

BLISSYMBOLS FOR THE ONTARIO CRIPPLED
CHILDREN'S CENTRE

See also S.S. 362 "The Story of Keri"

In all my years of working on this hair-brained scheme of mine I never felt more happy than now when typing this issue. I had resigned myself to the fact that I shall not see within my life-time the application of my work in any field. I felt that I am working for the future, and shall never see the fruits of my labours. But it never, never occurred to me that my symbols could help the most helpless of all, the crippled children, who are unable to move, even unable to speak, and hence the jumble of alphabetical letters means nothing to them. They cannot communicate with their parents and the parents cannot communicate with their crippled children. Even the sign language of the deaf and dumb is out, as most of these children can only move their hands with great effort.

And now the unbelievable has happened. My symbols are taught to crippled children and to their parents who take the children home every afternoon and who now learn my symbols in order to communicate with their children. It all began with a letter from the Ontario Crippled Children's Centre and with the correspondence which followed. So elated was I that I made a special sheet in S.S. 362 the "Story of Keri" with a picture of Keri laughing happily being now able to express herself in my symbols. I beg the reader to read the issue 362.

However, I am stressing the fact that the use of my symbols is only a first step. Once the children have gained confidence that they can express themselves in my symbols, and that they can read stories written in my symbols, then we can introduce them to the alphabetical writing in any language of mankind. We can teach them that this jumble of letters "man" or this jumble of letters in French "homme" means this a male human being.

After this the whole literature of mankind is open to these children, and with a typewriter adapted to be operated by their crippled hands they can become useful members of our society, can earn even a living, can go to the university, and can lead happy and useful lives. How wonderful! And how wonderful that my work was not in vain.

Herebelow follows the correspondence, then the teaching program, the lessons to the parents and the other interesting items. It all began with this letter:

Ontario Crippled Children's Centre,

350 Rumsey Road

Box 1700, Postal Station "R",

TORONTO 17. Tel. 425-6220

Income Tax Donation Registration No. 0003277-10-13 October 25th, 1971

Dear Mr. Bliss,

We would like to purchase a copy of "Semantography".

We have read of your system in "Signs and Symbols Around the World" and we are anxious to use it as a resource book in a programme which we are developing at this Centre School.

We are attempting to develop a method by which children with little or no speech and with very limited physical capabilities, may communicate their ideas through the use of visual symbols.

Your publication could be most helpful to us. We would appreciate your advising us of any outlet where we may purchase this book.

Yours sincerely,

M.E. Izzard,

School Principal.

I answered immediately.

Dear Mr. Izzard,

2 November, 1971

I received today your letter with joy. I am in my 75th year and I often believe that I will go down the grave a crank now I receive letters like yours from different parts of the world that tell me that my work and my life were not in vain. I assure you that I will co-operate with you to the utmost and without any monetary compensation, but with regard to the purchase of my book Semantography I am bound to the agreement made with my American wholesaler and I ask you therefore to order the book from him and to demand the 15% library

discounts from the retail price of \$12.00. He will charge you a few cents for the postage. His name is CAROL COX BOOK CO. BOX 389 PARAMUS N.J. 07652 U.S.A.

I enclose with this letter some papers up to the airmail weight and wish to recommend to you a number of stages concerning the introduction of my symbols for your children. If you personally will take an active interest in this work I suggest that you write the manuscripts for the booklet to be used with other crippled children all over the world. You will be the author and I shall be happy to correct and/or suggest improvements, and may even be helpful with the publication.

The stages which I suggest are:

1. A small reader showing the pictures of things and adjacent to these little pictures my pictorial symbols. And then little sentences in much the same way as the included sheet of Semantography Series No. 23.
2. A demonstration model as I have made one for myself when demonstrating and explaining my symbols over the Australian TV network. It consists of a kind of blackboard with horizontal grooved strips in which squares of cardboard or plywood can be put in and displayed in much the same way as children learn to put alphabetical letters together to form words in similar educational toys.
3. When these two stages prove successful only then should the children be induced to write in symbols. However, under no circumstances should they be allowed to draw the symbols free handed. A vertical line or a slightly oblique line have different meanings and children, and especially crippled children can't draw like draughtsmen. In my experiments with children I have used stencils of transparent plastic sheets in which the proper symbols were cut out. Any engraving firm can make such plastic sheets and all the child has to do is to put the proper symbol in the proper place and follow the outline of the symbol in the stencil. I am not quite sure whether I have made myself clear, but draughtsmen all over the world use such stencils for lettering. I am sure you have seen some of them.

So dear Mr. Izzard let me know your ideas about what you describe "a resource book in a programme" which you are developing at your centre.

I shall be glad to receive your information and will outline a plan for co-operation. At the end of my letter allow me to appeal to your imagination of seeing you as originator of a new idea with crippled children, and the author of books about it, as a lecturer on this idea in Canada and the United States and elsewhere and as a pioneer in the help for crippled children. I am at the end of my life and I shall be happy to know that you are carrying on.

I am,

Sincerely yours,
C.K. Bliss, B.Sc.

Nothing happened for almost two months, and then I received the picture of happy Keri and the handwritten letter of Mrs. Shirley McNaughton (as reprinted in SS 362), and to top my happiness, the words "Merry Xmas from the male and female workers of the O.C.C.C." written in my symbols. (as reprinted in S.S., 362).

Dear Mr. Bliss,

The communication class team would like you to have this picture of Keri, so that you will have an idea of stage 2 of our research programme. Stage 1 (continued in type) Stage I involved the children pointing manually (some with great effort) to the symbols. We are looking forward to Stage 3 which will allow us to greatly expand the number of symbols. I shall be sending you more information under separate cover.

Shirley McNaughton - Teacher
Scott Walder - Orthotic Technician
Judy Seligman - Speech Therapist
Marg Beesley - Occupation Therapist
Barb Wagman - Psychologist

Best wishes,
Shirley McNaughton
Teacher.

And herebelow is the explanation of the Xmas greetings in my symbols as printed in S.S. 362:

And look how the team of dedicated workers for Kery and her other crippled friends are wishing me a HAPPY XMAS. The symbols mean Happy (heartlifting) , then day (sum over earth) , then birth (a star, a stella nova, appearing under a roof)  together birthday   of Christ  and altogether HAPPY XMAS

From  the men (multiplication mark on top)  and women  who work, which is symbolised by doubling the Action  to mean a purposeful action work  hence altogether "from the male and female workers at O.C.C.C. (Ontario Crippled Children's Centre) thus

In my exuberant happiness I sent beautiful coloured picture postcards showing Australian wildlife to all 6 people mentioned in the foregoing correspondence, and on every postcard I wrote a different text and showed different symbols in order to impress the people addressed with the versatility of my symbols, and strengthen their belief that my symbols can indeed express all meanings needed. Herebelow is the text of all 6 postcards

Dear Mr. Izzard,

30-12-71

I am overwhelmed by the success of your communication class team, and I am now preparing my report on my Television appearances with my symbols. If your team could appear at your local TV station and show the happy results, other TV stations in Canada and U.S.A. MAY TAKE THE SAME SHOW and donations may flow in for providing a symbol chair (as Keri has one) for all the crippled children.

My symbol for TV is an eye  with a box  for seeing and hearing ear  all by electricity thus TELEVISION:    and RADIO:  
Will send the TV report in a weeks time.

Yours sincerely,
C.K. Bliss

Dear Mrs. McNaughton,

30-12-71

Thanks a thousand times for writing the story of Keri and your communication class team - the happiest Xmas card I ever received, and also for drawing so perfectly the symbols which say HAPPY XMAS FROM THE MALE AND FEMALE WORKERS OF O.C.C.C. Let me show you my symbol for your profession: teacher you give out knowledge from a "vessel"  give out  take in  knowledge is all which is enclosed by the brain:  Hence you are a female teacher    and Keri is a female pupil   . I have written to all six of you, please exchange the cards for reading.

Yours ever,
C.K. Bliss.

Dear Mr. Walder,

30-12-71

You all have given me the finest Xmas present for which I thank you all. And now the year  1971 comes to a stop  (arrow stops at post) and a new year starts . Therefore to you all I say

HAPPY   NEW  YEAR  1972.

Year  is symbolised by the sun making a complete cycle within the 12 constellations of the exliptio.

Yours,
C.K. Bliss

Dear Ms. Seligman,

30 12 1971

You and your co-workers have done wonders. How can I ever thank you? And Keri laughing happily in her symbol chair - how wonderful, how wonderful. Am making 500 copies of her picture and a leaflet of your Xmas card.

Your name is  and I say to you Shalom, peace and contentment between heaven and earth thus: 

I am, ever yours in gratitude,

C.K. Bliss.

Dear Mr. Beesley,

(heart goes out towards) 30-12-71

That wonderful symbol chair - may all the crippled children all over the world soon have one and may they soon correspond with each other in all their languages. Here are the symbols:

a human being standing erect 

a human being with bent knees 
weak, crippled

Please exchange your cards with all other co-workers.

With happy thanks, C.K. Bliss

Dear Mrs. Wagman,

You are a psychologist, a woman  whose mind (skull)  studies Nature, Creation:
 with emphasis to the mind altogether thus

I am sending you a copy of a Xmas present I made years ago to two Canadian psychologists about my work. You surely will take to my symbolisation of Freud's work (see p. 296 - 314 of my book). Meanwhile my deepfelt thanks to all of you.

Yours,
C.K. Bliss.

Sydney 24 January 72

To the School Principal and the Communication Class Team of the
ONTARIO CRIPPLED CHILDREN'S CENTRE, Toronto Canada

Please receive herewith

1. Your "Story of Keri" and forgive me the exuberant words "my symbols." When a man has received ridicule through 30 years about his hairbrained scheme of writing in symbols, he bursts into happiness when others - YOU - have taken ^{it} up for such wonderful use.
2. My 6 page letter to you all. It contains details about the type-writer for Keri and other relevant matters. I forgot, however, to say that the writing and reading of symbols should be only a first step. Once Keri has gained confidence in reading and writing, she and her other crippled friends should be introduced to the alphabetical writings of words in order to partake of the treasure contained in the books of the world.
3. Semantography Series No. 267 "Blissymbolics on Television!" With the next surface mail I am sending to you a demonstration board and a lot of symbols painted on square plywood panels to be assembled on the board in the same way as those alphabetical toys by which children can put together words and sentences. As said in my long letter (no.1 see above) I intend to come to America in May and I want to visit you. Together we can ask a TV team to tape the show how Keri and her friends learn to read in symbols. This show can then be sold or given to all TV stations in Canada and the U.S.A. and thus millions of viewers will know of your work, and will surely send you donations to carry on.
4. S.S.282 "Maureen teaches Blissymbols" which will surely help you.
5. S.S.361 "Blissymbols for the blind Children of the World" which may help you too.
6. S.S.308 "One Writing for One World" an article which has appeared in two American magazines and which will help you too.
7. S.S.280 "Universal pictorial Blissymbols for the International Traveller" which shows the exact design of my symbols to be copied best by photographic reproduction. Please see to it that your designer shall not redraw my symbols differently (as most designers have done in the past) thus distorting them. They are designed to fit the keys of a typewriter.

And please let me have your notes on 2 to 4 foolscap pages so that I shall duplicate them for the benefit of other workers with crippled children. And now "Au Revoir a Toronto"

Yours sincerely

C.K.Bliss

To the Principal
Mr. M.E. Izzard
of the Ontario Crippled Children's Centre
and its communication class team
Ms. Shirley McNaughton - Teacher
Mr. Scott Walder - Orthotic Technician
Ms. Judy Seligman - Speech Therapist
Ms. Marg. Beesley - Occupation Therapist
Ms. Barb Wagman - Psychologist

Sydney 16 January 1972

My Friends,

I cannot express the emotion that swept over me when I held your letter and the picture of Keri in my hand. It was the finest Xmas present, and the greatest New Years surprise I ever got in my long life, now in its 75th year mark. For nearly 30 years, since I started on my hairbrained scheme of a modern symbol writing, I thought of almost nothing else than applications for my symbols to help humanity. But never, never did it occur to me that they can help the poorest of the poor, the most helpless of the helpless, the paralysed children who cannot form words for thoughts and thoughts for words. It was you and only you who got the idea. You have done the impossible, and for this all the crippled children and their parents around the world will bless you in gratitude.

In the following paragraphs I shall now indicate some of the steps to be taken to go on on this road of helping the children crippled like Keri.

More Information on your work. You, dear Ms. Shirley McNaughton have written that you are going to send me more information. I suggest that all of you should record your initial difficulties, and your experiences in order to give guidance to other teachers and helpers like you in other crippled children's centres. Just send me, say 2 to 4 sheets of the same size as this sheet typed, that is each of you should type his or her experiences and suggestions, and I shall duplicate these sheets in much the same way as I have done with this my letter to you. I shall send you then as many copies you want and need for sending them on to your friends and co-workers in other children's centres in Canada and abroad.

The Story of Keri. In my exuberance about your wonderful work I arranged your letters, and my description of your, let us call it "The Ontario Symbol Table." and also suggestions how Keri might work on it. Ask me for as many copies you need or want, and even if you need hundreds of them, and I shall have them printed and sent to you. With this letter I am sending you 10 copies, and in the following paragraphs I want to suggest how to make good use of this "Story of Keri." Give also a few copies to Keri's parents and family and friends. They will love her happy face which illuminates her whole being.

How to raise money to give all children, crippled like Keri, an Ontario symbol table?

You need publicity, which I need not. In my 75th year - what do I need the public limelight, which I had in full measure in my younger years as a lecturer, an artist and even a musician, playing at times with the Vienna State Opera Orchestra?

It is true, the term "Blissymbolics" seems to indicate a desire to be remembered after my death as the originator of Semantography. But this term was invented by me out of sheer desperation. As soon as I had demonstrated to the world that only a few pictorial symbol elements are needed to express all that is needed of a modern language, would-be plagiarists came forth who offered themselves to scientific foundations to carry on research into symbols, and to construct a much better symbol language than that crude attempt by Bliss. I had invented the term Semantography in order to indicate that it is a writing which also contains a simple semantics and symbolic logic. But my enemies turned my term into a general term for the better "semantographies" they are going to invent - provided they get the money for their research. Today all their attempts at getting money and getting down to work have failed miserably. They asked for millions of dollars, and indeed got some thousands of dollars for initial "feasibility studies into the possibility of constructing a symbol language." But when they failed to produce anything worthwhile, further money was stopped. But this did not stop them to causing me often sleepless nights in anger and unhappiness about their unfair attacks. Because of them, I added the term "Blissymbolics" which they could not turn into a general term. Well, enough of this "Story from my Symbol Life" and on with your publicity.

Publicity by Newspapers and magazines. My sheet "The Story of Keri" may help you in interesting the newspapers of Toronto to bring the story of Keri. Also there are the specialised medical magazines which you should approach. But the best way to get publicity and in turn to induce other magazines to bring a story would be if you could get the Toronto correspondent of Time or Newsweek magazines to write a story. As you have seen from my "Story of Keri" I have indicated on the bottom of the sheet that tax deductible donations be given to your Centre. I am sure that the publicity would help you getting money for more work on this novel idea. For those reporters I include herewith 6 copies of an article "Semantography - One Writing for One World" which appeared first in the American magazine PRINT Issue November/ December 1969. It gives in a comprehensive way an idea about the scope of my work - without however touching of the new wider scope which you have found. Ask for more copies if you need them. It is Semantography Series No. 308.

Publicity by Television. You may induce your local TV station to bring a videotaped show of how Keri and other children work the symbol table. The local TV station may then sell the videotape to other stations, notably in the United States, giving you part of the incoming money as donation. And more donations would flow in as the appeal of those children will move millions of hearts all over the world. For an idea how to arrange a demonstration of my symbols I include herewith Semantography Series No. 267 Blissymbols for Television. Disregard my printed letters but gain experience and guidance from my TV show which has been highly successful in Australia. Realise also the additional attraction of my symbolic logic and semantics in the proposed pilot show "Why do we quarrel?" This show will prove that millions of quarrels with hurting words which occur almost daily in millions of homes and in all languages would not happen if the children would learn in the primary school, and even in the kindergarten my logical symbols for illogical words. Children and adults do not quarrel today whether $2 + 2 = 4$ or perhaps 5? They have learned to operate the mathematical symbols. A day will come when all children will learn my logical symbols and a new peace will come into the homes and into the nations. Your efforts will help bringing this about.

My symbols for the blind children of the world. Just a few weeks ago a friend of my work Miss Anne Sokolow of Los Angeles California wrote to me that she is going to devote her life to help the blind children of the world. For her I wrote Semantography Series No. 361 "Blissymbols for the blind Children of the World" Included please find 6 copies for all of you. It may help you too with your children.

My symbols for the international traveller. I include 6 copies of my S.S. No.280 "Universal pictorial Blissymbols for the international Traveller." It will help you in finding more meanings for your children to use. Alas, my many approaches to the two international Air Transport and Airtavel Organisations in Montreal have failed, but mainly due to the intrigues of a man who tried to get, and indeed got money for evolving a few symbols for airports. He even failed in this, as his symbols are simply not understood by many travellers, due to a basic misconception. But he did not fail in causing me harm and unhappiness, as for instance by ignoring my polite and pleading letters, and by omitting my work in his bibliographies which academics usually attach to their scientific papers to show what others have done in the same field. Alas, I am sorry to say that he was at a time a lecturer at a Canadian university. About other Canadians who have helped me in the past, see the later paragraphs.

Improvements by Dr. D.N.Everingham of your Ontario Symbol Table. I have sent your letters and the picture of Keri to my friend and co-worker Dr. D.N.Everingham. He is a medical man and a psychiatrist and has written a number of papers on my work. He has also contributed suggestions for the improvement of my symbols. He is also a Member of the House of Representatives of the Parliament of Australia. You have already received his letter of January 7, and I am going to make a reprint of his suggestions for other workers like you. I am sure you have already read his letter and you may have already worked out some of his suggestions.

An Ontario Symbol Typewriter for Keri and her children friends. You know of course that children less crippled as Keri can type letters on a typewriter by pressing down the keys of a normal typewriter. But this laborious way of writing is not applicable for Keri, and I have thought how she too can use a typewriter. Indeed, from the moment I started to think of a symbol writing for modern man I realised that it must be typable on a typewriter of ordinary size. And my approaches to American and British typewriter companies proved that my ideas are right - with one exception. All the companies said that they could easily construct an experimental symbol typewriter - provided I pay for it. All they asked for were some thousands of dollars. I hadn't the money.

In my book on the pages 89, and also 139-141, and 226-230 I have shown that an ordinary typewriter can be adapted for the typing of symbols. But then I went

went one step further. The typewriter proposed in the pages mentioned before is the ordinary typewriter which still retains the small letters of the alphabet for names and ordinary correspondence. Only the capital letters (obsolete anyway) are removed and replaced by symbol lines for the composition of symbols. But this means that a square □ has to be typed 4 times by typing first the horizontal line in 2 different positions and then the vertical line again in 2 different positions. I thought then of using a typewriter in which various sizes of types can be exchanged, as for instance in the latest typewriter the IBM Selectric 72 in which a cast ball is inserted which carries about 90 characters, namely the 26 small letters of the alphabet, 26 capital letters, then the numbers, and then all the symbols found on today's typewriters as for instance " % @ £ & ' (?) ! I wrote to IBM and they told me that casting a special ball with 90 of my symbols would cost \$ 8000. And this put an end to my hopes of ever getting a symbol typewriter. Years ago I wrote to Verityper, which uses a semicircular font carrying 90 characters, which font can be exchanged. Twenty years ago they asked \$ 3000 for casting a special font with 90 of my symbols. This sum was again out of question.

The Hammond Typewriter, the Verityper, the IBM Selectric, the Adler typewriter and the Chinese typewriter.

The Hammond typewriter which came onto the market in the 1880ies was the forerunner of the Verityper and the IBM Selectric ball typewriter described above. The Hammond typewriter used a small cylinder of about 2 inches length and less than 1 inches across. It carried all the characters of a normal typewriter, and by pressing any key down, the cylinder moved a bit until the wanted typeface faced the paper whereupon the cylinder hammered the type onto the paper. This indeed is the same idea as found in today's Verityper (a font instead of a cylinder) and the IBM Selectric 72 (a ball instead of the cylinder).

And then came the Adler typewriter on the market, a German product, and a boon for me a young engineer around the year 1924 when I could not afford an ordinary secondhand typewriter. I bought then a secondhand Adler typewriter and used it for a number of years. And this typewriter is the forerunner of the Chinese typewriter which should be ideal for Keri and other children like Keri.

The Adler used the Hammond cylinder. But instead of the normal and complicated keyboard of 4 lines of keys, it used a small thin stick about 4 inches long. When moving the stick, the cylinder was moved until the type wanted faced the paper. In order to move the stick properly into the right position there was a small oblong printed sheet under glass which showed the 4 lines of keys of an ordinary typewriter. By moving the thin stick of 4 inches first to the letter O with the left hand, the cylinder turned until the letter O was printed by pressing one single key with the right hand. Then the stick was moved to the letter n and the single key was pressed with the right hand to type the letter n. And so on until the whole word Ontario was typed and I assure you that I was so proficient with this typewriter that I typed as speedily as typists with an ordinary keyboard typewriter. And then I came to China and saw again the Adler typewriter idea incorporated, as explained below.

The Chinese Typewriter, the ideal symbol typewriter for Keri

Westerners and Western educators and professors who come to China on a short visit have pitied the poor Chinese people for having been burdened with the complexities of so many hundreds, and even thousands of symbols. The idiots, the ignorant idiots. They simply don't know that Chinese governments through many centuries tried to adopt a Western style alphabetical writing - and failed always. They don't know that the Japanese introduced one thousand years ago an alphabetical syllable writing, no two such writings the Katakana and the Hiragana. And yet, they clinged to the abt. 1500 characters, the Kwansi, which they had taken over from the Chinese. After the defeat of Japan in 1945 a lot of educators came to Japan as advisers, waggled their heads in disapproval and told the Japanese to adopt an alphabetical script. The idiots, I say again. They did not know that Japan has an alphabetical script for thousand years. When I was in Japan there was only one small newspaper printed wholly in this Katakana syllabic script. All other newspapers, and indeed all writing taught in school and used in public and private life employ the Chinese characters, simply because they are easily learned, having still retained some pictorial resemblance with the things they represent, and because one type stroke on the typewriter types one complete word.

But there is another advantage of which Westerners are totally unaware. In order to understand this, one has to see a Chinese writing a letter or an invoice. He does it quicker than any West... with his 26 letters of the Latin alphabet. Why so? It seems impossible considering that a great number of Chinese characters show up to 10, or even more strokes. Yet, the Chinese writes quickly with one stroke even the most complicated Chinese character which consists of 32 strokes. How is this possible?

From the Egyptian Hieroglyphs to the Chinese typewriter

We all know the Egyptian hieroglyphics or hieroglyphs, their beautifully executed picture writing. But few people, except the Egyptologists, know that this "sacred carving" (Greek hiero and glyphein) is actually a fully fledged alphabetical writing, in which the pictures represent one letter of the alphabet. The picture of a lion (labo in old Egyptian) represents only the letter L. Look up my book at page 771 and look at the Egyptian pictures representing the name CLEOPATRA. Look at the second picture of a lion representing the L in Cleopatra. And see that the picture of an eagle appears twice as the 6th and 9th picture, simply because the eagle represents only the letter A, and this letter appears twice as the 6th and 9th letter in the word Cleopatra.

But this beautifully carved picture writing was reserved only for carvings on temples, on tombs, or on official state documents on parchments. What writing did the Egyptians use for ordinary public and private life? It is called demotic, and is written with one stroke, though representing the complex figure of a lion or an eagle, but not discernable in this "one stroke demotic writing". This demotic writing is the same which the Chinese write in business, and in private, and even in science. I say "the same" meaning the same in principle, that is writing a complex character in one stroke. Just think that we Westerners have to use 2 strokes when writing an a, d, f, i, j, k, p, q, t x y, and then A, B, D, E (4 strokes) F (3 strokes) G, H, I, J, K, M, N, P, Q, R, T, X,

And this brings me back to the Chinese typewriter in which typists use one stroke to type one whole word. No wonder that they can type quicker than the quickest Western typist. But before we come to the Chinese typewriter here is something very important for you to know, and here is also why you ought to know this.

Professor Basil Hall Chamberlain and his great Prophecy.

Why do you ought to know all these details? Simply because inevitably some officials in education, and especially some officials in the educating of handicapped children will begin to carp on your novel way of teaching Keri, and her friends, my symbols. They will burst with envy that you have achieved something, whereas they haven't. And they will have lots and lots of counter arguments why your idea is clumsy, cranky, and a catastrophe for this and that reason, no matter how unreasonable. Hence I must give you enough of ammunition to fire back at them.

Take heart from the story of Louis Braille, he himself a blind man and a teacher at a school of the blind in Paris. At that time, the only method for teaching the blind to read was contained in books in which every letter was 1 inch high and embossed on the page of paper for the blind to read with their fingertip. To print just one sentence 10 to 20 pages were necessary, a laborious and slow method. It was Braille who began using his method of 6 dots. But the French Academy was enraged and rejected his novel way of writing. And his headmaster forbade him to teach it to the other blind children.

How then did the world learn of Braille's system? A blind girl appeared in a concert in Paris and played expertly some very difficult sonatas, so difficult that the critics and the public realised she could not have learned every tone and every chord for both hands just by memory. When they asked the child how she learned to read the music, she told them about the Braille method, and this - not the French Academy and the headmasters - brought Braille the deserved renown.

However, we have now a Babel of Braille. First, a Book in Braille in the English language is unreadable by a blind person who knows only French. And also, as missionaries in Asia and Africa have taught Braille to blind children there who speak in many different tongues, they invented special Braille letters for special sounds not expressible by the usual Latin alphabet. Hence - a Babel of Braille.

I refer again to the enclosed S.S. 361 "Blissymbols for the blind children of the World" and express my belief that a special typewriter could easily emboss my symbols on special paper so that blind children can learn to read my symbols with their fingertips, no matter what language they speak.

I spoke of Braille whom the educational authorities refused recognition, and who became known through a blind child. It is my hope that you my dear friends will be instrumental in helping my work to become a useful medium for crippled and for normal children alike. Indeed, it may be Keri who could bring this about, of which I hoped for nearly 30 years. Some of my friends have said:

"Today blind mankind writes in Braille
A day will come when seeing and thinking mankind
will write and think in Bliss."

But now to Professor Basil Hall Chamberlain who was professor at Tokyo University and who wrote two books at the beginning of this century, titled "Things Japanese" and "Things Chinese." And in both books he spoke of the superiority of the Chinese way of writing in symbols. Indeed, he proved that the Chinese writing was the main unifying factor which welded together many tribes of different races, speaking different languages, into the largest nation on earth. Even the

many invaders learned to read the Chinese symbols (which are partly pictorial) in their own languages, and thus they themselves became infused with Chinese wisdom and became Chinese in the end.

And something similar happened to me when I came to China. I hired a teacher to learn to read - but not to speak the Chinese language spoken in Shanghai or the Mandarin spoken in Peking, or the other dialect spoken in Canton. These people cannot understand each other in speech, but they can write letters to each other and they could **read** the same newspaper and the same words in Chinese banks etc. My Chinese teacher taught me the meanings of the symbols in English, and indeed soon I was able to read the headlines in Chinese newspapers, but I read them not in English. I read them in German, as this was my mothertongue.

In discussions with learned Chinese I was told that every sinologist (a student of Chinese culture and history), and even every Western sinologist believes firmly that an European Nation would have been a reality many centuries ago if only Englishmen and Estonians, Frenchmen and Finns, Germans and Greeks, Romans and Russians, etc. would have a similar interlinguistic symbol writing which they all could read in any of their many mothertongues, be they languages or dialects only.

And this thought indeed prompted Professor Basil Hall Chamberlain, a Western man brought up in the Latin alphabet, to make this amazing prophecy. He said:

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

Take therefore heart my friends. You are going to help the crippled children of the world. But in doing so you will help the whole of mankind achieve a unity above and across all divisions brought about by language. You as Canadians know very well the main divisions which sometimes tear Canada apart, the French in Quebec, Montreal and other places, and also other minorities in other provinces of Canada. Indeed it was an incident in Canada which convinced me that we must conquer the language barrier, and I shall soon relate this incident to you. But now back to Keri who will soon write poetry in her symbols.

Keri will soon write poetry.

As a young man, and even later when in deep distress I found solace in writing my own poems. And I always found in books that Chinese poems are the world's finest. Usually, there were some samples of Chinese poems translated into German or English, but these poems did not impress me, and I still did not know why "Chinese poems are the world's finest." It was in China and later in studying books about China in Sydney when I came across the writings of Professor Fenollosa who wrote:

"I believe that the Chinese written language has absorbed the poetic substance of nature...and has, through its very pictorial visibility, been able to retain its original creative poetry with far more vigor and vividness than any phonetic tongue."

You will find this quotation at the beginning of a long chapter in my book on the pages 738 to 742 and titled "Poetry in Semantography". There I explain what Prof. Fenollosa meant, and there I also show this symbol lines


mouth +
musical note

and which I read in English

or
or

"The sun is rising, birds are singing"
"Up goes the sun, the birds a-singing"
"The sun ascends to music of the birds"

or in French

or
or

"Le soleil se lève, les oiseaux gazouillent"
"Le lever du soleil aux melodies des oiseaux."
"Au chant des oiseaux, le soleil se lève."

or in 3 versions of German. See also on page 740 to 742 how I translate a very abstract poem by William Wordsworth, and then I translate it into English, French and German. And when you look at the graceful lines of my symbols you will also realize something which Chinese only can appreciate, namely not only the thoughts which are expressed in Chinese symbols, but also the graceful way in which they are written. Soon Keri will be able to write poetry like this line:



 My thoughts are flying to the many stars twinkling in the sky

And now back to Keri and her Chinese typewriter. It will be ideal for her, and here is a way to get such a typewriter even gratis. Your government has already recognised the present government in Peking and your ambassador there should have no difficulty to get one such typewriter gratis. If they cast the symbols in China for the Chinese typewriter, they would have no difficulty to cast the much simpler

symbols from the exact drawings as shown in the Tourist Folder sent to you. If such types are cast in Japan or in the U.S.A. it will be much easier to get them and I think that the firm would do this work gratis for a charitable work.

How does the Chinese typewriter work?

It is built on the design of the Adler typewriter, that is a small stick of about 4 inches long to be operated by the left hand. It glides over a printed sheet which shows the symbols which are contained in a tray underneath the roller which carries the paper to be typed on. If for instance a Chinese typist points the little stick at a symbol, the tray moves about until this special symbol is directly underneath the paper. Then a lever is pressed with the right hand which pushes the type up and against the paper where the symbol is printed. The typist moves the stick to another symbol and presses the lever and the other symbol is printed, and don't forget, one stroke types a whole word. But how many symbols of Chinese script are contained in the tray? About 1000 symbols which are more than enough to print any business letter or any private and even scientific letter. But with the symbol typewriter for Keri we need only about 100 symbols and not more. Consequently the typewriter would be much simpler. Moreover, new symbols can be inserted by letting the special cast type drop into the tray in the right place. This a Chinese typist does, if she needs a special symbol not contained in the tray. She takes that symbol out of a little box and let it drop into a special space. This is indeed what every Western typist has to do who operates the IBM ball typewriter when she needs to type a special mathematical or other symbol, or a word in Greek, or Hebrew, or Arabic. She takes the ball out and drops another ball into place. Consequently, with such a typewriter as the Chinese just described you can enlarge the amount of special outline symbols for Keri as you wish. Therefore you should as soon as possible get in touch with your Foreign Office and through them with your Ambassador in Peking. If such typewriters are not manufactured in China but in Japan or the U.S.A. so much the better and the quicker.

Canadians who have helped me greatly in working out semantography. The first are a crowd of teenage boys and girls. The second is the most distinguished Canadian Professor Dr. Brock Chisholm, former Minister of Health of the Government of Canada, and the first Director General of the World Health Organisation of the United Nations. Alas, he died last year to my intense sorrow, and I have corresponded with his widow who lives in Victoria B.C. Look up my book under the name of Chisholm in the index and you will see that he has given me a theory which has greatly helped me in working out the semantics and symbolic logic contained in my semantography. The third Canadian who has helped me greatly in evolving my ethics is Professor Richard Albert Wilson of the University of Saskatchewan. And the fourth Canadian who has -without knowing it- helped me too. This story is rather funny, and I shall tell it to you in my next letter. He was Mr. O'Malley Secretary to the Minister for Industry of British Columbia. And here is the first story about the girls and boys who convinced me in Canada that

The Mothertongue is an irresistible Force and hence Esperanto is doomed to failure.

In 1940 I went from England via Canada, Japan to China to meet my wife who went the other way via Russia and Siberia to Shanghai China. After travelling 3 days and nights from Halifax to Vancouver I was so sick that I had to get off the train in Medicine Hat Alberta. Next morning it was Sunday and I went to the marketplace where a crowd of happy teenagers were laughing and chatting in front of the church. I went near to them to listen to their speech and was thunderstruck. They spoke the dialect of the Ukrainian language which I knew so well from my hometown. And then I remembered the many Unkrainian peasants who left for Canada 40 years ago when I was a youngster. And here I saw their Canadian-born grandsons and daughters and speaking Ukrainian, though they all learn in school only English. And this is

A heartening Story for you, who are now developing my semantography.

By helping Keri and the other crippled children around the world, you will help all mankind to begin to use a medium of universal communication across all languages. You yourself will become pioneers and you will carry on when I shall be no more, and this may soon come true as I am now in my 75th year. But now my friends a little happy secret. All my life I longed to see the United States of America. Now I shall make my dream come true - because of you. I have decided to come to Canada and the United States in the coming month of May (provided I am alive then). I shall visit you and Keri and all her friends, and then we shall discuss together what we all can do to help Keri, to help all crippled children and to help mankind.

I remain with my kindest regards and with my thanks for the most wonderful Xmas present you have sent to me, and with my best wishes for you. Au revoir then!

Yours sincerely
C.K. Bliss
C.K. Bliss

As usual, I sent copies to my friend and co-worker Dr. Everingham and he immediately wrote a letter to Mr. Izzard, suggesting improvements to the symbol table designed for Keri. Herebelow is his letter and the drawings.

M/M.E. Izzard,

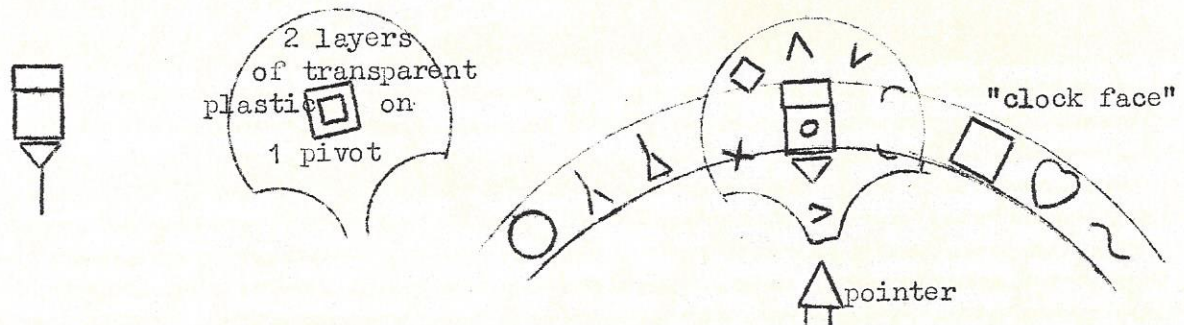
Principal,

Ontario Crippled Children's Centre.

7th January, 1972

Dear M/ Izzard,

I am delighted with your "symbol clock" for Keri and suggest you might use in the next stage a pointer with a wheel on the point like this

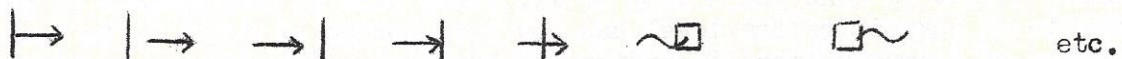


The wheel would be turned to bring the proper indicator $\square \wedge \vee () >$ or (or a blank space) to the top. It would be transparent apart from the indicators which could be in different colors according to the "traffic sign" Bliss model: $\vee$ red $\wedge$ yellow $\square$ green and I suppose $()$ blue.

Instead of pointing to the main characters on the "clockface" rim (about 60 of them) the end of the pointer would carry a frame the width of the symbol cards. In this frame would be another transparent sheet below or on top of the indicator wheel and centrally pivoted to it. Both transparent sheets would be moved together to left or right around the "clockface" and would come to rest in one of 3 to 5 positions opposite each clockface symbol as shown here by notches in frames of symbols:

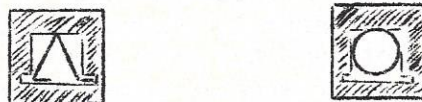


This would allow the pointer to show whether the symbol was to be placed on top of, overlapping, touching or adjoining the centre or right hand side of the previously indicated symbol. (If it were the left side it should have been indicated first. However, it may help to have more notches at the left to indicate $\frac{1}{4}$ or $\frac{1}{2}$ or fully backspaced symbols to save having to erase and start again when using combinations like

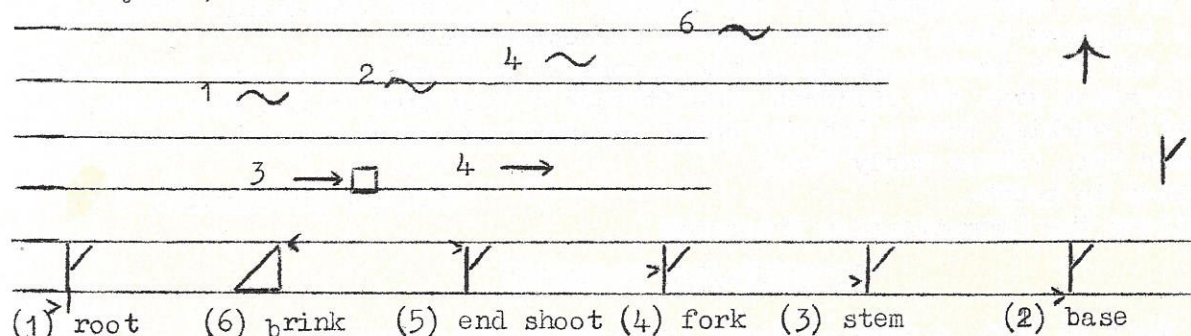


The notches could be radial grooves in the top of the "clock-face" in which the pivot of the "pointer" could rest.

The transparent wheel-and-square could also be made free to slide radially to a limited extent by having the square held in a rectangular-shaped metal frame (shown in my diagram as shaped like a luggage tag, that is like a rectangle extended to take in an isosceles triangle based on one end of the triangle). This rectangle should allow the square to move to show vertical placing of the symbol it overlies. For this purpose it will need to have a (perhaps gray) shading of its margins outside the limits of the normal larger symbol size thus (showing LEGS AND SUN symbolic centrally placed):



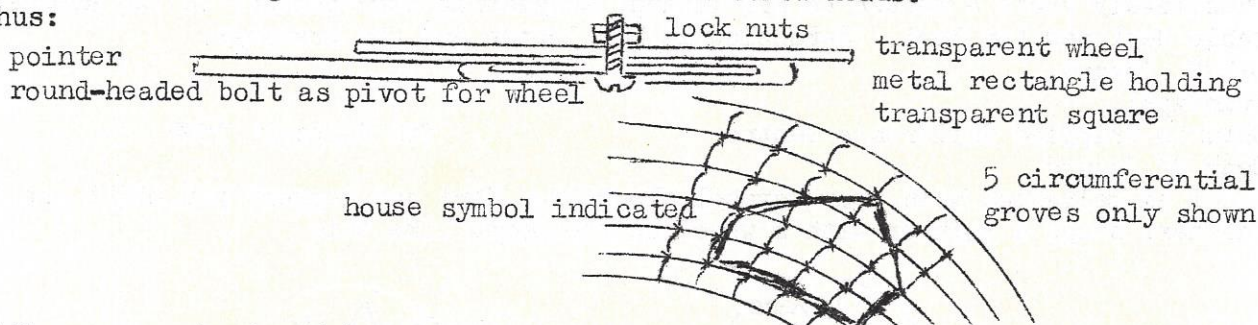
Six notches should be used to allow the 6 vertical positions thus (using WATER symbol):



The notches could take the form of circumferential grooves in the clockface in which the pivot could rest, or shallow conical hollows bored at the 6 levels

in each of the radial grooves like a shallower version of the holes made by carpenters with countersinking bits to accomodate conical screw heads.

Thus:



with grooves showing (a) rounding of corners between vertical and horizontal grooves to ease movement and placing pivot (b) perspective of symbol altered to correspond to grooves i.e. vertical lines of symbols become radial lines: horizontals become circumferential lines of clockface.

You would also find the need for an "erase" symbol. I think this would be best done by angling the "pointer" to make it resemble a cancellation symbol, or by moving the pivot end completely off the clockface (beyond all 6 grooves). To make the radial movement of the pivot easier it might be extended up into a knob or a handle which could be moved by the head or down into a pedal if there is good control in a foot.

Finally, in children who cannot cope with a wide arc or "clockface", you could perhaps use tiers of smaller arcs, like the steps in the curved rows of stops above the keyboards on large organs, or the curved rows of seats in an amphitheatre. There would have to be a ready way to shift the pointer from one level to another.

I hope all these complexities do not defeat the whole idea, and that some will be of use.

Sincerely,

Doug Everingham, M.P.

FEDERAL MEMBER FOR CAPRICORNIA.

Dr. Everingham's father Mr. Herman Clifford Everingham is an inventor and his son has used the language of inventors to describe the improvements of the "symbol clock".

However, in order to be properly understood I am going to explain his ideas in more words and better drawings, and hence, the reader may excuse that the description so far can only be understood by someone who properly understands my symbol system.

I then received a letter from Mrs. McNaughton which says

Dear Mr. Bliss,

January 15, 1972

Now that we have finally completed and submitted our report re our Communication Programme, I want to send you a copy of it, along with my newsletters to parents. A committee at administrative level has now been formed at O.C.C.C. to deal with all aspects of communication of handicapped children. Many of our problems are being given attention, and we all feel very encouraged about the continuation of our programme.

We all appreciated your cards very much! One of your suggestions - regarding TV - may be acted upon very quickly. Our school is to have the use of closed circuit TV equipment for the next month. We hope to tape a permanent record of these first classes.

We hope to eventually provide the children with a vocabulary of 300 symbols, arranged in multi-symbols containing 10 related symbols. e.g. a multi-symbol for body parts, another for types of questions another for pronouns etc. As we work on the selection of symbols which our children need, we are coming upon some problems. We shall correspond with you shortly regarding this. It is important for our equipment that the symbols not have too many parts. We would appreciate your help in finding the "shortest" way to express some concepts symbolically. We still have a bit more "homework" to do first though.

We would make one request at this time. We realise that we are not being accurate in our representation of the symbols - doing them free-hand. Could you send us a template which could be used in correspondence?

We also ask your understanding in the errors we have made. We were very anxious to begin working with the children, and it took a long time to get your book. We are still working from a library copy! We have not heard from the American distributor yet. (since early Dec.)

We'll keep in touch.

Shirley McNaughton.

Now follows the Communication Programme

COMMUNICATION PROGRAMME

I

In the Fall of 1971, a team composed of staff members from the departments of Speech Therapy, Occupational Therapy, Education, Rehabilitation Engineering and Psychology of the Ontario Crippled Children's Centre was formed to study, develop

and evaluate a communication system which would meet the needs of a specific group of children now enrolled at O.C.C.C. These children had, up to this time, received many hours of therapy from the various disciplines - physiotherapy, occupational therapy and speech therapy: yet it was apparent to those who worked with the children that a gross deficit in the area of communication could seriously impede their progress in other areas. Recognising that in the total development of the child every gain affects his total functioning, it is essential that all aspects involved in a child's development be considered for treatment so that the effects of ongoing therapy can be more fully realised.

The primary feature which distinguishes man from lower animals is his ability to communicate through symbolic forms - written or spoken. Man needs to communicate in order to function in his society. An infant communicates his basic needs through crying and other forms of vocal play. As the child gets older, he learns language behaviour as a means to manipulate his environment. Through language, he can express his needs and feelings: he can communicate his ideas to others: he can ask questions about his environment and he can develop cognitive processes. His language provides a framework through which he perceives his world and it must develop in order that his concepts of his world develop.

It is essential that a system of communication be developed for the physically handicapped child so that he can interact effectively with his environment at an early age. Because the act of communicating can fulfil so many functions, the desire to communicate becomes very strong at an early age. When a young child is severely physically handicapped to the extent that he cannot speak in a functional way, he frequently devises alternate means to express his needs and also to alleviate frustrations. Often these systems, such as wetting his pants, tearing his clothes, or sticking out his tongue are socially unacceptable and understandable in a haphazard way to only his immediate family. In a group classroom situation such children either become behaviour problems or withdraw from group participation. Time and the attention span of their peers prevent long periods being devoted to eliciting speech or to deriving an understanding of what the child wishes to indicate. Early communication can provide the mechanisms to release frustration and also provide the reward necessary to motivate continued communication. In addition, early development of his ability to communicate and express himself is essential for the development of working, as opposed to a passive attitude toward his environment. This is vital if the child is to make use of the skills he acquires.

II

Previously at O.C.C.C., the needs of the severely handicapped child with little or no speech were accommodated through communication board with pictures of objects or an alphabet board with letters. These boards made use of the child's auditory, visual and limited hand skills. Experience, with this type of board has been unsatisfactory, in the case of the former, because of the limited number of pictures which could be used as well as the fact that the selection of pictures was determined by an individual other than the child, with little provision for the child's preferences. The latter type of board is dependent on reading skills for its use. Learning to read can be a lengthy, complicated process, particularly for the child with motor, perceptual and speech problems. Even if a bright Cerebral Palsied child could learn to read at an early age due to high intellectual capabilities, the utility of this reading capability would be extremely limited as a means of communicative output.

In an attempt to deal with the above-mentioned limitations, a new approach was sought which would continue to capitalise on the child's abilities and which could be introduced at an early age when he is developmentally ready to communicate. The early communication board was accepted as a satisfactory basic form, the letters and pictures to be replaced by symbols, which could be easily learned and which would be capable of combination in many ways to provide a means of expressing a multitude of thoughts, feelings, concerns. As a result of a survey of the materials available, it was found that a system had been devised by C.K. Bliss, an Australian, the aim of which was to provide an international language of visual symbols. The Bliss symbols seemed to suit the needs of the communication programme. These symbols are individual representations, many of which approximate a child's experience. They have meaning individually and in combination, such that they can provide an elaborate means of expression. The symbols are arranged on a specially designed tray. The child indicates his choice of symbols in the way best suited to his physical capabilities.

Bliss' system provides exciting possibilities for the young physically handicapped child to communicate before he has acquired the skills of reading and writing. The experience that this system provides for relating to other people and manipulating his environment aids in developing confidence and fostering self-esteem in the child. Through utilizing the visual symbols, inner language, conceptual processes and logical reasoning can be developed. The development of these functions is vital if the child is to make optimal use of the reading

and writing skills which he later acquires. Utilization of these symbols can also aid in reading readiness by giving each child many experiences in form discrimination and in the association of visual symbols with the spoken word.

III

It is recognised that this approach to communication cannot be used in all situations and with all people: However, it can be utilised by the child in any situation where he has extended and meaningful contact with the people around him. A commitment on the part of those people relating to the child, whether it be parents, siblings, teacher, therapist or medical practitioner, is necessary to the extent that a training session of a few hours is required in order to become familiar with the symbols. As an aid, the word for each symbol is printed under the symbol on the board so the inexperienced persons wishing to communicate with the child may do so more easily.

Development of this programme to date:

IV

Throughout the fall term, three groups of children came to the communication class, four times per week for periods of 30 or 40 minutes daily. They were grouped according to their reading readiness level, and with a view to accomodating the O.C.C.C. classroom teachers. Each class began with four or five children. Two classes were occupied in learning the system of visual symbols: the third class was composed of pre-schoolers who needed a preparatory programme prior to the introduction of symbols. Of the original group, four children were discharged from O.C.C.C. and two children showed such significant gains in their speech development that it was decided that their best placement was in their classes, where the emphasis would be on further speech development. One child's general level of development was so delayed that he could not benefit from the activities of the communication class. In January, the children were re-grouped in two classes, according to the rate at which they could learn the symbols. Through having only two classes, time was then available for involving new hospital admissions in the programme.

V

Initially, an attempt was made to use trays already available at O.C.C.C. They proved to be inappropriate due to the limited number of symbols which they could accomodate, and to the inability of some of the children to use their hands as the means for pointing. A new tray was developed which was rounded rounded rather than square, and thus could hold a greater number of symbols. An electrical pointer which was operated by a mechanical switch was incorporated. Further modifications in the form of touch switches were developed to aid the more severely handicapped child. Experimentation with the trays is ongoing and they are not yet in their final form.

During the first term, the symbols were arranged individually. Various methods of grouping the symbols in order to provide a more extensive vocabulary were considered. At present, a system whereby the symbols are categorised according to common properties and common use, is being introduced in the form of multiple symbols. In the class situation, the children's expression is visually reinforced through the use of an overhead projector. This medium also allows all the children to share each others' "conversations".

By Christmas, a vocabulary of 21 symbols had been acquired by the two older classes. The children learned the meaning of one or two symbols per week, and were able to respond to questioning and to initiate simple questions. In the present programme, where symbols are grouped, symbols can be introduced at a much faster rate.

VI

The time being spent by each team member in the communication programme varies. The teacher works with the children from 9.30 to 11.30 Monday to Thursday and attends team meetings on Friday from 9.00 to 11.30 A.M. She keeps parents and interested personnel informed regarding the programme by means of a weekly newsletter. Planning and preparation is done out of school hours. The occupational therapist is allowed from 9.00 A.M. to 12.00 daily. She works with individual children, prepares materials, shares the planning, and assists in the classroom. She is also actively involved in the development of the tray design in co-operation with the rehabilitation engineering team member. At present, the rehabilitation engineering member does not have a specific time schedule for his involvement with the project. His basic contribution is to translate the technical needs of the group into functional reality in the form of controls, trays and other display equipment. This entails very close involvement with the group at the consultation and working level. The speech therapist and psychologist attend Friday morning planning meetings and act as consultants when needed throughout the week. The O.T. aide, a teacher aide and volunteers assist with the transportation of children to and from classes.

VII

The aim of this communication programme is to develop and evaluate a system of

communication which utilizes Bliss visual symbols. This involves teaching a basic vocabulary of symbols to children now enrolled at O.C.C.C. These children have limited or no speech, and poor motor control. Each child is being evaluated as to his ability to learn the symbols, his gain in output, and his development of more positive attitudes toward purposeful activities. In the future, it is hoped that the symbol system and the equipment can be developed to the extent that they can accompany the child continuously - at home, at school, in the community. It is anticipated that this could assist in altering the often erroneous public image of the Cerebral Palsied person, as someone whose physical incapacity represents his mental capabilities. The possibility of extending this system to include typewriting is also being considered in the planning.

VII

Several limitations in the present programme have become apparent. Due to the manner in which this programme developed, each team member is responsible only to his own department head. This makes decision-making and funding, both time-consuming and difficult. Secondly, the lack of a specific time commitment on the part of the rehabilitation engineering department makes planning difficult since the equipment is such an integral part of the programme. Another difficulty is the unpredictability of a child's stay at O.C.C.C. To undertake a developmental programme, some knowledge of the child's length of stay is needed.

Throughout the fall term, it has been apparent that limited knowledge of the communication programme has been available to O.C.C.C. staff. This has led to many interpretations of the symbol system and to many false impressions of the communication programme. Time, on the part of team members, has not been available to rectify this situation.

At the present time, procedures for assessing communicative capabilities are unknown. Research into this area is necessary in order to evaluate pre-training and post training capabilities. Such evaluation is a requisite for assessing the effectiveness of the programme. Evaluation at this time is subjective. In December, a volunteer had undertaken to be the team's researcher; however, she found it necessary to terminate this job as it was too time-consuming.

A further limitation to the effectiveness of the programme is the teaching location - in a corner of the Occupational Therapy assessment room. The children and staff are frequently disturbed by the many noises and distractions.

IX

It is recommended by the team that a person or committee be designated to whom this communication team is responsible and through whom decisions regarding funding can be made. Further, it is recommended that the team members who require it, be given a definite time commitment for the communication programme by their department heads.

Regarding the length of stay of children who are involved in the communication programme, predictability could be much more definite if a child could remain at O.C.C.C. for the purpose of communication training.

Two final recommendations are that public relations and research personnel be added to the team, and that a more suitable location for the communication classes, be sought.

Respectfully submitted, January 12, 1972
Shirley McNaughton
Margaret Beesley
Judy Seligman
Barbara Kates
Scott Walder

Communication Classes

Mornings from 9.30 to 11.30

O.T. Wing

Teacher: Mrs. S. McNaughton

Occupational Therapist: Mrs. M. Beasley

The communication classes are part of a developmental programme which began on October 6, 1971. The idea for the programme grew out of the concern of therapists, teachers and technicians, for the Centre children who had no speech or who had speech which was very slow and difficult to understand. It was apparent to all who worked closely with the children that the inability to use expressive language seriously affected the child's self-image, attitude toward work, motivation, inter-personal relationships and learning potential. A committee, consisting of Speech Therapist, Occupational Therapist, Psychologist, and Teacher was formed in September, to explore the possibilities of an alternative to speech, as a method of communication. The Bliss Universal Symbol System was selected because of its comprehensiveness, its potential universality, the ease with which the symbols could be understood, and because of the possibility that the children might utilize it in future typed communication.

Two classes of children are at present being taught the symbols, and one group of younger children, who are not yet ready to use visual symbols, are involved in a programme in which they can learn that activities and language can be

expressed through pictures. Each class consists of three children, and meets four mornings per week for thirty minutes.

To date the children have learned fourteen symbols (see attached) and they use them in combinations to express ideas and to ask questions. (Therefore an impossibility for these children!) They have all shown the ability to utilise the symbols, and the committee which now includes a representative from the Orthotic Research Team is presently investigating the next two stages of the programme. First, new trays are being developed which will provide for an expanded number of symbols and will utilize an electro-mechanical method of indicating responses.

Secondly, the committee is exploring the possibility of extensive research aimed at the development of an electronic apparatus which would be portable, and would allow the child to communicate directly with his peers, and which could be extended to include typing facilities.

Communication Committee

Occupational Therapist: Mrs. M. Beasley
Speech Therapist: Miss Ruth Gannon
Psychologist: Miss B. Wagman
Orthotic Technician: Mr. Scott Walder
Teacher: Mrs. S. McNaughton

Now follow the symbols learned from October 6 to November 18. Some signs are obviously deaf and dumb sign language but showing as drawn pictures as the first two expressing hello and goodbye, also showing in arrow symbols moving the head to say yes (up and down) and no (right to left and back). The last symbol in the line shows a smiling face apparently with the meaning Me! I will! All other symbols shown are mine, except for the curved indicators on top of some symbols to mean little and big. This is not exactly what I have in mind, but we can let it go. After all, we can use some symbol for easier understanding, and then advance to more learning when we come to my indicator for human evaluation and my symbols for little and big. I was delighted to find that in the letter of Jan 7 to the parents my proper symbols for little and big were shown.

SYMBOLS LEARNED IN COMMUNICATION CLASSES OCT 6 to NOV 18

2 hands shaking
1 hand waving

hello
good-bye

Note by Bliss:

These are the first symbols which Shirley introduced. Apparently she had not yet studied my book, and therefore invented some symbols of her own, as for instance for small and for big. In later letters she admitted her mistakes and used the correct symbols for small and big



man



boy (little man)



lady



girl (little lady)



little



big



house
building



father (man who lives in the house) this is wrong, the man living in the house may not be the father.



mother



movement or activity



animal



a person walking



wheel chair

also the wheel as indicating a car, bicycle, truck, is also wrong



something little with wheels (bicycle wagon)



something big with wheels (car truck train bus, etc.)



no (direction of head movement) here too Shirley had not found yet my proper symbols for yes and no.



yes



question will follow



Me! I will!

this also is invented by Shirley

Dear Parents,

Oct, 8 1971

This week our communication classes began. In spite of the many hours of discussion and planning by Mrs. Beasley, O.T., Miss Gannon, Speech Therapist, Miss Wagman, Psychologist, and Mrs. McNaughton, Teacher, the first day was very hectic! It was soon decided that it was impossible to organise the transportation of the children to and from a basement classroom, and that a more convenient location was needed. Luckily, a section of the Occupational Therapy wing was found to be available to us. The second day went much more smoothly!

Our objective is, through a teacher-therapist team working daily (for 30 mins.) with a small group, to make it possible for each child to use a picture - symbol vocabulary, which will serve either as a supplement to speech, as a substitute for speech, or as a temporary aid to enlarge the child's inter-personal communication capabilities during the period when his speech is still developing. We hope that the picture-symbol vocabulary will enable each child to communicate his ideas more precisely and clearly and that through using this supplementary "vocabulary", each child will enjoy the satisfaction of participating equally in the "interchange of discussion".

In our first few days we have concentrated upon the relationship between body movement and picture symbol. We are learning that there is another way to "talk" - with pictures. "Hello" and "good-bye" were the first two picture-symbols. "Man" and "woman" were introduced next.

A weekly letter will keep you informed of our activities.

Yours sincerely,
Shirley McNaughton
Margaret Beasley

October 22, 1971

Dear Parents,

During this third week of Communication Classes, the children have begun to discover the possibilities offered by their "picture vocabulary". With the addition of yes + and no - to the symbols already on their trays, the children have been able to communicate their ideas to us. Through careful questioning by the adults, the children's small number of symbols began to function for them. In the older two groups, the children now have hello (2 hands shaking, good-bye (a hand waving), man  woman,  house  (also home, shelter, family)  movement and  activity along with yes and no. In the youngest groups, our pace is much slower and the use of symbols for hello, good-bye, and yes is being combined with play activities. In all groups, the children who speak are constantly emphasising their "picture vocabulary" with the spoken word.

The highlight of our week was Thursday when each of the two older classes had visitors. Each child was able to decide for himself, and then inform us, whether he preferred men or women guests, and whether or not he would like the guest invited back!

One especially revealing "conversation" took place with Ann Running. She was able to, very emphatically, "tell" us that part of her wheelchair was at home, that the bus driver would not bring it to school, that someone should speak to him, that "that someone" should not be Mrs. McNaughton, Mrs. Beasley or Miss Norman, but that it should be her physio! The chance to be precise about telling us things - with no guessing on our part - quite a thrill for Ann! And for Mrs. Beasley and me, too!

For the next few weeks, classes will be held Monday to Thursday, leaving Friday for Mrs. Beasley and me to plan curriculum, make materials and try to work out the many practical complications regarding equipment. We also need to consult regularly with the Communication Committee to ensure the balanced and co-ordinated development of the programme.

It's been a rewarding week!

Sincerely,
Shirley McNaughton

October 28, 1971

Dear Parents,

The new signs this week have been  big and  little. The children have learned them very quickly. We have related the shape of the curve to the shape of our hands, as things grow bigger and become smaller. We have even made an inflatable fish become smaller as the children push down on it with all their might! The new signs have been used to give directions to the teacher about the size for our jack-o-lantern's feature. Yes + and no - have been very useful in making each child's desires known, sometimes in a game, sometimes in telling me whether or not to play the recorder.

Tanja's mother visited us on Tuesday, and Janja showed us her very best work. She followed through on Wednesday with the same improved performance and effort. We hope to arrange a visit for each parent within the next few weeks.

We will do more work next week with the two older groups - combining symbols. e.g. little man = boy =   little baby = girl =   . We have just made a beginning with these concepts.

The younger groups have continued with yes and no, with Tommy adding lady to his tray, so he could tell us about his aunt who he visited last week-end.

Joey brought a "happy face" ball to class and was able to tell us exactly what he wanted to do with it through combining gestures with pictures. He also told us about a bandaged thumb!

You might like the words of our opening song:

In this class we talk with pictures.

Everyone can talk with pictures!

First you point and then I answer,

It's a conversation!

(to tune of Where, oh where is poor little Susie?)

Shirley McNaughton

November 6, 1971

Dear Parents,

We have continued to use all our old picture symbols, as well as adding the symbol for wheel, which alone means "wheelchair", combined with, means a small thing with wheels (wagon, bicycle), and combined with means a big thing with wheels, (train, bus, car, etc.). If the is combined with, it is

moving and going somewhere, maybe a big trip, maybe a small trip or Adding to this, a picture of each child - we were able to take some imaginary trips with persons, vehicles, size of trip, destination, etc. Chosen by children. Each child's picture is used to indicate "I" or "me". Ricky learned very quickly how to use his picture appropriately! I asked whom our story should be about - a man, lady, boy or girl. With no hesitation, Ricky said "Me!" he was delighted when the group accepted his idea and created a story about a boy named "Ricky!"

The youngest group has had fun relating pictures of a gun, box, ball, and kitten to the object and to an activity related to it. Andy is speaking more each day, and Tommy continues to use sentences very well to express his ideas. Our little ones are having many experiences with pictures to help prepare them for more concentrated use of symbols, later.

Next week, I shall be attending a workshop in Guelph. Mrs. Beasley will conduct the classes, aided by a volunteer. I look forward to seeing the children's new learnings upon my return.

Sincerely

Shirley McNaughton

November 19, 1971

Dear Parents,

I enjoyed returning to the classes this week, and discovering how well the children had learned the symbols for animal and a person walking. On Tuesday we introduced the older children to asking questions. Each child received and by touching this symbol before pointing to another symbol, he tells the "listener" that he is about to ask a question. To introduce the concept, we have played a game similar to a simplified "Twenty Questions". One child had to locate a hidden elastic by asking questions as to its location. The other children answered the questions. The question mark also enabled us to ask Keri, David, and Greg about their trip to the Royal Winter Fair!

The younger class spent lots of time "playing" hockey and using the words man, stick, puck, and goalie - thanks to Andy's keen interest! The younger children are using pictures to indicate their choice of activity and to recognise articles of clothing. Each day we are emphasising the relationship between objects and activities to pictures, in preparation for later introduction of symbols.

Next week, the children will be having visitors during the school "Open House for Centre Staff". I hope they will have some good "conversations"!

Shirley McNaughton

November 26, 1971

Dear Parents,

This has been an exciting week indeed! On Tuesday, one of the classes, was videotaped, and the children had the fun of sharing our activities with cameramen and observers. The videotape did not turn out well, but we all had the experience of "carryong on" in front of an audience! It was good preparation for our special day - "Open House" for Centre Staff, on Wednesday. By then, the children were quite accustomed to visitors and were able to enjoy "conversing" with new acquaintances. Ann was careful to let us all know however, that visitors were to wait, and only come into our class after our work was finished! Open House provided a good opportunity for Greg's mum, Andy's mum and Ann's mum and brothers, to visit our class: we all enjoyed having them with us. No new symbols were introduced this week. We felt the children would be more comfortable using familiar symbols, with so many changes in class routine. A list of their symbols to date, is attached.

The highlight of the week for the older children was the completion of the first model of the communication tray. Up to this week, each child has been using a regular wooden tray with pictures attached. Each child had a turn to use the tray and to operate the pointer, and each child surprised the committee members by the short time needed to gain an understanding of its operation. Not all the children will require the pointer, and modification will need to be made before the model is completed. It was most encouraging, nonetheless, for Mrs. Beasley and I, to see the equipment progressing so well. An attached description of our class (prepared for Open House) will enable you to see how many professionals are contributing to the development of the programme.

The younger class continued working with "hockey men", with some time devoted to making our own snow, and to dressing for a hockey game. All our activities

were accompanied with growing attempts at speech by Debbie and Martin, and with Andy saying new words every day!

We look forward to settling back to a good "learning" time next week! The older classes will be learning the period, and distinguishing between a statement and a question. The younger children will be carrying on with activities, accompanied by discussion and pictures.

Yours sincerely,
Shirley McNaughton

December 3, 1971

Dear Parents,

This week, we began to think about "feelings" in the two older groups. The symbol  was introduced and the arrows   were added to indicate happy  and sad . We related our feelings to the song "If you're happy and you know it", but with new words! "Reach up to the sky" were used for the happy verse: "Look down to the ground" were used for the sad verse. The children learned to use these new symbols quickly and lots of "feelings" were discovered. Anne was feeling  on Wednesday, because of  not feeling very well. We will be introducing you  soon, so that the children will be able to ask Mrs. Beasley and I, how we feel about things. A beginning of more complex "question-asking" has already been made by Ricky. After looking at a picture of a little girl with a house, Ricky asked " ?   " "Where is the daddy and the mommy?" After discussion with all the children, we were able to make up a story about the picture.    "daddy and mommy were at home". The little girl needed help from a . She would be  if she didn't get it. Another question from Ricky developed from looking at a picture of Santa Claus. " ?   " "When does this man come to your house?" We discovered that the time of his visit would not be the same for all the children. Each week, the children's expanding vocabulary enables us to have richer conversation. We'll be introducing a symbol to help us with the Christmas story next week * , star,  baby (a new star under the roof!)

The youngest group played a game with objects hidden in a bag. Relating several objects with corresponding pictures is still very difficult for them. Maybe wearing some of Santa's clothing and looking at pictures of Santa will help increase their understanding - !

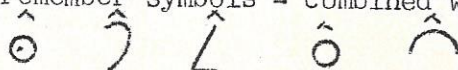
Rather than written report at this time, we will be phoning you, to arrange a visit time. We hope each parent, who has not already seen the class, will be able to join us some morning in December.

Yours sincerely,
Shirley McNaughton
December 10, 1971

Dear Parents,

This week the children in the older classes related their symbols to the story of their first Christmas. They learned the * star,  eye,  seeing, and how to make such sentences as: I see a man  : I see a star  : I see a little boy  etc. Following their questions of last week, they quickly grasped the concept of using four or five symbols to make a statement. Due to my being absent one day, we were unable to relate the star to the concept of birth, but we'll carry on with that next week.

Now that we have begin to learn the symbols for parts of the body, we have a face in our room to help us remember symbols - combined with for action



signifies the verb form: to see, hear, smell, speak, think. The face will help the children to relate each new symbol to those already known.

The younger group sang about Santa and wore parts of his clothing by pointing to the appropriate picture. (beard, hat, cape, mits, bells, Xmas stocking)

On to more "talking" about Christmas activities - next week!

Sincerely
Shirley McNaughton

Dear Parents,

December 17, 1971

The more we observe the children using the symbols, and the more our team members work on the development of the visual symbol system, the more delighted we all are, with the role which this communication system could play in the lives of children with limited or no speech. The possibility of its strengthening a weak area in their total reading readiness programme is becoming more evident. We are seeing now that language growth and development can be encouraged as well as provision being made for the communication of needs and feelings. You will be hearing more of this as we enter the winter term, and you will better be able to see what Stage I was preparing for. The new year offers much challenge and scope to the children and their team, as we begin enlarging their team, as we begin enlarging their vocabulary possibilities.

As in any learning programme, we are seeing a range of abilities, both in speed of learning and in comprehension. In January we shall be grouping the children according to their ability to utilise the visual symbols and we will thus be able to provide the opportunity for each child to progress at his own speed.

Keri asked an excellent question this week.

? 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

We did indeed appreciate the visits of three parents this week. We look forward to relating the symbols more closely to home use in the New Year

Christmas activities in the classrooms will be taking priority next week, and communication classes will be cancelled until after the holidays. Mrs. Beasley and I will try, however, to arrange a short get-together for all the children to wish each other Happy Holiday!

We introduced birth and day this week, and just in time! Keri was able to tell everyone about the birth of an animal and how the mother moved, immediately after witnessing the arrival of a baby guinea pig in Mrs. Bederman's class. Of course, everyone was to hear the news!

Mrs. Beasley and the communication team send you their best wishes!

Sincerely

Shirley McNaughton

Dear Parents,

January 7, 1972

It has been a rewarding week! After all the excitement of Christmas and the two-week absence from their symbols, the children did an excellent job of remembering! They returned to school, ready to begin where they had left off, and we quickly changed our plan of using this week for review, and began introducing new symbols.

We are now working with just two groups of children and we are keeping time available each morning, to introduce the symbols to hospital children who are here for short periods, and who can profit from individual instruction.

Birth groups learned the new symbols for big I and little i. These were obtained when we received our complete text of Bliss symbols, and we felt it would be appropriate at this time to "correct" our C which we introduced prior to having the complete Bliss vocabulary. The children like the new ones much better!

The first class began learning the parts of the face, and have mouth O, ear J, and nose L, to add to eye @. We hope to introduce symbols in groups to this class to see how quickly they can acquire the vocabulary. The second class enjoyed the new big and little and continued to work with their vocabulary of 21 symbols.

It has been a "fun week", with Keri's birthday, and with Christmas news to share. Ann has been working individually with Mrs. Beasley and Scott, getting extra practice with her new pointer system. She made her first sentence

We shall carry on with other body parts next week and then we shall begin learning the many ways of asking questions.

Best wishes for the new year!

Sincerely

Shirley McNaughton

Dear Parents,

January 14, 1972

This week in group I, we completed the multiple symbols of body parts. This includes eye @ mouth O ear J nose L mind, brain C head @ hand V arm L legs A body O.

By putting $\wedge$ over each symbol we are able to indicate the "action" of each part: thus $\hat{\odot}$ means seeing, $\hat{\circ}$ means speaking, $\hat{\smile}$ means listening, etc.

The children used these symbols to associate body parts with activities. They indicated the part we use when: reading, listening to music, rolling in the gym, sneezing, thinking (this is what Greg and Ricky like doing best at school!), and many other home and school activities. We related body parts to clothing and then to occupations. We had especially good thinking and discussion about the job of the fireman. We discovered that all 10 symbols were needed to talk about his work!

Group 2 added ear and mouth this week. Ann joined the class with her new tray, and now we are working to see how quickly each child can give his response. David, Tanja, and Ann, each came "first" once on Thursday. Because Ann has a lot to learn, (how to operate her pointer, how to think ahead, and how to initiate her response even when she does not have the individual attention of the teacher) - she needs to be asked a symbol which David and Tanja have forgotten, in order to win. When David and Tanja are sure of the symbol, they're hard to beat!

We had an interesting event occur in class this week, which, I think, can give us a little insight into how the children can use the visual symbols to serve as a substitute for speech. Kari surprised me on Thursday by refusing to answer any of my questions or requests. I asked if something was the matter - Then Kari "said" $\perp, \otimes, \wedge$ (I want to go home in my wheelchair). I tried to discover why and then Kari continued, $\perp, \heartsuit$ (because she was sick). I asked Kari if she wished she were at home with daddy - $+!$!

In a class where children are able to speak, a girl with such important things on her mind would have interrupted or greeted the teacher by purring out her news. Kari's hand firmly prevented her pointer from moving, and she was just as effective as an interrupting child. (After Kari's news had been told she worked very hard for the remainder of the class.)

We're learning every day!

Sincerely,
Shirley McNaughton

January 21, 1972

Dear Parents,

The first group of children began working with the various forms of question symbols this week. They used the question $\boxed{?}$, answer $\boxed{?}$, what $?$, why $? \triangleright$, and when $? \odot$, symbols. The entire multi-symbol for questioning is:

$\boxed{?}$ question	$\boxed{?}$ answer	$?$ what?	$? \triangleright$ why?	$? \wedge$ who?
$? \odot$ when?	$? _$ where?	$? \wedge$ how?	$? \div$ which?	$? \times$ how much?

It would help if, at home you could emphasise the form of question which you are using, e.g. Do you want to know what a thing is or why it is being used? Are you asking a question $\boxed{?}$ e.g. Are you hungry? Or asking what do you want to eat? The children will need lots of practice in deciding what they want to ask. A large picture of the multi-symbol could be kept readily available at home for use by the children in the first group. To help the children of this group (Kari, Ricky, Greg) ask questions about things which are important to them, I would appreciate it if they would bring a favourite object to school next week. It will aid their learning if you discuss with them the kinds of questions they could be asked, and help them prepare answers. I will supplement the questioning with questions which can be answered yes and no.

The second group continued working on parts of the body and added the brain ,

to their list of symbols. Ann showed increasing skill in the use of her pointer in the group, and Tanja and David continued to try and see who could find the picture the most quickly.

On Thursday when Ann and Tanja went to the fire station, David showed us how well he knew all his symbols, and had his first experience using the tray with a pointer. Everything was recorded on closed-circuit TV for comparison with future learnings. Next week we hope to utilise the television with all the children.

If David, Ann and Tanja could bring a doll or stuffed animal to school, we could introduce something belonging to them in our lessons on body parts. The nose) and head (1) will be next.

Dear Mrs. McNaughton

Sincerely
Shirley McNaughton

I cannot express my delight about these "lessons" to the Dear Parents. Up until now I believed that my rambling long-winded large book is "unreadable". Now I discover that people in other parts of the world can learn from it quite easily and can tell about my symbols to little children, and do so with success. Wonder upon wonder, and delight, jubilation and utter thankfulness in my heart.

However, before I had even time to read all the letters to the Parents, I dashed off the following letter to Mrs. McNaughton.

Dear Mrs. McNaughton,

5th February, 1972

When your wonderful Christmas card with the picture of Keri came just before Christmas, I was in the seventh heaven. Your story of Keri was so wonderful that I felt that I had to make a permanent record of it and I sincerely hope that you and Mr. Izzard and all the other liked my presentation.

However, my very first reaction was to send you all picture post cards of Australia with a personal message and showing on every card various symbols of mine in order to prove to you that my symbols can really cover all the needs of a modern language.

But then I waited and waited week after week and I heard nothing from you all, and became a bit apprehensive. My fear was that you might have found the whole idea too difficult to pursue and that you had given up. Great was my joy yesterday when at last a large letter from you arrived which took nearly three weeks to come by airmail from Toronto to Sydney. It contained your personal letter to me dated Jan 15, and then your report of the Communication Programme and then a lot of duplicated instructions to the parents of your little pupils. These your sheets to the "Dear Parents" were the most wonderful message because it showed me that you're forging ahead and all is well. Of course as you said in your letter, you see quite a lot of difficulties but I assure you they all can be easily overcome once you hear what I have to say to everyone of the team.

Now here is a good message. All my life, since my early boyhood, I wanted to see the United States and now your wonderful work has made it imperative for me to come to the U.S.A. and to Toronto. I intend to leave Sydney by the end of April and arrive in New York around the 1st May, I have to stay a week in New York because I want to find a paperback publisher for my last book about which I will write more below. This means that I have to visit the most promising publishers give everyone a copy of my book and visit them again 10 days later. As soon as I have visited them all I want to come to Toronto. My main purpose will be to

talk with you and the other members of the team and to prove to you difficulties you encounter can be easily overcome. The second purpose will be to tape a number of TV shows to be sold or given gratis by the O.C.C.C. to Canadian and American TV stations. Every show should be not longer than a quarter of an hour or thereabouts and will consist of two parts. The first part of say 5 minutes will be given by you and by me when we will show together in a kind of dialogue a number of symbols and how they combine. The second and larger part of the show will then be played by the children themselves and your communication team working with them. The whole idea is so novel that I am sure many TV stations will take the shows and thus many millions of Canadians and Americans will see what you have done and I'm quite sure many donations to the O.C.C.C. will come in. I'm sure you have received my parcel containing a package of information for every one of you, including Mr. Izzard, containing among other letters my story of "Blissymbolics on Television". The show I gave (which lasted not more than 10 minutes) was shown twice all over Australia and was a great success. I used a special demonstration board similar to those used in educational alphabetical toys by which children can put together alphabetical letters one by one in a whole row to form words and sentences.

Now two days ago I posted to you such a demonstration board with a lot of plywood panels each one containing one symbol, some a full square, some a half square, some one quarter square. With the same airmail but in a separate envelope I'm sending you one such plywood panel which is a symbol and a picture of a window, thus . In a few days I shall send you a list of all symbols you will receive.

I have also included a few plywood panels without any symbols for painting those symbols which you think should be also shown. It should be easy for any draughtsman to paint those symbols you will need in the same manner as I have drawn and painted the symbol of the window. See to it that the thickness of the lines should be the same as in my sample, and use a dark blue glossy paint for the symbols themselves.

As you can see from the sample sent to you, one edge of the plywood panel shows a thin red line. This is the edge by which the panel is to be inserted into the groove of the aluminium strip of the demonstration board. If this red line would not be there you might have difficulties to put the symbol properly and not upside down or sideways, as such fumbling would take time and give a bad impression on TV.

The ship with this parcel weighing 221 lbs. (just the postal limit for parcels.) left Sydney on the 3rd February, and you should have the parcel within 6 weeks by the middle of March or perhaps the end of March. You will then have the month of April for the plotting of the shows, and for the drawing of additional symbols. In case you need many more plywood panels, any carpenter could make them according to the sample sent. With the list of symbols sent to you, and with the list of those additional symbols, which you will have to manufacture, you can have them done and prepare the show even before the parcel arrives.

My idea then is to ring up from New York preferably before 8am in the morning in order to get through quickly and cheaply and I hope you have a telephone at home. Please give me your number in one of your next letters. You will then tell me at what date it would be best for me to come to Toronto. If hotel reservations have to be made in advance you will be kind enough to do this for me and to make such reservations for two nights which would give me three full days, this should be plenty for the taping of the shows and for discussions with all the members of your team. If there is a possibility for me to address the parents I will be very glad to do so. Students at Sydney University and elsewhere have told me that I am the best speaker they have ever heard. And I assure you that my talk will be anything but dull. I am a firebrand, consumed by a wonderful idea and now exhilarated by the most wonderful thing which could happen to me, namely, seeing my work coming alive and for such a wonderful purpose. Moreover I was a professional movie maker and thus I know how to edit and how to put together fascinating sequences which would hold the attention of the onlooker. I hope therefore that these TV shows will be a great success and a great money spinner for the O.C.C.C. and in turn for the extension of your wonderful work for all the crippled children's schools in the world. In my vision I see you and the other members of your team going on lecture tours to other schools in Canada, United States and elsewhere, expounding your work and initiating similar work in other schools. I am sure you and your team will write textbooks and thus become known and even famous.

And now let me answer your letter one by one.

Communication Programme. As I want to get this letter off to you as soon as possible I shall read your programme later and comment on it.

Newsletter to Parents. The same applies to these newsletters.

Committee at administrative level. I shall deal with all your questions and difficulties within the next few days enough to give you sufficient answers to the problems the committee may want to have answered.

My picture post-cards. I'm glad you liked them.

Multi-symbols. I shall provide you with such charts of ten symbols in the same way as you did it already in your newsletter of January 21, dealing with questions.

Problems you encounter. Please let me know them as quickly as you can and I shall answer by return.

The shortest way to express concepts. Yes, this can be easily done.

Template. Today is Saturday. I shall be at my engraver Monday and shall send you within one week two templates, one to write symbols of the same size as shown on my sheet "The Story of Keri" and another one making symbols and double the size.

Errors you make. Don't worry about this. You are doing wonderful. Actually you have known my work for two months only and how wonderfully you have grasped it already. Think how far you would be within two months trying to learn and to write in Russian or Greek.

Copy of my book. I can't understand why my distributor in the U.S.A. has not sent you the book. Your order must have gone astray in his office. I wrote to him immediately to send you a copy and to bill the O.C.C.C. the reduced library price.

A personal copy for you. Allow me to send to you here from Sydney a personal copy for you as a small token of my gratitude for the wonderful work you are doing. I shall also send you for your private home library a copy of my last book "The Invention and Discovery that will change our lives", about this book I shall write to you in one of my next letters.

The picture of David Foster. Thanks a thousand times for this little picture of David. It is heartbreaking and heartwarming to see his determination to learn to work with these new symbols. I see that you have drawn the symbols quite well and I'm sure that the plywood panels will help you with the perfect drawings of them.

A Symbol Typewriter. I hope you and the other members of the team have been interested in my six page letter in which I dealt with a number of questions and where I told you how to get a symbol typewriter for your children.

Letter to Mr. Izzard. My previous letters were all addressed to him as it is the proper way to do. Shall I continue in this way or shall I write the address in your name?

Your picture post-card of the O.C.C.C. Building. Thank you very much for it. It is indeed a very impressive building and I cannot imagine that a day will come when I shall enter it and meet you and your co-workers, Mr. Izzard, Keri and David and all the others. I sincerely hope that my dream will come true.

Sincerely yours,
C.K. Bliss

Dear Mrs. McNaughton,

Sydney 22 February, 1972

Just like you I am so busy that I could not attend to most of our common interest. Hence this short letter by which I am sending you the template of which I shall talk below. Now first of a few items:

Copy of my book for the Centre: I hope that my wholesaler Carol Cox Book Co. P.O. Box 389 Paramus N.J. 07652 has sent at last a copy of my book.

Copy of my book for you: I have posted off my gift copy for you by surface mail and you should have it within a few weeks.

My comments on your letters to the parents, and your communication programme: Will give it to you as soon as I possibly can, also my answer to all your other problems. Please tell all you want to know.

Template: I have decided that the template I have used for the symbols shown in my "Story of Keri" is too small for your work, and therefore I am sending you with airmail a larger template. Unfortunately the engraver made a mess of 4 symbols, namely this for man, woman plus multiplication mark

and wave. I told him to make the lines for those symbols not wider than

to allow a ball point pen to move through. Unfortunately he made these lines much too big, and hence a ball point pen would waver between the lines. But this is a minor thing. You can draw the plus and multiplication mark by hand, etc.

My coming to the U.S.A. I have posted a demonstration board with a lot of panels with painted symbols to you which should arrive End of March. I hope you agree with my coming and I hope too that you and Mr. Izzard are agreeable that we should videotape a series of 15 minutes shows to be shown on Canadian and American television stations. This should bring in a lot of donations for your centre. I intend to stop over in Los Angeles, go to Hollywood and try to persuade the Walt Disney management of short 5 minute cartoons for the daily childrens sessions on TV.

In short, I want to do everything possible to help you with your task. Again I wish to stress one fact which I have never mentioned in our previous correspondence and especially in that 6 page letter about the typewriter from China, and it is this, and I beg to stress this fact to the parents:

ONCE THE CHILDREN HAVE GAINED CONFIDENCE IN EXPRESSING THEMSELVES, THEN THE WRITING IN SYMBOLS SHOULD BE THE FIRST STEP TO THE READING OF ORDINARY ALPHABETICAL WRITING. It should then be easy to tell them that this jumble of letters "man" and this jumble of letters in French "homme" means this a male human being. From this step onwards all of the literature of mankind is open to them, and with a specially adapted typewriter these crippled people can partake in all literary activities and even earn their living.

Nothing more than kind regards to everyone at your wonderful centre.

Yours sincerely,
C.K. Bliss

The very same day the following letter came to my intense joy.

Dear Mr. Bliss,

February 16th 1972

We were delighted to learn of your plans to visit us. We have all been trying to think of ways to meet with you in person and exchange ideas regarding the application of your symbols to our programme. Now your trip to North America will make this possible!

We appreciate all the material you have provided for each of us. We know very well how much work is involved in these papers. You have given us a great deal to think about. We would like to thank you for your offer to assist us with publicity for your programme. We must issue a word of caution however, in this regard. All publicity for the Ontario Crippled Children's Centre must be initiated by our Public Relations Department. We hope that you will be able to

meet with the representatives from this Department upon your visit. in May. In the meantime, because our programme is still in its early stages, we must concentrate our efforts upon its development and evaluation. We do not feel that we can promote the system for use by the handicapped until we have proven its potential and application to our satisfaction.

We are recording the stages of our programme on slides and audio-visual tape and when we feel the programme is ready for use outside the Ontario Crippled Children's Centre, we will be able to present its development to interested persons.

Now - back to your visit! Margrit Beasley would like to extend a welcome to you to stay at her home during your visit to Toronto. We look forward to seeing you.

Please let us know as soon as possible the dates of your stay in Toronto. We wish to make plans so that your time with us will be both productive and enjoyable. Best wishes from the communication team.

Sincerely,
Margrit Beasley
Barbara Kates
Judy Seligman
Scott Walder
Shirley McNaughton

Then the following article appeared in the Sydney Morning Herald of February 4, 72

W A L K I N G T O H A P P I N E S S
New Aid for Sick Children

by Shaun McIlraith

Medical Correspondent, Sydney Morning Herald

Three children, otherwise unable to walk because of a thigh bone disease, were able to start school yesterday with the help of metal splints designed in Canada.

Until recently children who had the disease were immobilised in a bed frame or in plaster for long periods.

The splints, developed at the Hospital for Sick Children in Toronto, enable a child to walk with crutches without placing stress on the bone at the hip joint.

The three children were able to play football in the playground at the Royal Far West Children's Health Scheme, Manly, yesterday.

Tom 11, from Collarenebri, Paul 5 from Gum Flat, and Teresa 6 from Gilgai may have to wear their splints for up to 18 months, but after that they should be on the way to normal development.

A senior orthopaedic surgeon explained yesterday that in Perthes's disease circulation changes occurred in the growing centre at the extremity of the thigh bone, which rendered it soft and susceptible to deformity.

Untreated, the disease led to severe and intractable osteoarthritis in early adulthood.

By holding the top of the thigh bone fully within the hip socket, the splint prevented the outward movement which created the bone growth disturbance.

Protected by the hip socket, the head of the thigh bone was allowed to regenerate to normal texture and contour.

(The photograph shows three children laughing and playing with a football and the caption says "School was a challenge brightly met yesterday by Tom 11, from Collarenebri, Paul 5, from Gum Flat and Teresa 6, from Gilgai.")

I dashed off the following letter to Mr. McIlraith.

Mr. Shaun McIlraith,
Medical Correspondent
Sydney Morning Herald
Broadway.

9 February, 1972

Dear Mr. McIlraith,

I have read with great interest your excellent report titled "Walking to Happiness" in the Herald of February 4. and I rejoice with you about the happiness brought to those helpless children by the "Hospital for Sick Children" in Toronto. I happen to know that this is the "Ontario Crippled Children's Centre" at 350 Rumsay Road Toronto 17, Canada. It consists of a hospital and a school, and I am madly and happily involved with the school.

As you well know, I am the originator of Semantography, and for the last 30 years I thought of almost nothing else than applications of my work for suffering humanity. But it never, never occurred to me that it could help the most helpless of all, the crippled children. They are paralysed, they cannot speak and often cannot hear, and thus the jumble of alphabetical letters means nothing to them. They cannot even use the sign language of the deaf and dumb, due to their infirmity.

Now, look at the attached sheet "The Story of Keri" and I am sure you will rejoice with me. You should also see photographs of other children who with a wonderful, but heartbreaking determination use my symbols to express themselves

to the other people. You should look also into the subsequent sheets titled "Dear Parents" by which the teacher Mrs. Shirley McNaughton teaches the parents who take their children home each afternoon how to "converse" with their children in my symbols. The idea is that once the children gain confidence in expressing themselves and in communicating with the outside world they will then grasp the jumble of alphabetical letters, they will realise that this "man" and this "homme" means this , a human being thus gradually the whole literature will open up for them. They will "read and speak in happiness" to paraphrase the title of your article.

Well then, how about telling the doctors and educators whose business is to care for crippled children that a crank in Australia has found at last recognition, not "in sua patria" but abroad as it usually happens. You remember my pestering about the lecture of Dr. Jerome Frank about whom you write 3 articles. Well, he and Prof. Kilo both psychiatrists recognised the importance of my work and let me speak as second speaker after Prof. Frank. I have not met you, but I am sure you are a medical man, as otherwise it would be impossible for you to write so knowledgeable about medical matters. How about we meet some time. Let me take you out to lunch. I am 75, and not interested in fame. I am interested only to help the helpless, and you too are interested in this. Hoping to hear from you, I am,

Yours sincerely,
C.K. Bliss

Meanwhile I answered the kind letter of the Communication Team as follows:

To the Communication Team at the
Ontario Crippled Children's Centre
Toronto, Canada.

Sydney 25 February, 72

Dear Mrs. Shirley McNaughton, dear Mrs Margrit Beasley, dear Miss Judy Seligman, dear Miss Barbara Kates, dear Miss Barb Wagman, dear Mr. Scott Walder, and as I found the name of Miss Gannon in the letters to "Dear Parents" here is to dear Miss Gannon.

Many thanks for your kind letter of February 16 which you all have signed as a special gesture to me, and for all the news it contains, especially your invitation to see you and even stay with you dear Mrs. Beasley (how kind of you) and here is my answer to everything you mention, and I have in mind.

Your word of caution to me: I fully understand the position that nothing, just nothing could go out into the world about your effort unless approved by your Public Relations Department.

Now here are my feelings about all your efforts. Suppose your authorities who have to judge your efforts with my symbols would not like the idea at all, and would be most reluctant to go on with a work which is so outlandish at first sight, even absurd. Suppose your authorities would tell you to stop working with my symbols, and I would receive an apologetic letter from you saying that the work could not go on, and so sorry, etc. etc. What would my reaction be?

My disappointment at the moment would soon vanish, and I would realise the difficulties which you are facing. But I would say to me that the wonderful experience and happiness and exuberance which I felt and which I have expressed in my sheet "The Story of Keri" has been real, and is still real, and nobody can take this away from me. It would tell me that my work has value and that it will be taken up again, even if I am not more. And I would not be disappointed at all, but still rejoice in your efforts, though you had to abandon them on higher orders.

Half a year ago Mrs. Eunice Loewke Secondary Co-ordinator of Petaluma High School District Petaluma, 11 Fifth Street, Cal. 94952 sent me a copy of an application to the Education Department in Washington, asking for a sum of \$10,000 for the training of 30 highschool teachers in Semantography. I was elated, though the department rejected the application. I was not disheartened. First, expenditures in all branches of the U.S. government have been curtailed severely, and naturally my semantography would work with highschool children (as you have done with your children) and lastly, if she had asked for only \$1000 instead of \$10,000. But I was elated nevertheless.

So, be rest assured that I shall not be disappointed if I come to you and am told that there will be no videotaping of any TV shows, and all has ended. I would learn from your bitter experience and would be wiser then. And because I had learned from your bitter experiences in the past let me give

A word of caution to you: You may be elated and filled with high hopes about your successes with your children, and then you may be thrown into the abyss of despair when your higher and older authorities will tell you: no more nonsense with those non-sensical symbols of that man down-under in Australia. The very same thing has happened with almost all new ideas in education. Louis Braille was a blind teacher in a school for the blind in Paris. At that time the only method for blind children to read was books in which every letter was about 1 inch

high and embossed to be felt with the fingertips. Thus one word may fill one full page. A sentence may fill 10 pages and more. All this was a very clumsy way to help the blind children.

Then Braille evolved his system of 6 points embossed in paper by a steel needle. His pupils learned to read so quickly as if they would read with their eyes normally printed text. But the French Academy rejected Braille's system and his headmaster forbade him to teach it. He had to do it clandestinely. How then did his work become known? Through one of those happy incidents which sometimes happen within the life-time of an inventor. A blind girl appeared on the concert podium in Paris and gave a fantastic performance of most complicated piano playing of famous concert pieces. It was clear to everyone that she could not have learned all the complicated chords by hearing them played by a seeing pianist. When asked how she learned to read those concert pieces, she answered "Mr. Braille helped me" and thus Braille's work became known during his life-time.

Well, something similar happened with me, through your kind help. I sincerely hope (indeed I know) that your work will succeed - even if your authorities tell you to stop it, in much the same way as the French Academy and Braille's headmaster told Braille to stop it. And indeed, I am much afraid that your authorities will not be favourably impressed - for a number of reasons. First, there is that professional jealousy involved, ^{secondly}, the reluctance to think of new ways, and thirdly the critics who will express their fear that you are leading your children astray - away from normal languages and into some symbol fantasy which would draw them even more apart from normal children and widen the gulf between them.

I could kick myself for not having thought of this before, otherwise I would have said it in bold blockletters in my "Story of Keri", and I beg you to take heart from the forthcoming paragraph and to tell this to the parents of your crippled pupils, and to your authorities, and to everyone else. And here it is: The ultimate aim of learning to read and write in symbols: The symbols are only A FIRST STEP in order to give the children confidence that they can express themselves and can converse with their parents, something they could not do before.

BUT ONCE THEY HAVE GAINED THIS CONFIDENCE THEN IT WOULD BE EASY TO INTRODUCE THEM TO THE JUMBLE OF ALPHABETICAL LETTERS WHICH THEY SEE DAILY IN NEWSPAPERS AND MAGAZINES AND BOOKS WHICH HOWEVER THEY CANNOT READ, BECAUSE THE LETTERS MEAN NOTHING TO THEM. But as soon as they can "write" with their fists or a symbol typewriter complete sentences, then it will be easy for you to tell them that this jumble of lines "man", and this jumble of lines in French "homme" means this a male human being. And then to the next picture of alphabetical lines "woman" or "femme", and so on word by word. Soon they will be able to read normal English and French in Children's books A for an apple, B for a book, etc. in words and pictures. AND AFTER THIS THE WHOLE WORLD OF MANKIND'S LITERATURE WILL BE OPENED UP TO THEM. If Helen Keller could do it, your children taught by you a team of new Sullivans would achieve this marvel much easier. Then, with an adapted typewriter your children will learn to type normal English and French and will even be able to learn to earn their living and become happy members of our society. SO, BE OF GOOD CHEER AND GO AHEAD WITH GOD'S SPEED!!! Semantography for the Children of the World. Just to show you that I have not lost heart in my 30 years of struggle for this idea, I am sending you with the same airmail but under Printed Matter cover a number of papers, and the first are a number of copies of a 3 colour leaflet which I made in 1950, exactly 22 years ago. You will agree that I did my best to express the idea of semantography very well and appealingly too. I made three such leaflets changing only the text below the colour picture. The first leaflet (Semantography Series No. 15) is an appeal to the Delegates at the General Assembly of the United Nations Unesco Conference to be distributed there. It says that here at last is "The Medium of Unesco", here is what Unesco needs, a medium to bridge all languages.

I hoped that my appealing leaflet will have success. Instead, it was utterly ignored by the whole assembly. Not one delegate wrote to me. Indeed, Professor Joseph Lauwers, head of the Education Department of London University chided me severely about the words "The Medium of Unesco". He said, that this would imply that Unesco had already adopted it, whereas I wanted to offer Unesco a medium with these words. I was deeply depressed.

The second text under the picture (Semantography Series No. 16) was an appeal to the publishers to interest themselves in a small booklet on Semantography. I sent this leaflet out to about 100 publishers with an appropriate letter. I wrote especially to Australian publishers. NOT ONE REPLIED, though I hoped for a telephone call from one of them, out of sheer curiosity. I then forced my way into the largest publisher of educational books, Angus and Robertson of Sydney. I asked for an interview with Mr. Roderick Collin, who is now a professor. I began to tell him that my symbols could be ideal for the natives of the Australian Territories of New Guinea-Papua, who are divided by about 700 different languages. I began by showing him my circle for the picture of our sun. He interrupted me

immediately and said "No good, no good!" And so it went on, until I gave up. I wrote to the Director of Education in New Guinea-Papua. He had immediately other arguments. My symbol for emotion (the heart) is all wrong. Natives think that emotion moves the stomach, not the heart. And so on.

Did I give up? Not at all. Today 22 years later I am determined more than ever that my work will succeed, and you have proved it to me and to the world. I am sending you a number of the same colour leaflet (Semantography Series No. 17) with the text for private patrons who may contribute financially to my work. I sent it out to a number of rich people. I DID NOT GET A SINGLE PENNY.

Now please, give these leaflets to the children and their parents, and if you need more I shall send to you by airmail the number required.

My book from Carol Cox Book Company, P.O. Box 389 Paramus N.J. 76522 U.S.A.

I hope you have received already the copy. If not please write to Mr. Andrew J. Warner to speed it up to you.

Bloorview Children's Hospital Toronto. You may be interested to know that this hospital ordered my book. I had to tell them to write to Carol Cox. As they have on their letterhead a similar silhouette of a child with crutches as your centre's letterhead shows, it appears that they have heard of your work and want to emulate it. I hope some co-operation will be possible for the common good.

A story from Toronto in the Sydney Morning Herald. I am sending you in the printed matter envelope a cut from the Sydney newspaper showing Australian children walking with splint crutches designed by "a hospital for sick children in Toronto". It may be your centre, it may be Bloorview.

My symbols for big and small. When I looked through your lessons to the "Dear Parents" I saw at first that you have evolved two special indicators on top of symbols to indicate big and little. Later I read and was glad about it, that you have found my own symbols for big and little, and you said they are better. How wonderful for you to have found out about them. You study my book diligently.

Telethon for Crippled Children in Sydney. I am sending you a few cuts from Sydney newspapers about an idea in fundraising. Every year some TV stations raise big money for crippled children by instituting a Telethon. For twenty four hours in one stretch and right through the whole night, beginning Friday night when people stay up very late, the stations send old classic films and very good entertainment. At intervals the appeal for crippled children comes through and the telephone number to ring. 50 hospital nurses man 50 telephones to receive the names and addresses of donors, and what they want to donate. This telethon raises over \$100,000 and more. I am sure you know about it anyway, and here are the cuts.

Your Public Relations Department and my "Story of Keri". Please tell the persons of the PR department that I have made a printed sheet of Keri's success with my symbols only because I was so enraptured with this wonderful story that I had to put it into print immediately. Had I left it for a few months, other events would have crowded it out. But your PR department should know and be sure that I do not show this sheet to anyone outside who is not my personal friend. Only when the PR department approves of this kind of publicity, only then shall I circulate it.

My coming to Toronto: Your kind words and your "delight" about my coming have warmed my heart, and have determined now more than ever my coming to the U.S.A. and to you. I am especially grateful for you dear Mrs. Beasley for your kind invitation to stay in your home. Actually, I do not want to intrude upon the privacy of other people, and therefore prefer to stay in a hotel, but for one evening I would be glad to share your hospitality and meeting your family and friends. So thanks a thousand times for this.

And here is my itinerary: I am flying from Sydney to Los Angeles. I may or may not stay in Los Angeles for a few days. If the cheap airfare arrangement does not allow this, I shall be in Los Angeles on my return journey. My chief thought is to visit the Disney Studios and to interest them in making 5 minute cartoons for the children's afternoon sessions of all TV stations in all countries. These cartoons may not even be animated. For instance, here is the idea of a cartoon to show that "all men are equal". We see the picture of a white man standing with legs apart and then dissolving into this symbol. . Then we see an Indian, again dissolving into , then a negro, a Chinese, etc. etc. all dissolving into the symbol, etc. etc. In the next 5 minute show we could show other symbols and form small sentences which could be animated, then action shots with the symbol sentences as subtitle. And so on, if only I find a man of vision, I would win. Alas Walt Disney is dead, and his brother Roy died a few weeks ago. Still, passing through Los Angeles and not trying to see some director of the Disney studios - I cannot let this opportunity pass by.

In New York, I shall stay (as I do in all my travels) at the cheapest and best hostel the Y.M.C.A. It is centrally situated, indeed its name is GRAND CENTRAL Y.M.C.A. 224 East 47th Street next to Grand Central Station of Manhattan New York 10017, Telephone 755-2410. My first job in New York is to visit a number of paperback publishers whom I would send first letters from Sydney to announce my

coming in order to be received and heard. My proposal is for the publication of a paperback of a new book of mine titled "The Invention and Discovery that will change our Lives". The Invention, this is my symbol system, and the Discovery, this is something unheard of, something which, however, will interest you very much, because you are living already according to this "Discovery" I include a part from this my book (and shall bring several copies to you) in my airmail letter, and shall speak about it at the end of this my letter.

During the first 5 days I shall have visited say 20 of the most important paperback publishers and would have left with them copies of my book. I would then give them 2 to 3 weeks to study my book and to give me a definite answer afterwards. As soon as I have done this, I am free to come to Toronto, and I shall ring you up as soon as I arrive in New York, and then two days before I can come to see you. Please tell me in one of your next letters, the telephone number which I can ring up before 8 a.m. because then I can get through quickly and cheaply. You can tell me then where I shall go when arriving at Toronto airport.

If you and the PR department decide that no TV shows should be videotaped as the time is not yet ripe for bringing your work before the public, then there will be no TV preparations. You can do all this alone and without me. Indeed I would say that if I am not in the picture it would be much better. First, I am in my 75th year and look the part and hence I look not well on TV. Then there is my atrocious German accent which is offensive with many. However, if you decide that I shall give a short talk explaining my symbols with the demonstration board which should arrive in March, I shall gladly do this (all men are vain) and instead of my voice someone else may speak the words for me, someone with a pleasant Canadian-American accent. This will be easy, as most of the time, my face will be turned to the demonstration board or a blackboard, and hence my lip movements are of no account and would not be seen anyway.

If however, TV shows are videotaped, then I would go for 2 days to see the Niagara Falls, and return when the films (if filmed only, not videotaped) have been developed, I would like to take a hand in editing, because I have worked as a professional editor of films during part of the war in China, Shanghai.

Then I would say goodbye to you, go back to New York, and then do a little sight seeing, also to Washington and the Cape Kennedy space launching pad and perhaps Disney world, visit my old friend Prof. Reiser in Pittsburgh, stay one day in Chicago, 2 days in Yellowstone Park and 2 days in the Grand Canyon and then back to Los Angeles to see the Disney studio men, and then perhaps two days in Hawaii and then home to Sydney. I am looking forward with great expectations, but also with the knowledge that many things can happen before and during the voyage which could marr it all, but I hope for the best.

My Discovery that can change our Lives. Have you ever thought why you have decided to help crippled and sick children? After all, you could easily get a better paid job without the heartbreak usually associated with the handling of crippled children. Or have you perhaps thought that your life should have a high purpose, that you want to help those who cannot help themselves. Well, what is the truth?

We are living in a horrible world. Our scientists and professors are telling us that the supreme law governing in the universe is the law of the survival of the fittest, and to hell with the weak and the sick and the helpless. To hell with the professors and their cruel and senseless theory. I have made a discovery so simple and so self-evident that children can see what I have seen - only our professors have not seen it. This Discovery shows us that an ethical power of self-less help is working in every living cell of every living creature. And you my dear friends and helpers of the sick and the weak and the helpless are acting under this ethical power. Let's not call it God, because the God we have fashioned is a cruel God who let the helpless go down without help. Read the epilogue in the large book of mine which you have, on page 809, of which I am sending you a reprint. Read also the pages beginning on page 52 and titled "A Summary of the Authors Thoughts and Findings" of which I am sending you a reprint too. Lastly I am sending you the pages of my new book titled "Is Ethics perhaps a natural force like electricity?" and you will realise that your braincells have acted under that ethical universal power and have made you decide to become a helper of the helpless. Lastly I am sending you one copy of my booklet in Memory of my good wife from which you will learn why I went to Canada and then to China in 1942, and then I am sending to all of you and each of you a little poem in memory of my good wife "Claire and the Stars". And this is my last long personal letter. I shall then answer all your problems dear Mrs. McNaughton which you have pointed out, and then I hope to see you all and we can talk all over to make your work a real success. Kind regards and "so long till we see each other" "au revoir" and "auf wiedersehen"

Yours sincerely,

C.K. Bliss.

27 February, 1972

Dear Mrs. McNaughton,

That "word of caution" from your Communication Team in your letter of February 16

has really given me the shivers, and the fear that the inevitable critics will find fault with your symbol work.

Now after 2 nights sleep I have found the solution, which is easily applicable and which will silence all critics.

You know surely that many doting mothers do want their baby boy to become a little Einstein. When they visit him in the kindergarten, they are perturbed and dismayed to see that the baby boy is not yet taught the infinitesimal calculus. Something must be done to speed up the brain.

And predatory manufacturers of educational toys and gadgets are tending to this trend. They sell hard cardboard strips on which in clear lower case letters (without capitals) a word is printed in letters about 2 inches high, say

or

The diligent mothers start with their babies when they are not older than 6 months. They display the cardboard strip and say the word b a b y or m u m and so with other words. They believe that by displaying many times the jumble of letters to the baby it will remember the word and may indeed say b a b y or m u m to the delight of the mother.

Now if you would underneath every symbol on the movable table for Keri and the fixed table for David Foster write in English (or French) in lower case lettering the word to the symbol, it will make little difference to the children, but you will be able to prove to the critic that you are actually teaching the child to read and write in conventional words, and that the symbols are only the first step, as they are actually schemtized pictures of the real object and are leading to the alphabetical words.- the ultimate aim of this work.

If you put the words underneath the symbols you are also helping the parents and others who are not yet proficient in recognising the meaning of the symbols. As to the critics - it will gag them, silence them, turn their envy and their devilish urge to criticise inside out, and finish them.

Please add the words, and help our common work to succeed.

Yours sincerely,

C.K. Bliss

29 February, 1972

Dear Mr. Izzard,

I have not received a letter from you during the last few months, and there may be at least two reasons for this. First you are a very busy man, and secondly you may be miffed about my sheet, "The Story of Keri", having not first asked permission for it.

But I assure you that this is not for public information. Had I written first to you, waited, etc. etc. then I would not have printed it, as one event chases another, and two months later something else would have cropped up demanding my immediate attention. For instance, conferences are now scheduled at government level here in Australia, about the adoption of pictorial symbols for road warning signs, and I am up to my ears to print sheets for the forthcoming conferences, which again are not for public information.

Please realise that I am in my 75th year and the pace of my frantic and hectic work is such that I may drop dead any day. My executor and trustee is a medical man, Dr. D.N. Everingham, a member of ^{the} parliament of Australia who will after my death release only those papers for publication which have received approval, and this refers directly to the work done in your school.

Naturally the story of Keri inflamed my imagination, and I did not hesitate to send you and all members of the Communication Team copies. And naturally too, in my haste I overlooked to mention one very important point, and here it is.

I do not think that your crippled children should be confined to express themselves in symbols only. Far from it. The symbols should only be a FIRST STEP. As soon as the children have gained confidence in expressing themselves, then it will be easy for them to grasp that this jumble of letters "man" and this "homme" means this a male human being.

Then all the literature of the world will open up to them and with specially adapted normal typewriters they will learn to type and to express themselves in their mother tongue, and they would be able to even earn their living and become happy members of our society. And I am sure you will agree in this.

I suggest therefore that underneath each symbol the word in alphabetical letters be printed in order to acquaint the children with their meanings which they see in newspapers and books.

Hoping to have you satisfied in this respect I am with kind regards,

Yours sincerely,

C.K. Bliss

1 March 72

Dear Mr. Izzard,

In addition to my yesterday's letter in which I plead for forgiveness about my mad thing "The Story of Keri" allow me to send you and your communication team and all others interested in this work some of my writings which will establish beyond doubt the fact that I am mad to some extent.

I am mad to have challenged the alphabet and have invented something better. I am mad of devoting all my life and all my work for a mad idea which may be realised in 200 years time or later. I am mad in the eyes of many, because I do not run for money, but am determined that my life should be devoted to help others.

And because I am mad in this our materialistic world of ours, I deserve a different treatment than normal men get. I deserve understanding and I deserve forgiveness for the mad things I do, which may clash with principles established for normal people.

And I repeat "that my Story of Keri" is not printed for publication purposes. I had to do it in my delirious joy, and also I had to do it to show you and your communication team what a wonderful work you are doing for your crippled children. How wonderful.

In my writings submitted to you in this letter you will find other mad things of mad thoughts. In my letter to the editor of the Sydney Morning Herald of May 10, 71 you will read that I risked my life to help 240 prisoners in the concentration camps of Buchenwald to survive. In my "Summary of Author's Thoughts and Findings" you will learn that I have put the idea of unselfish work for others on a sound scientific basis. In my chapters "Is Ethics perhaps a natural Force like Electricity" I have shown what I, a biochemist have seen and what all other biochemists and biologists have not seen, namely that the cells of all creatures help and heal their injured brother cells.

This idea that Ethics is indeed a cosmic power permeating our universe gives a sound basis and strength to the unselfish work you all in the O.C.C.C. are doing in order to help others.

I draw your attention to my 3 colour leaflet which shows children happily writing to each other in my symbols. Please distribute these leaflets to the parents, and ask for more if you need more. I have printed these leaflets 22 years ago - a mad thing to do.

When we will meet you will understand all my mad doings and undoings. Always broke, because I spend every penny I earn on my work. I have asked my bank manager for a loan because I simply have to come to Toronto in order to help your team with all the problems which are on their minds. I do not ask for a single cent. I ask only to be treated like primitive societies are treating madmen, who seem to be inspired by something higher than ordinary thoughts. In my vision I see the O.C.C.C. and all of you becoming famous all over the world and helping the crippled children all over the world. I am,

Yours sincerely,
C.K. Bliss.

Meanwhile I received from Mrs. McNaughton the following two letters:

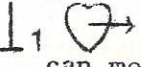
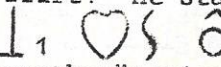
Dear Parents,

February, 24, 1972.

The children have enjoyed using their new symbols this week. The second group have been working with teacher, brother, sister, want, and hand. They have been able to tell me who they would want to have with them on a walk, what they see at a park, and who they would ask to buy them treats! We have also had a good look at each child's family - in symbols! We have worked with the verb to see, and the children have discovered persons and things in pictures. A special event for Greg, Kari, David and Ann was a visit from Miss Senesky on Wednesday. I think Miss Senesky was just as excited as the children when she discovered how well they were doing!

The first group really began to make use of their multi-symbols this week. They were keen to learn new symbols and kept pointing to unknown ones to hear what they meant.

I've been discovering many things about the children this week! When I asked Kari why she loved her wheelchair (a statement she had just made), she answered  ("because of my legs"? - Was Kari telling me her chair becomes a substitute for her legs? - a very appropriate use of symbols to indicate her awareness!) And Greg has revealed himself as a real flirt! He stated on Tuesday

 and followed this by  (can mean to speak - but Greg had another "action of the mouth" in mind! He even told me where to put the kiss!) Ricky used the symbols to find out about us. He asked all the ladies present if they had cars. He was delighted to know that Miss Senesky, Mrs. Beesley and Mrs. McNaughton all drove.

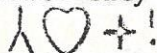
We've had fun with "conversation" this week! We'd like to share the children's progress with you and hope that you will be able to attend a parent evening this coming Thursday, March 2, at 8.p.m. We have closed circuit TV, some slides, and the present trays to show you.

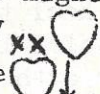
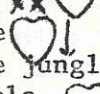
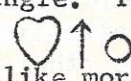
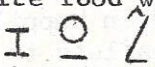
We have attached a copy of the ten-multi-symbols which the first group are learning. We hope this will help you keep ahead of the children! They'll be a little while before they know them all.

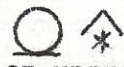
I would appreciate you indicating by a note, whether or not you will be able to attend on Tuesday evening. Your child's classroom teacher is planning to be here also, if you are coming.

Yours sincerely,
Shirley McNaughton
March 3, 1972.

Dear Parents,

This week has certainly broken all routines! Monday was a "Centre" holiday for all but school staff and children, so the children and I had a lovely quiet time together. We missed Scott Walder's presence very much though, for Anne's tray wouldn't work, and we could do nothing about it. Scott soon had it back to working order Tuesday morning. The second group reviewed their symbols for water, TV, therapist, funny, sleep, thank-you and I want, and showed they had remembered very well. They asked for the meaning of a new symbol  and learned that it was a person who was liked - thus a friend.

On Tuesday, classes were cancelled because of special preparations for Tuesday's visit. We did manage to squeeze in some time to record Ann using her tray, on our audio visual equipment, however. Wednesday was the big day at O.C.C.C. (The Prime Minister's visit will be described in your classroom teacher's letter, I'm sure!) There was only time for Kari and Ricky to have their class. (Greg was at the dentist.) The two children had a wonderful time. We discussed Kari's doll and its wheelchair, popcorn and lions. You might be interested in some feelings expressed by the children. Kari would be very  if she saw a lion and would like to have a fight with it. Ricky would be  . He was concerned about the lion being in a cage and not free to roam the jungle. Popcorn was a favourite food with both of them. They found the symbols  white  to relate with popcorn. They'd each like more!

On Thursday we welcomed a visitor to our class. Ann Bunting who uses an alphabet board very capably as a substitute for speech, managed to take a morning away from her grade 13 studies, to visit us. Having a visitor, who could not speak, was a new experience for the children, and they were not too sure at first whether they would "speak" to Ann. Her warmth and interest shone through however, and the second group really enjoyed showing her their symbols. We hope she'll visit again! We celebrated Tanja's birthday together, and reviewed the three symbols for birthday  . It had been a long time since our last birthday.

And to finish an unpredictable week - the weather forced us to cancel our parent evening! We hope Monday, March 13, will prove to be a better date. We'll confirm it next week.

Enclosed is the second half of our contemporary categories for 100 symbols. These will be used until electronic trays are completed. These will accomodate, we hope, up to 300 symbols.

Sincerely,
Shirley McNaughton.

CONCLUDING NOTE

The foregoing sheets do not contain all the Letters to the Parents, nor all the letters exchanged between the members of the Communication Team and myself. At that time all papers on my overflowing desk were in disarray, as I was preparing feverishly for my voyage to Canada and the U.S.A. The researcher must take this into account, and if he or she is interested in the complete story of the teaching development at the O.C.C.C. he or she must study the complete correspondence which will be made available in microfiche for university libraries.

I hope also to record my own observations when in Toronto. It was a whirlwind of a wonderful visit with making friends with many people, with the children and their parents, and being acclaimed in the papers and after my lectures. Truly, these were the most happiest days in my later life, and I cherish the wonderful memory which gives gladness to my heart.

Whatever papers, letters and stories I shall add to this development, I shall put it into microfiche cards so that researchers will have full access to the work and the teaching with my symbols at the Ontario Crippled Children's Centre.

The End.