

PIONEER CORRESPONDENCE COURSE

2nd Lesson

September 1951

Dear Students,

Your exercises have come in, and I have been delighted about your diligence and progress. Meanwhile I have bought a new typewriter, which gives a neater copy and which will allow to write 20% more words on a page, due to the smaller type. I shall now make some remarks with regard to the 1st lesson, and the exercises which you have made:

(1) I have recommended the use of a carbon copy book. This would give you the advantage of sending an exercise or a letter, and keeping a copy of it. To make a copy I recommended a ball point pen. However, I see now, that this was not a good recommendation. Some ball point pens smear, and do not make graceful and neat lines. I suggest therefore the use of a pencil, not too hard or soft, say HB. But keep a sharpener at hand, and sharp the point often. If you don't want to write in a carbon copy book, I suggest that you try out a few nibs from your stationary shop. Use one which does not make thin and thick lines, but keeps a steady thickness. There are nibs which have a small tip at the point. Of, course, a fountain pen can be used too, but it should not be too soft, but give lines of similar thickness. These advices are given to make you enjoy your writing - and you will do so, if the lines are graceful. Look up Book III, p. 609 and realise that poetry written in S. (Semantography) is not only poetry to the ear and the mind, but to the eyes also.

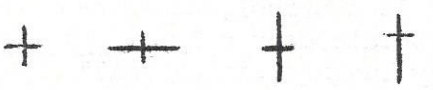
(2) For this reason, you must write slowly. One student wrote the lines sloping, not vertical. This might lead to mistakes later on, as a sloping line may have another meaning than a vertical one. I shall do my best to manufacture a stencil. I need one myself, because the symbols I draw with my old stencil are too big, and take up much space.

(3) You have all used lined paper, but you have written your symbols on every second line. This is alright with exercises for learning to write the symbols, but you must now write exercises which contain indicators in such a way, as to use every third line.

1st line — On this first line appear the symbols from the foregoing line.
2nd line (empty) Between the 1st and 2nd line nothing should be written, firstly
3rd line to separate neatly the symbol lines, secondly because a few symbols extend below the writing line (the 1st line as indicated)
4th line Between the 2nd and 3rd line only indicators shall be placed, and they shall be in the middle between the lines, not near to the symbols. On the 4th line (which is every 3rd line, after writing a line of symbols) the symbols shall be placed, which appear then between the 3rd and 4th line. Some students have written the indicators too near to the symbols, or between the two writing lines for the symbols. The culprit is, however, the draughtsman at the Daily Telegraph who drew the symbols, and I too, because these symbols were the first I drew on a wax stencil 3 years ago.

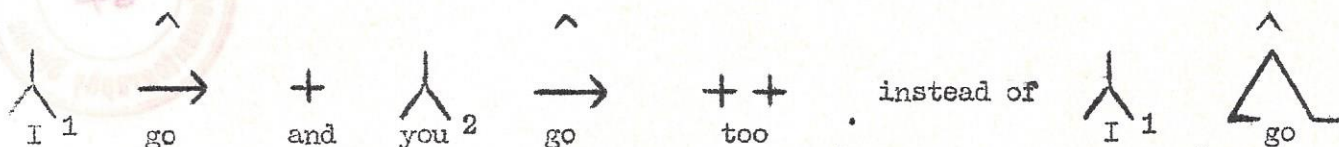
(4) The small multiplication mark must always be written on the bottom line, because we shall write it with the small letter x of the semantographic typewriter. (see below)

(5)  When you write I you must write the number one always with the little stroke 1, never a vertical line only, as one student did. A vertical line may mean something else.

(6)  One student wrote the plus marks a bit sloppy. Now here is an extreme case, how different meanings are expressed by different length of lines.
and fix part Cross The small equal cross means and. However, a long line horizontally drawn, with a short vertical line means that we have fixed a certain point along a line, by drawing the small vertical line. With the ACTION indicator on top it means to fix. With the THING indicator it means the fixed thing, the fixture.

The third symbol shown above, indicates the parting of a line. Please note that the long vertical line means really a line in S. (even if you mean not a vertical line, but an oblique line, which must be indicated by the adding of the angle symbol.) This symbol means with the ACTION indicator to part, with the THING indic. the part.

(7) One new student came to me, joined the course, took home a number of leaflets, etc., but forgot to add the filmstrip lesson. Then he wrote the sentence from the 4th exercise thus:



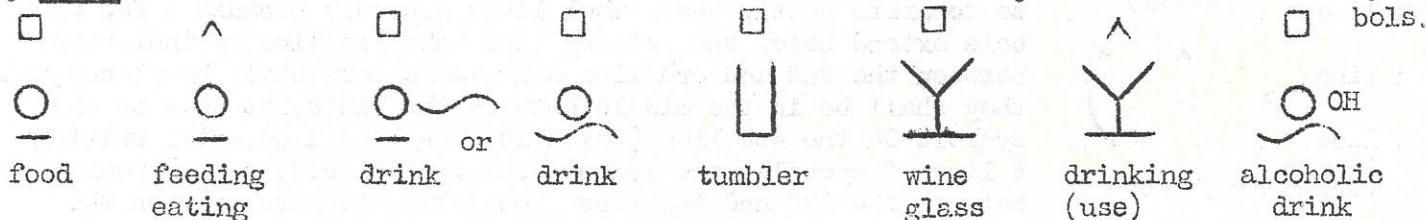
He did not know the symbol of the legs and feet (shown in the filmstrip) and consequently he solved the problem very well by drawing the arrow and putting the ACTION indicator on top. Now, the following is to be said to this procedure:

- The ACTION indicator is not necessary, because an arrow indicates an ACTION anyway. Only in special cases must we be careful, as in Entrance, if we want to indicate the THING, see 1st lesson, page 4, last line.
- A picture writing will help us to realise the metaphorical meanings and idiomatic expressions in our language and in other languages. The meaning of go refers primarily to walking with our feet. Then we use it idiomatically to say go by train, go by bicycle. But this is non-sensical, even ridiculous in other languages. We must be wary therefore, and the meaning of go must be expressed by the walking legs symbol.
- The arrow above (which is a metaphorical expression, but already internationally accepted to mean progressing) can therefore be used for progressing by any means. The correct translation of the symbol line above should therefore read: I progress and you progress too.
- However, the student fell into a trap, and symbolised too, although I said in the 1st lesson, p 3, paragraph 5, that too need not to be symbolised. As I indicated in p. 6, I planted this trap myself in the 4th Exercise. However, the too symbol in the next sentence We go too is correct, because it indicates the relationship to the foregoing sentence which should read I go and you go.

(8) Another trap which I planted in the 4th Exercise, was the sentence We males love food and drink. Actually, I did not show the symbols for food and drink in the 1st lesson. You were thus left to your own resources, and the only indication you had were the hotel symbols in the Telegraph article. Now here is the explanation.

The symbol for food is combined by the symbol for mouth and the symbol for earth. Indeed all our food comes from the earth, even the birds cannot stay always in the air. To make a graceful symbol combination, we shorten the earth line so that it fits nicely below the mouth circle. THING: food, ACTION to feed, or to eat. We shall later see the difference between to eat and to feed. Here it makes no difference, as we can say to eat means to feed oneself. So far, you have guessed the meaning correctly from the hotel symbols.

But the symbol for drink shows a wine glass. In a picture writing it can mean only a glass, and the ridiculous long and thin stem, indicates that it is not used for proper drinking to quench our thirst. It is a wine or whisky glass alright. It is true too, that when we say drink we mean more than often alcoholic drinks - unfortunately. Now here are some symbols.



In Book II, I have sometimes written drink with the mouth, earth, and water symbol combined. But I see now that it is simpler to put the water symbol beneath the mouth symbol. In adding CO₂ we get the meaning of aerated water (carbondioxyde). In adding OH we get the alcohol radical in organic chemistry. See Book II, p. 326. Needless to say, that the outline of a tumbler or a wine "glass" does not necessarily mean that the thing is of glass.

(9) Another trap which I planted in the 4th Exercise, is the word luggage. With the symbols at your command, you rightly depicted this as the plural of handbag. You had only the hotel symbols before you. Now, you know that the wineglass is only a "shorthand" symbol, so to speak. In the same way, the handbag symbol in the meaning of porter is a symbol, which anyone can recognise, without knowing anything of S. However, for us it should mean only a portable case, although it would do no harm, if we would use it for any luggage, big or small.

These foregoing lines are used only to introduce you to a simple device of Semantography in order to symbolise words which express a multitude of things, as for instance:



Multitude words. In Book II, p. 112 you will find a number of such multitude words, expressed simply by adding one or two multiplication marks. The following words will be symbolised by you in an exercise (see later). Here are the derivations:

tree ,x grove,xx forest,Water,x lake, xx ocean. Rain,x downpour,xx cloudburst.Book,x collec-
tion, xx library. Happiness,x jubilation, xx bliss,rapture.Sadness, x distress, xx desolation.

Semantic implication of the multiplication mark. We are citizens of a literate country, and therefore we have learned to count in school. Consequently it is easy to understand for us, that the words many and much, both expressed by the multiplication mark, are very vague in meaning. Some primitive tribes are said to know only the meaning of one, two, three, everything beyond this is just many. Naturally, this must cause arguments. Now, we know our arithmetic, and consequently, we can resolve every many meaning in exact mathematical figures. We can argue whether something is a small town, or rather a big village. But when we mention the number of houses, the argument has gone. Unfortunately, we have no international agreement as to how many houses make a town or a village. Map Makers ^{make} some arbitrary divisions, and write the names of villages or town in different type.

Similarly we may get into an argument, whether a strong rainstorm, was a downpour or : actually a cloudburst. Once you state the rainfall in points and inches, the argument and the difference in words becomes meaningless. Similarly some family members may get into a heated argument, whether one distressed member is in utter desolation or - "ridiculous", would one of them cry, "she is just a little downhearted". Unfortunately, we have no mathematical means to ascertain the joy or downheartedness in degrees. And some people just like to wallow in self-pity and use such words with very much, much in them.

opposite meaning. There are a number of words in all languages, which express somehow the opposite of another word. We have expressed happiness and the opposite by converting an arrow in opposite direction. This idea will give us a simple symbol for opposite.

↑↓	1	x	xx	1x	1xx	1xx ↓
up and down	opposite meaning	many much	very many very much	few little	very few very little	drizzle opp. of cloudburst

Few houses may be termed a hamlet, very few houses may be named an outpost. Little rain is a shower, very little rain is just a drizzle. But meteorologists, who use a number of symbols already, may simply add the number of points or inches after the symbol for rain. Indeed they know that the words downpour or drizzle are vague in meaning.

Reading the lines again, I see that I have missed to show you differences in the water symbol for the symbolisation of x lake, and xx ocean, and the opposite x pool, and xx puddle. It makes a difference, whether you place the water symbol on the ground or top line or between.

The diagram illustrates the water cycle with the following components and processes:

- water**: Represented by a wavy line at the bottom left.
- water on ground**: Represented by a wavy line slightly to the right of the first water label.
- lake**: Represented by a wavy line with an 'X' mark above it, further to the right.
- cloud**: Represented by a wavy line at the top center.
- rain**: Represented by a downward arrow pointing from the cloud to the water on ground.
- steam**: Represented by an upward arrow pointing from the lake to the cloud.
- rain**: Represented by a downward arrow pointing from the cloud to the lake.
- vapor evaporation**: Represented by an upward arrow pointing from the lake to the cloud.

Throughout all 3 books I have used the rain symbol as indicated. I used it even for a shower room in hotels and ships. Now, just writing these symbols down, it occurs to me, that we may make a little distinction, which might come in useful. The new symbol for rain, shows the water coming down from the cloud. Similarly, evaporation is something different from steam, and in the new symbol shows the meaning of evaporation as water coming up from the ground, (which may be even a saucer). These new symbols seem to me very good for the distinction of steam and vapor. Consequently the old symbols can be used in bathrooms and on boilers.

								
room	shower room or recess	steam room	enclo- sure	stove oven	boiler	conden- ser	rain THING	rain ACTION

The new symbols allow us to differentiate between man-made rain and steam, and "natural" ones. The old symbols can be used on taps in the bathroom and boiler room. The symbol for boiler room will be shown on the next page, also other derivations.

The THING and ACTION indicator on rain has only academic interest. We may refer in a report to the "rain containing red particles". This rain is actually the water (in a tank, for instance) observed long after the ACTION (indicated by the arrow) has been over.



tank



vessel
bowl, hold



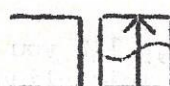
vessel
w. water



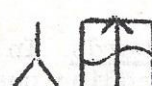
bath-
room



bath
house



boiler room



boiler attendant

If we would put the man symbol before the water vessel symbol, we might get the symbol for a bather. How then to indicate a bathroom attendant? By inserting the symbol "for" (next lesson) Man for bathroom. But we may agree to indicate a bather thus:



bather



swimmer

Word Order. We are now coming to a very important item.

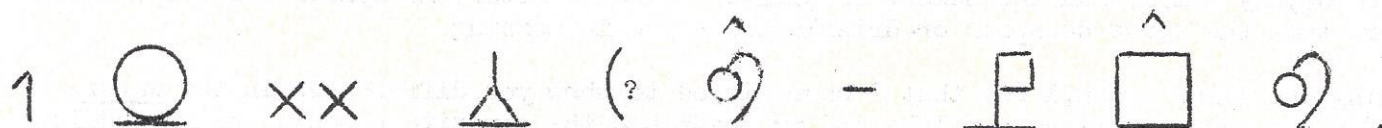
In all of us, there is something of a scholar, a man of letters, who loves to express himself in elaborate language. The consequence of this is, that the scholar and the highbrow intellectual speaks a language incomprehensible to the "man in the street". This is a centuries old curse. The two great pioneers of the idea of Semantography are George Dalgarno (1661) of Aberdeen, and John Wilkins, Bishop of Chester, who in 1668 evolved his "REAL CHARACTER OR PHILOSOPHICAL LANGUAGE". Dalgarno wrote that his system might "remedy... the absurdities which all languages are clogged with" (see Book I, p.1)

Bishop Wilkins was one of the Founders of the Royal Society, and one of the men, who commissioned Captain Cook, and Joseph Banks to explore the South Seas. (see Book I, p.46 ff) Wilkins was Chairman of the meeting which inaugurated the Royal Society, and it was demanded from the members "a close naked, natural way of speaking... preferring the language of the artisans, countrymen, and merchants before that of wits and scholars."

Seven years ago, when I was not sure, whether Semantography will stand a rough test, I hired a teacher of Basic English to fire much criticism at my system, to give me the most difficult sentences to translate. When he himself had learned to write in Semantography, I was shocked. He produced such elaborate sentences, that I had the greatest difficulty to get the meaning.

This has happened before. Professor Otto Jespersen, was one of the greatest linguists of our time (he died 1944) He was in the forefront of the Esperanto movement, and when it was decided to work out improvements, he proposed his international language NOVIAL, which means NOV (new) I-nternational A-uxiliary L-anguage. He said, that he received letters in Esperanto, which he couldn't understand. Then he looked at the address to find out what national the writer was. Then he translated the Esperanto text in that language, be it French, or German, and only then could he understand the elaborate Esperanto text.

Exactly the same thing has already happened with our first lesson. Exercise 5 consisted of sentences of your own construction. And one student wrote this:



One day very many citizens will speak without state closing language.

Firstly, I want to say, that such bold improvisations deserve encouragement. This is an experimenting pioneer course, and I am happy that you all take such an interest in it. But we must repress the urge to write long sentences, and moreover, we must think over every sentence, whether the English text may perhaps be non sensical in other languages. For instance, the beginning "one day" is meaningless as such. What is meant is "One day (will come)". We shall soon learn how to write this. The end of sentence - we may guess, but I am not sure exactly what is meant. Another sentence of the same student runs:

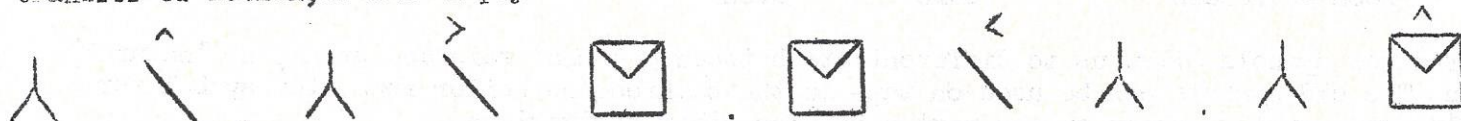


Writing makes happy man.

Now, in English, the sentence is quite in order, but it may be non-sensical in other languages. It is surely non-sensical from the physical and psychological-biological point. S. must conform to the "grammar" of the physical event. Surely, the pen or its action, cannot exert any influence towards the writer.

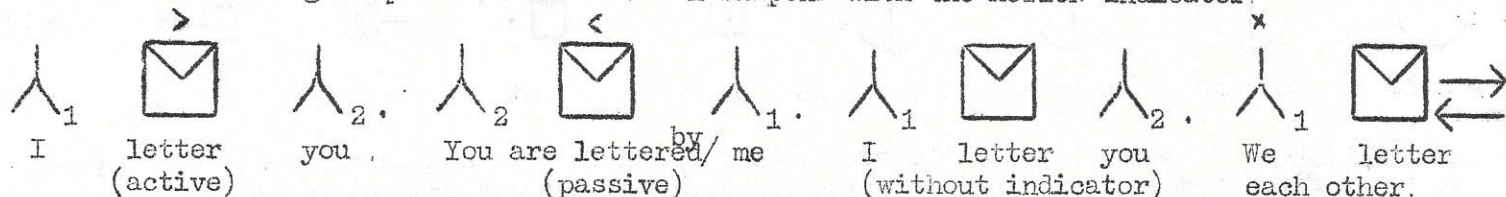


We must therefore adhere to the physical word order expressed in the sentence: Agent acts on Object, which is the active form, against the passive. Object is acted upon by Agent. Furthermore we have actions (verbs) which are transitive or intransitive. For instance I cut implies that my action of cutting is transferred to some object (transitive), whereas the sentence I think is intransitive. But it may be transitive, as for instance in I think of you. If we want to indicate the direction of the transfer of action, we can simply turn the ACTION indicator in the direction of the ACTION.



Man writes letter (active transitive) Letter written by man (passive transitive) Man letters

As you see, it is very easy to depict the un-natural word order, the passive one. However, we shall use it only if necessary. We better adhere to the natural, the active word order. Indeed when writing simple sentences we can dispense with the ACTION indicator.

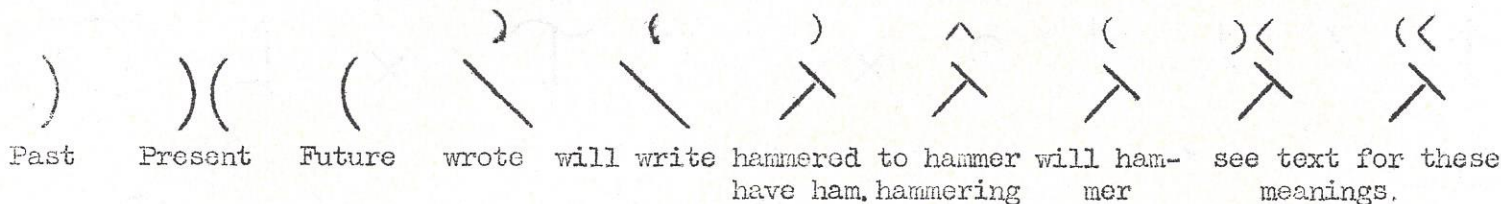


The letter symbol and the two arrows, gives us the meaning of correspondence. This symbol can be used on business letters. The mouth symbol and the two arrows gives us the meaning of discussion. These two arrows, in conjunction with the symbol of the particular ACTION gives us the meaning of each other, which was asked by one student.

Time, Past, Present and Future. Any ACTION is bound up with time. Consequently we have in all languages grammatical devices to indicate whether an ACTION has happened - in the past, or happens now, or will happen in the future. Unfortunately, most languages have many redundant forms. English which is one of the simplest languages, has 3 past forms: perfect, imperfect and pluperfect, have had, had, and had had. Here is a puzzle. Can you place the commas correctly and get the meaning in this sentence?

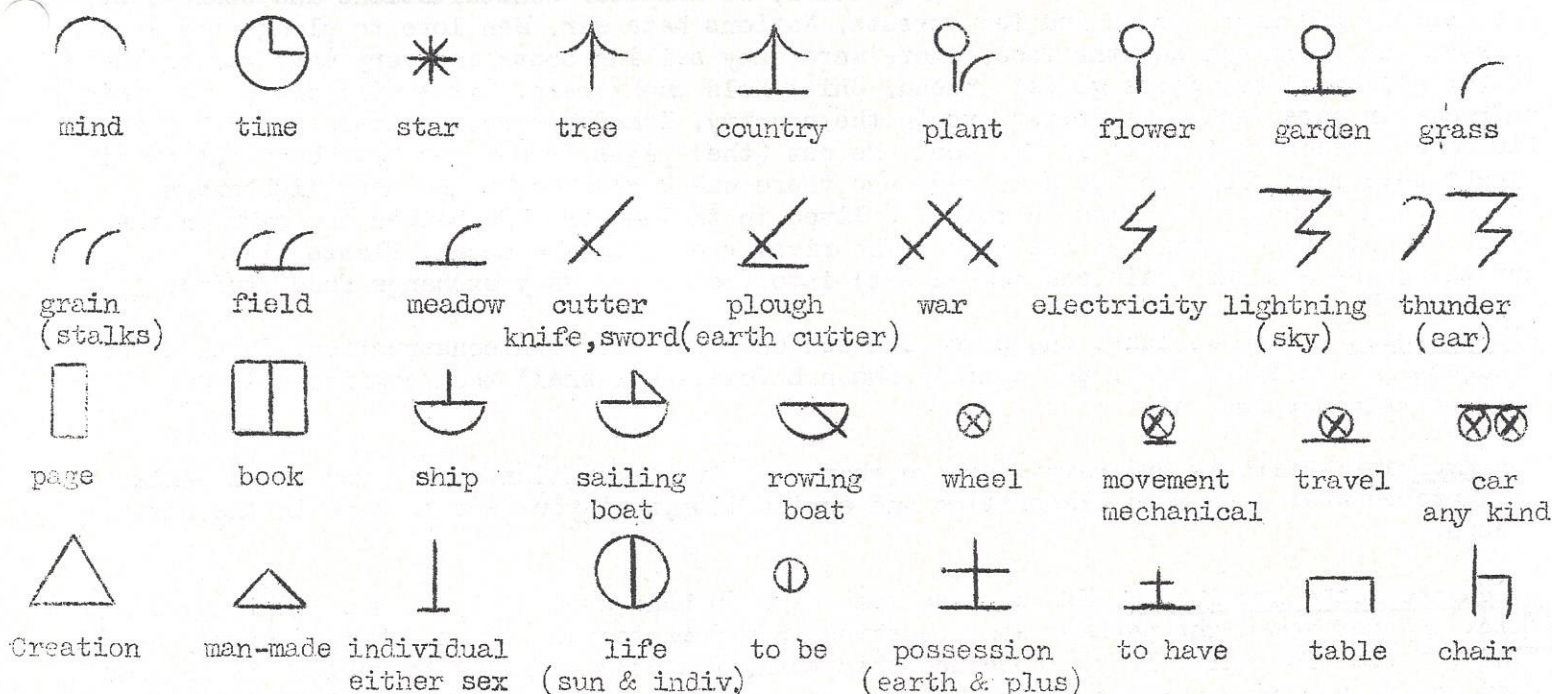
"John whereas Jack had had had had had had had had had had made a better impression on the teacher." Well, try your luck. Solution in next lesson.

Of course in Semantography we have only one form for the past, one for the present and one for the future. We are writing from left to right. When we arrive at this point, the foregoing words have been written in the past and in this direction the words will follow which we are going to write. Now, time has no outline. I use the outline of a parabolic mirror - to mirror (reflect) the past and to focus the future. These outlines can be used as indicators. Of course we don't need two indicators (action and past). We can write:

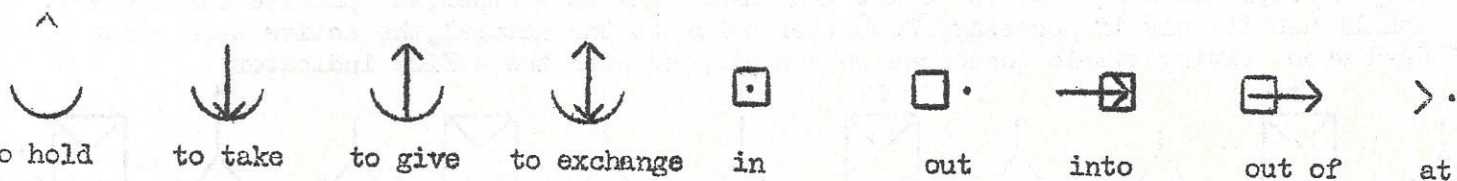


The Present is a fleeting glance between Past and Future. We need not depict it as an indicator. Hammering is a transitive ACTION, and we write only the active form. Consequently the first 3 hammer actions are sufficiently symbolised. However, if we have to depict the passive form together with the past and future form, we must put both indicators on top. The second last hammer meaning means therefore: have been hammered, and the last: will be hammered. (see Book II, p. 185 ff.)

New symbols to learn: (from Book I, p. 37a ff.)

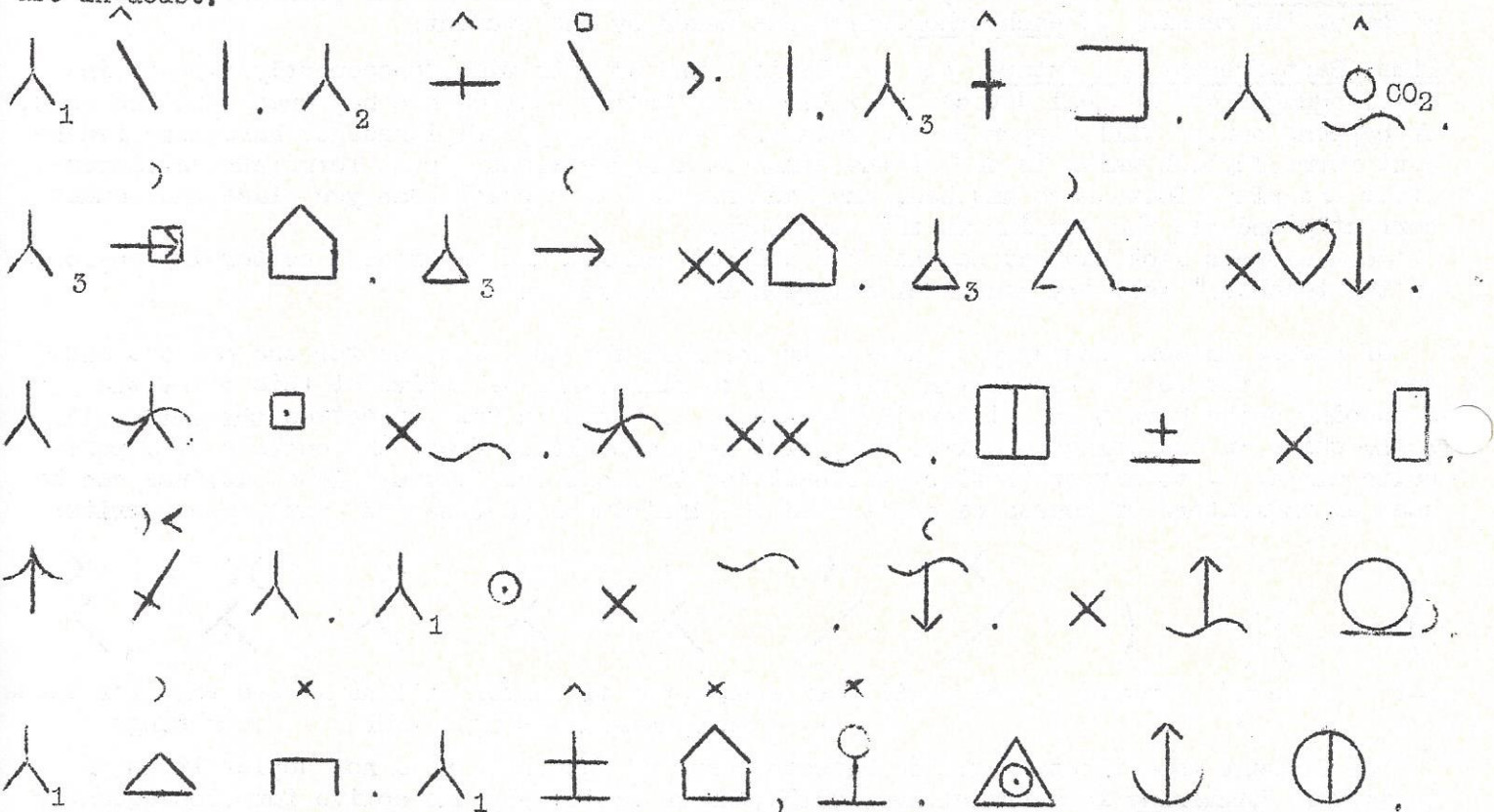


Use the bigger symbol for the verb "to live", and the smaller symbol for "to be" (for any expression). The symbol for possession looks like a tombstone. It indicates an "earthly plus" and the tombstone outline shall remind us that "you can't take it with you!". Use the big symbol for "to possess" and the small symbol for "to have" (for any expression).



1st Exercise: Write neatly all the new symbols shown in this 2nd Lesson. Write each symbol at least ~~five~~ times. If you tend to write in sloping lines, use squared paper.

2nd Exercise: Read the following lines as many times as you need to read them fluently. If you are in doubt, don't look right away at the key (attached). Try to get the meaning if you are in doubt.



3rd Exercise: Take the key and write the sentences written there, then compare your work with the exercise above. Write the whole exercise again if you have made more than 3 mistakes.

4th Exercise: Translate in writing the following sentences: I go and think. I thought yesterday in the forest. (At) night we saw many stars. We saw star constellations and star clusters. The country has many groves and few forests. Nations hate war. Men love to plough the land, harvest the grain and eat the food. (There) were many sailing boats and very many rowing boats in (or at) (the) lake. Ships go (at) ocean. Ships hold much grain. Ships will discharge grain and take in cars. We shall drive cars in the country. I had 2 cars. He possessed (a) garden, fields and meadows. I wrote in the book. He cut (the) pages. The pages have been cut by him. Clouds have much electricity. Some days ago, there was a cloudburst and many lightnings. We heard the thunder. We live in town. We lived in the country. We bathed and swum in the river. We walked and bridged the river. The river runs into the ocean. Plants live. Men cut the grass and the grain, and carted (it) into the house. They exchange food (stuff).

5th Exercise: Write at least one page with sentences of your own construction. Think up some interesting combinations of the symbols shown before, and I shall then combine all your effort into an exercise for all.

6th Exercise: Write in ordinary language, what you have to criticise, what you think shall be improved, what need more elaboration and explanation, what you want to have in the next lesson.

A Semantography Dictionary. If you have some time on hand, especially in the evening, you may think whether you might perhaps start working on a Semantography Dictionary. I simply cannot find the time for this. If you conclude this task, I shall be happy to publish it in some form, under your name. If two and more students engage in this task, then their names will appear too, in accordance with the amount of work, each one has put in. In the next lesson, I shall outline this idea. The difficulty concerning the classification of the symbols in their proper order can easily be overcome. And now I close this second lesson, and I hope that your enthusiasm has not left you.

Yours Sincerely

C. K. Bliss

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 expressively 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 areated 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 Action indicator on top of the second symbol to indicate the Action 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 Action 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 in 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 some Action elsewhere, earn some money for it, and pay a gardener. However, the Action indicator can be God gives life. No Action indicator is necessary, because the omitted. arrow indicates an Action anyway. Life itself is a constant Action.