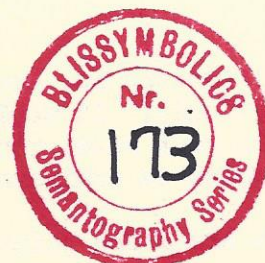


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Semantography Series No. 173.

SEMANTOGRAPHY AND THE
AUSTRALIAN NATIONAL UNIVERSITY.

In 1948 I read in the newspapers that Prof. Copland has returned from his past as ambassador to China and has taken up his new post as vice-chancellor to the newly created National University in Canberra. On arrival in Canberra Prof. Copland told reporters that he is going to make the new University a "pioneering enterprise, a real adventure in new ideas." These words fired my imagination. Moreover Prof. Copland lived in China for some time. I believed therefore that he will be receptive to a new kind of international communication which is a practical reality in China, a symbol writing. In other issues I told that Chinese and Europeans who were in China when I lived there were much impressed with my "World Writing". They encouraged me to go on and perfect it. With these great hopes I came to Australia, only to learn that people who were never in China were acutely hostile to my idea, believing that it was utterly backward. What I did not realise then was, that even people who had been to China were equally hostile to Chinese writing as a backward mode of communication. Unfortunately Prof. Copland made no exception.

I went to Canberra in 1948 to secure entry permits for my relatives. I took the newspaper clipping mentioned above with me, and hoped to see Prof. Copland. However, he was out of town. I postponed my approach to him until I had finished the 3 books. Then I was introduced to him at a dinner. Afterwards I wrote to him.

Dear Prof. Copland,

9th August 1949.

One and a half years ago I was in Canberra with this newspaper cutting in hand, fascinated by your words and eager to meet you. However, "fate" decided otherwise.

Now, at last I met you at yesterday's Hebrew University festival dinner and now, I know that you are a man free of prejudice (this word taken in its broadest meaning)

However the original meaning praejudicium refers to a judgement before hearing all the evidence. The attached few printed lines about my work have sometimes resulted, even with some learned men, in the praejudicium that I am a crank with a crackpot idea. Having made up their mind, they refused to look into the matter, similarly to some of their colleagues, who decades ago, refused to look in to the microscope, because "microbes" are impossible, and do not exist.

Almost all pioneers of new ideas have suffered a similar fate. But now I am confronted with your determination to make "a pioneering enterprise, a real adventure in ideas" in Canberra, and therefore my heart is full with hope that you will be prepared to hear the evidence about this new idea. Any learned men so far, who have graciously consented to give me an hour of their precious time, became convinced that here is a revolutionary idea in education. In China, I met Prof. Joseph Needham of Cambridge who not only agreed with this line of my work, but made also valuable suggestions. Since then, I have diligently worked on my manuscript, and only now, having finished my work, I approach the learned world.

Let me hasten to add, that I do not seek any post or any emolument. I have been an industrial chemist, and I have been for 25 years an honorary science lecturer. New ideas in education have been my passion, and now this new idea took possession of me, so completely, that it has filled all my thoughts. My handicap is that here I have no titles. I am only a refugee, but before I went through the hells of Dachau and Buchenwald, I had my place in the science world of Vienna and even university professors liked to listen to me.

Edison had the crackpot idea to invent a box which can talk. But then he proved it by practical demonstration. His phonograph creaked and croaked, but it talked. Now I claim, that have invented a writing which can "talk in all languages", and I am ready for a practical demonstration. However, to prove its workability and to disprove all counter-arguments more than a few minutes are necessary to hear all the evidence.

What I ask therefore is, don't hand me over to some minor officials and don't ask for my manuscript only. It would be fun for you and even some of your friends to reserve an evening in your hotel room or some friends home, to hear about an idea, the simple working of which is exhilarating to see.

And here are a few points on which I would like to speak, and which are of direct practical importance to Australia:

New Guinea:

The administration of the territories has been attacked time and again by hostile powers in the United Nations. Every delegate, including the Australian delegates know that education is the answer. But...the difficulties are most ^{as} unsurmountable as the mountain ridges of New Guinea, which separate the natives so completely that more than a hundred languages are already counted and more to come (Official Current Affairs Bulletin, Volume 4, Number 4, May 9th, 1949.) This same bulletin says: "even adjacent villages might have different languages and cultures; even if they have the same language and culture there may, before the establishment of control, be a more or less permanent state of hostilities between them. Authority, has to be extended in many places almost village by village, and the rate at which it can be extended is partly determined by...finding some means of communication in so many separate cases."

And now an amazing discovery. One should think that giving natives modern agricultural instruments and seeds and directions would be enough. But the Advisory Committee of the Colonial Office on Mass Education (1949) says: "So far in the British Colonies, we have acted on the assumption that people would eventually adopt improved methods of agriculture...without learning to read and write. But the evidence shows the futility of this assumption. Universal adult literacy is the first essential in the organisation of a community for the improvement of techniques of living." (LANGUAGE IN SOCIETY by M.M. Lewis 1947, Thomas Nelson & Sons, London.)

I am ready to prove that my picture symbols provide a simple picture language to which the natives would take easily, because the symbols show the outline of the real things. One primer for all languages.

Adolescent and Adult Education in Australia.

Someone has said, that our newspapers in the world are provided for people who have learned to read, but ^{not} yet learned to think. Consequently a world war has been provoked by Goebbels, acting on Hitler's theory about the bigger the lie, the more it will be believed, if told in vague language. As a consequence thereof, Semantics, the theory of the meanings of words, is already taught at some American universities. Now a cold "war of words" is raging, in which the communists, according to Lenin's theory use every ruse, every deceit, every fallacy of rhetoric ^{to} befuddle the people of every country. A spark is only needed to set fire to the world.

I am ready to prove that ^{my} system can be taught in a few months training to adolescents and adults. It makes them aware of vague, relative and ambiguous words, and helps them not to fall prey to such propaganda.

Inter-linguistic exchange of scientific research results.

"Men of Science" said Prof. Lancelot Hogben, "who have to turn to journals published in many languages for necessary information are acutely aware that the babel of tongues is a social problem of the first magnitude."

I am ready to prove that my system provides a simple means for the printing of a short abstract attached to any article in any journal, which abstract can be read in the scientist's mothertongue, be it Portuguese, Urdu, or any other language.

And now, one last plea! Don't send me to some other people, You have nothing to risk, not even a lost evening. I have been a lecturer of reknown and now I am fired on by a pioneering adventurous idea, something right in your line. So, please tell me when you will receive me in Sydney.

Yours sincerely,
C.K. Bliss.

A month later I took the opportunity of my meeting with Prof. Carleton Washburne to write to Copland again.

Dear Prof. Copland,

12th September, 1949.

On August 9th, I sent you a letter with a press cut about you saying that you are going to make a "Pioneering Enterprise, a real adventure in new ideas".

In the meantime, a visiting educationalist had an opportunity to look into my work. He is Prof. Carleton Washburne of Brooklyn College, Educational Specialist of UNESCO, World President of the New Education Fellowship, etc., etc. He was so impressed with my work that he stated:

"A brief examination of the "100 Symbol Elements" idea of Mr. C. K. Bliss shows it to be ingenious."

He recommends "controlled experimentation" as to its practicability. I attach the photostat of his statement.

In my above mentioned letter I stated that anyone who gives me a little of his time becomes a convinced friend and supporter.

I am aware that you have to fight for every new brick of your university. And I hope that new ideas will not have to be put aside. I stress again the fact, that I do not seek any post or emolument.

You told me that you will be back in September in Sydney, and that you will give me a hearing. Please do!

Yours sincerely,
C.K. Bliss.

I received the following answer.

Dear Mr. Bliss,

20th September, 1949.

I have received your letters of the 9th August and 12th September.

You seem to think that I occupy a key position in the educational world of Australia. This may be true in a limited sphere of the educational world but it is not true as a whole. You must not, therefore, expect too much out of a hearing from me. I shall be in Sydney on September 29th and if you will enquire for me at Ushers Hotel at 11.45 that morning I shall be glad to see you.

Yours sincerely,

D.B. Copland
Vice Chancellor.

Dear Prof. Copland,

22nd September, 1949.

Many thanks for your letter of Sept, 20th I shall be at Ushers Hotel, 29th Sept. 11.45 a.m.

What I have to show you might be of interest for your research school for Pacific Studies. And what I want is, to hand my research over to young people. They may improve it, transform it, discard it for a better system of their own, but get on with the job.

To-day I am speaking before the Society of Inventors (see attached card). Last week I spoke before teachers of the Australian School for Pacific Administration. And I believe to be able to prove, that Australia could become the leading nation in Asia and the Pacific, the teacher of one billion people. As you have been in China, I am sure you will get the idea at once. It came to me in China.

Yours sincerely,
C.K. Bliss.

Our meeting was an unhappy affair. I do not want to enlarge on what actually happened, but it appeared that Prof. Copland was simply not listening. In the hotel lounge many people were coming and going, and they seemed of great interest to him. I gave up after a while after telling him that I hope he will become interested in the idea and perhaps say a few good words in its favour. I wrote to him.

Dear Prof. Copland,

2nd October, 1949.

Many thanks for giving me your time and your sympathetic understanding.

At home I found a letter from my literary agent in London, quoting a long letter with editorial comment by Prof. Lancelot Hogben F.R.S. (Author of Mathematics for the Millions, Science for the Citizen, etc.)

Prof. Hogben calls my book "fascinating" and goes on to say:

" I think the views of Mr. Bliss are stimulating, ingenious, and worthy of^a wide public among inter-linguists..."

I shall be glad to send you the letter, if desired, and I hope that you will now have no qualms about saying a few good words.

At least you might say that - in view of the opinions of Prof. Waskburne and Prof. Hogben--this idea might be taken into consideration with regard to solving the educational difficulties in our Pacific territories.

I am sorry to bother you, but you are one of the first noblemen of learning in Australia, and Noblesse oblige!!

Yours sincerely,
C. K. Bliss.

Dear Prof. Copland,
I beg to inform you that

14th October, 1949.

- (1) His Excellency, the High Commissioner for India in Australia, has forwarded a proposal for Rural Adult Education, based on my work (after I have demonstrated it to the Official Secretary Mr. Dhamija), to the Government of India.
- (2) Mr. Stuart Chase, famous American Social Reformer and author (The Tyranny of Words) has put me in touch with the State Department Washington, Foreign Service Institute Assistant Director Mr. Frank S. Hopkins. whose Institute does fundamental research in language.
- (3) Two great American Typewriter Companies, Remington Rand, and International Business Machine Corporation have written that they are interested in my work. I.B.M. writes that, if necessary, they will invite me to the States.
- (4) Teachers of the Australian School for Pacific Administration in Sydney have expressed their opinions as follows:

"We feel that a system of ideogrammic writing would have uses for such things as public notices, and that it could be used among peoples speaking a variety of vernaculars."

With regard to abstract notions I have submitted material, which is now under study.

- (5) The President of the Society of Australian Inventors (Patron Prof. Oliphant) Dr. Henry L. Brose, D. Phil., M.A. D.Sc., formerly Professor of Physics, University of Nottingham has invited me to a talk. A very favourable statement will be forthcoming I have been told.

Being sure, that this will interest you, I remain

Yours sincerely,
C.K. Bliss.

On October 19th, a meeting was held in the Town Hall. Guest speaker was the British educationalist James Hemming (who later gave me a very favourable comment on Semantography, see issue No. 6.) Introductory speaker was Prof. Copland. The theme was "Teach them to live", new ideas in education. After the meeting I approached him asking him again for some favourable comment and help for my work. However, he was utterly hostile. He said that he feels not competent enough to give me an expert opinion on my work.

This was the end of my hope for a "pioneering enterprise, a real adventure in a new idea" sponsored by Prof. Copland, who used these words. Today, writing these lines 11 years later, 1960, and years after Prof. Copland has quit the the National University I can only repeat what some critical comments in newspaper said, namely that no new idea did come forth from the National University.

However, in 1949 I was still hopeful. In the meantime the National University and University College was organized in 4 different Schools: the School for Pacific Studies, the School for Social Sciences, the School for Medical Research, and the School for Physics. Naturally, the School for Pacific Studies attracted me most. Nearly one and half years passed. My disappointment about Prof. Copland has waned, and new hopes filled my mind. I decided to approach Prof. W.R. Crocker of this School. My hopes rose high when I learned that Prof. Crocker is professor on international relations and he was chief of the U.N. Trusteeship Department, Africa Section.

Eastern New Guinea was and still is a trusteeship area administered by Australia. And so I wrote to him the following elaborate letter:

Dear Sir,

20th January, 1951.

I have heard you a number of times on the radio, and I wanted to approach you with my work, of which I am sure it will find your interest. Bertrand Russell, Lancelot Hogben, Carleton Washburne, and other renowned scientists have found words of high praise for it. I enclose Brochure No. 6 containing also the history of this idea.

However, this Brochure does not give samples of Semantography. I have found it preferable to show the working of Semantography in a personal demonstration, where I can answer immediately any doubts and counter-arguments. I was able to give such a demonstration to members of the Australian School for Pacific Administration, the Pacific Research Council of the South Pacific Commission, etc.

I waited therefore ^{for} an opportunity to meet you in person. It happens now that I am going on a motorcar trip up Mt. Kosciusko. I shall pass Canberra on the 29th January and then a few days later on my return trip. If luck is on my side, I might find you in Canberra, and you might find say 15 minutes or more for me. After that, I trust you will find Semantography interesting enough. Prof. Patrick Meredith of the University of Leeds wrote a most favourable review in the British educational journal The New Era (November 1950). He said that he simply could not stop reading "through sheer fascination".

Semantography is a modern picto-ideography or to use a low-brow term, a picture-writing. That it is simple and workable is proved by the fact, that Underwood Corporation of America has declared its willingness to adapt an ordinary typewriter for the typing of the simple picture graphs. Only the capital letters are discarded, the small letters remain.

The greatest practical application may be in scientific articles, which in fact many journals and in too many languages, ^{this} has now been recognized to be a serious threat to scientific research. Innumerable are the instances where scientists work on a problem, only to find later on that the result has been published in a journal printed in Swedish, Portuguese, or Japanese some years before. Abstracts have proved of no avail because they too have to be printed in different languages to be accessible to the scientists in the different countries.

The leading men of the University of Sydney have now decided to sponsor a lecture about Semantography, which will take place in the first term of 1951. I fervently hope that my demonstration will be convincing enough to make Sydney University the starting focal point of a new, international, and truly universal scientific abstract card index which could be read and understood in all languages.

Such a card would contain the essential result of a research in any science, expressed in say less than 100 words, and written in two lines each. The first line would contain the abstract expressed in symbols, and the second line the words expressed in the language of the researcher, or the university which issued the card. Thus a card issued from an English speaking scientist would read in English in the second line whereas all the other scientists who cannot read English would read the symbols in their own language, be it Hindustani, Danish or French. Cards from French Universities would have the words under the symbols printed in French, and therefore would be easily usable by all who understand French. Those who don't, would read the symbols in their own language.

That all this is not a mere conjecture, a mere plan, a mere idea is proved by my 3 volumed work, which Prof. Meredith aptly calls a "half-million word bulldozer." I have conceived it as a "bulldozer" with its lengthy chapters on a number of sciences and other human activities. It "shoves away" any doubt that it is a mere idea only. I have worked it out in detail through 7 years work.

The foregoing paragraphs should serve as an introduction only to what I am going to say, and what has direct bearing on your School for Pacific Studies. I hope to be able to show you, that Semantography can be of immediate practical advantage in a field most vital to Australia.

It is now commonly recognised that the territory of New Guinea is of vital importance for the defence of Australia. This fact has been aggravated by the clamouring of the Indonesians for Western New Guinea. Moreover, nations hostile to the Western Democracies have attacked Australia time and time again for her failure to care for the education of the natives in order to make them "self governing", and more of current phrases.

The fact that a U.N. commission has toured the mandated territories is ominous. Any day a surprise motion may be sprung in the United Nations Organization and may find the support and the majority of nations which term themselves "non-colonial". New Guinea may be taken away from Australia, or would leave us without moral support in the continuation of the Mandate.

Only a spectacular innovation could rebuke the accusation that Australia does not do anything for the natives. Yes, we know Education is the answer. This has been now scientifically proved in the most amazing way. Scientists of the British Colonial Office have reported in 1943 about their findings in Africa. Natives, they say, are engulfed in all kinds of superstitions. They will not take to any improvement in agriculture, hygiene, etc. without the stimulus of literacy. We must teach them first to read and write.

Very simple indeed, but an impossibility in New Guinea, where the mountain ridges separate the natives into more than 100 different linguistic stocks. Even adjacent villages may speak different languages, not dialects only. This is stated in the Current Affairs Bulletin of the Commonwealth Office of Education. It is quite unthinkable to print primers in more than 100 different languages, for linguistic stocks comprising a few thousand of souls. Moreover, two primers, illegible to people of other languages, would separate two native stocks even more instead of bringing them together.

Semantography, is a picture writing, so simple, that one look on the picturegraphs convinces anyone that even the most primitive natives would grasp them immediately. One primer printed for all the different natives stocks of New Guinea could be understood by all of them. They would now have means not only to read the same paper, but to write to each other.

But more than that. A booklet printed in Australia, about some agricultural advice about hygiene, about education in general, about some technical instructions, could be read and understood in all the native languages and dialects of India, Asia, Africa, the whole globe. AUSTRALIA COULD THUS BECOME THE TEACHER OF ASIA, OF ALL THE BACKWARD PEOPLE OF THE WHOLE WORLD.

This would be the spectacular innovation which could silence the hypocritical accusations of hostile nations in the U.N.O. And the School for Pacific Studies of the National Australian University could become the centre of this new idea. As for me, I am 54 years of age, I want to get "out of the picture", I want that young people should take over. Such ideas cannot be developed by one man only. I have shown that it is possible. You Professor Crocker, can make your name known all over the world, by making all this a practical reality.

Nearly 4 hours have passed since I started to write this letter slowly and deliberately. Have I aroused your interest? Will you receive me and give your attention to my work? Or will you let me be told by your secretary that you have no time, that you are too busy, that I shall put it in writing (I did right now!)? I have a plan, that will not take up your time or a single penny of the funds allocated for your school! Well, are you going to hear it? In my struggle for this new idea, I have learned to divide men according to their stand towards this idea. On one side is Bertrand Russell, Lancelot Hogben, and Sydney University. I fervently hope to find you on their side.

Yours sincerely,
C.K. Bliss.

I was happy to receive his answer.

Dear Mr. Bliss,

25th January, 1951.

Thank you for your letter of the 20th January which has reached me only now. I shall be glad to see you when you pass through Canberra, providing I am here at the time. I have to go to Melbourne this week and will not be back until the 5th February. During the week beginning 5th February the Council of the Australian National University will be meeting so that a good deal of my time will be taken up with committees, but if you will let me know well in advance I will do my best to fix a rendezvous.

I agree entirely with you as to the paramount importance of ridding the mind of slogans and of getting down to meaning itself. I will be interested to see what your proposals are.

Yours sincerely,
(Signed) W.R. Crocker.

Naturally, I did not find him in Canberra when I passed through. But I saw officials of the Department for External Territories. I wrote to him from Cooma. Returned to Sydney I wrote again.

Dear Sir,

28th February, 1951.

I hoped that you have received my letter from Cooma in reply to your kind letter of January 25th. I was very sorry that I could not reach you in Canberra when I passed through, but I am very glad that you have replied and that you have taken an interest in my work.

I do not know whether my work comes into your sphere. I am intrigued by the words "School for Pacific Studies" and thought that, maybe the language and the educational problem in the Pacific area is also an item in your school. If not, I will be sorry to bother you.

When I was in Canberra I took the opportunity to see Mr. Archer and Mr. Willoughby of the Department for External Territories. I explained my work to them and two other gentlemen of the Research Staff. I deposited also my complete work of three volumes (typed, drawn, and duplicated by myself,) at the National Library. The above mentioned gentlemen have asked for it from the National Library. They suggested that I should submit my work to Dr. A. Cappell of Sydney University. The Extension Board has decided to sponsor a lecture about Semantography which I shall give during the last term.

Everyone who comes in contact with this new idea asks himself "Will this picture writing work?", and everyone advises me to get the opinion of some educationalists or experts in language. However, no one, and that includes myself, has had any practical experience in it. Whether it will work, or will not work, cannot be settled by scholastic method, but only by scientific method, the practical experiment. Whatever experiments I performed, they were all successful, but they were on a very small scale. What is to be done is to take a class of Australian children, and a class of New Australian children, Italian, Greek, and Maltese etc., who do not know English. Each class should receive ten lessons, and then should start to write letters to each other.

This test was suggested by Prof. Carleton Washburne, Professor of Education, Brooklyn, New York, and it could be carried out in a week or two. I believe there are Italian children of migrants in Canberra, and the test could be carried out there under the close supervision of the research workers of the Department.

I enclose a draft for the lesson in Semantography, to be made on a film strip. This idea was suggested to me by the Audio-Visual Dept. of Trans-Pacific Film Service (Manager Mr. Castle,) 136 Phillip Street, Sydney. This firm is contractor to the Commonwealth Office of Education for the manufacturing of educational film strips.

I enclose, furthermore, a reprint from the daily Telegraph. The symbols shown in this article, and in the film strip mentioned above, will give you an idea about the simplicity of the picture graphs. I enclose also the Title Page of a primer for children. This title page contains also some samples of this new writing. I have heard you speaking over the radio about the United Nations and I believe therefore that this Title Page will appeal to you. And this brings me to the real reason why I bother you.

I have worked for 7 years on this idea, and this creative work gave me much joy. But now I realise that it has become a curse upon myself and upon others. Every day until late at night I am writing letters to important people all over the world, asking them to do something about it. I shall probably go on writing and bothering to the end of my days. Some people and Institutes do not answer at all. Some others write very encouraging letters, and you too are among them. Now I realise that you have probably more research work on hand than you can ever handle, and I shall not ask you to do something about it. What I want is to bring this Children's Primer out. The few experiences I had with publishers have been very discouraging. After all, they must make money, and this idea is not yet a business proposition.

I am aware that a great number of scientific books are printed with the financial help of a University or a scientific foundation. And I hope that your recommendation could bring about financial aid for the printing of the Children's primer. Perhaps the School for Pacific Studies has some funds just for such purposes. Perhaps you have a say in the distribution of the money allocated yearly for the various activities of the United Nations. Perhaps you can help to bring this Children's Primer into being. Please do!!

Yours sincerely,

Dear Mr. Bliss,

5th March, 1951.

Thank you for your letter of the 28th February, and for the enclosed pamphlets. I am afraid that I must say straight away that the Australian National University would have no money for subsidizing the publication you suggest, though there is no reason, of course, why you should not try if you wish to. You would have however, to take the matter up with the Vice-Chancellor.

In the meantime, I am circulating your letter and enclosures to several colleagues here, including Professor Nadel, Professor of Anthropology, School of Pacific Studies and when they have finished with them I shall deposit them in the University library.

Yours sincerely,
W.R. Croker.

Dear Professor Crocker,

10th March, 1951.

Many thanks for your kind, speedy and helpful letter. I am very grateful for your circulating my pamphlets among your colleagues. I hope that Prof. Nadel might perhaps be interested in the native question which I mentioned in my first letter.

I realise that the National University has given grants for research, but there must be someone who promotes and proposes work on this new world-embracing idea. No risk of reputation is involved now that Bertrand Russell, greatest authority on logical symbolism, has stated that spending money on Semantography means "performing an important service to mankind."

However, I am sorry that I bothered you with things outside your sphere of work. Only yesterday did I find out about your particular work: Professor of International Relations, and furthermore the remark: formerly Chief, Africa Section, Trusteeship Department, United Nations.

I am determined not to ask you to do something for Semantography. I shall be content to know of you as one of the Friends of Semantography, and I shall take the liberty from time to time to inform you about its progress.

In view of the fact that you are connected with the United Nations I think that you will surely be interested in the following letters which are attached, and also in the fact mentioned there, that the South Pacific Commission (Brigadier Hunt, Deputy Secretary General) and UNESCO have taken an interest in Semantography. I shall inform you about the outcome of my new approach to the Transport and Communication Division. Meanwhile I remain with renewed thanks.

Yours sincerely,
C.K. Bliss.

These were polite words to hide my great disappointment. Another hope lost. And sure enough, Professor Crocker did the very same thing which scholars before and after did many times. "Go to Unesco!" he told me.

Dear Mr. Bliss,

20th March, 1951.

In reply to your letter of the 10th March, the last paragraph, I think it might be worth while trying Unesco. That would be the only agency of the U.N. that would have any charter for dealing with this subject. I should be surprised if your work does not meet with a certain amount of interest though naturally I cannot be sure of that.

Yours sincerely,
C.K. Bliss.

Dear Professor Crocker,

26th April, 1951.

I did not expect a letter from you and considered my approach to the School for Pacific Studies a failure. However, your kind letter of March 29th, and your suggestion to approach Unesco, has shown me that you are really interested to help Semantography along. Therefore this letter with the story of my approach to Unesco.

About one year ago. Dr. Peggy Volkov, London, noted Educationalist, proposed a study of my work to Unesco Paris. Furthermore two great educators, Prof. Lawrys Head of the Institute for Education, University of London, proposed my work to Mass Communication, and he wrote a personal letter to the Director General Dr. Torres Bodet. Furthermore, Prof. Washburne of New York approached personally the Deputy Director General of Unesco Dr. John W. Taylor.

Now the experts at Unesco have studied my work, and I have been informed that the next move is a formal proposal to the General Conference which will be in session in Paris in June.

I should approach Prof. Mills c/o Dept. for External Affairs, Canberra. However, I did not want to go over the heads of his officials here in Sydney, and have therefore written to them.

Meanwhile my work has found recognition in India and Indonesia, and I attach the letter of Dr. A. Wolsky of Unesco, who is Principal Scientific Officer for South East Asia. There is a slight chance, that the Indian and Indonesian Delegates may propose at the General Conference, but I am not sure. In any case, I have prepared a leaflet which should, if necessary, be distributed among the delegates, and should inform them about Semantography. I attach this leaflet, of which only a few copies have been made. The printer is waiting and here is why.

I have gained the impression that you want to help this idea along, that you favour it and want to support it. I have therefore included you in the list of illustrious names (right hand lower corner of the leaflet.) I am sending you one copy, so as to show you that the leaflet looks alright, and I hope that you will consent that your name be included. If, however, you don't like the idea, please inform me by return. I hope that you will consent, and thank you very much in anticipation. If I do not receive any answer from you in the next few days I shall take it that you consent.

Yours sincerely,
C.K. Bliss.

I received a letter from his secretary that Prof. Crocker is absent from Canberra. She said that I should not include Prof. Crocker's name in my leaflet, as this is a question which only he can answer. I didn't do it. And so another endeavour, another hope, and another failure came to an end.

Two years later, hope came up again. This time I thought that I should approach Professor Marc Oliphant, the only Australian who has the Nobel Prize. He happened to be Vice-Chancellor, and therefore I wrote him the following letter.

Dear Professor Oliphant,

14th May 1953.

Kindly consider this unusual approach about an unusual work as a private and preliminary approach. The attached material will inform you about my work and you will realise that it is "ahead of its time." Its potentialities are great, and so is the praise given to it by the scholars who have taken time to examine it.

Bertrand Russell wrote that assistance to my work means "performing an important service to mankind". My books and other writings are collected by important libraries. Yet, in spite of the enthusiastically received lectures at the Sydney University, I am still forced to work in other fields to make a living. I feel that my life is wasted and that I should be put to work on this idea which has great advantages for science, industry, commerce, communication, education, etc.

Kindly consider an assistance given by the National University by giving me a place to work there. I am ready to accept the lowliest salary of an attendant if I can continue to work on this idea, preparing the basis of an international science abstract, or for industrial or commercial use or for primers for the illiterate billion of Asia.

My 3 volumes are available at the National Library at Canberra, and I shall gladly give you all further particulars. If you are favourably inclined toward my application kindly inform me in what form I should submit it to the University.

The history of ideas "ahead of their time" has shown that their originators were given no help in their life time. Australia has always appreciated pioneering work and therefore I hope that my approach to you will not be in vain. Awaiting your answer I am

Yours sincerely,
C.K. Bliss.

And what happened? Why, the usual answer "Go to Unesco!"

Dear Mr. Bliss,

1st July, 1953.

A reply to your letter of May 14th has been held up since I have wanted to discuss with my colleagues and others in the University concerning the proposition which you put forward. The general opinion here, however, is that while everyone is interested and very keen that it should go ahead, they feel that it would be more logical for you to apply to the United Nations or UNESCO for support. It would not be practicable to sponsor it here without creating a whole new department and this is financially impracticable at the present time.

Yours sincerely,
Marc Oliphant.

I answered.

Dear Professor Oliphant,

10th July, 1953.

Please accept my thanks for your letter of July 1st, for discussing my work with your colleagues and for informing me that "while everyone is interested and very keen that it should go ahead...it would be more logical to apply to the United Nations and UNESCO for support."

Indeed other scholars thought so too, and they have approached Unesco on my behalf for years. In aiding their efforts, I have spent over £100 in mailing fees, and printing expenses for Unesco. Prof. Lauwerys of London, and Prof. Washburne of New York have personally approached the Director General; and other scholars have been active with the departments. Two years ago when I believed that a number of Delegates would bring the matter before the General Conference, I supplied them with a three-colour leaflet (attached) in which I stressed the application of Semantography as a pictorial script for the many millions of illiterates. I am divided by thousands of languages.

But all came to naught. Unesco can do nothing, unless a majority of member states vote a sum for a working programme. I need not tell you the handicaps of Unesco, which have been summed up by your colleague Prof. Lancelot Hogben, F.R.S. who wrote: "Unesco is a comic synonym for Fiasco."

As you see, I have done all I could; and I have approached high ranking officials of the United Nations, who in turn advised me to approach Unesco. Indeed for thirteen years since I started work on this idea, responsible men of learned institutions have suggested to me that I should try somewhere else. This I found has been the usual fate of men who pioneered unusual ideas. To mention only one name, Hargrave, the Australian pioneer of aeronautics was considered a crank. But Hargrave could have fitted in a number of departments of his time, physics, mechanics, engineering, meteorology, geodesy.

The idea of Semantography, symbols which bridge all languages is already in international use in the sciences of mathematics, chemistry, radio engineering, etc., as well as the highway traffic signs, commerce, etc. So, the idea is sound, and my work (laid down in three volumes) operating with a hundred symbol elements only has been praised by eminent scholars. But I must still go on begging and spending my time, my efforts, my earnings, and being refused, and being told to go to someone else. Two years ago, I spent over £50 in preparation of my lecture in the Wallace Theatre of Sydney University for slides and demonstration models, for invitations etc. It was of no use.

And so, after a number of years, I am now approaching through you the National University. As an Australian it is the natural choice. Furthermore the National University is engaged in research concerning future developments in sciences. I could fit into a number of departments, the school for pacific studies (elaborating Semantography as a common medium for the natives of New Guinea and the Pacific, who speak hundreds of different languages), the department of anthropology, linguistics, medicine, (for which Semantography has a number of aspects) etc.

I could fit also into your department. Please look through the attached text of my lecture before the Physical Society of Sydney University, in which I developed the idea of an international science abstract. Needless to say, I have approached members of the Unesco abstract committee. It was just another fiasco. My idea of a science abstract refers to filing cards, which bear the research results in say 100 words written in the language of the University, (English in Anglo-American universities and French in French universities.) and the symbols too, which are readable in any other language. In Book II, I have shown that every meaning in physics and chemistry could be expressed by simple symbols, which are not arbitrary but show the real things and are therefore of great educational value for students who learn physics and chemistry or any other science. I attach a leaflet of my lecture to the Student Geological Society of Sydney University, and ask you to get my books from the National Library in Canberra. The chapter concerning physics and chemistry is to be found in Book II, p. 368-390.

Where there is a will, there is a way. If you and the scholars of the National University want that an idea, which has been created in Australia should go out from Australia into the world, you will be able to give me a place to work, and I am ready to accept the lowliest wages of the lowliest attendant. Indeed, I am ready to perform some menial tasks, if only I could use the main time of my waking hours on work for this world-embracing idea. Such a plea creates the unfavourable impression that -I am out for a job. To this I have to say that I am a factory man, who always knew how to make money. Indeed, all the expenses for my books, brochures etc, came from my savings.

But I feel that my mind (in which the idea is well ordered) is wasted on anything else. I should be put to work on this idea, alone.

There was a time, when I would have been satisfied with receiving printing assistance for a small book on Semantography. I would still be satisfied with this although I would have difficulties to find the time. I hit on an idea, which would cost nothing, as far as university budgets are concerned. If the C.S.I.R.O. would certify that my work is of national importance, donations towards my work would be tax-deductions. I approached therefore Dr. Clunies Ross. I stressed the New Guinea aspects, which I think is still of greatest importance to Australia. It has been given only in trust, and every year attacks are made in the United Nations that Australia does not educate the natives. The Australia Delegates point to the terrific difficulties; over one hundred languages are spoken there. A novel idea of a common medium which could be read and understood by all natives, and as well by Australians or any other people, would silence the critics of Australian education in New Guinea, would show to the world that Australia is ready to try any new idea fulfilling her pledges when she took over trusteeship.

Should you, at this juncture, think that I should go to the Department of External Territories, I can inform you that I did years ago. Minister Percy Spender wrote that my work could be of use in New Guinea, but the day I received his letter he was appointed Ambassador to Washington. I went then to Canberra and demonstrated my work before officers of the Department. I corresponded with the Director of Education in New Guinea. It was of no avail.

And it was of no avail with Dr. Clunies Ross. He too suggested that I should try someone else. I approached him again, changing now the aspect of my work in order that it should fit more his department. I stressed the application for a science abstract, and also for specific Australian difficulties in industry. In this tinder-dry country many factories go up in flames in these hot summer months. Fires are usually caused by negligence, although the signs DONT'SMOKE or INFLAMMABLE are made visible. But there are tens of thousands of New Australians who cannot read English and don't want to learn it. To them, the symbol for fire (a leaping flame) tells the story. I asked that my symbols should be investigated by the C.S.I.R.O. But it was of no avail either.

I might ask you to consider that the National University should advise the C.S.I.R.O. to give me the certificate. But I have found that departments are very reluctant to tell another department what to do. Nor do I think that - even if I would get the certificate for tax deduction - that wealthy citizens would give me the money for printing expenses. I have approached a number of public benefactors, but I have found invariably that they have two aims: first to beat the taxation department with their earnings, and second, to get a knighthood in the bargain. To get this, donations for cancer research are best, but not donations for an idea which looks like a crackpot idea.

Nevertheless, if I could get the certificate, I might raise a few hundred pounds from my friends. The C.S.I.R.O. advised me to approach the Department for Labour and Industry. They could too give me the certificate. But without a strong recommendation from an important source, I would get nothing. I BEG YOU THEREFORE THAT YOU AND YOUR COLLEAGUES SHOULD CONSIDER A RECOMMENDATION TO THE C.S.I.R.O. AND FOR THE DEPT. FOR INDUSTRY AND LABOUR. But I still think that my place is within the National University.

Well, it looks that my work and I myself are "ahead of the time", and that I have to die first, in order to enable other people to make a living on my work a generation later. The historic significance of my work and my struggle for this idea has already been recognised by librarians in some of the greatest libraries in the world. They have given standing orders to a Sydney book company to collect anything I have written and anything I am going to write in the future. This letter to you is an approach to the scholars of the Australian National University, and I beg you to treat it as a historic document. I beg you to realise that I have approached many other scholarly institutions, publishers, foundations. It is up to you and your colleagues that your university should indeed become the foster-mother, the alma mater of a new idea, and that you should not let me go down as pioneers have gone down in the past.

Yours sincerely,
C. K. Bliss.

And then an answer came from the deans of all four schools.
Dear Mr. Bliss,

11th August, 1953.

Herewith copies from the Deans of the 3 Research Schools. In the fact of these it is clear that the University can do nothing for you,
Yours sincerely,
M.L. Oliphant.

Memorandum to Professor Oliphant from Professor Nadel.

I have once more given great thought to Mr. Bliss's project. But I am still of the same opinion, i.e., that the National University is not in the position to help.

I simply cannot see any way of offering Mr. Bliss a position in the School of Pacific Studies. I also think that he exaggerates the usefulness and value of his particular system; so far as New Guinea and the Pacific (or New Australians) are concerned teaching in English by new visual aid methods is by far the more profitable and promising method.

As regards other financial help, it would have to be of considerable magnitude to be of any value. We should have to subsidize the printing and distribution of Mr. Bliss's book, which seems impossible out of our publication fund. And even when the book is published, the putting into effect Mr. Bliss's ideas will hardly be ensured. I am in fact doubtful if they represent the panacea he makes them out to be.

I do not quite understand what Mr. Bliss means by the certificate he wishes to obtain. The only practical help I can think of would be a single grant, not to be repeated, of a moderate sum of money - say £100. If you think that this gesture is any good, I shall be quite happy about it.

S.F. Nadel,

Dean

Research School for Pacific Studies

Memorandum to Professor Oliphant from Professor Sawyer.

I agree. Bliss is on weak ground as to New Guinea, etc - a common and sophisticated language is the urgent need, not simply intercommunication with primitive languages. I don't think we would be justified in making any contributions.

G. Sawyer.

Dean

Research School for Social Sciences

Dear Professor Oliphant,

I have carefully read the attached documents on 'Semantography' and am doubtful if the system would be of value in overcoming whatever difficulties do exist in scientific communication.

Apparently both Sawyer and Nadel have similar views with respect to its application in their own fields and I would therefore be hesitant in awarding any grant, however small to Bliss. It seems to me that even if £100 were granted as has been suggested we would have been committing ourselves to one who is undoubtedly so enthusiastic as to have lost his objectivity of outlook and this may be an embarrassment in the future.

I would therefore recommend that no grant be made.

Yours sincerely,

A. H. Ennor.

Dean

John Curting School of Medical Research.

The deprecatory remarks of the scholars hurt me deeply. I brooded long about an answer, and rejected a number of drafts. I shall print herebelow some remarks which I later on omitted. These remarks are:

15th September 1953.

The three Deans of the Research Schools have used rational arguments to deny the practicability and value of my work. May I be allowed at least, to bring forward a few rational arguments, related to two incidents recently mentioned in the Press and related to the activities of the National University. I do this with due respect to you and your institutions and in the conviction that you will understand the bitter feelings of a man, who is already acclaimed abroad as an Australian inventor of a new idea.

Last Saturday, the Herald published an article by Mr. Russell Ward, stating that he is "at present working on a scholarship at the National University, tracing the relationships between Australian folk-ballades and our social history." After citing some verses and stressing references to murders, bushrangers, and convicts, he concludes his "research" with these words: "It suggests, perhaps, that the influence of the convict tradition on our national ethos was more persistent than is usually supposed."

At the 1951 Annual Meeting of the American Association for the Advancement of Science in Philadelphia Prof. O.L. Reiser of the University of Pittsburgh stated that I have realised the ambition of the great mathematician Leibnitz (1646 - 1716) and that Semantography is indeed the simple "Algebra of thought" which enables us to analyse any statement with the operational logic of my symbols. However, it is not necessary to analyse with Semantography the statement of Mr. Russell Ward mentioned before. Its fallacy, its ambiguity should be obvious to anyone. As a man who worked for a number of years in Australian factories and who was then and is now in close contact with the common people of Sydney, I have no hesitation to say that the conclusion of Mr. Ward's research is simply not true. It is even an unbearable slur on the Australian Nation.

Yet for this kind of "research" there is money available, a scholarship, a place at the National University, publicity and, no doubt, later publication whereas for me and my work, "the University can do nothing to help."

In your first letter of July 1, you said that it would not be practicable to sponsor my work "without creating an entirely new department and this is financially impracticable at the present time." I said that I could easily fit into any of the four schools, because my work has important applications for all the sciences cultivated in these schools.

Now, you have announced the creation of a chair of Far Eastern History. This department will cost money. Its immediate or long range value may be open to doubt. As a scholar whose work has immediate applications I feel bitter about the rejection of my work in the face of expenditures as mentioned above.

But now that you have a Professor for Far Eastern History he will be able to answer competently the negative criticism of my work as done by the three other Deans. They have belittled the usefulness and value of my work. The new Professor of Far Eastern History might verify the following statements.

- (1) that a picture-ideography, as distinct from the Western phenetic writing in many languages, is a practical reality for thousands of years in China and adjacent countries,
- (2) that Chinese ideography is in practical use in science, industry and commerce. Chinese from different parts of the Far East can read a scientific treatise, or an industrial report, just as in fact, Western people can read the symbols of mathematics, chemistry etc., although speaking different languages,
- (3) that the illiteracy in China is not due to Chinese writing, but to the failure of subsequent governments to establish schools, and to the great poverty of the Chinese peasant who need every tiny hand in the field. In Shanghai for instance, where I lived for 6 years, even the poorest rickshaw coolie was able to send his child to school, and I have in my possession a film which I have made showing the unique street libraries in Shanghai, where little children can sit and read the fairy tales after paying the smallest coin. They pick up the symbols with the greatest of ease.
- (4) that most sinologists are of the opinion that the main unifying factor in the Far East, the factor which united the most diversified tribes and races and many diversified immigrants and invaders into the largest nation on earth, that this factor was the interlinguistic Chinese writing, which different people speaking different languages could learn to read in their idioms. This is indeed responsible for the living tradition of the Chinese culture because books written thousands of years ago can still be read in modern Chinese languages, something which cannot be done with the old writings of European languages.
- (5) that a number of sinologists have contemplated on the unification of European nations which could have been a fact centuries ago, if Europe had an ideographic writing which could be equally readable in English and French Spanish and Bulgarian, etc., etc. One sinologist Professor Basil Hall Chamberlain put it into these words.

"Ideographic writing apparently possesses some inherent strength that makes it tend to triumph over (without entirely supplanting)

phonetic writing wherever ^{the} two are brought into competition in the same area.

All the countries under Chinese influence exemplify this little known fact in a striking manner. In Europe such competition has scarcely taken place, except in the case for symbols for the numbers and a few other ideas; but there too the general law has asserted itself. Which is the simpler, the more graphic, the more commonly used: 'three hundred and sixty five' or '365'

Ideographic writing will surely achieve the final victory over phonetic writing."

I left this out when the thought occurred to me that Prof. G.P. Fitzgerald, the new Professor for Far Eastern History, might be one of those scholars who considered Chinese writing a backward mode. I still nurtured the naive hope that I might be able to turn their minds. Finally I sent off the following letter.

Dear Professor Oliphant,

28th September, 1953.

Thank you for forwarding the reports of the three deans of the research schools who denied the practicability of my work with regard to New Guinea on the basis of scant information and without the only valid basis - the experiment. I regret especially the deprecatory remark of Prof. Ennor that I have lost the "objectivity of outlook." All this is in direct contradiction to what eminent scholars wrote about my work, ("an important service to Mankind...aid to education of preliterate communities could be of great value...should be developed as rapidly and as widely as possible...will help tremendously in New Guinea..." etc.)

New Guinea is of vital concern to the safety and defence of Australia and I shall in due course approach the Prime Minister and Parliament. Year after year Australia is criticised in the United Nations for her failure to educate the Natives of New Guinea. Overnight, a majority vote could be brought about by former "colonial" nations, and Australia would lose the right to control the trust territories. This is an issue of the gravest concern.

The Australian Delegates have pointed to the tremendous difficulties. According to official documents "over one hundred languages are counted and more to come". Prof. Sawyer in his report concerning my work admits "a common and sophisticated language is the urgent need - in New Guinea." And Prof. Nadel wrote "Teaching of English by means of the new visual aid methods is the more profitable and promising method."

These statements are in direct contradiction to the findings of eminent linguists who know that "a common and sophisticated language" does not come about in multilingual countries, not even in Canada, or the United States where millions speak exclusively French for centuries or other languages but not English. In Australia there are many thousands of Australians in the fourth generation who live in German towns in South Australia and speak exclusively German.

But the linguists go further and admit utter failure in the teaching of any language English or otherwise to anyone who speak another mother-tongue. Apart from a few gifted pupils, the labours of linguists are wasted in all the highschools of the world, where boys and girls forget the little French and German or English (in non-English countries) which they ever learned.

What really happens in New Guinea and what is scorned and criticised by the commissions of the Trusteeship Council is that administrators and officials, judges and policemen learn Pidgin and Government papers in Rabaul and elsewhere are printed in Pidgin. But there are different Pidgins in different parts or territories. Yet, the symbols of mathematics, as well as the highway signs are understood in English or French or Pidgin or any native tongue. What Prof. Sawyer and Prof. Nadel have not taken into account - simply because they have not studied my books nor enquired about the experiments that I have carried out - is the fact that the symbols are pictorial, that children in Great Britain and in Australia have picked up their meaning almost at sight, and have been able to read lines in Semantography in English, or German, or Italian or whatever mother-tongue they spoke. Furthermore a primer printed in Semantography with the English words underneath each symbol could not only be read in any native tongue, but it could help them to learn English in turn, not Pidgin, but good English because under each pictograph is the English word.

The printing of such a primer would cost a few pounds which I am willing to pay, if only the dean of the School for Pacific Studies would consent that such a small experiment be carried out. We need not even go to New Guinea. The small children of Italian or Greek or Norwegian migrants in Caberra or Cooma will prove the practicability of Semantography. As said, this is a matter of the gravest concern for the safety of Australia and the Research School for Pacific Studies has the duty to carry out such an experiment. Denying the practicability of a method without a practical experiment is contrary to all we know of the scientific method.

How scant the study of material has been, is proved by the following facts. Prof. Nadel wrote; "We should have to subsidise the printing and distribution of Mr. Bliss's book." There are three large books. Furthermore they are already distributed in some of the greatest libraries in the world. Harvard University has recently ordered a second set. Furthermore, they are printed already, not typeset, but similar to many other scientific publications duplicated. It appears that the deans have not studied my three books. Furthermore Prof. Nadel wrote: "I do not quite understand what Mr. Bliss means by the certificate he wishes to obtain." Yet I have explained in nearly half a page of my letter of July 10, what this certificate is. All this proves if proof is needed, that the deans have rejected my work without studying it.

Shall it happen again - that a creative work of a scholar is rejected by the experts of his country, simply because it is unorthodox. In your own field Prof. Oliphant this is what happened a century ago. An Englishman, not a chemist and not a salaried scholar, interpreted correctly the fact that the atomic weights of the elements are almost whole multiple number of the atomic weight of Hydrogen. He stated then the hypothesis that the elements are built up of bricks of what constitutes hydrogen. He thus became the first man to instigate nuclear research. Yet he was so scorned by the experts of the day that he published his theory under an invented name. His name is William Prout. Scholars have already proposed that the term proton shall be changed into prouton.

Shall it happen again - that an Australian pioneer is scorned and rejected to the detriment of Australia? I am recognised abroad. In my letter of July 10, I told you of some of the incredible rejections which have suffered here. But abroad, my work has been hailed at a scientific gathering (AAAS Philadelphia 1951) as "heroic," and eminent librarians realising that pioneers struggle for a new idea have given standing orders for anything I or others shall write in the future (or have written in the past) about my work.

I did not ask for grant^s. All I want is that some research should be carried out with regard to the application of my work to New Guinea. Naturally ^{only} I know about it and I should be allowed to work on a scholarship in Canberra. Imagine my chagrin when after receiving your information that "the National University can do nothing to help.", I learned from the Herald that Mr. Russell Ward is "at present working on a scholarship at the National University, tracing the relationship between Australian folk-ballades and our social history." For extempore verses of no value whatsoever there is money available, and even a scholarship, publicity, and no doubt publication. For my work which has world-wide applications there is outright rejection in spite of what Bertrand Russell and many other eminent scholars wrote about it, in spite of vital New Guinea.

However, I realise that these bitter words will not make the situation better, and therefore I ask you again for a little favour which will cost you and the University nothing - the certificate. I ask for your kind recommendation to the C.S.I.R.O. to give me the certificate which will allow me to get contributions from private citizens which contributions will be tax deductions.

Thanking you I am

Yours sincerely,
C.K. Bliss.

I prepared another letter for Prof. Nadel.

Dear Professor Nadel,

18th September, 1953

Professor Oliphant has forwarded to me your memorandum and I feel obliged to thank you for the "great deal of thought" which you have given to my work. I want to thank you too for something which I have found in you and which is so rare in the grim scholarly battle for immortality or rather survival; I have found in you sympathy. You have proposed a grant of £100, although I did not ask for it. You even wrote that you "will be quite happy about it." Thank you for this gesture.

Ultimately the other deans have rejected any help, and it appears to be obvious that they did it after reading your memorandum. This is quite logical because the Research School for Pacific Studies is the one foremost interest in any project concerning the education of the linguistic multitudes of people who are in the vast area of the Pacific. You have raised a number of problems concerning my work and you have answered the questions yourself. It appears however, that the material before you about my work was scant, and the least you ought to allow me is to hear my answers to your problem concerning my work.

This is going to be a long letter, but I feel it has to be written. Too much is involved, the fate of my work, the fate of a great idea, and in some way too the fate of the relationship of this idea with the Australian National University. You are an anthropologist and the study of man is your occupation. You will surely be interested in what goes on in the mind, who has already been hailed (I am sorry to say - abroad) as the pioneer of a new idea and who finds rejection after rejection in his own country. But you might be interested to know your own mental reactions to some frank statements which I am going to make. In short, the reaction to this letter might tell you what a man you are. It is a rare opportunity for a scholar: to be faced with a new idea; new in the sense that it is unorthodox, strange, even absurd. The history of such an idea shows that they have been rejected by the experts to be hailed only by the next generation of experts. The creative minds of the originators had perished in the meantime.

There are some consequences; for you, for your research school, for the National University and for Australian science and Australia. I ask you to take time to read this long letter, I do think that it is an important letter.

Some of the following statements may seem impertinent from a man, who apparently approaches the National University as a beggar. But I am a scholar in every sense of the word. I have my university degree, I have accumulated an all-round knowledge in various fields, and above all, I have a creative work of vast scope to my credit. My only handicap is that I do not make my livelihood from my scholarly work. This however, should be to my great credit, and the fact that I have succeeded in spite of this handicap has already been noted again (I am sorry to say) abroad.

In order to justify the above somewhat boisterous statement I beg to inform you that my work has been presented at the Annual Meeting of the American Association for the Advancement of Science, Philadelphia 1951. Prof. Reiser of the University of Pittsburgh referred to my work as "heroic" and stated that I have realised the ambition of the great mathematician Leibnitz (1646 - 1716) whose speculation about a Symbolic Universalis was considered as impossibility for 300 years.

The news of my honour was brought ^{the} to knowledge of Australia in a lengthy cablegram from Philadelphia, printed by the Herald and repeated in an later article. I hoped that the Australian Association for the Advancement of Science will take notice. But nothing happened, neither from this institution nor from any other Australian institution, in spite of the fact that I have given some lectures at Sydney University and the University of Technology.

In consequence of the honour received, American institutions began to take an interest in my work. My mimeographed volumes are to be found in some of the most important libraries. Even more, standing orders were given for anything I or others write about my work in the future. I do not know of any Australian scholar who has been honoured in the same way that even his future writings are ordered in advance.

Lastly, one item which will interest you especially. One of your colleagues the anthropologist Prof. Clyde Kluckhohn of Harvard University has taken an active interest in my work and is trying to promote it in the U.S.A. What I could not say in letters to Professor Oliphant is that I have an anthropologist (yes, it could be termed) discovery to my credit, which in itself will not make my name forgotten. Another anthropologist, Professor Ashley Montagu of Rutgers University agrees with my findings. When an article appeared in a Boston paper of world repute, the President of Boston University was approached with the suggestion to sponsor a lecture tour. The only handicap is money, which could not be raised, because I do not belong to a scholarly institute. But this is only a minor setback. The knowledge of my work and its great value in gaining ground, but fortunately at the same time, the realisation that I do not get a fair deal in Australia.

I am coming here to a point which has been said aloud or behind closed doors, something which has grave consequences for Australian science. In saying this here, I may lose every chance.

But I have lost already my chance with the National University according to the letters received. I have nothing to lose, but my courageous words may gain me a friend perhaps - you.

As a man who can read and value scientific publications, I am, of course interested in what Australian scientists have to offer. A number of such advances were presented at the last Annual Meeting of the Australian Association for the Advance-ment of Science, advances which are no advances at all. It is no wonder that people abroad look at Australia as a backward country, so many years "behind" etc.etc. It is unhappy to dwell on this matter.

Sooner or later someone with great reputation will question the value of scientific work in Australia. Sooner or later, politicians will take up the matter and will question the necessity of the expenditure involved. Sooner or later your department the Research School for Pacific Studies will come under scrutiny and fire of criticism. Not because of the value of scientific work done, but because of failure to cope with a problem which is of vital interest to Australia. The grave danger is that Australia may lose Papua and New Guinea.

It could easily come very quickly. A majority vote in the United Nations can quite easily come about, especially if the so-called "colonial" nations band together. The right to govern the trust territories may be taken away from Australia overnight. This is why residents of these territories urge outright annexation. Year after year commissions tour the territories and they don't like what they see. Year after year there is criticism in the subsequent debate on Australian trust territories. Year after year hostile powers attack Australia because of her inability to educate the natives to a higher level.

Apologetically, the Australian delegates point to the tremendous difficulties confronting educators; difficulties which are due to one fact only: language. Official documents point to the fact that "Over one hundred languages have been counted and many more to come...even adjacent villages may have different languages" and this babel happens in a population which is half or more of Sydney's population only, about one million natives.

Here I come to the last of your criticism of my work. You wrote: "I think that he (Bliss) exaggerates the usefulness and value of this particular system; so far as New Guinea and the Pacific (or New Australians) are concerned teaching in English by means of the new visual methods is by far the more profitable and promising method."

To this I have to say that teaching in English by some of the best methods available is going on for many decades in Australia, in Canada, in the United States, yet there are many thousands of Australians in South Australia who speak exclusively German (although they ^{are} Australian^s of the fourth generation.) In other Australian towns Italian is exclusive. In Canada the exclusive language in some districts is Ukrainian, or French, or Swedish. In the United States recruiting posters had to be printed in 26 different languages because for millions English is a foreign tongue.

Teaching by the best methods is going on in all highschools of the world, in European countries, France, Germany, Italy, etc., etc. in South America, and elsewhere for many decades. I can bring forth quotations from some of the greatest linguists who admit utter failure in foreign language teaching in the most literate countries of the world. The fact is that the mother tongue is all too strong. People anywhere go on babbling from the cradle in the language their mother babbled to them.

Hundreds of years may pass by until the natives of the Pacific would speak some sort of English at all. What really happens is that officials and administrators, judges and policemen are learning the native languages or what the native use in speaking to Australians - Pidgin. The Government prints papers in Pidgin. But Pidgin is not a common tongue even with those who can "speak" it. It is different in different parts. And all this refers only to those natives who live close to government settlements. In the interior, the many native languages prevail and will prevail for centuries to come, just as they prevail in towns of South Australia or New South Wales or Canada or elsewhere.

Please think of your statement in the light of these deliberations, in the light of facts, in the light of the admission of linguists that foreign language teaching has proved a failure, in the light that all international languages like Esperanto and even Basic English have proved an utter failure.

Professor Sawyer's Memorandum is very short. It follows your argument when it says: "I agree. Bliss is on weak ground as to New Guinea, etc. - a common and sophisticated language is the urgent need, not simply another intercommunication with primitive languages.

There are a few words in Prof. Sawyer's statement which are important. It is significant that he speaks of an "urgent need." Furthermore he wishes to see "a common and sophisticated language" in New Guinea. This is of course wishful thinking in the good sense of the word. Yes, "a common language" would be good, not only in New Guinea or the Pacific Territories, but also in Europe, in North and South America, in Africa and Asia - a common language. Prof. Sawyer wants a "sophisticated language" in New Guinea. He says that it is an "urgent need". How many years will it take to sophisticate the natives, least of all to teach them a common language??

He says that I am on "weak ground." These two words translated into Semantography with the operational logic of my symbols, shows the fallacy of such a statement. How "weak" my "ground" can only be proved by the experiment. All the scientific advances have been brought about by the experiments, not the arguments before the experiments.

Yours sincerely,
C.K. Bliss.

All the time I was in contact with my friend Dr. Everingham, to whom I sent the drafts of my letters. I sent him the letter to Professor Nadel, and then received the following letter from Everingham, who lived near Canberra.

(excerpts only)

Dear Carl,

21st Sept, 1953.

I have taken the liberty of making in ink a few minor changes in your letter. I have just put a trunk line call through to Prof. Nadel with view of going to see him if he agrees. I will take care to thank him for the grant of £100.

Just got my call through and will see Prof. Nadel Saturday next at 11 a.m.

28th Sept, 1953.

Nadel told me that he suggested Unesco and you told him that they turned you down. He suggested that the Commonwealth Government would refer you to Unesco, since the Government makes a grant to Unesco and expects it to handle such matters. Prof. Nadel suggests that you contact Mr. Weeden who is the secretary of the Unesco Committee (Prof. Nadel is chairman.) Prof. Nadel is impressed by your testimonials and thinks that you should apply to the Commonwealth Office of Education for a trial of your primer (My interjection: the Commonwealth Office of Education has no power over any school or school child. All this is controlled by the States, and Prof. Nadel must jolly well know that the Commonwealth Office of Education is a totally impotent organization as far as education is concerned) He states that the National University at present has no grant for linguistics or education and cannot place you. He is clearly not personally interested in your technique as he declined to see any of them, and spent most of the time discussing social problems as I come across them in mental hospitals. Kind regards,

Douglas.

And so, another futile attempt has ended as most others have : Go to Unesco, Bliss, or go to Hell!!!

In later ^{years} I at last realised that my fate is not one caused especially by my work or by my approach. It is the usual fate of men who pioneer a new idea and who approach the orthodox keepers of orthodox theories, the professionals. I realised then that the task of my years left to me must go further than a fight for Semantography. I must make mankind realise that our best sons, the pioneers of progress deserve a better deal. Furthermore, some of my friends believe that my approach to the professionals was not meek enough. All these considerations culminated in the decision to mimeograph my correspondence and to publish them in the Semantography Series. I obtained the usual consent of the parties concerned, and herebelow is my letter written 3 years ago to Professor Oliphant, his answer and our further correspondence which has also a bearing on my writings about the scientific ballyhoo on the so-called "nuclear weapons" (see S.S. No. 189 and later publications.)

Dear Prof. Oliphant,

5th April, 1956.

Today, I heard over the air that you will leave for Moscow and then for prolonged study in Europe. I hasten therefore to write to you the letter which I wanted to write to you for a long time.

About 3 years ago I approached you and the University because I have been asked by a number of scholars to do so with request for active assistance of my work. However, after consultation with the heads of the other schools you have declined assistance and have sent me the reasons offered for this in statements made by the other professors. It was a great disappointment for me.

In the meantime, I have been again asked about the result of my approach, and have been well again urged to approach you. Whatever I say will be tainted by my great disappointment. There is only one fair way to deal with this situation, to send the enquirer a copy of the letters. I ask you for the permission to do so. Kindly use the enclosed stamped and addressed envelope for your letter giving me permission to copy the correspondence.

I remain with thanks in anticipation and with my best wishes for a most fruitful journey abroad and for a good homecoming to Australia.

Yours sincerely,
C.K. Bliss.

Dear Mr. Bliss,

9th April, 1956.

At the time when you approached the National University for assistance with your work, I was Acting Vice-Chancellor. Since then a Vice-Chancellor (Mr. L.G. Melville) has been appointed and recently Sir Keith Hancock agreed to become Director of the Research School for Social Sciences. It may be that a fresh approach by you would be more fruitful, though I have no real knowledge of what the attitude of Melville or Hancock would be.

In any case, you are at liberty to copy the correspondence to which you refer.

Yours sincerely,
Oliphant.

Dear Prof. Oliphant,

14th April 1956.

This is to thank you for your quick reply and for granting my request. You went even out of your way to suggest that I might have better luck in approaching Mr. Melville or Sir Keith Hancock. This shows me that you look kindly upon my work and, and this encourages me to write to you, knowing that you will soon go to Russia.

As you know, I am fighting for the recognition of the young science of Semantics, the study of the influence of signs and symbols on our thinking. This holds particular significance with regard to words heard, spoken, or printed. Words are phonetic symbols which stand or should stand for physical realities of the world. With the emergence of abstract, vague and ambiguous words something else came into the world: the unconscious liar who belies himself and others by such words. This holds true with many an atomic scientist. With regard to Russian scientists in the atomic field the lie is used deliberately, in accordance with the Lenin concept.

I am a qualified industrial chemist (now retired) with many years experience especially in scientific and industrial intelligence and counter intelligence. I have been director of the patent department of a large firm making electronic equipment and I have fought many a battle in the patents courts of Europe against giant electronics concerns such as Phillips, Telefunken and others. I have made invalid patents and also expertises by professors brought into the courts by the opposing parties. I am trained to interpret words in science and scientific reports, perhaps unequalled. This has indeed led me to pioneer Semantics. And on the basis of the unusual experience I state that there is enough circumstantial evidence to prove that:

The Russian Leaders are boasting and bluffing. Russia has no atomic weapon.

You will agree that this question is of gravest concern to the whole world. At present, thanks to sensational scientists of American Universities we have been made to believe that Russia has already the atomic bomb, the hydrogen bomb, the cobalt bomb, and of course, has outstripped and outpaced America and Great Britain in atomic energy. If I could throw some doubt on this question, I think I would "perform an important service to mankind" (using the same words which Earl Bertrand Russell used in appraising my Semantography.)

I am writing to you all this, because you are going to Russia. You will be subjected to words and to lies, subconscious or deliberate lies. I see crestfallen how scientists are taken in by Russians and this in turn influences greatly the statesmen who have to care for their nations. A few days ago, a scientist returned from Russia full of enthusiasm about what he has been shown. I have heard it over the Australian National Network and I have read it in the Sydney papers.

"Pentecarvo," reported that scientist "lives in an atomic scientists' paradise." Everything he needs is given to him." And this in a country where all products are inferior to the West.

Now, I have done research work myself and I know from experience that every scientist (and I mean "every" and this may concern you) - every scientist feels a sense of frustration of not being given the equipment he needs, the building he needs, the material, the staff, the money, etc., etc. How many scientists, after reading the story of Pentecarvo living in a paradise, might cast longing thoughts and may like to disappear behind the uranium curtain. And all induced by lies.

As you are one of the most responsible atomic scientists in the British Empire I implore you not to dismiss my deliberations but to give them most serious considerations. How serious the matter is may be shown in the following word quirk. What is the difference between the C.S.I.R. and the C.S.I.R.O.? Both letter symbols stand for one and the same Australian scientific institution which spends millions of pounds. Why has an O been added? What is the difference? Well, the difference means communism in Australian scientific circles. When it was discovered that Dr. Kayser was a communist, a shake-up was introduced, and in order to show the outside world that communism has been wiped out in this organization, the words "Council for Scientific and Industrial Research" were changed into "Commonwealth Scientific and Industrial ^{Research} Organization." But has the change-over in Australian scientific minds really occurred? When I offered Sir Clunies Ross the proof that my semantic analysis could help to reveal the lies of communist scientific propaganda, he dismissed me, of course. Yet, Bertrand Russell, Julian Huxley and other eminent scholars have praised my work in the highest terms and some of them have acknowledged that I have solved the 300 years old mathematicians' problem, posed by Leibnitz (1646 - 1716), a simple Algebra of Thought in which symbols for every statement in every language are operated in order to find out the unknowns, the variables, the ambiguities, the demagogies, the falsehoods and the truths.

You have been at the Conference for Atomic Energy for peaceful use in Geneva. The Russians have displayed a model. What is the semantic significance of a model? In the windows of shipping companies we see models of passenger ships which actually exist. But a model of an atomic energy plant, which does not exist yet, is a lie to all intent and purpose, though it may not seem a lie to many. Now it may be possible that you will be shown a plant, a big plant, a fine plant. Does it mean that Russia has outstripped the West? What about the performance of that plant? Now, they may give you figures. But figures are symbols only. You will not be able to see if the figures stand for lies or for realities. If you remember your history you will remember that Prime Minister Potemkin in order to show his Empress Katherina II how prosperous Russia is, had Hollywood backdrops erected along the road which the Empress travelled, painted boards showing prosperous villages. Think of Potemkin and the fact that principally nothing has changed in Russia, only new words for old tyrannies and lies.

Professor Eric Ashley of Sydney University was attached to the Australian Legation in Moscow during the war. Though he had words of praise for Russian scientists he revealed incredible scientific lies fabricated by Russian scientists in order to save their livelihood and their lives. He told about all this in his book "Scientist in Russia"; being a botanist, he concentrated on botanic "achievements" in Russia.

Professor Ashley told us how Russian scientists achieve tremendous yields. They plant a number of seedlings of potatoes, or wheat or other vital plants, on an experimental bed, giving this small plot the utmost care, manure, water, etc., etc. Some seedlings die, some show meagre development, but a few may grow profusely and give great yield. Russian botanists then measure the circumference of one single plant and calculate the yield for that square yard. Then multiply the yield until it comes out tons per acre. And then scientists and laypeople in the free world are just gaping and marvelling about Russian achievements.

All this is only an introduction to what I have to say, namely that the Russian leaders are boasting and bluffing. They have neither the atom nor the hydrogen bomb. It is therefore necessary first to disentangle the semantic confusion created in the minds of laypeople about atomic energy and atomic bombs. Scientists have deliberately created this mix-up in order to extract money for their research from their politicians. In fact, the difference between atomic energy and atomic weapons is that a simple truth and a gigantic lie. Atomic energy can produce radioactive isotopes, a very valuable product. Apart from this, it can make cold water hot. Coal can do this too and much cheaper. Even if we arrive at the same cost of producing electricity, there are still the expenditure of overland cables, transformers, wires, etc.

I am firmly convinced, indeed I can prove it, that later generations will marvel at the fallacy committed by responsible scientists of this generation in the face of the following fact: there are already a variety of photoelectric cells available which convert sun energy (even on cloudy days) directly into electric energy. The Bell Co. in America uses such cheap cells already to create electricity for telephone transmission. Soon every house will have its ^{roof} tiles made of such cells, which will provide electricity for the whole house without power generation, transformation, overland transportation.

The trouble is that, apart from reactors and moderators, there are other mechanisms working, as for instance the exaggerator, an incredible mind mechanism within atomic scientists who feel terribly important and want to impress and scare laypeople, especially senators and politicians. Nobody not even you have been able to examine the ultimate set-up which went off in an atomic explosion. All that the world was allowed to see was a mushroom cloud. And in the minds of the world ^{the} semantics of a mushroom cloud is that it means only an atomic bomb and nothing else. Well, it doesn't. I can produce a mushroom cloud on a small or large scale without even an ordinary explosive. The chemists of Hollywood know this too. They produced a beautiful mushroom cloud in the film "The War of the World". Alas, Sir Penny bungled the job miserably in Montebelle. It was no mushroom. And later on at Emu Plains there was a small mushroom, but not impressive enough for American senators and government men. Lord Cherwell who timed his visit to Washington with the second explosion had to return emptyhanded. He resigned his job.

But the incredible thing is that the Russians have not been able to produce a mushroom cloud. Otherwise they - the brilliant exploiters of words and pictures of faked facts in their foreign language illustrated magazines, available in Sydney and elsewhere, they would have supplied the world press with their impressive mushroom clouds - and the Sydney Morning Herald and all the other papers would have provided a gratis front page publicity to the frightful achievements of the USSR. But no pictures and no mushrooms. Even more strange, the Russians - who declare that they have invented everything first - are keeping mum whenever the West declares that Russia has set off another atomic explosion. They do not acknowledge their achievement. They say nothing. How does the West know? Well, scientists are telling us that they infer it only in increased radioactivity in the atmosphere. But here again they delude themselves. Give me enough conventional explosives and enough of radioactive material and I shall send up clouds of radioactivity which will make all scintillometers the worlds over go haywire. The dust from the Krakatau explosion circled the earth for 30 years. And apart from this possibility of a deliberate fake, what do we know of how the increased radioactivity comes in the atmosphere. It may come from an atomic explosion, most probably it has other causes. We have just begun to toy with such detectors. We don't know.

Another strange thing. Whenever the Russians want to sway public opinion in a foreign country to suit their own aim, they induce their local fellow-travellers to expound the Russian aim. On the walls of Sydney and Melbourne and elsewhere we have seen slogans painted HANDS OFF INDONESIA, or KOREA FOR THE KOREANS, and now we see, BAN THE H BOMB, or BAN ATOMIC WEAPONS. If the Russians have really outstripped the West in atomic weapons why are they so anxious to ban something which gives them a tremendous advantage. Perhaps they do not have it. It may well be that they are scared of it. It may well be that they have no atomic weapons, and this would explain their reticence to admit an atomic explosion or show pictures - they who like so much to boast.

The fact is that all announcements of Russian atomic explosions have been made by the West. Never did the Russians announce an atomic explosion. Now such announcements by the West have a strange familiarity. Announcements of enemy military achievements are usually cropping up wherever military budget of a nation is discussed. It scares the politicians and they grant the sums easily. Who announced the first Russian atomic explosion? It was Truman as president. Later, after his resignation, he renounced his announcement. He does not believe that the Russians have exploded the bomb. In short his announcement had been induced by scientists and militarists for what purpose they had in mind. Another proof of circumstantial evidence that the Russians have not exploded a bomb. I can produce more such circumstantial evidence for my assertion and I repeat that it would be of tremendous importance for mankind if we could call the Russian bluff. That not only the Russians are bluffing, but also the Americans may be exemplified by one piece of evidence.

We are told of a terrific blinding flash which accompanies an atomic explosion. Now the physicist knows of the phenomenon called solarization. It means a complete reversal in a photographic plate caused by a great overexposure. For instance the sun may appear as a black spot.

Well, if anything should create great overexposure it certainly should be a blinding superflash of an atomic explosion. I have watched all films of atomic explosions in Bikini, Nevada and elsewhere for that phenomenon of solarization. It was visible in a faint sort shadow, but there was no superflash whatsoever. As trained chemist I venture to say that I can produce all the effects with conventional explosives including the resulting radioactivity (see above), including skin irritations to Japanese fishermen. Any thing can be faked.

I must close this overlong letter, and therefore only one reference to your forthcoming impressions. You will be feted, and you may well be overcome by the toasts, the handshakes, the smiles, the "sincerity." Let me tell you of one of my experiences. As an industrial executive I often visited foreign executives and was overcome by their feting me. Only when, I had to fet them as visitors did I realise the meaning of it: It means having a good time at the firm's expense. Russians and Russian scientists are poor people. If Professor Oliphant comes, it means gratis gorgeous dinners and many toasts means gratis drinking and gratis drunk. Beware Professor, smiles and caviar and vodka should not let you forget that behind all this are slave-labour camps, dictatorship and terror, in fact the old Czarist despotism only on a gigantic scale and making - through words - believe that all is for "the liberation of mankind."

God's speed to you and good homecoming to a free country.

Yours sincerely,
C.K. Bliss.

Dear Mr. Bliss,

19th April 1956.

Thank you for your letter of April 14th.

Your remarks about my prospective visit to Russia were welcome, but I am afraid that you accuse nuclear scientists of a naivety which, through bitter experiences, they have long since shed. You may be sure that I, and others, will have our eyes open and will not be misled by Russian hospitality.

You're wrong in some of your conclusions. The Russians did themselves announce at least one nuclear explosion, the thermonuclear test, which they acclaimed was the largest ever. Examination of the air-borne activity gave evidence of a new type of explosion - fission-fusion-fission, since adopted also by U.S.A. and U.K. The Russians certainly have a 235 separation plant of large size and able to make available for power development larger quantities of highly enriched material than are available in U.K. Dr. B.F. Schonland, Deputy Director of A.E.R.E. Harwell, and a party from his establishment, have inspected these particular facilities. Thus, while you may be right in your assumption that U.S.S.R. has no large stocks of nuclear weapons, she undoubtedly has enough separate 235 to make a few test explosions.

The Russians did not display a model in Geneva. On the other hand, Dr. Skobeltsin was very impressed with the model of the U.K. Calder Hall plant and admitted that Britain had a power programme which can not yet materialise in the U.S.S.R. or U.S.A. Russian measurements of absorption cross-sections for neutrons of various energies from zero to several kilowatts, were far more comprehensive and complete than made in the West. Where measurements overlapped, those made in the U.S.A. and U.K., and made independently without any sharing of knowledge beforehand, they agreed exactly. Facilities and/or manpower, engaged on this very important aspect of fission work, must be greater in the U.S.S.R. than in the West.

You are completely wrong about the U.K. tests. Exact details of the set-up which exploded are known to several other^s than Sir William Penny. Mushroom clouds have nothing to do with it. Your evidence of lack of solarization has no significance and is not true. Many of the photos of the original explosion in the desert of New Mexico exhibit intense solarization and gave the clue to exposures preventing it in photos of later explosions.

It is just as foolish to delude one's self into imagining that the Soviet claims are all bluff, as to be hoodwinked into believing everything they say.

Yours sincerely,
M.L. Oliphant.

Did Professor Oliphant destroy all my assertions? He did not. So the Russians did announce an explosion at least. Why not the others? Of course this one was the "largest ever". I say that Russia at first remained silent, and later on realised that it is good to boast. So they did!!! Sure enough they have large separation plants. Prof. Oliphant states that they can make greater quantities than the British.

But in the next sentence Prof. Oliphant states that if there is fraud, perhaps only in the total production rate. In other words they may produce less than the British.

Professor Oliphant says that the Russians did not display a model at Geneva. Then the reports and pictures of their model must be sheer fake. Measurements of absorption of neutrons may be correct, but this has nothing to do with the atomic bomb. He says that facilities "must be greater in the U.S.S.R. than in the West." But he could not and did not see all. As to the details of British tests in Australia, I did not say that Penny kept everything to himself. But if he faked the explosion, surely he would fake also the reports. As to solarization, all the pictures which I have seen in papers and books did not show any solarization. And the most important thing in Prof. Oliphant's letter is that he does what I warned him to do: not to mix up atomic research with the atomic bomb. Even if the Russians have larger reactors, and make more and elaborate tests with neutrons, etc., etc., it does not mean that they have larger and more atomic bombs. I agree that all the reports about isotope research and neutrons and all that are true. But I say: all that is said about atomic bombs are not true. This is a decisive difference.

I closed the correspondence with the following letter.

Dear Professor Oliphant,

25th April, 1956.

Please accept my sincere thanks for your kind and detailed answer of April 19th, which I have read with the greatest interest. Meanwhile world fears have been again increased by Mr. Krushchev's boasting of Russian nuclear weapons. It is now even more necessary to examine what is fact and what is fiction in nuclear weapons in general. At a later date, when you are back from your voyage, I shall take the liberty to inform you about the relevant facts.

Meanwhile I remain with my renewed thanks and best wishes for a fruitful journey,

Yours sincerely,
C.K. Bliss.

What happened? Prof. Oliphant came back with glowing accounts - of what? Of life in Russia for the Atomic Scientists. They can get everything they want, he said on the radio. (I have the temerity to say that they can not even get toilet paper. After all, the commissioner might say, is the paper of Pravda and Isvestia ^{not} good enough?) They earn about £6000 a month, he said, (using the crooked Russian exchange rate). That means that they can buy a good brick home every month, an average Australian may think. Their synchrotron is far larger than Oliphant's synchrotron in Canberra. And he lashed out in condemning the miserliness of the Canberra bureaucrats. In short, the red carpet and V.I.P. treatment for Prof. Oliphant have done the same thing as they do to labour bosses of Australia and other countries who are invited to a gratis trip to the Soviet Despot. They are not shown the slave labour camps, they are fed and feted and made drunk with vodka and figures of the wonderful paradise of the U.S.S.R.

It is my intention to collect all the evidence on this atomic bomb business and present it to the world in a special publication.

The End.

PS. A few months ago (1960) I read an article in TIME of American scientists having visited the atomic establishments in Soviet Russia. Their overall impression was: all copied from Western establishments, but on a much inferior scale.