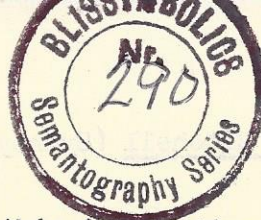


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Don't return this information. Ask for
the manuscripts if you are interested

I N F O R M A T I O N

(see footnote)

about the Manuscripts of 2 small Books
for general readers (primary school education is sufficient)

titled

G O D, L O G I C, A N D Y O U

An Introduction to the new Logic for Everyone

and

E V E R Y O N E ' S N E W L O G I C

A Primer for Adults and Adolescents

by C. K. B l i s s B.Sc.

Eminent Scholars commented on Bliss's work

Lord Bertrand Russell: "I think very highly of it. The logical analysis is good...ingenious...easy to understand, and the whole is capable of being very useful. Any man or men who will spend the money necessary to get this work printed will, in my opinion, be performing an important service to mankind."

Sir Julian Huxley: "Bliss's work provides something of real importance."

Prof. Oliver L. Reiser (Pittsburgh): "Bliss's heroic work...a powerful stimulus and aid...he realized the ambition of the great mathematician Leibnitz."

Prof. Lancelot Hogben (Birmingham): "interesting, stimulating, fascinating, ingenious."

Prof. G. Patrick Meredith (Leeds): "Sheer fascination...such an important creative advance..."

Prof. Carleton Washburne (New York): "ingenious...could be of great value."

Footnote: Each chapter in both books is told as a story which lends itself to forceful illustration. Each page could contain a picture making both books fascinating.

Prof. A. G. Mitchell (Sydney): "We have been charmed and fascinated by the intricacy and ingenuity of his system. But I think we have also strongly felt in Mr. Bliss a sincere devotion to an earnest purpose...."

Librarian John Metcalfe (Sydney): "Bliss' books should be available in the larger public and university reference libraries throughout the world."

Other scholars have commented in similar terms.

S U M M A R Y

of the basic Ideas contained in the Manuscripts

Questions of immense Interest to Millions of Readers

- (1) This world of ours - is it the product of chaos as the scientists say, or is there a Supreme Intelligence which we call God. If there is a God, why then does he inflict untold misery on millions of innocent and even pious people?
- (2) Can we improve our lot and our life by going to evening classes and by reading books on psychology, sex adjustment and all that?
- (3) What can we do to stop the disastrous trend in our children, their love of cruel crime, their disobedience and disregard for their parents and teachers, their cheeky and insolent answers and behaviour, juvenile delinquency and worse?
- (4) What can we do to ensure a better future for our children? What can we do to stop the mass madness of the race for self-destruction?

One answer is: in order to cope intelligently and logically with the problems of our lives we need more and better reasoning power. We have not been taught in school how to reason logically. What we need is a simple logic which even children can learn to operate. They learn already the logic of numbers called arithmetic. A simple logic for everyone would help everyone in the home, the office, the workshop, the community, the nation.

If such a logic would be available it might help also in disentangling the religious bombast and the scientific ballyhoo which now befuddle our minds. We might then be able to see for ourselves whether our lives are the product of chaos or whether a Supreme Intelligence exists (called God in our time and Logos in olden times).

Why don't we learn a simple Logic in School?

We learn the 3 R's and then we go on learning more R's and Arts. But the most important R is not taught in any primary and secondary school anywhere in the world: the Art of Reasoning, called Logic. Why?

The answer is simple. There was no simple logic available which could be taught to children and teenagers. At the universities a few students learn a bit of scholastic logic which is abstruse, complex and often downright false. All other

other students of all faculties at all universities are not compelled ^{to learn} this useless logic. Yet, they are the future leaders of their nations. They need more than anybody else and anything else the Art of Reasoning.

This catastrophic educational lack signifies a silent admission by all educational authorities of all countries that there is no simple logic available, which can be applied to the problems of our daily life.

It can be rightfully said that many of our man-made miseries are due to the fact that we have not learned how to deal with our problems in a reasonable and logical way. This fact has been recognized by eminent scholars throughout the centuries, notably by the great Leibnitz (1646 - 1716).

"Bliss realized the ambition of the great mathematician Leibnitz", said Professor Oliver L. Reiser of Pittsburgh University in an address on Bliss's work to the American Association for the Advancement of Science.

Three hundred years ago, Leibnitz realized the necessity of a simple "Algebra of Thought" similar to the simple arithmetics which children can grasp. But throughout those three hundred years mathematician, philosophers and logicians believed that Leibnitz's dream is impossible to realize.

Now, eminent logicians like Bertrand Russell, Oliver L. Reiser and others have agreed that Bliss solved that old problem, a simple logic for mankind.

How does the new simple Logic for Everyone work?

Mathematics is today considered a branch of logic only, and children learn already the logic of numbers (arithmetic) in school. Hence husbands and wives, fathers and sons, women and grocers, managers and workers do not argue whether $2 + 2 = 4$ or is it perhaps 5? They have learned to operate the logic of numbers and therefore there is peace. Arguments don't even start.

But the logic which deals with all meanings of mankind has not been taught to them. The results are innumerable squabbles and arguments which occur daily in millions of homes and offices. Here are only a few examples:

Wife to husband: "You don't love me as much as I love you!"

Husband: "This is not true!"

Wife: "It is true!"

Husband: "It's a lie! Don't drive me crazy with your nagging or...."

Father to son: "This is an evil thought, son. You don't understand these things."

Son: "It's a new idea and not evil at all, father. It's you who don't understand."

Father: "Why you....."

Mother to daughter: "That girl friend of yours. She is badness in person."

Daughter: "She is not bad, mother. It isn't true what you said."

Mother: "Why you dare call me a liar, you...."

Boy to girl: "My father is cleverer than your father."

Girl: "This is not true. My father is the cleverest man in town."

Boy: "Compared with my father, your father is a stupid ass."

Girl: "You, you, you,....."

Manager to foreman: "There is only one way to do something right: the right way."

Foreman: "I don't agree. There are a number of right ways. Mine is the better one."

Millions upon millions of similar statements are made daily and cause unhappiness and misery, animosity and antagonism, tears and worse. Friendships break up, marriages break up, lives break up.

In the new logic for everyone such statements are treated like the statement $2 = 2 = ?$. Adults, adolescents, even children can see at a glance whether a logical answer can be given or whether the statement is illogical like $2 + 2 = 5$. Children laugh today if someone asserts that $2 + 2 = 5$. They know that it's only a joke. They know it isn't true.

Similarly, adults who have learned the new simple logic when they were boys and girls would never take seriously such statements which today are said in dead earnest. Hence adults would refrain from making such statements, except as a good humoured joke which nobody takes seriously.

Let us realize that illogical statements as voiced by demagogues and dictators befuddle the minds of millions of adults - with catastrophic results. Let us remember that Hitler used such illogical statements to befuddle an intelligent and literate nation of over 60 million people. The results were mass crime, mass killings, mass misery the world over.

The history of the human race is a bloody history of continuous warfare in which both sides have been exhorted with illogical words. The result was that millions of men killed millions of their fellowmen in cold blood and with a clear conscience. And new dangerous words come today from dictators and demagogues.

Can the new logic for everyone help in avoiding new massacres, new wars, new world-wide misery?

It can. It can even more than that. Here is one of the most fascinating stories of this century, a story which contains breathtaking hope for humanity.

Why do men go to war? "asked a world-famous brain specialist,

the psychiatrist Dr. Brock Chisholm, later to become the first Director General of the World Health Organisation. Shortly after the end of the second world war the U.S. war department invited him to lecture on the most topical theme:

Why does man go to war against his fellowman?

Why does he kill his fellowman?

What can be done to stop this disastrous trend?

Chisholm's answer was received with incredulity by the American nation. He said that the minds of mankind have fallen victim to a brain disease, an epidemic which has perverted our thoughts. We medical men know how to fight epidemics, Chisholm said. First we must find the virus, then the antidote.

The virus, said Chisholm, is abstract language. Men's thoughts have been perverted by various abstract notions called isms, as Nationalism, Nazism, Communism, Catholicism, Protestantism, Islamism and many more. Then there are equally dangerous abstract concepts, such as the concept of good and evil, of right and wrong and others. With such abstract notions in his head a man will

will commit cruel crimes, even mass murders, and he will do it with a clear conscience because his mental and moral leaders have told him that he is fighting for a good cause, for a right cause, for a just cause, even for a holy cause. And the people on the other side he is going to kill are bad, evil, wicked and wrong. The people on the other side however, have been told to believe that they are the right and good ones and they have to kill the bad and evil ones.

What then is the antidote to this disastrous epidemic, caused by abstract notions? Chisholm said: a re-education of mankind is necessary. But he could not offer any method nor tool for this re-education of mankind.

This new tool has been found by Bliss and in the search for it, he has made discoveries of tremendous significance. Such words may seem immodest and even preposterous, but you will soon have an opportunity to judge for yourself whether there is a more fascinating story with more hope for mankind than just this story of Bliss's search and his finds.

In Search of a new and simple Logic

Three quarters of the world's population cannot read and write. But they talk in thousands of languages and all these languages contain disastrous abstract concepts. Incidentally, all tribes and all nations have waged war against other tribes and other nations. Some do so even right now.

Fired by Chisholm's theory, Bliss began to study those "people" who have no articulate language and no abstract notions - the animals, birds and other creatures. Bliss found that their minds are guided by a natural logic which works miraculously, to say the least.

Take a young mother cat, giving birth to kitten for the first time in her life. She will do the most logical thing, something which only trained midwives and obstetricians have learned to perform: the operation by which the navel cord is severed. How does the little cat know to do the logical thing?

Take a newly born kangaroo baby, just as it comes out from mother's womb. It is less than one inch high and has to think for itself. In order not to perish it must do the most logical thing: find mama's pouch where there is a milk nipple, warmth and shelter. Alone and unaided it sets out courageously and miraculously - in the right direction. How does it know?

Observers have seen a newly born as it misses the pouch by inches and goes on to certain death. But no! After a few steps it stops, hesitates, wavers, then turns around - and finds the pouch. How does it know?

We all know that animals, birds and other creatures do the most logical things in building their nests or burrows, in coping with all the difficulties of their lives, in overcoming emergencies which require very hard thinking. And yet, they never learned to think, they never learned to reason logically. Apparently a natural logic is working in their brains - and the new simple logic for everyone must be modeled on this natural logic, Bliss thought.

How do animals behave towards their fellow animals of the same species?

To his utter astonishment, Bliss found - and later got confirmation from zoologists and biologists, that animals, birds and other creatures do NOT kill

NOT kill members of their own species.

Lions don't kill lions. Tigers don't kill tigers. Cats don't kill cats. Dogs don't kill dogs. Wolves will roam the wintry forest howling mad of unbearable hunger. But no wolf will kill and eat a fellow-brother-wolf. Together they live, together they starve, together they die.

Only man kills his fellowman and even eats him - even in our times in some remote jungle. But even Christians did kill and eat fellow Christians when crazed by hunger in an open boat.

Animals hunt and eat other species, but they never, never hunt and kill and eat one of their own kind.

Occasional scraps between two male animals over the favours of a female are fought with no intention to kill the opponent, least of all to eat him. On the contrary. The highest sportsmanship is the rule - without a referee. The loser counts himself out and retreats waiting his turn with that female.

Professor Ashley Montagu said: "Among the same species of animals the highest ethics is supreme law." Ashley Montagu is the author of the book "Man's most dangerous myth" and he too asks us to realize the disastrous linguistic and semantic muddle which has overtaken the minds of men. Bliss corresponded with him and found him in complete agreement. Other scholars agreed too (see below).

How then is it possible that our teachers never, never told us that man is the only animal which kills his own kind. Why didn't they tell us that man is lower in ethics and moral than the lowliest of other creatures? Why?

They have only one excuse, said Bliss. Their minds have fallen victim to a semantic muddle. Hundreds of thousands of species live on the plants and the fruits provided by nature. Other species hunt smaller species and eat them. Man too hunts animals, birds, fish, etc. This has been termed "biological warfare." And the semantic confusion has arisen by believing that "human warfare" is but one aspect of "biological warfare."

This, however, is a disastrous mistake, as Bliss points out.

"Biological warfare" is the hunt for food from other species.

"Human warfare" is the hunt for destruction of the same species.

The difference is tremendous.

The Proof, the most significant archeological and anthropological Discovery of the 20th Century.

This boisterous headline should be put to the test by comparing all previous discoveries with Bliss's discovery. Here is how he reasoned:

If Chisholm is right and human warfare began with the emergence of abstract notions in men's minds, how did man behave before he developed abstract language?

There is only one answer to this question: man must have lived at that time as the animals live today. They don't kill their own kind. Primeval man must have lived in peace with his fellowman. He did not yet know of brother killing.

Can we find archeological proof that this human paradise existed where war was absent?

Bliss found unmistakable proof that human warfare was absent before about 30,000 B.C. What's more, he found that a few archeologists and anthropologist have also reported of this curious phenomenon of the absence of warfare, but not one of them had drawn the conclusion linking this fact with the biological, zoological, psychological and linguistic aspects, as Bliss did.

One of those anthropologists is Harvard anthropologist Professor Clyde Kluckhohn. He agreed with Bliss. He communicated Bliss's finding to Chisholm and found him in agreement too. Before we continue this story let us now compare all previous archeological and anthropological discoveries with this one.

Previous archeological discoveries told us of the golden splendour of kings and of their bloody battles with other kings. Those discoveries made us all believe that human warfare always was with the human race and indeed always will be, because it is the natural "biological warfare" which drives us to war.

In immense contrast, the new discovery tells us that human warfare is only a very recent phenomenon and that it was absent in the prehistory of primeval man, just as in fact it is still absent among all other natural creatures which don't kill their own kind. In short, this discovery tells us that human warfare is not innate to human nature (and you can ^{now} change human nature). It tells us that Chisholm is right, that war is a brain perversion, an epidemic which we now can cure. There is no greater scourge than human warfare and we can stop this as we have stopped other epidemics.

No other archeological or anthropological discovery gives mankind this breath-taking hope. Bliss not only pointed to the tremendous difference between man and the animal. He not only found proof that paleolithic man did not know of human warfare. He found also the very tool for Chisholm's proposed re-education of mankind - a simple new logic for everyone.

Psychological aspects of Bliss's logic and the natural logic

Freud and psychologists before and after him have used the age-old distinction of (1) emotion, (2) reason, and (3) conscience.

Studying the natural logic which works in animals, birds and other creatures Bliss found that they show the same psychological behaviour as the animal man.

Animals and birds and others show emotion and love towards their mates and their children. Animals and the others display high intelligence and reasoning power in coping with the difficulties and dangers of their surroundings. And, above all, animals, birds and others display high moral, high ethics and conscience in caring ^{for} protecting and defending their young and helpless children. They will even die for them in self-sacrifice and heroic courage against stronger species.

But above all this, animals, birds and other creatures show the highest ethics towards their fellow members of the same species, as Ashley Montagu wrote. They don't kill their own kind. Only man kills his fellowman. He sinks thus to the ethically lowest creature on earth.

This natural logic, causing such ethical natural behaviour in other creatures but man, should be the natural basis of the new simple logic for man. This of course is something totally different from the old theories which we learned in school and in the universities.

The old Theories and the new Logic

You see already that the new logic for everyone is not just another textbook on orthodox logic. It is something in bitter and violent contrast to the scholars and their various theories and to the moralizers and their various religious theories, and it is more than anything else in most violent opposition to the worst scholars and moralizers, the atheist scientists who always maintain that this world is the product of chaos, molecules and atoms wandering aimlessly around, bouncing and colliding without any sense, without any purpose, without any intelligence, just by the "doctrine of statistical frequency occurrences." They have given us the theory of chaos. They have led us into chaos.

And in chaos, they maintain, only the fittest survive. This theory has been the source of another semantic muddle and mistake. The scientists have told us that by fittest we must understand the fittest in brute strength, fittest in killing others and weaker creatures. Dictators of all the isms have been quick to elevate this scientific theory to a new religion for the survival of their nation, meaning their own self precious body and bank account. They have surrounded themselves with fitter bodyguards, fitter battalions, fitter bombs and bombers, fitter extermination squads and fitter gaschambers. We know the results.

Scientists have told us that the greatest force in the universe is ruthless competition in a world of chaos. If their theory is correct all the weaker species would have been massacred eons ago. Yet they still strive on earth. Why?

Because the greatest force in the living universe is not ruthless competition, but the exact opposite. And the scientists have overlooked this because of their illogical confusion that fittest means fittest in brute strength. Anyone can see - even a child once it has been pointed out to him or her - that the greatest force in the universe is active cooperation of atoms, molecules and living cells which coordinate all their efforts and produce the most amazing organs and the most amazing organisms, a flower, a bee, a bird, an animal baby, a human baby. They in turn cooperate to produce cooperative communities like a rose bush, a beehive, a herd of animals, a community of people.

Survival of the fittest means therefore survival of those animal children whose parents have cells which are fitter in the cooperative production of courage and conscience to care and defend their young and helpless children. Those animals will survive whose cells cooperate in producing fitter brain cells with fitter reasoning power which enable these animals to survive where less intelligent animals would succumb. Those animals will survive whose cells are fitter in cooperation to produce a thicker fur, a stronger heart, a keener eye. And those animal herds will survive whose leaders have brain cells which cooperate to produce higher conscience and moral obligation to watch for any danger and to lead their flock to safety.

Many times, men of brute strength who found themselves marooned on an island have murdered each other. Whereas other and weaker men, whose cooperative spirit was greater, survived the greatest hardship.

Wherever we look into the living world we see living cells working in cooperation to build the most amazing living machines which work according to an engineering logic better than the best human engineer can think of. The amazing pump which is the heart, the most intricate television camera which is the eye, the ears, the teeth, the lungs, the stomach and all the other chemical factories in a living body producing the most amazing chemicals and sending them off with the blood stream to reach the tiniest of cells, all this is the product of cooperation.

If only one cell is hurt, the brain alerts the whole body and rescue squads with medicines are sent out to repair the injured cell and restore it to health again.

This is the greatest force in the universe, the cooperation of living cells to produce not only high logic and high intelligence, but also high moral and high ethics, apart from health and happiness in a living creature.

It is quite understandable that atheist scientists and competing religionists have given us the theory of ruthless competition in a world of chaos. But a look into the working of the bodies of animals, birds and other creatures shows us the working of a logic and ethics much higher than man's logic and man's ethics.

This forces us to restore the meaning of logic to its first and ultimate sense. It does not mean the squabbling of philosophers who squabble with high sounding but highly ambiguous words about their theories and religions. It means the acting of Logos, the ultimate reality behind all phenomena, call it God or whatever you may. This Logos works in every flower and in every animal, even in every human being. Only here, its working has been perverted by the emergence of a new phenomenon: articulate language.

At present the situation is that man has "just" found this new tool, just as he found fire ^{both} some tens of thousands of years ago. Both fire and articulate language are of great benefit to man, but both need careful handling, otherwise they cause harm. Man has already learned how to control fire and use it wisely. But he has not yet learned how to control language and how to use it wisely. Hence, it causes greater disasters than all the natural disasters by flood and famine, tremor and tornado put together. In natural disasters few die. In man-made disasters, wars, millions die, and many more millions are made utterly miserable, in war as well as in peace.

The new logic attempts nothing less than a new control over language, just as fire control has taken out the dangers of this innovation. The next chapter shows how this is done.

Children are fascinated and thrilled by the new Logic, report Educators.

You may perhaps think that this is nothing but a new way to teach children moral, ethics and all that. This would be a mistake. The foregoing chapters have been written to show you that the basis of this new logic is not just another system of words, but the contrary, the following of the working of the ultimate reality in nature, where words are absent.

But this is the basis only. The logic itself works with a number of very simple symbols. It follows the prophecy of the great Leibnitz. He realized the great usefulness of symbols in algebra and so he thought of symbols for

for the whole range of language. He said that these symbols should be very simple, "very popular" and "very agréable to the people".

Here is but one symbol, one of the most important of the new logic: Λ . It means a human being standing upright on its legs. As it looks it is similar to the simple drawing a little child may make. But it is the meaning of this symbol which is of importance.

This symbol Λ means a living creature which is distinct from all other creatures because it can be taught to read and write. Though an orang-utan, a chimpanzee, a gorilla when standing erect may look similar to the figure in the symbol, all of them cannot be taught to read and write. But all of them display emotion and love, high intelligence and high ethics towards their fellow creatures of the same species. Λ means a human being.

This symbol $\cap$ shows the outline of the upper skull which houses the brain not only of man, but also of all higher animals and birds. Hence its meaning is that mysterious working of brain cells which we call reasoning power, thought, contemplation, cogitation and many more synonyms for something, the working of which is still a mystery to all brainsurgeons, psychiatrists and psychologists. No X-ray machine has yet been invented to probe the thoughts of a human being or another creature. Hence, if a person accuses someone of being "jealous" (a mind $\cap$ activity), the accuser has no possibility whatever to prove the charge, and the accused person may hotly deny it.

We can form whole sentences as for instance $\Lambda \cap$ which means: man thinks, man contemplates, man ponders, man reasons, and many more synonyms not only in the English language but in all languages of mankind. In this respect the new simple symbolic logic follows another prophecy of Leibnitz who said that the symbols will form a new medium for interlinguistic communication of mankind.

It is therefore no wonder that the few educators who have made some private tests with children have reported that the children are "fascinated" and even "thrilled" by these simple symbols.

But not only children are fascinated and thrilled by the new aspects which Bliss's work has opened up. Scientists too are thrilled and fascinated.

A new Book just published by Porter Sargent in the United States.

Professor Oliver L. Reiser of the University of Pittsburgh mentioned Bliss's work in his paper "Unified Symbolism for World Understanding in Science" which he read to the American Association for the Advancement of Science.

Now, Porter Sargent (Boston) published a book by Prof. Reiser under the title "The Integration of Human Knowledge". In this book Prof. Reiser is concerned with the greatest obstacle confronting the integration of human knowledge, the fact that journals and books for scientists are printed in too many different languages. Therefore, Prof. Reiser stresses one aspect of Bliss's work (though it is actually only a happy by-product) the fact that Bliss symbols are independent of all and any language. He gives a number of examples how Bliss symbols can be used to express even highly complicated scientific terms. References to Bliss's work are made in this book (Edition 1958) in the following pages: 8, 9, 77, 78, 86, 409, 442, 455, 460, 154. These references show only one aspect of Bliss's work, not the logic, but the usefulness of his symbols for scientific interlinguistic communication.

One important Factor: the Language of the two Manuscripts

This information is written in polite language. So are all Bliss's writings which have been mimeographed and which are collected by important public and university libraries in various parts of the world. Some of these universities and libraries have even given a standing order to Australia's foremost book company Angus & Robertson of Sydney to buy and deliver not only all previous writings of Bliss, but also all his future ones, and be they on mimeographed sheets only. The cost of all previous writings is \$ 31.70 per set. (£st 11.6.0)

However, all previous writing have been written for scholars and therefore they have been written in scholarly and polite language. But the language of these 2 manuscripts is anything but polite. These 2 manuscripts are the first intended for a multitude of general readers who have only primary school education. Hence the language is very simple. Everyone must understand Everyone's new Logic. But the language used is not polite. It is vehement and violent in its scathing attacks on the old and orthodox theories and the old and orthodox upholders of these theories, the educators who still maintain a stranglehold on education and refuse to take any interest in new ideas in education.

Here is but one example. The "Kindergarten" was invented by Froebel. But the educational authorities of his day refused to take an interest in it. Froebel opened his own private kindergarten. Whereupon the educational authorities sent the police to close it by force. Many educators who still uphold the importance of irregular conjugations of Greek and Latin verbs are still acting on the principle "It does not matter what you teach a pupil, as long as he doesn't like it." No wonder that the schools are hated places which pupils leave with relief, ready to discard and forget whatever they have been forced to memorize.

The same disastrous trend holds true even in science where the old defenders of the old theories would not yield to the new theories which overthrow them. Max Planck, the discoverer of the quantum in nature (a feat which is today considered of greater practical importance than all of Einstein's teachings) said that a new idea does not get recognition because it is better and appeals better to reason. A new idea gains ground only because the old defenders of the old theories die out, one by one. Planck lived to a ripe old age of 92. He could indeed see his opponents die out and his theory gain ground. But most pioneers of new ideas have not such luck. Indeed, they are driven into despair and often into death by the conventional scholars who rule. Only when they are dead for good, only then are they exhumed, extolled and even exploited. Every student of the history of new ideas and inventions know that this is the usual way for an idea to become accepted: over the dead body of the pioneer. Whatever is today taught by conventional scholars was refuted and rejected when it first came up.

Now, attacks against educators and educational methods, against scientists and scientific methods are made almost daily and made by educators and scientists themselves. Only they use polite language, which is scholarly language or "educationese" with another impolite word. The result is that the common people cannot understand the attacks and the critics.

But these two manuscripts are written for the common people. And as they contain ideas which are in violent opposition to the accepted theories upheld by the schoolmen, the language of the manuscripts must be violent too.

And such language common people want to read and to hear. Millions upon millions of readers are longing to see the hated educators being whacked right and left, being accused that they have failed in their responsibility to bring mankind up. Instead they have brought mankind down, into the abyss of self-destruction. They claim that they only are competent to educate mankind. The results are such that the most violent language, the most straightforward words are not enough to expose their guilt and their colossal crimes towards mankind.

But violent criticism ^{alone} is puerile. A new concept must be presented, a new idea which is so simple to grasp that even children can see that the old theories and their theorizers have failed to show what every child could see, as for instance that man is the only animal which kills its own kind, that cooperation works within the cells of a living body and not competition, that not brute strength but cooperation brings survival, etc. etc. Furthermore, the new logic, when it helps to see children, youngsters and adults how much illogic is contained in the way we have been taught to talk, and how the misery created by words can be avoided, such a new logic will gain ground the more so when accompanied by comparison with the old ways of thoughts and speech for which our teachers and nobody else must be made responsible.

Millions upon millions of readers want to read just this: a new idea, a new way to think, a new way to look at the world, a new meaning to life, a new answer whether this world of ours is the product of chaos or whether a Supreme Intelligence exists. If such a book is written in simple straightforward terms which contains violent attacks of the old systems it will cause an uproar. Thousands of educators may protest, but millions of readers will like it.

A cheap paperback edition of both books, each containing about 60,000 words (or one book containing both parts) should be a publishing success. And if you are interested to see the manuscripts ask for them. The author has no monetary desires. Indeed, he is ready to support the printing financially, in order to take away the risk from the publisher. Again, the author does not seek fame or an important post. He is now over 61 years of age, and beyond all this. His work is already in libraries, but it may lay there for another century until someone will rediscover it. These 2 small manuscripts are intended to bring the new ideas to the knowledge of the general readers in all countries. The fears that mankind may indeed annihilate itself in evergrowing brain perversion is in the author's mind when he seeks publication of these books by a publisher with world-wide contacts. And he hopes to find in you, dear reader a person who realizes the urgent necessity of such a message to mankind: that human warfare is only a brain epidemics, that human warfare is contrary to nature, and that human warfare can be stopped like other epidemics have been stopped before. The tool for this is the new Logic for Everyone.

A cheap paperback edition involves no risk, the more so as the author is willing to balance the printing cost with a bank guarantee.

One last word. We all thinking people in the free countries of the world are greatly perturbed by a catastrophic semantic phenomenon: that millions of minds of the free world, and especially millions of young minds are taken in by the word poison which comes from Moscow. They listen to Moscow, they look to Moscow for the "liberation of mankind." Perhaps the most important role of these two books is to expose the word swindle of the communist dictators and demagogues. Most examples presented in the new logic deal with such words from Moscow. It is most likely that funds will be provided to distribute these books in all countries of the world, a great publishing venture in the cold "war of words."

The End.