

EVCO

DR. JAMES L. EVANS D. E. CORNELL, III
CONSULTING PRODUCTION
INSTRUCTIONAL DESIGNS
225 San Pedro N.E., Albuquerque, New Mexico
Ph: 505-256-9811

October 13, 1966



Mr. C. K. Bliss
2 Vicar Str., Coogee,
Sydney, Australia

Dear Mr. Bliss:

I received your magnificent second edition last month and have placed it in my most honored reading spot: by my bedside. You are to be congratulated for making what I consider a fundamental contribution to human communication and understanding.

As I mentioned in my last letter, we are busily engaged in developing and producing improved instructional materials. This has effectively curtailed my time for basic research, but I must share with you one application of Bliss-symbolics which I have already found fruitful.

The problem is the learning of a second language. Linguists point out, quite properly, that mere facility in translation is an undesirable activity in learning a second language. Or, as I would phrase it as a behavioral psychologist, the response in the second language comes under the control of the wrong stimuli: the written alphabet of the first language. I find Bliss-symbolics, by design, to be an invaluable algebra of language. Specifically, I proceed as follows:

I translate the English sentence into Bliss-symbolics. Then, after some time interval, I use these symbols as the prompting stimuli to control production in a second language, such as the Spanish I am studying now. Since I am responding only to the formal and ideographic representation of language, I have effectively avoided the English to Spanish translation error. I can then check the correctness of my responses in Spanish which is as it should be. Further, if there are formational or transformational rules of Spanish it is much easier to see and remember their pattern in the algebra of Bliss-symbolics.

I see no reason why the same techniques could not be extended to the learning of any new language by any native speaker. I only regret that I have limited time to devote to this potent technique for second language training.

I hope the fact that Bliss-symbolics is enjoying such an immediate and useful application in some way recompenses you for your untiring efforts to facilitate communications among people.

Cordially,

James L. Evans, Ph.D.
Partner

JLE:jc

Semantography Series No. 260

E V C O

BASIC INSTRUCTIONAL

RESEARCH AND DESIGN

235 SAN PEDRO N.E. ALBUQUERQUE, NEW MEXICO 87108 PHONE 505-256-9811

July 24, 1968

Dear Mr. Bliss,

The purpose of my letter is two-fold.

The first is to acknowledge receipt of your letter of August 14, of last year. I apologise for the long delay in responding. As usual, the reason was lack of time, not lack of interest.

The second reason for responding is to announce that our organisation has, as of last week, merged with a producer of teaching machines, Dorsett Industries of Norman, Oklahoma. We still retain our corporate and functional identity and address.

I am now in a position to pursue with vigor and more time than I have previously had available, the application of Blissymbolics to language teaching. Mr. Dorsett, the President of our new parent company, is a producer of highly ingenious, low-cost audiovisual teaching machines. We will be developing a series of new self-instructional material for his machines, particularly in the area of Reading and Languages. I am finding that your symbol system is more and more influencing my thinking about language teaching both as an analytical and as an applied tool. For example, I personally find that it greatly facilitates the memorization of poems if I supplement the poem with key words in Blissymbolics. Along this line, I see Blissymbolics as being a great facilitator for persons in the performing arts such as drama and opera (as well as an aide to public speakers).

I am personally acquainted with Professors Atkinson and Suppes whom you mentioned in your last letter. They are both highly intelligent men, but I have found them to be remarkably resistant to ideas not their own. Since EVCO is also in the business of computer assisted instruction and computer-mediated instruction, I believe we prefer to do our own development work, gratefully accepting fundamental contributions such as yours, and giving due credit where credit is due. As soon as I have some sample developmental materials available which may clear what I am now working on, I will send them to you soonest.

You may also be gratified to know that I am in correspondence in Blissymbolics with at least one other psychologist in the United States, and that I continue to show your magnificent volume to those few sympathetic people whose education has not terminated with the reception of an advanced degree.

Cordially,

James L. Evans.



BASIC INSTRUCTIONAL
RESEARCH AND DESIGN

235 SAN PEDRO N.E. • ALBUQUERQUE, NEW MEXICO 87108 • PHONE 505-256-9811

July 24, 1968

C. K. Bliss
Semantography (Blissymbolics)
Publications
2 Vicar Street
Coogee, Sydney
Australia

Dear Mr. Bliss:

The purpose of my letter is two-fold.

The first is to acknowledge receipt of your letter of August 14, of last year. I apologize for the long delay in responding. As usual, the reason was lack of time, not lack of interest.

The second reason for responding is to announce that our organization has, as of last week, merged with a producer of teaching machines, Dorsett Industries of Norman, Oklahoma. We still retain our corporate and functional identity and address.

I am now in a position to pursue with vigor and more time than I have previously had available, the application of Blissymbolics to language teaching. Mr. Dorsett, the President of our new parent company, is a producer of highly ingenious, low-cost audio-visual teaching machines. We will be developing a whole series of new self-instructional material for his machines, particularly in the area of Reading and Languages. I am finding that your symbol system is more and more influencing my thinking about language teaching both as an analytical and as an applied tool. For example, I personally find that it greatly facilitates the memorization of poems if I supplement the poem with key words in Blissymbolics. Along this line, I see Blissymbolics as being a great facilitator for persons in the performing arts such as drama and opera (as well as an aide to public speakers).

I am personally acquainted with Professors Atkinson and Suppes whom you mentioned in your last letter. They are both highly intelligent men, but I have found them to be remarkably resistant to ideas not their own. Since EVCO is also in the business of computer assisted instruction and computer-mediated instruction, I believe we prefer to do our own development work, gratefully accepting fundamental contributions such as yours, and giving due credit where credit is due. As soon as I have some sample developmental materials available which may clear what I am now working on, I will send them to you soonest.

You may also be gratified to know that I am in correspondence in Blissymbolics with at least one other psychologist in the United States, and that I continue to show your magnificent volumn to those few sympathetic people whose education has not terminated with the reception of an advanced degree.

Cordially,

James L. Evans

JLE:cs