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Publications (non-profit)

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Sydney 20 July, 1979.

This is Paper 29

It contains the answers to the
100 questions sent to you with Paper 28.

My dear Friends and Participants of the Correspondence Course,

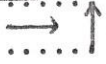
I arrived home from Canada rather exhausted after all my struggles there, but one of my first thoughts was to supply you with the answer to my 100 questions in Paper 28. I found however, that my Paper 28 written in Toronto on 24 June has not arrived due to the mail strike. Now I brought a copy with me and within the next week you will receive Paper 28.

Meanwhile my heavy work schedule forced me to go this year to Toronto twice first through May-July and at the beginning of September I must be off to Canada again. I would have then completed my 82nd year, and I am glad to tell you that I am feeling fine in spite of the worries of my doctors about my heart and my heavy workload and my difficulties, etc.etc.

So, here I am working on Paper 29. It will take a few weeks until you all will receive it, but I am glad I can work it out. Again I wish to say that the answers should not present any difficulties for you, provided you have studied my book and other papers and provided you take a little time to look up my book and other papers sent to you previously. Again, don't be dismayed please if my answer does not correspond with your answer. Learning by realising mistakes is the best way of learning, and besides, your answer may even be better than mine. So here I go.

ANSWERS TO THE 100 QUESTIONS SENT TO YOU IN PAPER

1. First we have the 10 symbols of the mathematical numbers 1 2 3 4 5 6 7 8 9 0
and here is how they are to be written between the top and the ground line
.....
1.23 Then we have the 6 symbols for mathematical operations addition $+$
.....
subtraction $-$ multiplication $\times$ division $\div$ equal $=$ and relation $>$
.....
You know already that we can write these symbols in different sizes. Then
we have the 3 writing marks the dot $\cdot$ the comma $,$ and question mark $?$
.....
You know already that the comma can serve also as the apostrophe $'$ and
together with the dot can form the exclamation mark $!$ See that the
question mark and the exclamation mark are written slightly smaller not
reaching the top and ground line. Then we use the arrow in various p.t.o.

directions  and part of the arrow, the arrowhead, we use as the pointer . Then we have the 3 celestial bodies the sun  moon  which can also be written thus  and the star . Then the outline of the lightning bolt to mean electricity . Then the outline of an envelope to mean mail, post . Then we have the safety sign used on the motor roads which we use to mean nature, creation . We are using the safety first sign to tell the motorist "beware, think of the safety of another creature and yourself". Then we have the musical half note to mean music . Then the oblique line to mean cross out, obliterate, cancel . Then we have the simplified outline of the serpent wound around a staff, the sign of Aesculapius, Roman God of Medicine, to mean anything medical . Then we have the simplified Mercurius sign to mean money  and anything connected with trade. Altogether 30 international symbols.

2. Here are the symbols for fire . (the wavy outline of a flame) then water  electricity  the earth  sky  our world .
3. A pen  and paper  a roof  a vessel  a wheel  a scale, balance  and lastly a pair of compasses to mean geometry . And now here is the opportunity to devise a better symbol. You must realise that I have worked on my symbols for 7 years and have printed chapter after chapter immediately after finishing it. Later on I had a better idea and I used the better symbol in a later publication. So let's do the same now. Let's turn around the outline of a pair of compasses and look we have now the outline of the pen  and I think that this is a better symbol because we use a pen attached to a pair of compasses to draw circles and other geometrical configurations. Needless to say that I use the same symbol for the pen to mean also a pencil, a stylo or any other tool for writing. To make the change clear look up p.249 of my book where I have drawn the symbol for geometry

about 33 years ago.

4. Here is a male human being  a female human being  and a human being of either sex  (standing upright with feet apart).

5. Land animals are four legged with a horizontal spine therefore  Insects have usually 6 legs and no spine therefore  Birds  and fish .

And here is another opportunity to tell you of my worries to draw up a

pictorial symbol which looks really like a fish. The symbol shown before  doesn't look like a fish. This would be the correct outline of a fish .

But I would not have any such lines on my Semantography typewriter. Therefore

I thought of typing first the symbol for a vessel  and overtyping it with a mind symbol on a lower level thus  to get my symbol for fish.

I do not like it at all and in a later publication I used my symbols for past  and future  and a pointer arrowhead to make a better symbol for a fish  but fish do not swim vertically. So I abandoned the new

symbol. You may ask me whether I have already the Semantography typewriter.

I must answer truthfully that the IBM people who make the selectric golf ball typewriter told me that they would be only too pleased to cast a golfball

with my basic symbols. It would only cost \$25,000. That ended the affair.

But I am sure the Semantography typewriter will soon be a reality.

6. The basic symbols for creatures of the male sex is this  and female sex .

As you can see I took these symbols from my symbols for a male and female human being. Do you know the interpretation which I give these two symbols?

I will give you a hint. The male symbol looks exactly like the action symbol

because that is my interpretation for a male human being: action, endeavour,

success. A female is a trustee of creation. Within her womb a new creature

comes to life.

7. Here are the main parts of our body. The body or trunk . And you know already that we use our pointer in different positions to point out different parts of our trunk. Then we have the legs and feet . then an arm in crooked position thus  ... which we can draw also differently thus (but don't need to)  ... Friends suggested that the arm should be drawn bigger in size thus  but I said I cannot do it and showed them p.277 where this symbol is used to mean a two dimensional plane followed up by my symbol for three dimensional space  perspectively drawn. So it has to be the symbol for arm as shown above ... Lastly the symbol for a head which I symbolise thus . Later I felt that I had to make a distinctive symbol for face to differentiate it from the whole head as shown above. And here is my symbol for face . As you can see, I have left out the two dots for the eyes and I have done so deliberately. You see a lot of people whose faces tell you nothing. The eyes, "those lovely windows of the soul" are staring vacant into space.
8. You have drawn already in previous question and answer papers the symbol for the opposite meaning (a contraction of 2 arrows pointing in opposite directions) thus . But I have another meaning also to mean the opposite and it is a minus symbol . Take for instance my symbol for the eye  with the action indicator it means to see . The opposite meaning would be without eyesight and our minus symbol means exactly without thus .
9. My basic symbol for speech (the mouth)  and silence should be symbolised either thus  or thus .
10. We have three symbols for the human brain or mind are according to Freud who uses the words of many generations to express emotion, reason, and conscience. Therefore I draw the symbols of the mind on three different levels emotion 

reason  and conscience This can be easily written on ruled paper.

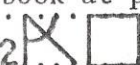
but for unruled paper I draw the colloquial symbol for the heart to mean

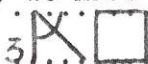
- emotion  reason  and conscience 
11. A line  an enclosure  an opening  and limits 
12. Before  between  behind  over  and under 
13. A two dimensional plane  and three dimensional space  These two symbols I have already discussed in Answer 7.

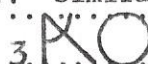
14. We have already discussed the symbol for a pair of compasses on page 2 and

I have suggested a better symbol for a pair of compasses. Now open up my

book at p.278 and see how I symbolise a two dimensional square either thus

2  or simpler  Similarly we have a symbol for a circle 2 

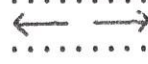
or simpler  Similarly a cube 3  or simpler 

Similarly a sphere 3  or simpler 

15. A straight thing  to straighten  and straight 

16. A curved thing  to curve  and curved 

17. Start  departure  progress  approach  arrival 

18. To pass by  to continue  to pass through  to meet 
and to part  Actually I have more general symbols on p.225 of my

book but these have not found any application in later years and so I use the symbols shown for the meeting and parting of people.

19. Forward  backward  upward  downward  to and fro 
up and down 

20. Counterforces  courage  success 

I must apologise. In Paper 28 where I posed the 100 questions, I have used sub-titles and I have missed out to use these sub-titles also in my answers.

I shall now recapitulate the headings of the first 20 answers:

ANSWERS ABOUT SOME BASIC SYMBOLS OF SEMANTOGRAPHY

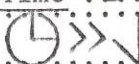
These were the answers to the questions 1-10 as shown in the foregoing pages 1-4.

ANSWERS ABOUT SYMBOLS AND SYMBOL COMBINATIONS FOR SPACE MEANINGS

These were the answers to the questions 11-20 as shown in the foregoing page 5.

Now we are continuing with the following answers.

ANSWERS ABOUT SYMBOLS AND SYMBOL COMBINATIONS FOR TIME MEANINGS

21. Sunday  Monday  Saturday  January  February 
December 
22. Day  night  sunrise  sunset  morning 
evening 
23. The first day a Monday  the second day a Thursday 
the third day a Sunday 
24. A week  a fortnight  a month  a year  the first
quarter of the moon  half moon  three-quarters of the moon
full moon 
25. Time  8 a.m.  8 p.m.  a clock  a wrist watch

26. Past  present  future  ago  now  then 
27. Yesterday  today  tomorrow  the day before yesterday
 the day after tomorrow 
28. A working day  a holiday  the weekend 
a religious day 
29. An hour  a minute  a second 
30. Start midnight  stop midday 

ANSWERS ABOUT SYMBOLS FOR HUMAN BEINGS

31. A male human being  a female  a human being either sex 
 32. A child boy  a child girl  a child either sex 

The explanation of the components are as follows: a child either sex is symbolised as a small flower. flower  small  the circle means primarily the flower but pictorially it means the rather too large head of the child. The symbol for small looks pictorially like the outstretched tiny arms and feet of the child. However in the symbols for a child boy and a child girl, I have replaced the symbol for small by the symbols for male  and female 

34. A person either sex, standing  sitting  kneeling  lying 
being weak ... being sick 
 35. To stand  to sit  to kneel  to lie down  to be weak 
to be sick 

36. Using the pointer we can point out the following parts of the human body at the symbols shown above: the face  the back of the head  the 
genitals  the behind  the knee  the heel  the toes 
the sole 

37. The eye  to see  to be blind  the ear  to hear 
to be deaf  the mouth  to speak  to be mute 

38. The trunk of the body  the neck  shoulders  waist 
breast  lungs  stomach  hips  crotch 

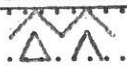
39. The walking legs and feet  the leg  the foot  the heel 
the toes  sole 

40. For symbolising the medical meaning of the eye we use first the symbol for geometry of the eye  Then we draw an enlargement of the eye and point out the iris thus  then a sideview and point out the cornea

40. cornea and the lens of the ear pointed out as follows : the ear the lobe the tip the auditory passage Open my book at p. 528 and you will see the symbols displayed above.

ANSWERS ABOUT SYMBOLS FOR THE FAMILY

41. The roof symbol represents first the most important item for a married couple be it an animal or human beings to find a shelter for themselves and the coming children, be it a cave, or a real house as outlined in my symbol. The second meaning of the roof symbol means protection and I use two adjoining roof lines to indicate two generations, the parents and grandparents. Consequently most of my symbols for the family show the roof symbol.
42. A marriage a wedding a married couple
43. The husband (holding up the roof) and his wife
44. A birth The idea of using a star for a birth is centuries old. Newspapers in their classified ads preceded the announcement of a death by the symbol of the cross and a birth by the symbol of a star. Consequently this is my composite symbol of the parents father. mother.
45. A son a daughter a brother a daughter and siblings
46. The family in a wider sense the four grandparents as the father & of the father the mother of the father the father of
47. the mother and the mother of the mother We can
48. the father of the parent the mother of the parent and we can go even further and use this symbol for a grandparent

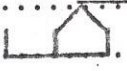
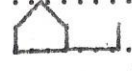
49. Grandson on the father's side  granddaughter on the father's side
 grandson on the mother's side  granddaughter on the
mother's side 

50. A male relative  a female relative  and a relative of
either sex  And here you can see a third interpretation of my

roof symbol. Turn it around 90° and you have my symbol for relation 

And pictorially, the roofs disappear and we see generations holding hands,
 ANSWERS ABOUT MEANINGS WHICH CAN BE SYMBOLISED BY USING PARTS OF SOME BASIC SYMBOLS

51. A house  the roof  the walls  and the foundations 

52. The house and the frontyard  the house and the backyard 

the house and the street in front of the house 

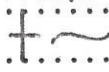
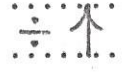
53. An enclosure  an opening  a room  a door 

54. A plant  a flower  a leaf 

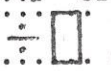
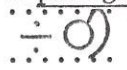
55. A garden  and a park 

56. The mathematical division symbol  my pictorial division symbol 

Now we symbolise both ways a flame  (part of a fire) and 

A drop of water either  or  A branch of a tree either 
 or 

57. A finger of a hand either  or 

58. A paragraph of a page either  or  a word of a language either
 or 

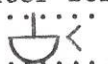
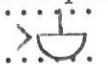
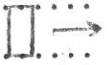
59. The ceiling  the wall  the floor  of a room

60. The corner of a room  the edge of a table  the top 
and the leg of a table 

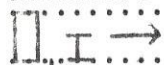
An apology and an explanation. Why I pester you with two division symbols in the questions 56. 57. and 58. In central Europe (apart from the British Isles) this division symbol  is unknown. Instead, two dots alone stand for division thus . In America, two dots standing alone are used in sport for a division between minutes and seconds as for instance 1:15

ANSWERS ABOUT AUXILIARY OUTLINE SYMBOLS including symbolisation with more basic symbols.

Introduction: In order to understand the following answers please look up the special chapter in my book on pp. 463 - 465.

61. Symbolise a house  Now think of the Middle East where it usually does not rain and where poor people live in mud cubicles with flat roofs like our basic symbol for an enclosure  An enclosure for what? An enclosure for man . This is then a more basic approach. Let's now symbolise a house for human beings . In order to be more explicit for mentally retarded children we add the symbol for . Now we have a house for people .
62. This is our symbol for a room  But we can symbolise it more basically as an enclosure within an enclosure . This is too complex.
63. This is our symbol for a bed  And symbolised more basically an enclosure for sleeping .
64. This is our outline symbol for a ship with a funnel . A more basic symbolisation would be an enclosure which floats on water .
65. This is our outline symbol for a bottle . More basically an enclosure for water .
66. These are our outline symbols for a sailing ship . A rowing boat . A sail . A life boat . But do not symbolise this with our symbol for life. Look up page 372 in my book and see that I use the symbol for safety first with an exclamation mark to mean "Danger, beware!"
67. Now we are using our pointer for pointing out parts of a ship . Then we can symbolise the bow . The stern . The forecastle . The funnel . The bottom . And the keel .
68. This is our auxiliary outline symbol for a postcard . On page 464 I have shown how we can express a letter  as a page that moves .

therefore we can basically symbolise a postcard as a page, small, that moves



But you will agree that my outline symbol of a postcard will

appeal to children. Furthermore I have a special outline symbol for a stamp



but this can be easier symbolised by using the pointer on a postcard

as follows



Lastly, our outline symbol for a parcel



69. This is our basic symbol for an animal  and on page 459 I have shown two outline symbols for a domestic animal for which a house or a shelter (roof) can be provided thus  In later years I have preferred to show the symbol for the animal and the shelter separately thus  Now look up page 459 and see how I expressed domestic animals with numbers from 1 to 10, No. 1 means a horse, No. 10 means a rabbit.

70. The above symbolisation of an animal with its shelter and a number will not appeal to children and because of this I have designed on page 459 special auxiliary outline symbols for a domestic animal with a long neck thus  To this we can add three numbers to mean 1. a horse, 2. a mule, 3. an ass. Furthermore we have three domestic animals which have horns and these are symbolised as follows  and with the following numbers 1. cow, cattle, 2. sheep, 3. goat. Then we have a new outline symbol for domestic animals with a long tail thus  1. a dog, 2. a cat. Then I have a special outline symbol for a pig with a fat hump  I see now that I have missed out to symbolise a rabbit. The outstanding features of a rabbit are the long ears. Well, how about this auxiliary symbol .

ANSWERS ABOUT THE INDICATORS OF THE UNIVERSAL GRAMMAR

71. Now we use the multiplication mark on top of the symbols to indicate the plural of men  women  persons  houses  ships .

72. A page $\square$ a letter $\square$ a man Λ a woman Λ
73. To walk Δ to eat $\odot$ to write $\backslash$ to love $\heartsuit$
74. I love you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$
75. I am loved by you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$
76. I loved you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$ I will, shall love you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$
77. I may love you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$ may and might means the same.
78. I may have loved you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$ I may, shall love you $\Lambda_1 \xrightarrow{-\heartsuit} \Lambda_2$
79. The evaluation indicator in the symbols for good $\oplus$ and bad $\ominus$
80. The evaluation before the action indicator in breakable $\nwarrow$ and the indicator after the action in broken $\searrow$

ANSWERS ABOUT THE USE OF THE UNIVERSAL GRAMMAR

81. Rain $\downarrow$ raining $\downarrow$ rainy $\downarrow$ steam $\downarrow$ steaming $\downarrow$ steamy $\downarrow$
82. Enclosure $\square$ to enclose $\square$ closed $\square$ opening $\square$ to open $\square$ and open $\square$
83. The eye $\odot$ to see $\odot$ visible $\odot$ the ear $\odot$ to hear $\odot$ audible $\odot$
84. The deep (abyss, chasm) $\mathbb{M}$ to deepen $\mathbb{M}$ and deep $\mathbb{M}$ the width (the wide land) $\mathbb{K}$ to widen $\mathbb{K}$ and wide $\mathbb{K}$
85. To act Λ acting Λ the acting Λ the action Λ the act Λ
have acted Λ will, shall act Λ may act Λ may have acted Λ
may, might act (future) Λ

86. To speak ... speaking ... the speaking ... the speech ...
have spoken ... will, shall speak ... may speak ... may, shall speak ...
87. To possess (to own) ... possessing ... the possession ...
have owned ... will, shall own ... may own ... may have owned ...
may, shall own ...
88. To have ... having ... the having ... had ... have had ...
had had ... will, shall have ... may have ... may have had ...
may, shall have ...
89. To be ... being ... have been ... will, shall be ... may be ...
may have been ... may, shall be ...
90. To live ... living ... the living creature ... have lived ...
shall live ... may live ... may have lived ... may, shall live ...

ANSWERS ABOUT MIND MEANINGS AND EVALUATIONS (JUDGEMENTS)

91. The first symbol for indicating a mind meaning is the outline of the brain
 We have 6 different mind meanings, but all carry this symbol except where I substitute the heart symbol for the meaning of feelings, emotion. All this I have explained already on p.4 (last paragraph) and p.5 (first paragraph) where I answered question 10.
92. The brain ... to think ... thinking ... the thinking ...
the thought ... All these symbols refer only to reasoning (rational thought). They do not refer to feelings, emotion nor conscience.

93. Many learned men and laymen fall into the trap to think that two different words must have different meanings and they use a lot of arguments to prove the difference. So what is the difference between brain and mind? In my opinion there is no difference, the word brain is of Greek origin, the word mind is of Teutonic origin. Therefore both words represent synonyms. The people of the British Isles have roamed the world and have picked up words of different origins. They in turn have been conquered by the Anglo-Saxons which gave them words of Teutonic origin, and then they have been conquered by the Normans which gave them words of Romance, Latin origin. Consequently the British have many many words which represent both these influences. Is there a difference between freedom and liberty, between brotherhood and fraternity? Many people will argue wildly about the difference. I have symbolised them with the same symbol because I reject the difference.
94. The answer is one of the most basic rules of Semantography. I say we live in two different worlds, first the world outside of ourselves where we see real, material (chemical) THINGS  which perform physical ACTIONS . For the world inside ourselves we have again two symbols, the symbol for the MIND (BRAIN)  and the symbol EVALUATION .
95. We can picture the THINGS and their ACTIONS with pictorial outlines because all these symbols refer to our outside world. But we cannot picture meanings which originate inside our brain. We cannot picture the meaning of to decide, to permit, to allow, to let, to be stupid, or to be wise. All symbols referring to MIND MEANINGS are symbolised in a metaphorical way. For instance we symbolise the meaning of to decide by using the space symbol to stop . How can we explain this to children? First

to decide is an action of our brain so we draw the brain outline and the action indicator on top . Then we draw an imaginary arrow  to indicate our flow of thought. And then when we have come to a decision, this flow of thought simply stops . Altogether to decide .

Here is another example - to explain the symbol to permit, allow, let.

These are synonyms. I draw first the mind symbol and an imaginary dividing line thus . At the left side we think of all actions we will permit. On the right side we think of the actions we will not permit. For instance the father or the mother may think that their daughter should not come home later than 9 pm. The daughter begins to cry explaining that it is a great ball to which all girls are invited. The parents relent in their thought ^{and} "break through" the dividing line. This breakthrough is symbolised thus . Altogether we symbolise to permit, allow, let, .

The foregoing examples are two of very very many we encounter in life. Many Catholic parents will not allow their children to marry a Protestant. They "draw the line". Other Christian parents will not allow their children to marry a Jew or Jewess. Many others will not allow their children to marry a Negro or Negress. But now we are living in our permissive society and very often a "breakthrough" occurs and this is shown in our symbols.

96. I do believe that we can make a better world if we can teach children in the kindergarten and even before, how to recognise meanings which belong either to our outside world or to our inside world. We must teach the children to ask four questions and I suggest the following examples : a man walks, a dog runs, a bird flies. These three happenings occur in our outside world and we can make sure by asking and answering the following four questions.
1. Can we see the meanings man, dog, bird?
 2. Can we photograph these meanings?
 3. Can we touch them (if you go near enough)?
 4. Can we put them on a scale and weigh them (if we have a scale big enough)?
- If we can

answer all these four question with "yes" then we know that their meanings belong in the world outside ourselves.

But we cannot picture meanings in our world inside ourselves, inside our brains. We cannot see, nor photograph, nor touch, nor put on a scale the meanings to decide, to permit, allow, to be stupid or wise. When all children (the future adults of tomorrow) learn to recognise these differences in school, then millions of quarrels which are happening today in almost every home of all countries and all languages may not happen.

97. Following up what I said in the foregoing answer, we may be able to make children realise that they can change their mind meanings from today to tomorrow. And this can be expressed in a simple sentence using our symbols for a person I then adding a number ^{and a +} we get the meaning of my I_1 then the symbol for the mind A then the symbol for today but abbreviated.. to the symbol of now X the similarly abbreviated symbol for tomorrow, then X_1 . Lastly we use our symbol for different by crossing out the equal sign $\neq$. And now we can write down this most important rule in a symbol sentence

$\text{I}_1 \text{A} \text{X} \neq \text{I}_1 \text{A} \text{X}_1$
My mind thinks now differently than my mind will think (tomorrow)

98. How to symbolise I don't like spinach and I don't like this man? Likes and dislikes are governed mainly by our feelings, emotions. Therefore we use the heart symbol and add the symbol for yes to indicate our likes $\text{H} \text{+}$. And when we change our likes into dislikes, we use the symbol for no as follows $\text{H} \text{-}$. Our likes or dislikes are mind meanings and we can change them within a few seconds or overnight. In the matter of "spinach" which is not a very tasty food for many, the parent can tell the child that spinach contains lots and lots of vitamins which will make him healthy and strong. After that the child may eat spinach with gusto. And the second example: that man may have an ugly face and may therefore be disliked by children. But the parents can explain to them that this man is a good father to his children, a good man in his profession and an honest man. Children may then change their minds about this man.

99. This man is bad is symbolised $\text{A} \text{X} \text{A} \text{-}$. Similarly we symbolise a bad man $\text{A} \text{X} \text{A} \text{-}$ and a bad woman is symbolised as follows $\text{A} \text{X} \text{A} \text{-}$. But look there is a mind symbol here. Whose mind is it? IT IS YOUR MIND! IT IS

YOU WHO ARE LABELLING THIS MAN OR THIS WOMAN "BAD"! Tomorrow you may have learned more about them and you may change your mind.

100. Here are my two simple symbols for a positive favourable mental attitude  and here is my symbol for a negative unfavourable mental attitude  All of us ^{are} forming such attitudes about almost anything and everything. But on second thoughts we can change our attitudes later. And much of our muddled thinking is caused by such attitudes and much of our arguments and our quarrels are basically about our mind meanings as explained in previous paragraphs. It is my firm belief that we can teach children, in the primary school in thousands of exercises, dealing with thousands of examples from our daily life, how to recognise such mind meanings and how to resolve them. Such teaching may be more important than any other teaching they are receiving today in the schools of the world.

Well my friends you may be able to say all this in different words, and even much better than I did it. But I do hope you have understood me and in this hope I close this my paper to you and will send you the next list of questions when I am again in Toronto in September 1979. Meanwhile I greet you and remain,

Yours ever
Charles