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Semantography—Blissymbolics
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Honoured by our good Queen Elizabeth II
with the "Order of Australia" (A.M.)

Appointed an "Honorary Fellow in Linguistics"
at the Australian National University

Nominated for the Nobel Peace Prize
in accordance with Alfred Nobel's Will that the Prize be
given first to originators of idealistic works that can foster the
"Fraternity of Nations".

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Hooray!

Sydney, preparing for my departure
to Toronto, 20 April 1979

THIS IS PAPER 24 & 25 OF THE CORRESPONDENCE COURSE SUPPORTED BY THE SCHOOLS COMMISSION

My dear friends, students (and may I say also hopefully) my disciples,

You have received Paper 21, 22 and 23 about the wonderful party given in my honour by Professor Dixon and his staff and students on the occasion of my appointment as an "Honorary Fellow in Linguistics" at the Australian National University. I wish I have the time to tell you about the party where vice-chancellors, professors, lecturers, students and friends gathered to honour me. One day I may find the time to relate to you Professor Dixon's and my speech to the happy crowd. I have challenged the people present to give me any meaning they can think of and any controversial statement from the Canberra Times to analyse with my basic symbol elements - and I did not waver for a second to find the right answer and the right symbol.

I wish to give also my thanks and credits to my two assistants Mrs. Joy Matthews and Mrs. Margaret Teale who came with me and clothed in their finest garments, lending colour and splendour to the happy crowd. I also wish to thank my good old friend Dr. Doug Everingham, the former Federal Minister of Health, who could not attend but found time to make a dash to the assembly room (before racing to the airport) and wrote a message of happiness on the blackboard in my symbols which I read and explained symbol by symbol to the gathering.

I have also written to you words of pleading and words of warning to show me that you are really studying my book and my work. I am happy about those of you who have dilligently answered my 43 questions in Paper 15 and I plead with those who have not yet done so. The money given to me by the Schools Commission will run out by the end of 1979. I have, however, given to the Schools Commission a firm pledge that I will continue teaching those of you who have realised that my symbol system will soon be taught to all handicapped and even healthy children of the world - you, whom I hopefully call my disciples.

It is now 3 a.m. when I type the draft of my paper to you. Outside is the black of the night and inside my mind is the black of my forthcoming fight in Toronto. Wish me luck.

I have decided to send to all of you two papers, Paper 24 and Paper 25. Paper 24 is an intriguing symbol table which I have constructed in co-operation with my old friend Dr. Everingham. Consequently, I call it the Bliss Everingham Symbol Table and abbreviating the first letters of these 4 words we get the B.E.S.T. or the BEST symbol table so far. Why is this the BEST SYMBOL TABLE?

This BEST table will prove a real brain teaser for you, and I have little time (as my day of departure to Toronto draws near) to explain it all in detail. But here is what I have to say in a hurry.

1. As you can see, every symbol is contained within a full square. But some symbol combinations can only be properly written in a space larger than a square. Take a look at the square e12 by locating it through the alphabetical letters shown in a vertical line outside the table, and the numbers shown in a horizontal line outside the table. You will recognise then that the square e12 shows the symbol of a motorcar, the 2 wheels and the inclined steering wheel. But at the left of it is square e11 you see the picture of a bus with 3 wheels and the inclined steering wheel. But the symbol is larger than a square. And some symbols in the table contain symbol combinations which simply cannot be squeezed into a square. In this dilemma I have shown the larger symbol in half size. So you see the symbol for a motorcar in full size, but the symbol for a bus in half size. And I have done so with other symbol combinations in the table. Why did I decide to write all basic symbols in such a large size? I did it in protest, but also in a helpful way to show the Toronto symbol profiteers

that their way to show the symbols in a very small size is not good for the children, many of them have poor eye sight. To prove my point, take a look into their symbol table in my Paper 12 to you, my illustrated lecture in the University of Ottawa and you will see on Page 13 of my transcript their symbols shown small and in very thin lines. But by showing my symbols in the largest possible size and in thick lines I had to reduce some of them to half size when the combination is larger than a square.

And sometimes I did also something which is not totally correct, but the symbol user will quickly realise this. Take a look at the symbol n4 and you will see the heart and squeezed near to it the arrow, meaning heartlifting happiness. Properly written the symbol combination should fill a larger space than one square. But now take a look at square o8 and see that I have written the symbol combination correctly but in half size.

Now take a look at the next symbol to the right at square n5. It shows three symbols, first the symbol of a man and next to it his mouth and together this means a speaker. But there is a third symbol, the page. Together these three symbols mean a story teller, the story being on the page. But all three symbols would fill two full squares. Therefore I have squeezed the 3 symbols into one square by reducing the symbols to half size. Now this would not be a hindrance to a child with poor eyesight. Once it has studied the 3 symbol combination closely and has learned to realise that it means a storyteller it does not strain its eyes later on when wanting to point out a storyteller as for instance in the sentence "Mum (or Dad), be a storyteller to me".

But now comes my surprise. I have done this BEST table not for speech paralysed children. I have done it for highschool students who want to learn a foreign language. And therefore I supply this BEST table in two sheets. One sheet with the English words underneath and the second sheet with no words underneath the symbol. The student learns first from the first sheet the meaning of the symbols in English. Then he or she takes to hand the second sheet with the empty spaces beneath each symbol and he or she will try to write the proper words underneath each symbol in say French, or Italian, or Spanish, or any other language. Then he or she will use a dictionary of French, or Italian, etc. and see whether he or she has translated the English words correctly into the other language. Now take to hand Paper 23, the invitation to my party in the Australian National University. Attached to the party invitation is one small sheet from Semantography Series No.6 in which I describe and explain why Leibnitz 300 years ago demanded that a simple Symbolis Universalis must be in pictorial symbols, because idiomatic expressions as for instance "to make up one's mind" cannot be pictured in pictorial symbols. Now enough of this.

2. Alas, I am still trying tricks on you for no other reason than to make you think hard as otherwise it would be too simple for you. You have my large book and in it you find a dictionary of my symbols. How easy to answer my 43 questions of Paper 15. Therefore I have befuddled your mind a little to make you think hard when answering the questions in Paper 15. Now what is my new trick in this Paper 24, the BEST table?

I am sending you not the sheet with the English words underneath. I AM SENDING YOU THE SHEET WITH NO WORDS UNDERNEATH THE SYMBOLS. It is for you to find out the proper meaning in English and to write it underneath each symbol. Then, after I will be back from Toronto my assistant Mrs. Teale will send you the sheet with the

English words underneath so that you may see whether or not you have correctly guessed the meaning of each symbol and symbol combination.

3. Alas, there is another trick here to befuddle you, forgive me, just to make you think very hard. Many of the symbols you will easily diagnose and you will correctly write the word underneath the symbols. BUT A NUMBER OF SYMBOLS AND SYMBOL COMBINATIONS ARE UTTERLY NEW AND YOU WILL NOT FIND THEM IN THE BIG BOOK. Remember, I have worked out this table for highschool students. Take for instance the symbol in square h3, it shows the circle of the sun, the wheel, and the two numbers 01. And what does this symbol mean?

From the symbol at left next to it in square h2 (showing the sun and the wheel) you may have guessed the meaning of a machine which I explain thus: the sun is the supplier of all energy, and the wheel is the man-made tool to turn (virtually) the sun's energy into useful products. But what do the two numbers 01 mean? They mean the binary mathematical system which uses only the zero and the number 1 to do all calculations. And the meaning of this symbol in square h3???? It's a COMPUTER, something which was not yet used when I wrote my manuscript from 1942 to 1949 and published the first edition of my SEMANTOGRAPHY.

So you see, some of the symbols are for you real brainteasers and when you fill in the words underneath, please use a lead pencil, not a biro ballpoint pen in order to easily erase the word written when you have later found a better word, or when you have to correct the word after receiving the sheet with the words in English underneath.

Now, this sheet will one day be used in a smaller sheet to teach migrant children who at home speak only in their mother tongues, be it French, Italian, Spanish, etc. etc. Think that in Canada over 50% of all healthy school children are migrant children who have difficulties to learn English. In Australia the percentage is lower but still significant.

4. Another arrangement of the BEST table is a gentle appeal to Toronto not to put the symbols haphazardly here and there without any relationship to each other. Take a look into Paper 12, the transcript of my Ottawa University lecture and see how I show on page 13 the idiotic placements of all symbols which contain the heart symbol meaning emotion and feelings. AND REALISE THAT IN ALL TABLES SOLD BY TORONTO from 1971 to this very day in 1979 THE SYMBOLS ARE NOT ARRANGED IN GROUPS BUT HAPHAZARDLY PLACED HERE AND THERE TO THE DETRIMENT OF THE LITTLE CHILDREN WHO HAVE DIFFICULTIES TO FIND THEM.

In the BEST table I have arranged the symbols in groups easy to find by the teacher and by the children.

5. For some symbols Dr. Everingham has proposed a different drawing. This I have indicated by the word OR. Look at the symbols in the squares r7 and r8. They show the symbols which you will quickly recognise, the ear and the nose. Dr. Everingham proposed them to write differently than in my big book. Therefore the letters OR, because both symbols mean the same whether written my way or Dr. Everingham's way.

Well, enough of my discussion of Paper 24, the BEST table, and God's speed to you, my friends. It's a brain teaser and I am a jester and trickster just to make you think hard, the best way to learn, to comprehend and not to forget.

Now take to Paper 25, new questions to answer. In much the same way as in Paper 15, these my questions are written on smaller sheets to make it easy for you to paste them into your question-and-answer book which Margaret did send you as Paper 11. This exercise book contains square ruled sheets and I have taught you how to use these sheets for teaching yourself, for examining yourself, and for correcting yourself. This is the method how I taught myself at the University and graduated brilliantly in record time. And for you I have to use the same method because last year I did spend 5 months in Toronto in two voyages, and now I go for over two months to Toronto returning - God willing (preserve my heart, please) in July, only to return in September to Toronto again. Wish me luck and may I survive and turn the minds of my enemies to my logical writing and away from their illogical perversions of my symbols.

Now turn to Paper 25 and begin your mind-teasing and straining. It's not difficult. And for those who have not yet answered Paper 15 please read again my WARNING in Paper 21. I did send you my big book with the money I received from the Schools Commission. It is for you to study it, not to let it idly lay about, or I, in the name of the Schools Commission, will ask it back from you to give it to newcomers to the correspondence course.

So, please answer the 43 questions first in Paper 15. You can do it within a few hours, provided you have found the proper pages in my book how to answer them. God's speed to you my friends.

And here is a new procedure for your answering the 43 questions in Paper 15. I did the corrections and approval of your answers by hand. But when I will be in Toronto you would have to wait for about 3 months to get your correction back.

Therefore, I have advised Margaret to send you Paper 19 my correct answers together with your answers and you have to see for yourself (without my handwritten notes) whether you have correctly answered my 43 questions.

And wish me God's speed to my flying over the Pacific to Vancouver where I will give my first lecture to the Blissymbol Centre, then proceeding to Toronto and the U.S.A. May God let me survive all the hardship and worries. I am now in my 82nd year. And now the dawn comes. I will catch a little sleep before starting work again.

I am with my



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Yours

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ever

Charles

xx♥↑