

C.K. BLISS B.Sc.

Author and Publisher

Semantography—Blissymbolics
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P.O. Box 222, Coogee,
Sydney, Australia 2034

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".

Please address telegrams to
Sydney Telephone 665-5140
Overseas calls area code (02)
Local calls Sydney 665-5140
Residence: 2 Vicar Street,
Coogee, N.S.W. Australia 2034.

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THIS IS PAPER 25 OF THE CORRESPONDENCE COURSE

It contains a series of questions which you have to answer and to send the answers to me. In much the same way as the questions raised in Paper 15, I am using smaller size paper in order to enable you to paste them into the exercise book (Paper 11) on the left side, say page 10, the following sheet page 11 and 12 empty, and write the answers on the right side of the next page, say page 13. BUT PLEASE DO NOT WRITE YOUR ANSWER WITH A BIRO PEN AS YOUR FIRST ANSWER MAY BE INCORRECT. Use a lead pencil for easy erasing the answer if you arrive later at a better answer, or if you receive my proper answer later.

If your exercise book (Paper 11) has been filled up, you have to use your own money to buy another exercise book with square rulings. I cannot send you another one. I have already asked ^{you} to buy loose sheets similarly square ruled for scribbling symbols and trying to draw them neatly and correctly. You must spend a little of your own money on paper, pens, envelopes and stamps. It's not much.

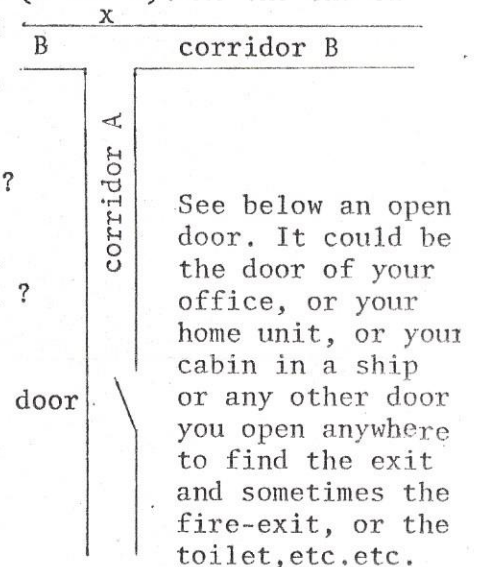
I repeat what I have said in previous papers. Your answer may be correct, but may be written in different symbols and still have the same meaning. It may be near correct, but as told in Paper 24 I will be away for more than two months in America and will not be able to correct your answers by hand (as I did up to now). You will then receive my correct answers, but here again you may realise that you have answered similarly only with other words. Or you may find that your sent-in answer was totally incorrect.

In short, my correspondence course is different from the way the usual correspondence courses are written, or the way teachers in school go from one lesson to the answer. I did send you my big book to study it at your leisure and realise that it contains all the answers to all the symbols there. You can study whatever page or chapter you like. Or you may search a lot of pages to find the answers to the question written below. This procedure is the only way for me to conduct this correspondence course. I am away from Sydney up to 5 months of the year. Paper 15 was written in Toronto. So please bear with me, realise that I am hardup, working alone or with my part-time assistants who are doing the best they can to cope with the many, many letters I receive from all parts of the world.

Now, begin to study my questions, realise that they may be perplexing to you, and may be difficult to understand. Think also that I may trick you a little to make it harder for you to think, comprehend, learn and not forget. I have proved again and again that my symbol system is so simple that it can be explained to a child of pre-kindergarten age. And forgive me when I have made myself not as clear as I could have done had I not been under pressure to prepare my voyage to America which I start on the 30 April.

I number my questions as I did in Paper 15, and here I go:

- | Number | Question |
|--------|---|
| 1. | What are the symbols for <u>entrance</u> and <u>exit</u> ? |
| 2. | What is my symbol for <u>fire</u> ? |
| 3. | It is a wavy line, like the wave of a flame. Can it be written in two different ways and still be correct? |
| 4. | What is my symbol for <u>fire exit</u> ? |
| 5. | Now think of the following situation. You find yourself in the corridor of a public building (corridor A in the drawing below). You want to find the <u>exit</u> . Your corridor end into another corridor (B) at right angles to the first corridor (A). You can turn left to find the exit, but you may find it better to turn to the right. To make it easier for you, here is a drawing of the two corridors (A and B). At the end of the corridor A there is an x in the drawing where there should be a symbol on the wall to tell you whether you should turn left or right to find the exit in corridor B. What symbol should be placed at the wall marked with an x to guide you to the left or right? Say the exit is to the right in corridor B. |
| 6. | But the exit may be in the left side of the corridor B. What symbol should then be at x ? Watch out, there may be a clash of arrows. |
| 7. | Could it be that you can write a different symbol at x different from the symbol I have asked you to write in Question 1? That's a tricky question. In short, can the symbol for an exit be written in two different ways and both ways could be correct? |
| 8. | But why do I prefer the first version for an exit? Just think that you are writing from left to right then this $\longrightarrow$ shows the way to proceed from left to right. And this $\longrightarrow$ means <u>progressing</u> , <u>advancing</u> , etc. |
| 9. | What is my symbol for a <u>staircase going up</u> and what for <u>going down</u> ? |
| 10. | Try to write a full sentence, but realise that there must be a full empty square between each symbol or symbol combination. Here is the sentence: <u>proceed to firestairs down</u> . This would be a good symbol sentence in a public building to leave the fire-threatened building. |



11. Imagine you are in a hotel. There is the fire alarm. You rush out of corridor A (see drawing above) where your room is and you run to corridor B and there you see the symbol telling you that you have to go to the right to find the fire-stair down. This would be the symbol sentence I asked you to write in Question 10 proceed fire-stair down.
12. But how would you have to write this symbol sentence if you have to run to the left of corridor B? It would be a reversal of the symbol sentence read from right to left $\leftarrow$.

Why do I pester you with these questions 10, 11 and 12? To make you realise that we are living in a threedimensional world, but we can only write our symbols on a twodimensional paper or wall. Think of an airport corridor. You see above you the wording proceed to the exit but the arrow goes up $\uparrow$. Does it mean that you should jump up and hit the ceiling to get to the exit above? Surely not.

Think of a crippled children's centre with a lot of corridors. Some children travel in wheelchairs, some go with crutches, some can walk freely and my symbols should guide them to reach the exit, or toilet, or library or swimming pool, etc. etc.

13. Now to some totally different questions which are the ultimate basis of my symbol system. Write down my symbol for a flame. It is a real thing consisting of inflammable gas, containing carbon, hydrogen, oxygen. How would you symbolise the flame (or fire) as such in contrast to the meaning of to burn?
14. Most of you have learned in school the conventional grammatical parts of speech, the noun, the verb, the adjective, etc. Have I totally broken with this division? Yes or no! Which parts of speech have I totally abandoned?
15. The following questions will lead you to the correct answers. What is the symbol for an addition as for instance an addition to a house which is fact another part of the house.
16. And how to symbolise the addition you perform in the arithmetic class?
17. Do the same with my symbols for a subtraction, a loss of goods. How would you symbolise this?
18. And how would you symbolise the subtraction you perform in arithmetic?
19. & 20. Show my symbol for a multiplication, a multitude of things, and the multiplication performed in arithmetic.
21. & 22. Show my symbol for division (say a military unit) and the division performed in arithmetic.

23. Now back to conventional grammar. Are the words to act and acting verbs?
24. And is this also a verb the act and the acting. And what is grammatically the action ?
25. Now a queer thing in English grammar. Is there a difference in meaning in the expressions 'I act' or 'I am acting' ?
26. And what about the sentence 'I do the act' and 'I do the acting'. Which are verbs, all of them?

Do you realise the idiocy in pestering healthy children with such false grammatical differentiations?

Do you realise my agonies in school in trying to learn grammatically correct German, correct French, correct English, etc. Do you realise my happiness when I found a book by Professor Leon Guerard who said "Grammar, the torment of our childhood is an exploded fallacy." Do you realise a glimmer of my fight with the Blissymbolics Institute in Toronto who pester crippled children and their teachers with such grammatical fallacies?

27. What are the following exclamations Ah! Oh! Bah! Boo! grammatically? And have they any real meaning?
 28. And what are the following exclamations grammatically 'The Ahs and the Ohs, the Bahs and the Boos'? And can you perhaps find symbols for them? It's very difficult for you. But to help you I would say that the Ahs and the Ohs may be approving but also disapproving exclamation, but the Bahs and the Boos are only disapproving. If I cannot find some symbols, I will not admonish you, but I must pester you with these quasi idiotic questions only to make you realise in my answer my catastrophic fight with the Toronto ignoramuses year after year. In my answer I shall show you how simple my symbols really are and my explanation to the professors and staff of the Department of Linguistics at the Australian National University may have been decisive in appointing me an "Honorary Fellow". When I explained this one year ago in Canberra one professor said to me "You, Mr. Bliss, have advanced the Science of Linguistics more than a hundred academics could have ever done!" That's something which has gladdened my heart.
 29. Now I said that I have thrown these fallacies overboard and have found two pictorial symbols which in their pictorial meaning can be explained to a healthy child of pre-Kindergarten age and even to a cerebral palsied child of fair intelligence, and even to a trainable mentally retarded child. Show me my two symbols and explain their pictorial meaning. Watch out! Apart from my big book I have also sent you other papers containing my symbols.
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30. Now that you have found the two simple symbols to differentiate between a THING and an ACTION show me how you would symbolise the entrance and to enter.
31. How to symbolise the exit and to exit, going out ?
32. How to symbolise a door and the plural doors.
33. Now a tricky question. How to symbolise to use a door.
34. How to symbolise water and to use water.
35. I have asked you already in Question 15 and 16 how to symbolise the thing added and the action of adding. How would you symbolise the plural of the things added and the actions of adding?
36. Now why did Leibnitz say 300 years ago that only pictorial symbols will help children and illiterates to write without using the difficulties of alphabetical writing? And why did Guerard cry out that 'grammar the torment of our childhood is an exploded fallacy'? This may be difficult for you to answer, so let me guide you in the following questions.
37. What is the symbol for a hammer and the action of hammering?
38. What is a hammer in my 'universal grammar' which little children can easily grasp?
39. Can we see a hammer, can we photograph a hammer, can we touch a hammer, can we put a hammer on a scale and weigh it?
40. Can we see the action of hammering, can we photograph the action of hammering with a movie camera? But what do we really see, and what does a movie camera see?
41. Now the tricky question. Can we picture the meaning in the sentence 'His words came like hammerblows'. Or 'Charles Bliss is hammering me with difficult questions'.
42. Show me the symbol of a sword, a knife, a cutter. And the symbol for to cut.
43. Can we picture the meaning in the sentence 'His words stabbed me like a dagger.' Or 'His icy looks were like a knife in my heart'.
44. Do you realise that little children and adults hurt each other daily with such words? And there are thousands of variations of such words which ruin our lives, ruin our days and nights, make children and adults cry in tears in the dark hours of the night, because such accusations cannot be answered at all. Have our teachers in the primary school and in the highschool warned our children not to use such words WHICH ARE NOT PICTURABLE? This is the crux of the matter. This is where my pictorial symbolism can help all children and all adults to a better and

happier life. Now the question: what is the grammatical word for such unpicturable accusations?

45. If you cannot answer this question right away, just open my book at page 552 and read what the great philosopher John Locke had said 300 years ago, that such words are 'perfect cheats', which 'insinuate wrong ideas' which 'move the passions' and 'mislead the judgement'. He said this 300 years ago, and Leibnitz answered 300 years ago that only pictorial symbols can help our children, the adults of tomorrow, to avoid this catastrophic fraud with words. And now the question which is difficult to answer: why have our teachers of language not taught our children all this? And how to avoid it? This is difficult to answer. I want to hear your opinion.
46. This is the last question, just as 46 questions were put to you in Paper 15. I am going within the next few weeks to America, and I may succumb to the onslaught of my few enemies who pester their children with nouns and verbs and other grammatical difficulties. I have told you in this Paper 25 and in Paper 24 and in previous papers that I have little time to conduct this correspondence course in the usual manner, lesson by lesson. I have given you my book to study all there is to study. My difficult questions have been formulated to make you study my book, search for answers and learn, comprehend and not forget. Have you realised that you yourself in your own life are facing similar difficulties and similar hurts from the people around you and that the study of my work can help you, and you can help your own children? Do you agree with my way of teaching you and teasing you with hard questions which are difficult to answer? Tell me the truth. You cannot hurt me with the most hurting words, because I have taught myself with my own teaching how to avoid being hurt. Go ahead and let me know what you think, and may GOD help me to come home alive and being able to read your answers.

Cheerio my friends

from Yours

Charles