:3$ (Straight lines -----)
 $\text{Pi} = 44:132 = 1:3$ (Curved lines - - - -)



$k = 21/22$
 $C = 132$
 $D = 42$
 Con $k = 42/132$
 $7/22$

1 Kings 7: 21 - 22 - 23

Py

We are now in a position to establish a constant that will enable us to calculate the circumferences, areas and volumes of circles and spheres. We will call this constant P_y a rational number and is derived as follows: We know that the straight line relationship of the diameter of a circle and the straight line circumference of a circle is 7 to 22. This means that the ratio of the straight line, of one side side of a square, to the diameter of the circle is $22/4 = 5 \frac{1}{2}$ to 7, or more conveniently stated as 11 to 14. This then is the new value for P_y , in order to make the distinction between the irrational P_i , and the rational P_y . Let us now see how we can apply this new P_y to our practical formulas:

Circles	Old	New
Circumference	$d \times P_i$	$4 d \times P_y$
Surface Area	$r^2 \times P_i$	$(d^2 \times P_y) + 1$
Spheres	Old	New
Surface area	$4 \times r^2 \times P_i$	$(4 \times d^2 \times P_y) + 1$
Volume	$\frac{4}{3} \times r^3 \times P_i$	$\frac{2}{3} \times d^3 \times P_y$

When we apply the new value P_y , the results differs slightly from the old values for P_i , results are expressed as real values, not approximations.

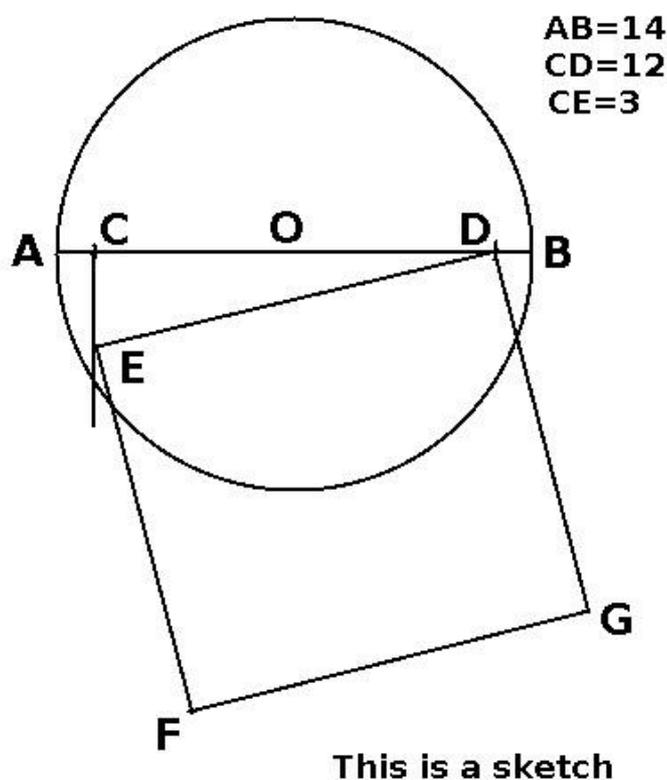
Squaring the circle

Problem:

Given any circle, to construct a square with the same surface area as the circle, using only a straight edge and compass.

Solution:

1. Draw any circle with diameter AOB. (This is the circle we will square)
 2. Sub divide AB into 14 equal parts.
 3. From the centre of the circle mark off 6 parts in both directions as line COD. (12 parts).
 4. From C draw a line perpendicular to the diameter.
 5. Mark off 3 parts at E on the perpendicular line and connect DE.
 6. Draw square DEFG.
- Square DEFG has the same surface area as circle AOB.



Confirmation:

Apply the Pythagorean theorem to calculate the area of DEFG.
 $(CD \text{ sq} + 1) + (CE \text{ sq} + 1) = ED \text{ sq} + 1$

$$(144 + 1) + (9 + 1) = (154 + 1) \text{ ----->}$$

Apply P_y to calculate the area of circle AOB.

$$(D \text{ Sq } \times P_y) + 1$$

$$(14 \text{ sq } \times 11/14) + 1$$

$$(154 + 1) \text{ ----->}$$

Now that all three problems of antiquity are resolved.

Note: Using π (irrational) for calculations results in approximations.

Pythagoras Meets Hippocrates

We now examine the the geometric implications of P_y .

We redefine P_y , based on our previous definition where we used circumferences:

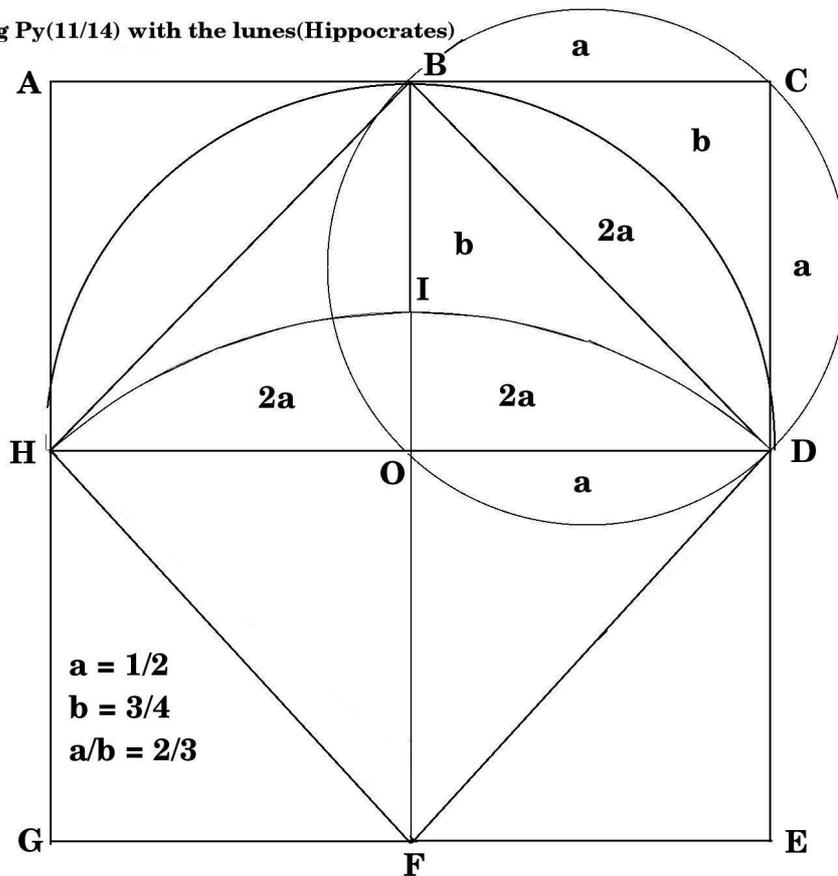
P_y is the the relationship(ratio) of the area of a circle, to the area of a square, with the diameter of the circle being equal to the side of the square.

Referring to our diagram below:

$P_y(11/14)$ will be:

Area of circle O(11) with diameter HD / Area square ACEGA(14) with side HD.

Examining Py(11/14) with the lunes(Hippocrates)



Referring to the diagram the following:

Consider the the square ACEGA and the Circle O.

1. Allocate surface areas a and b to lune BCD.
2. Surface area bow HID is 4a.(Pythagoras- BC=a, BD= 2a, HD =4a)
3. Area lune BCD is equal to area triangle BOD(Hippocrates)
4. Therefore area BID is equal to area b.
5. Consider area square BCDO: 2b + 4a
6. Area square ACEG = 4 x (4a + 2b) = 16a + 8b ----- 1
7. Area circle segment BOD = 4a + b
8. Area circle O = 4 x (4a + b) = 16a + 4b -----2

We are now able to establish rational values for a and b.

- | | | |
|--------------------------------------|-----------------|---------|
| 9. Substituting for square | $16a + 8b = 14$ | ----- 1 |
| 10. and for circle | $16a + 4b = 11$ | ----- 2 |
| 11. 1-2 | $4b = 3$ | |
| 12. | $b = 3/4$ | -----> |
| 13. substituting b in --1 | $16a + 6 = 14$ | |
| 14. | $16a = 8$ | |
| 15. | $a = 1/2$ | -----> |

By substituting these values in our diagram we find no conflicts.

Area of square ACEGA = 14

Area of square BDFH = 7

Area of circle O = 11

Py 11/14

We have managed to unite the square and the circle into one harmonious rational diagram with no conflicts.

[**Video 1**](#)

[**Video 2**](#)

[**Video 3**](#)

About confusion

The Quantum Ghost

*"But the eyes of the wicked shall fail,
and they shall not escape,
and their hope shall be
as the giving up of the ghost. "*

INTRODUCTION

The purpose of this essay is to offer a more detailed account of what is a completely distorted view of reality. A person does not need to be a college graduate to follow what I am about to say, all that is required is common sense. This essay will be of great benefit to those who would like to gain a deeper insight into the way natural man perceives his distorted world.

The idea of a quantum theory is a fantasy, to put it mildly. It is a fabrication concocted by natural (deluded) man, in order to justify his distorted view of reality. Energy does not move in quanta, it flows continuously. All the bizarre conclusions that are derived from the special theory of relativity, as well as quantum mechanics, belong to Alice in Wonderland, it is pure fantasy.

BACKGROUND INFORMATION

The word " quantum ", means discontinuous **" a fixed elemental unit of energy: the quantum theory states that energy is radiated discontinuously in quanta. " Webster.**

When we observe the movement of the second hand of the analogue clock we notice that the second hand jumps from number line(second), to number line(second). In some clocks the minute hand also jumps, strangely, the hour hand does not jump, the deception will be to obvious. Next to each number line is a number that is supposed to signify the number of seconds elapsed.

Open a window on your computer screen, and go to the clock in your applications section. Set the reading to analogue, and see for yourself.

It is plain to see that there is something amiss with this clock, unless we are led to believe that time (duration) moves in quanta(spurts). We know that time is continuous and therefore the clock is misleading to our perception of time. In addition we also know that the clock is not accurate simply because no matter how fast the second hand jumps (leaps), it will take a element of time to move, and therefore the duration that the second hand pauses at each number line, will be less than one second.

The question that arises from our observation is; Why has the time clock been tampered with ? Not so many years ago, the second hand of time clocks moved continuously. I believe that the modern time clock is a symptom, not only of the shift that has taken place in the mind of natural man, but also of how the mind of deluded man perceives reality. Why then, may we ask, the change ? What has caused natural man to distort not only the face of the clock, but also the inner mechanism ? The answer to this question is that the time clock is a reflection, an extension of irrational man. The shift of the one, one space clockwise, to make room for the zero, is characteristic of the shift that has taken place in the mind of natural man.

THE ROLE OF MODERN MATHEMATICS

The means whereby natural man justifies all his irrational theories is the modern mathematics. For the man in the street modern mathematics is a complete mystery, he accepts in good faith that mathematics makes sense. He is not aware that mathematics has lost all its credibility, that the only purpose it serves, is to protect irrational man. This is why modern mathematics is so important in the educational process, it reinforces irrationality.

Modern mathematics then, gives the intellectual the ability to manipulate his world, in order to conform to his distorted view of reality.

He can do this with impunity, because he knows that the mathematics that support his theories, is too complicated for the man in the street to comprehend. His mathematical deck of cards is stacked with two jokers: the symbol; zero, and the symbol; infinity. Two sides of the same coin. With these two jokers the 'scientist' can fabricate anything that is required to protect irrationality.

I quote from the Encyclopedia Britannica: Mechanics, page: 877

" The revolutionary development of quantum mechanics occurred with breathtaking rapidity in the years 1925-1930. It is an essentially mathematical subject that can scarcely be described without using mathematical concepts that are usually unknown to persons whose education is limited to humanistic studies. "

For the benefit of the skeptics I quote Professor Kline from his book: Mathematics: The loss of certainty.(Page 6)

" The current predicament of mathematics is that there is not one but many mathematics and for numerous reasons each fails to satisfy the members of the opposing schools. It is now apparent that the concept of an universally accepted , infallible body of reasoning - the majestic mathematics of 1800 and the pride of man - is a grand illusion. Uncertainty and doubt concerning the future of mathematics have replaced the certainties and complacency of the past. The disagreements about the foundations of the most certain " science" are both surprising and, to put it mildly, disconcerting. The present state of mathematics is a mockery of the hitherto deep - rooted and widely reputed truth logical perfection of mathematics. "

THE QUANTUM THEORY

The quantum theory according to the Oxford dictionary is defined as:

" the hypothesis , accounting for the stability of the atom and other phenomena, that in radiation, the energy of electrons is discharged not continuously, but in discreet amounts of quanta."

Now if we assume that the modern measuring instrument that measures the radiation of electron energy, is designed in the same way as the modern time clock, we would be inclined to believe that the energy, like time, moves in quanta(spurts). This misconception will then lead us to draw all kinds of false conclusions based on a false premise. Notice that the measuring instrument is designed to reinforce the false theory. It is symptomatic of irrational man.

It is important to know that the quantum theory relates to what happens at the sub atomic level, at the level where it is not possible to observe what takes place. This means that the name of the game is; speculation. All the theories are attempts to explain what actually takes place.

THE UNCERTAINTY PRINCIPLE

In the year 1926, Werner Heisenberg formulated what is known as the uncertainty principle. According to this principle, it is not possible to determine the position, as well as the velocity (speed and direction) of a sub atomic entity ('particle'). This means that the traditional idea of predicting the future, is not possible at the sub atomic level, according to the 'scientists'. This principle is referred to as the 'Copenhagen interpretation', and has many implications.

It means that the traditional idea of cause and effect is lost and replaced by an element of chaos. To use fancy language, determinism is replaced by indeterminism. Let me make it clear that it is true that indeterminism (chaos) rules, however it only rules in the minds of those who are deluded.

In reality, the principle of cause and effect applies.

If a person is deluded (cause), then he is irrational (effect). A deluded person cannot choose to be rational, his behavior is determined by what he is.

QUANTUM MECHANICS

The combination of the quantum theory and the uncertainty principle has led to what is referred to as quantum mechanics. This means that we now have two branches of 'mechanics'; one for observable phenomena, Newton mechanics; and one for unobserved phenomena, quantum mechanics. To put it in symbolic language, we have a 'particle' and we have a 'wave'. The serpent's tongue is split.

What quantum mechanics tells us is that there is an unpredictable element present at the sub atomic level. It means that we cannot obtain specific results when we do measurements. Each measurement will be different; we can only determine the future by means of probabilities. Even today there are two schools of thought. The following is a quote from the Britannica: page 887(Mechanics)

" In this sense the dispute is more concerned with feelings about possible future developments in quantum mechanics than with implications of present knowledge. The Copenhagen view leads to seeking detailed knowledge concerning the uncertainties wherever they manifest themselves. The anti- Copenhagen view motivates its adherents to a quest for modifications of present theory so that the elements of strict determinism will be restored. "

The anti-Copenhagen interpretation will soon be vindicated, as the encyclopedia Britannica puts it: **" A possible future revolution in physics. "** To this I now add the following: **A definite revolution in this present world system is coming soon.**

THE TWO-SLIT EXPERIMENT

One of the 'experiments' that is repeatedly mentioned in order to demonstrate quantum mechanics, is the so called, 'Two slit experiment'. I

quote Stephen Hawking from his book; A Brief History of Time; (page63):

" Consider a partition with two narrow parallel slits in it. On one side of the partition one places a source of light of a particular color. Most of the light will hit the partition, but a small amount will go through the slits. Now suppose one places a screen on the far side of the partition from the light. Any point on the screen will receive waves from the two slits. However, in general, the distance the light has to travel from the source to the screen via the two slits will be different. This will mean that the waves from the slits will not be in phase with each other when they arrive at the screen : in some places the waves will cancel each other out, and in others they will reinforce each other. The result is a characteristic pattern of light and dark fringes.

The remarkable thing is that one gets exactly the same kind of fringes if one replaces the source of light by a source of particles such as electrons with a definite speed. It seems the more peculiar because if one has one slit , one does not get fringes , just a uniform distribution of electrons across the screen. One might therefore think that opening another slit would just increase the number of electrons hitting each point of the screen, but because of interference, it actually decreases in some places. If electrons are sent through the slits one at a time, one would expect each to pass through one slit or the other, and behave just as if the slit it passed through were the only one there--giving a uniform distribution on the screen. In reality, however, even when the electrons are sent one at a time , the fringes will appear. Each electron, therefore , must be passing through *both* slits at the same time!"

RESTORING RATIONALITY

Let us now see if we can restore rationality to the morass of irrationality we find ourselves in. First of all, we need to distance ourselves from the idea of the quantum theory. The idea that energy moves in 'quanta' (pockets). This we can accomplish by seeing that the quantum concept comes from the misconception that comes from the design of our

measuring instruments.

The instrument is designed to reinforce the idea that energy moves in pockets. The idea that energy moves in pockets, is in turn established by the shift in perception that takes place when man becomes deluded. This means that natural man is caught in a vicious circle, one misconception leads to a false theory, which in turn results in another misconception, and so on.

Secondly, we need to distance ourselves from the idea of the uncertainty principle. This is done by realizing that the measurement of velocity and position are two concepts that are mutually exclusive. Extension on the co-ordinate system is not compatible with position on the co-ordinate system. In order to measure the velocity of a moving object, we equate distance with respect to time, that is, extension with respect to duration. We express the result as A units per second. Geometrically this can be represented by a line, A units in length, on the co-ordinate grid. In contrast to velocity, position is not represented by a line. All that is required is a valid equation expressed in the form:

$x = x + 1 = y$ on the co-ordinate grid, the end of x is the beginning of y, and this is a specific position on the line. In other words; position is without magnitude, it shows a particular location on the co-ordinate grid, whereas velocity requires a specific magnitude (extension). Conceptually time is not possible without duration(extension), position can be specified within a range, however to pinpoint position, one has to eliminate range.

Thirdly, by distancing ourselves from the quantum idea, as well as the uncertainty principle, we distance ourselves from the duality of quantum mechanics. We see the 'two slit experiment' for what it is; a symptom of natural man's deluded mind. Natural man is the fabricator of duality, he has a split mind, everything has to be equated with 'existence' and 'non-existence'.

THE EXPERIMENT EXPLAINED

We will now briefly examine why Mr. Hawking and his friends find it so difficult to believe that 'one electron' can go through 'two slits' at the same time. When a person takes a partition and makes two slits (holes) in the partition, the result cannot be a partition with two slits.

In other words one entity, does not become three entities. What happens in reality, is that one can no longer speak of a partition, a partition with holes in it, has lost its meaning, it becomes a sieve. What was partition it is no longer a partition. It does not matter if one makes one, or two, or a thousand holes in the partition,

the moment it has one hole in it, it is no longer a partition. With natural man's split mind the partition becomes 'partition' as well as 'non partition' (slit). This is the beginning of chaos and deception.

This kind of 'reasoning' continues so that the two slit experiment consists of the following elements: a partition, and a non-partition (slit), a particle and a non-particle (wave), an observer and a non-observer (ghost) ? No wonder confusion reigns.

The 'electron' does not go through the 'slit' in the 'partition', it moves freely, unless it is interfered with by something, in which case it will change direction. To say that the 'electron' goes through the 'slit' in the 'partition' is pure fantasy. When the 'electron' goes through the sieve, it goes through all the holes(slits)of the the sieve at the same time. Should we examine the experiment in the light of these revelations we see that all

the mysticism disappears like mist in the wind. The 'particle/wave' duality makes way for energy (light).

CONCLUSION

The days of the quantum ghost are numbered. No longer will it be possible to deceive the people with theories that comes from a broken spirit. The fantasy world of the 'scientist' is in a state of collapse. Soon the curse will be removed to make place for a new perception. A perception that comes from the Light that shines in the darkness, the darkness that is dominant in this present world.

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