

No	Teacher	Assigned Thinker / Section	Content/ text
1	Nagehan (Turkey)	Introduction – Opening the Conference	“Students from all around the world gathered in the hall for The Great Mind Conference, where the greatest mathematicians of history would meet and share their ideas. Everyone was excited to hear their stories and discoveries. When the lights dimmed, the room became silent. The first speaker walked onto the stage. She was a symbol of wisdom, courage, and knowledge.
2	Silvana J. Binova (North Macedonia)	Hypatia	Hypatia smiled warmly at the students and invited them to sit closer. She told them that she had lived in Alexandria, a great center of learning in the ancient world. She explained that mathematics, for her, was not only numbers but a way to understand the universe. The students listened carefully as she spoke about her work on geometry and how she loved teaching young people. Hypatia encouraged them to always ask questions and to never be afraid of curiosity. One student asked how she stayed brave when life was difficult. She answered gently that knowledge and kindness were her strongest tools. As her talk ended, she looked toward the next speaker and smiled. “Now,” she said, “you will meet another brilliant mind who changed mathematics forever.” She stepped aside, and Leonhard Euler walked confidently onto the stage.
3	Igor Bogdanoski (Romania)	Euler	Leonhard Euler stepped forward with a calm and confident smile. He greeted the students and said that he loved mathematics from a very young age. Even when he lost his sight later in life, his mind continued to see numbers and ideas clearly. Euler explained that he helped create the language of modern mathematics. He introduced symbols that students still use today, like e, i, and many formulas. “For me,” he said, “mathematics is like a beautiful story written with symbols.”

			The students listened closely as he talked about patterns, equations, and how math can explain both simple and complex ideas. He told them that making mistakes was part of learning and that patience was the key to success. One student asked how he could work so much without giving up. Euler smiled and answered, "Because curiosity never let me stop." As his talk came to an end, Euler thanked the students and turned toward the next speaker. "With curiosity and imagination," he said, "mathematics can change the world." He stepped back, making space for another great mind to continue the conference.
4	Eliso Chichagua (Georgia)	Gauss	The conference was continued by the great mathematician and physicist Gauss. He warmly welcomed the students. He noted that it was an honor for him to be here, with great mathematicians and thoughtful young people. One of the students asked him to talk about his thoughts and ideas. Gauss responded with a smile, with pleasure. During the conference, Carl Friedrich Gauss addressed the students calmly and convincingly. He noted that mathematics is not just about memorizing formulas and rules; it is a way of thinking and the search for truth. Gauss emphasized that students should try to understand the reasons why each law and theorem works. He said that mistakes are a natural part of learning and are often what allow a person to move towards new discoveries. Gauss called for patience, precision, and sincere curiosity, because there are rarely quick fixes in science. In conclusion, he reminded them that they should not be afraid of difficulties, because the deepest and most important truths are often hidden in the simplest and most elegant forms. The students listened to his talk with great interest and excitement. After the talk, Gauss gave the stage to another genius, who continued the conference.

5	Nina-Catalina Costin (Romania)	Pascal	Dear students, I listened to Albert talk about curiosity, and I will talk to you about doubt. Not about the doubt that paralyzes, but about the one that illuminates. Doubt is the beginning of wisdom, because it forces us to seek the truth beyond appearances. Mathematics taught me rigor, but life taught me the limits of reason. Man is not just a being that calculates, but one that feels, hopes and fears. "The heart has reasons that reason does not know" - do not forget this when you seek the truth only in formulas. A student once asked me: — Mr. Pascal, does mathematics explain everything? I answered him: — No, but it teaches us to think correctly. And thinking correctly is a big step towards living correctly. I studied probability to understand chance, but I understood that life is not a game of dice. Every choice you make matters. Even when you are unsure, choosing to learn, to be good, and to seek the truth is already a win. Don't be afraid to ask difficult questions. Sometimes, one question is worth more than a hundred answers. And if you don't find the solution right away, don't be discouraged. Perseverance is the sister of genius. Science and mathematics are great gifts, but they must be accompanied by modesty. Man is a "thinking reed": fragile, but capable of grasping the universe with his mind. It is precisely this fragility that makes us responsible for each other. Use your intelligence to build, not to dominate. To unite, not to separate. Knowledge without morality can become dangerous, but knowledge united with goodness becomes hope. In conclusion, I say to you: don't just seek to be the best, but to be true. The truth, even when it is hard, will set you free. Go forward with an open mind and an open heart. The world needs your thinking.
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6	Nazan Demiray İnce (Turkey – Tarsus)	Sophie Germain	As Sophie Germain was welcomed to the stage, everyone started to cheer for her as she was a successful mathematician with lots of difficulties in her life, and yet she still past all of those problems and became an very successful mathematician with being known as the women who made the "elasticity theory". Germain explained to everyone that when even facing severe difficulties you can make everything. Germain was born in Paris, France, and in a house at Rue Saint-Denis on April 1 1776 "Although it might seem like I was alone in this journey of mine", she said "My mother was secretly supporting me to do maths and encourage me on my path of mathematics, but could never tell dad because he never found mathematics were appropriate for a women" and then she continues by saying "It was not just my family who made me achieve this success, I was a hardworking kid who never stopped, even at the lowest moments of my life, hardworking is a key to success I must say" and then continued by saying "I am also into learning information from others. You could have even seen me when I was working with books to gain knowledge and become a mathematician known all around the world. And I think I did it along all of these mathematicians all around me today". Everyone clapped and cheered as she sat down and as the next mathematician came along
7	Semra Gökhan (Turkey – Nevşehir)	Ada Lovelace	As the applause slowly faded, a young woman stepped onto the stage with grace and confidence. She was known for seeing possibilities where others saw only machines. Ada Lovelace. Ada greeted the students with a gentle smile and began to speak about her passion for numbers and imagination. She explained that she lived in the 19th century and worked with Charles Babbage on a machine called the Analytical Engine. "Many people thought of it as just a calculator," Ada said, "but I imagined it as something more." She told the students that she believed machines could follow instructions, create patterns, and even compose music one day.

			Ada explained that she wrote the first algorithm intended for a machine, which is why she is known today as the world's first computer programmer. For her, mathematics was not only about logic, but also creativity. One student asked how she managed to think so differently from others. Ada answered, "I learned to combine poetry with mathematics. Imagination is just as important as calculation." She encouraged the students to explore new ideas, especially when others doubted them. "Do not limit your thinking," she said. "The future belongs to those who dare to imagine it." As her speech came to an end, Ada looked proudly at the audience. "Mathematics and technology together," she said, "have the power to change the world." The students applauded with admiration as Ada Lovelace stepped aside, leaving behind a message of creativity, courage, and innovation.
8	Xatuna Gvelukashvili (Georgia)	Alan Turing	"Dear students, The greatest power of our time is knowledge—knowledge that is based on observation, analysis, and constant questioning. Scientific progress never comes from accepted truths; it begins with doubt, with the search for new ways, and with the courage to think differently. When I was working on the idea of computing machines, my goal was not just to solve a technical problem. I wanted to understand whether a machine could think, and, more profoundly, what thinking itself is. Today, as your generation creates artificial intelligence, the same question is still of great importance. Science is not just formulas and algorithms—it is a combination of human intuition, creativity, and logic. Therefore, I invite you to never stop asking questions, researching, and experimenting. You are the creator of the future—and your task is not just to imitate what has already been done, but to create what has not yet been done. "Exists." — Alan Turing

9	Reka Hillier (Hungary)	Mandelbrot	Chapter: The Geometry of Curiosity The lecture hall at the International Symposium on Mathematical Creativity buzzed with excitement. Dozens of students from different countries sat forward in their seats, clutching notebooks, as Benoit Mandelbrot stepped up to the podium. His white hair formed a kind of fractal halo of its own, chaotic but somehow <i>structured</i>. He glanced at the audience and smiled. “Good morning. I see many curious minds here. Good—curiosity is the fuel of mathematics.” A hand shot up in the front row. “Professor Mandelbrot,” a young woman asked, “how did you <i>first</i> see fractals? I mean—how did you realize that nature had this hidden geometry?” Mandelbrot chuckled softly. “By looking where others ignored,” he said. “When I studied telephone-line noise—something most mathematicians considered boring—I found patterns that repeated strangely. Then I looked at clouds, mountains, coastlines. All rough. All irregular. And yet... <i>all mathematically describable</i>.” He drew a small shape on the board: a simple curve. Then he added bumps. Then bumps on the bumps. Then bumps on those bumps. “This is where the old geometry stopped,” he said, tapping the smooth curve. “And this,” he circled his messy, beautiful creation, “is where <i>fractal geometry</i> begins.”
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A student in a dark jacket asked, “But Professor, did people believe you at first?”

“Oh no,” Mandelbrot replied, raising his eyebrows. “Some thought I was playing with toys. Others said what I studied was too irregular to matter. But nature is not smooth. Reality is not made of perfect lines. *It is roughness that reveals truth.*”

Another student leaned forward eagerly.

“Is it true,” he asked, “that the Mandelbrot Set contains infinite detail?”

Mandelbrot’s eyes sparkled.

“Ah! *La pomme de discorde*—the apple of discord,” he said. “Yes. If you take the boundary of the Mandelbrot Set and zoom in, you never reach an end. The pattern continues forever, always familiar, always new. Like walking into a forest where every tree looks a little like the forest itself.”

The room fell silent as he continued.

“You see, the Mandelbrot Set is not a picture. It is a conversation between simplicity and infinity. The rule is simple:

$$z \rightarrow z^2 + c.$$

But the consequences stretch beyond imagination.”

A timid voice from the back spoke up.

“Professor, what do fractals teach us about life?”

Mandelbrot paused. He folded his hands, thinking.

			“They teach us,” he said slowly, “that complexity does not require complexity of rules. That beauty can arise from repetition. That chaos can hold structure. And that sometimes the things we overlook—coastlines, leaves, even noise—contain deep truths. My life seemed to be a series of events and accidents. Yet when I look back, I see a pattern.” He stepped away from the board, his chalk dust forming a small cloud in the air. “And they teach us one more thing,” he added with a grin. “Always ask strange questions. Strange questions lead to beautiful answers.” The students applauded, not loudly but with a reverent excitement—as if they had just witnessed the boundary of mathematics expand, just a little, right in front of them.
10	Şule Karakaya (Turkey – Ödemiş)	Kepler	Dear students, After exploring the beauty of complexity, let us now travel back in time to meet Johannes Kepler, a mathematician who discovered order and harmony in the universe. Kepler believed that mathematics was the key to understanding nature. He once said, “Geometry is one and eternal shining in the mind of God.” For him, numbers and shapes were not just symbols—they were the language of the universe. While studying the movement of planets, Kepler realized that their paths were not perfect circles. Instead, they followed elliptical orbits. This discovery showed that nature does not always choose perfection, but it

			always follows mathematical rules. As Kepler said, “The laws of nature are but the mathematical thoughts of God.” Through careful observation and calculation, Kepler proved that the universe works with harmony and balance. He also believed in simplicity, reminding us that “Nature uses as little as possible of anything.” Kepler’s work teaches us an important lesson: mathematics is everywhere—in the sky, in nature, and in the patterns that shape our world. By understanding mathematics, we learn to see the hidden order behind the beauty of the universe.
11	Hava Öksüz (Turkey)	Pythagoras	One quiet afternoon, Leo drifted into a dream while listening to soft music. When he opened his eyes, he was standing in a peaceful seaside town. White stone buildings surrounded him, and the sound of waves blended with gentle melodies. A bearded man in a simple robe was arranging pebbles into shapes on the ground. It was Pythagoras. Pythagoras looked up and said warmly, “All is number.” He explained that numbers were not only for counting, but the hidden order behind everything in the world. Leo watched as triangles formed perfect patterns, each side related to the others in a special way. Pythagoras showed Leo a right triangle and revealed a beautiful rule: the squares of the two shorter sides always add up to the square of the longest side. “This is not just a rule,” he said, “but a truth that never changes.” Leo realized that mathematics could reveal certainty in a changing world. Then Pythagoras picked up a string and plucked it. The sound was clear and pleasing. He explained that music follows mathematical ratios, and harmony comes from simple numerical relationships. “The same order that shapes numbers,” he said, “also shapes sound, nature, and the soul.” Before the dream faded, Pythagoras shared one final thought: “Through mathematics, we learn to see the harmony of the universe.” When Leo woke up, he listened more carefully to the world around him. Every rhythm, every shape, and every pattern felt connected — as if the universe itself was quietly counting, just as Pythagoras had taught long ago

12	Semra Nalbantoğlu (Turkey – Manisa)	Ramanujan	As the echoes of Pythagoras’s strings faded, a man with bright, soulful eyes and a modest appearance stepped forward. He did not come from a grand university, but from the quiet streets of India, carrying nothing but a slate and a mind full of infinite series. Srinivasa Ramanujan greeted the students with a humble bow. “Pythagoras saw numbers in shapes and music,” he began softly, “but for me, numbers are my closest friends. They speak to me in dreams.” He told the students how he used to fill notebooks with formulas, not because he was told to, but because he saw a divine beauty in them that others could not yet explain. “An equation for me has no meaning,” he said, “unless it expresses a thought of the eternal.” He explained that mathematics is like an endless ocean where every wave is a new discovery waiting for a curious heart. He spoke of the number 1729—the famous taxicab number—reminding the students that even the most "boring" numbers have a hidden, magical story if you look closely enough. One student asked how he found such complex formulas without a teacher. Ramanujan smiled and replied, “Trust your intuition. Logic will get you from A to B, but imagination and faith in your ideas will take you to the edges of the universe.” As he concluded, he encouraged the students to find their own "language" in mathematics, reminding them that genius often hides in the most unexpected places. He then turned to welcome the next great mind, leaving the students inspired by the power of pure, intuitive thought. As his voice softened, Ramanujan felt a wave of profound energy fill the room. He whispered a final encouragement to the students: 'Remember, the most beautiful patterns are those that remain hidden until someone with a brave heart seeks them.' With a knowing smile, Ramanujan turned to welcome the next great mind who would unveil the secrets of symmetry, and his eyes met the brilliant, piercing gaze of Emmy Noether, standing there ready to reveal the invisible laws that hold our universe together.
13	Marina Njers (Croatia)	Emmy Noether	Emmy smiled softly at Ramanujan and shyly greeted the students. She started the story about mathematics. Emmy dedicated her life to

			mathematics and partly to physics. She pointed out that algebra had its hidden charms and very unusual names. Then, she asked them if they knew what a ring was. Then if they knew what a field was. The students looked at her in confusion. Of course, they knew what a ring and a field were! Many walked through the fields, wearing rings on their fingers. What kind of questions were these? She had expected such a reaction. That was how her students at the universities of Erlangen and Göttingen reacted. She laughed, continued her story, and decided to teach them what a ring and a field mean in mathematics. Emmy had worked without pay for seven years, but she was driven by the thought of teaching students, her own education, and discovering new mathematical facts. She had inherited this from her father, Max, also a mathematician. He had told her that knowledge was important and discovering new knowledge was priceless. She listened to him and remembered him fondly and she knew that something had to guide you in life. Scientific curiosity and sharing what she knew with her students were important to her. The students quickly understood her passion and were happy to hear about her research. She taught them that rings and fields also have their meaning in mathematics. She invited them to read her research, as well as the research of her students who wrote about what she did. She emphasized the importance of being modest. She worked under Hilbert's name for four years, but her merits were recognized, so the theorem on differential invariants in the calculus of variations is called the Noether's theorem in her honor. She also told the students about the injustice she experienced when Jews were banned from working at universities in Germany. She was also expelled. After that she went to America and continued her work there. There she succeeded. She modestly told the students not to give up, to do what they know best, her example proves that it is possible. She thanked those present for giving her the opportunity to speak and announced another great figure, Archimedes.
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14	Nicoleta Pinghireac (Romania)	Archimedes	
15	Dominika Pochylska (Poland)	Descartes	
16	Seal Nagehan (Turkey)	Fibonacci	
17	Slobodanka Stankovic (Serbia)	Leonardo da Vinci	
18	Diana Stegaru (Romania)	Newton	
19	Desislava Teneva (Bulgaria)	Galileo Galilei	
20	Cemal Zengin (Turkey – Kütahya)	Katherine Johnson	
21	Israa Allawama (Jordan)	Sofya Kovalevskaya	
22	Asiye (Turkey)	Richard Feynman	
23	Nicoleta (Romania)	Conclusion – Closing the Conference	