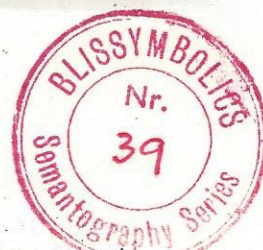


PIONEER CORRESPONDENCE COURSE

1st Lesson

August 1951



Dear Friend,

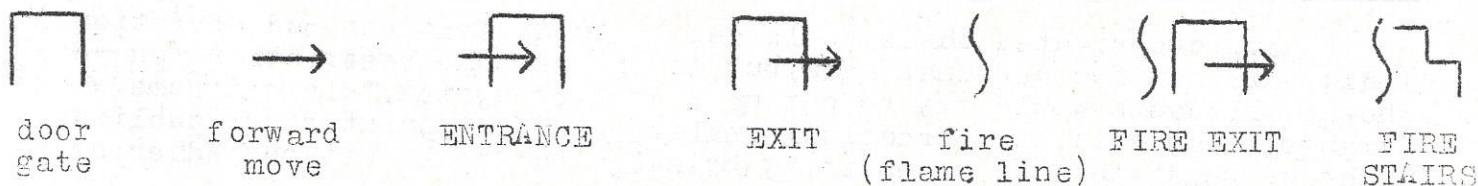
You have decided to join this Pioneer Correspondence Course on Semantography, the "Writing for One World" and I tender to you my congratulations. This ACTION of yours proves that you are not only interested in new ideas, by which Mankind could benefit. You are proving that you are willing to spend your time and your energy on this idea, and I feel sure, you will be rewarded. In every one of us there is still hidden the boy who longs to go out as a pioneer into new and exciting terra incognita.

Mutual understanding between the peoples of this planet is today a matter of life and death, and Semantography is the continuation of a process which is going on in a field where mutual understanding in all languages is really a matter of life and death. On the highways of the world, motorists and pedestrians are dying by the thousands every day. There are more casualties than in any war. And there, warning signs written in the native languages are taken down and replaced by pictographic symbols which can be read and understood in all languages, without the usual translation. These symbols are exactly alike to the symbols of Semantography, and they too are not vague and not ambiguous.

How will Semantography spread?

That the forerunner of Semantography is today a reality in the warning signs of many countries, will give you the assurance that Semantography will spread, and that your labours will be soon rewarded. As with any new idea it will spread in stages, and here is how.

We need warning signs, for instance FIRE EXIT in all public buildings, cinemas, theatres, dance halls, etc. In many countries of the world more than one language is spoken. Even in Australia we have communities where German or Italian is the language used. Now we are receiving hundreds of thousands of New Australians who will need years until they will get used to all the strange words which they see around. Moreover, even if FIRE EXIT is perfectly understood by people, in the panic of a fire, people get out of their wits. Some are unable to "translate" the phonetic symbols F-I-R-E E-X-I-T into its real meaning, and tragic loss of life may result. Here now are simple symbols for such public warning signs. They are the first you are going to learn, and I think they will be the first to be adopted by the world.



Now here is a plan how you can introduce Semantography in your community. These signs are almost self-explanatory, and their meaning will be readily grasped by anyone, because the words in the native language should always be underneath. You may interest the manager of your local cinema, or the town clerk, or the chief of the fire brigade, to have these signs added to the normal inscriptions. I would supply a metal pattern, and you may, with a little skill and a little paint and a brush, put the signs on in the local cinema, or in any other public building. If you can also interest the editor of your local paper to write a notice, that your town is one of the first to adopt these symbols of the "Writing for One World", he would bring a notice in the paper. The symbols are so self-evident, so common sense, that everyone will realise their practicability. In many towns of Australia, there are people today who grope their way slowly through the English meanings. And in all parts of Australia, there are sailors and visitors who speak other languages. All these people will appreciate these signs and thus Semantography will become known and will spread - through your pioneering effort.

If one life would be saved, one injury avoided, it will be worth the trouble. I beg you to consider this action with your local people.

How I write these lessons.

I beg you to overlook any typing error, or awkward sentence construction in these lessons. I make a draft, and then start to type it onto the wax stencil. But as I type other words come into my mind, and I write down different sentences than those I have written in the draft. Reading the page afterwards, makes me aware of all the errors, but then corrections are very tiresome and take up much time. So please excuse. However, I shall be much obliged to you, if you will let me know all the errors, and if you will make suggestions as to alterations in these lessons. This will be very valuable, because one day I shall have them printed, and then all your suggestions will be taken into account.

The Integrity of the Symbols.

You realise that if you will invent symbols of your own, and another pupil will do the same, then soon we will have a Symbol Babel, and the whole idea will brake down. When alterations were suggested to Esperanto, more than 50 different Esperanto Systems were advocated and fiercely defended by each of the inventors. The result was, that Esperanto broke down. The greatest progress in Esperanto was made, when all Esperantists pledged themselves to accept the "Fundamento" and not to invent words of their own.

How to suggest improvements?

If you can symbolise a meaning with lesser strokes and with more self-explanatory clarity, please convey me your idea, and I shall consider it. I may tell you that your symbol would clash with another symbol of which you don't know yet. But I am quite willing to alter symbols during these pioneer courses. I am a factory man, who realises that the most practical and simplest idea will prevail. However, if I say No to your suggestion, I beg you not to sulk, not to feel hurt, and not to start on a system of your own. I intend to form the Society of Semantography, and you have every chance to become its president, and to imprint your personality, your ideas and your name on this Writing for One World. The happiest future for me would be, if Semantography would be taken out of my hands by competent people who would spread it throughout the world.

Copyright, and your moral obligations.

I have copyrighted the symbols and their derivations and deviations. I did this not for personal gain, but to ensure some restrictions on people who-at all costs-would try to put up a counter system. This may come, when Semantography will be a practical reality, and some printers or publishers might be ready to cash in on it, by bringing out books without adhering to the agreed symbols of Semantography.

By accepting the terms of this course, you have taken on the moral obligation not to bring dissension, but co-operation between all people interested in this idea. It carries the obligation too, that each person, who wants to learn Semantography, should become a new pupil in a new course and should pay for it. All the money thus raised should be used for getting Semantography along. And now let us start.

The 100 Symbol Elements of Semantography.

The first ten symbol elements are the numbers, and a sentence written in them 5748 is indeed readable and understandable in all languages of the world.

1 2 3 4 5 6 7 8 9 0

The symbols of S. are used in much the same way as the number symbols. By adding two elements we get not an additive meaning, but a new meaning. Therefore if we add 2 to another 2 we get 22 and not 4. Similarly if we write 2² we get power 2 which is 4. In short, the elements of S. placed in different positions take on different meanings, but still related to each other. 123 is different in meaning from 321. In the foregoing page we have seen how the element of the door and the arrow are used in different position to mean either Entrance or Exit.

How to write your exercises?

I attach a page from a Pen Carbon Book which you can buy at your local Stationary. These pages have blue lines, and S. is written between such lines. And between each symbol there must be a full square spacing. Otherwise, there is danger that you might write two different symbols too near to each other and thus cause misunderstanding. Indeed, I have found that pupils write the symbols too near to each other. So please ONE FULL SQUARE SPACING BETWEEN EACH SYMBOL.

Use the carbon paper to make a copy of your writing, which you are going to send to me or to another Friend. Furthermore write very slowly, and very geometrical. If you will try to write quickly, your squares will not be squares and your circles will not be circles, and again, misunderstanding might occur. Moreover, the symbols written neatly are graceful. So try to be an artist. Write slowly and neatly.

I am now contemplating the manufacture of a small stencil made of transparent plastic. I use such a stencil myself. But it would cost some money to have such a stencil made. Let me know if you are interested. If not, just write by hand.

The 6 symbols of mathematical operations.

Here, for the first time, we shall learn, that there is a difference in meaning if we write a symbol big enough to fill the writing lines, or small between the lines. For instance, the Plus symbol may mean:

$+$	$+$	$++$
addition	and	etcetera, furthermore, also,

Actually, the double small plus symbol is not necessary. But it may come in handy. When we write in such a kind of mathematical writing, we realise the waste of words in such parts of sentences as : "and also in addition" All 4 words can be expressed by one small plus. But this is not the symbol of the Cross.

$+$ The symbol for the Christian religion will be expressed by the Latin Cross.

We are now coming to the horizontal line expressing subtraction. But here we are confronted with the possibility to write a horizontal line, either between the writing lines, or on the ground or top line. Each one means a different subject. I shall draw the writing lines here.

$-$	$-$	$-$	$-$	$-$
subtraction	without minus	earth ground	sky	world

Here you see that it will be necessary to write always on a lined paper. Otherwise the symbol for subtraction might be mistaken for earth or sky. The small minus symbol is used in much the same way, as it is used nowadays. It does not mean a hyphen. The symbol for earth can be used not only for a particular piece of ground, but also when you speak of the Earth. However I have a special symbol for the planet earth, showing a circle and the inclined axis, in fact a picture of a globe. But I shall show this at a later date. The symbol for sky does not mean the atmospheric layer, but the whole sky with all the stars and beyond. Consequently the symbol for world means our Universe in the widest sense, and between these two lines you may imagine all of which our philosophy hasn't dreamt of. If you want to depict the meaning of heaven in a religious way, you may put in front the symbol of the Cross, or the general symbol for Creator and Religion which we will learn in a later lesson.

We are now coming to the multiplication mark, and this has great uses. For the first time, you will learn that we shall use some very small marks above the writing lines. This presents no difficulty. The small multiplication mark will be written on the ground line, not between, simply because on the semantographic typewriter we can use the x to depict this symbol. The x is from our alphabet, which will be retained in the typewriter. But only the small letters. The capital letters will be replaced by lines.

multiplication	many much	very many very much	plural symbol	doors	entrances	additions	skies

Another consequence of this mathematical writing, is that we need not repeat the plural symbol. If we say "many houses" we have actually indicated twice that we mean a multitude. We could as well say "many hous". Merchants do this when saying and writing "7 Pound, 5 Shilling" not "7 Pounds 5 Shillings".

We shall not learn in this lesson the last 3 mathematical operation symbols, but shall move on to the symbol for THING (Matter) and ACTION (Energy). These symbols are very important, and we need them to write sentences in this first lesson.

The first rule of Semantography

Because S. unifies all languages, it must conform to the actual realities which we find in all countries. No matter how water is called in different countries, be it water, or wasser, or acqua, or agua, or yoda or eau, the real THING is the same in all the countries. Consequently we must adhere to certain rules in S. not referring to a particular grammar (as it must be the case with Esperanto, etc.) but by referring to the natural sciences. And this first rule of S. runs as follows:

"Our world consists of material THINGS, which perform ACTIONS in Space and Time."

This rule is so simple, that it can be taught even to small children. A THING is something which we can touch (if we go near enough), which we can put on a scale and weigh, and which we can count. An ACTION is something which we can see, either with the naked eye, or with a telescope or a microscope, and which we can film. But what we see are the THINGS which move in Space and Time. We can measure these movements with a ruler and with a clock. The symbols for THING and ACTION are written between the lines

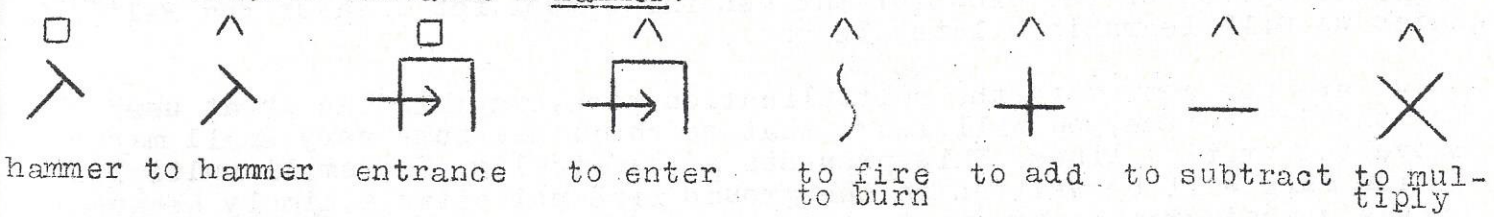


I have chosen these symbols to express a "deep" meaning. The symbol for THING (Matter) shows that any material THING has a geometrical structure, an inside and an outside, a certain area, certain boundaries. And the beautiful geometrical configuration of the square should indicate that matter is not the product of chaos. On the contrary. A most divine harmony and simplicity reveals itself to our eyes in the beauty of a crystal, and on the submicroscopic level, in the harmonious arrangements of the molecules. Modern physicists have long ago given up the idea, that this world of ours is the product of chaos. They say now that "God is a mathematician".

The symbol for ACTION, resembling the outline of a mountain, should indicate one of the most primeval actions which has happened on our earth, when the molten ball of our planet cooled down: the throwing up of volcano cones, the thrusting up of mountains. But you may also say that the symbol represents the letter A in the Latin word ACTUS, a doing.

By writing these two symbols as very small indicators on top of the other symbols we can now depict the performance of ACTIONS by the THINGS. We can thus depict "eye sees", or "ear hears". These symbols you will find in an appendix to this lesson, showing a filmstrip draft for native education. Please use it for this lesson and learn all the symbols.

In most cases, the ACTIONS are performed by human beings, who use certain tools, for instance a hammer.



The THING indicator is mostly unnecessary, because those symbols which represent THINGS by their outline do not need a special indicator. We can leave it out. However, if an arrow appears in the picture, we must be wary, because the arrow indicates a movement, and may therefore mean an ACTION. We shall therefore place the THING indicator over the symbol for ENTRANCE, but we need not put it over the symbol for DOOR.

With those symbols which indicate an ACTION outright, as it is with Addition, Multiplication, the THING indicator on top of these symbols means "the THING added, the Addition" (of a building for instance), or respectively, "the THING multiplied, the Multitude". Conversely, we need not put the ACTION indicator on top of these symbols, because they indicate an ACTION. However, it would be wise, in the beginning to put the indicators as often as you wish.

Improving a Symbol

If you have my books, you will find on p. 274 symbols for the meanings of I, you, he she, etc. I have abandoned these symbols for better, that is simpler, ones. Here they are:

male	female	I	I	you	she	we	we
human	human					(males)	(more than two)

Leaflet No. 7

I enclose the condensed article from the Daily Telegraph, Sydney. All the symbols shown in this article shall be learned in this first lesson.

You have therefore 3 sources from which you will learn:

- (1) this lesson
- (2) the "film strip" for native education
- (3) the Telegraph article

Your exercises:

It is the system of the Correspondence Course to be taught from a distance. But the fundamental principle of such a Course is that the pupil shall make exercises, and submit these to the teacher for correction.

Now, this is no compulsory schooling. You are not forced to do it, neither by parents, nor by teachers. You ^{may} do it on your own free will. But you have many other things to do, and you may not be able, or not be willing to make the exercises. In this case, the next lessons will not be interesting for you, and you will not draw any enjoyment from this fascinating work. I suggest therefore, that you overcome any feeling of tiredness in the evening and start on your lesson. Soon, you will get absorbed in it, and then every next lesson will be like a nice game of chess, or a stimulating puzzle. If you will have absorbed the first few lessons, you will be able to write letters to other pupils, and I shall furnish you the addresses of them. This will be even more fun. Soon, I hope to give you addresses in foreign countries. So, be a good pupil, and here are your exercises to be written into a Pen Carbon Book with a ball point pen, which enables you to make a good copy. You will send me the original and retain the copy, which will remain in the book.

1st. Exercise. You must learn to write neatly the symbols. To do this, you must write slowly. Write every symbol you see in this lesson, in the film strip and the Telegraph article at least 5 times in one row. Use 1 line of the Pen Carbon Book for 2 symbols. You will use-up a number of pages, but you will not only learn to write neatly, but, by this process, the symbols will "engrave" themselves into your mind. In short, these writing exercises are in fact learning exercises. I shall be glad if you would send me those pages. I shall make my comment on your effort and send them back. But of course, if you don't want to send me those pages, I shall not force you.

2nd Exercise: Read the lines on the next page, as many times as you need to read them freely and quickly. If you are in doubt about the meaning of a symbol or a sentence, you may consult the attached key, but you should do this only, if all your thinking has been of no avail. Don't look immediately. You will find, that those symbols, over which you are forced to brood, will be those, which will never be forgotten.



3rd Exercise. After you have learned to read the above lines fluently, take the key (attached) and see whether you have read correctly. Then reading the words in the key, write the sentences back in Semantography. Don't look during the writing, but go on with it until finished. Only then compare your symbols with the lines above. If you have made more than 3 mistakes, write the whole exercise again, and again, until no mistakes are made. This - I have found - is the best method to ensure durable knowledge.

4th Exercise: Translate the following lines and send them to me.

I write and you translate. I speak and you listen. I write happily. We love language. Many flags and many states. Many citizens. Many walls, 1 roof and 1 house. 4 walls and 1 roof. Happy mornings without unhappy days. I go and you go too. We go too. We males love food and drink. Waiter departs and drink waiter approaches. 5 porters without luggage. A multitude of messengers without letters. You translate letters. Language is beautiful.

Note: There are a few words and meanings, also sentence constructions which might give you a headache, as I have not discussed these. Try your best.

5th Exercise: Write at least one full page with sentences of your own construction, and send it to me. Be careful not to write English idiomatic constructions, of which we shall hear later on.

6th Exercise: Write down in ordinary language what you think might be improved in the first lesson, what you have missed most, and what you think you need to know soonest, so that it shall be incorporated in the next lesson.

And now good luck! And don't forget, that every beginning is difficult. The fascination will come with more knowledge of Semantography.

This lesson contains (attached)

- (1) film strip lesson
- (2) Telegraph article
- (3) Key to 2nd Exercise.

Yours Sincerely

C.K. Bliss
C.K. Bliss

SEMANTOGRAPHY PIONEER CORRESPONDENCE COURSE

K E Y

1st Lesson, 2nd Exercise. This key should be used in two ways:

- (1) Consult it, if you have read Exercise 2 and if you are in doubt about the meaning of a symbol.
- (2) Take the text below and translate it into Semantography. Then check your symbols against the symbols in the lesson. Repeat the writing if you have made more than 3 mistakes, and repeat in any case those symbols in which you have made mistakes.

Exercise 2: I start writing. You see letter. Man speaks and men listen. Woman loves sun and moon. Door open. Entrance closed. Man opens letter. Woman opens bags. Room-maid closes room. River and bridge. Writers love translations. Citizens. Happy days and sad nights. God and World. We and Nature. Earth and sky. I and you.

Note: You can, of course, add the article, as for instance in "You see the letter". But some languages have not "the". Therefore we should get accustomed not to use it, but only if expressly mentioned. More in next lessons. Days happy, means happy days. Door open means door is open. Entrance is closed.

2nd Lesson, 2nd Exercise. Use this key as mentioned above.

I write (or draw) (a) line. You fix pen at line. He divides room. Man drinks aerated water. He went into house. She will proceed to town. She went (or walked) distressed. Man bathes in lake. Bather (in) ocean. Book has many pages. Tree has been cut by man. I see many clouds. (It) will rain. Much evaporation yesterday (see note below). I made tables. I possess houses, gardens. God gives life.

Note: In the sentence She will proceed to town, we have neither the symbol for to, nor have we the symbol for towards, nor the symbol for into. Yet, the meaning is clear. It is not to be expected that she will proceed towards the town, but stop outside it. She will proceed into it. This sentence and the foregoing He went into house, are both clear, although we have used two different ways to express a similar meaning. You must not adhere too much to correct English, but rather write as a primitive native would write English: She proceeds town is perfectly clear.

In the third symbol line, we have two other sentences, showing the possibility of abbreviation. In the sentence Man bathes in lake, we should have put the 'ction indicator on top of the second symbol to indicate the ction to bathe. However, this is not necessary, because - by mutual agreement (or rather my proposal) - we agree that the symbol combination of man and water, should not mean "a man in distress in water", but a "bather". Consequently the ction indicator is not needed. But then, the repetition of the man symbol is not needed too. In the second symbol sentence we have only the symbol for bather, and we have even left out the symbol for "in". Once we assume that whatever we write in a letter should be sentences, not just added words, then we should read the sentence in question Bather in ocean, or A bather in the ocean, or A man bathes in the ocean (or rather a male human being). However, we should not read it The man bathes in... because this would somehow indicate a particular man. (see note to 1st lesson above). However, we might say ... the ocean, because there is only one ocean. If we divide it into Pacific Ocean, Indian Ocean, we would have to add the specific symbols.

All this may seem utter "hair-splitting" to a primitive, and indeed he can make himself understood without the niceties of educated speech. We should follow his example, and should realise that - if we make Semantography an instrument for the highbrow - we shall defeat its very purpose.

The sentences Much evaporation yesterday needs some explanation. Firstly the symbol for yesterday or day past is new to you. You know now how to write to-morrow. However, if you put the future (indicator on top of the symbol for day, you get the meaning: a day will come, or in a future day. (See remarks in Lesson 2, page 4 paragraph 6.)

To possess a house may seem not an Action to those who don't possess one. But much troublesome Action is involved in the possession of a house. This applies even more to the possession of a garden. If you don't do any Action with regard to this possession, you will not possess a garden but a wilderness. The alternative is that you perform some Action elsewhere, earn some money for it, and pay a gardener. However, the Action indicator can be omitted.

God gives life. No Action indicator is necessary, because the arrow indicates an Action anyway. Life itself is a constant Action.