Spelling Progress Bulletin Summer, 1977

Dedicated to finding the causes of difficulties in learning reading and spelling.

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Late News

During the International Reading Assoc. 22nd Annual Convention, May 2-6, 1977, Miami Beach, Fla, Dr. Emmett A. Betts, Adjunct Professor, Univ. of Miami, was presented the Phonemic Spelling Council's Melvil Dewey Centenial Gold Medal for "Distinguished Service" as an "Educators' Educator."

Dr. Betts also presented "Reading: Critical Issues" at the Hall of Fame meeting and a paper on "Readability: Linguistic Factors" at a Readability Special Interest Group session. Dr. Betts was interviewed by Dr. Michael Strange at a 3-hour videotape session on the "Oral History of Reading Instruction" for the International Reading Assoc. and the Oral History Program funded by the Center for History of Education.

Necrology

Abraham Tauber, Ph. D. died Mar. 6 after a month's illness in the hospital. An operation to remove a malignant brain tumor was only partially successful. Tauber taught phonetics to Jan. 31st. Formerly he was Dean of Yeshiva College.

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[Spelling Progress Bulletin Summer 1977 p2 in the printed version]

1. Spelling and Phonics II, by Emmett Albert Betts, PH. D, LL. D.

Presented at the 21st Annual Convention, International Reading Association, Anaheim, Calif. May 11, 1976.

Today, we are discussing phonics in relation to the spellings of words; Thursday afternoon, we will consider phonics in relation to sight words. While there are other crucial factors in word perception, the system of writing, called orthography, and sight-word methods appear to be spotlighted in extant literature on the teaching of reading.

To cut through the mythology of phonics and to reduce the sanctity of the spelling system is the dual purpose of our deliberations here today. How can we make phonics function effectively in reading processes? Or, stated another way, how can we legitimate phonics? This query leads us directly to one – but only one – of the basic road-blocks to effectual teaching of phonics: the inconsistencies of traditional spellings.

During the last four-hundred-fifty years, much ink has been spilled over the pages of pupil and professional text-books on teaching phonics – much of it confusing, misleading, and unproductive. Very few writers apparently have been aware of the phonemic, grammatic, and psychological bases of phonics – of graphotactics. Herein lies the fulcrum of the situation.

Over the decade, an unfortunate over-dependence on phonic rules has developed. This misplaced confidence has persisted in spite of the classic studies, in 1950, of Ruth Oakes on vowel situations and Elsie Black on consonant situations. Oaks, for example, found that the "short"-vowel rules, or (Consonant)-Vowel-Consonant spelling pattern, obtained in 71% of situations. But she also determined that the split digraph, or final e, rule applied to only 53% of situations – hardly a good bet for teacher or pupil! Worse still, she reported that the pupil had only a 50/50 chance on vowel-digraph words. These facts received only a brief nod of the head as the proponents hedged their rules in complex, complicated, and ambiguous statements of the rules.

Under careful study, letter phonics has fared less well. How many speech sounds are represented by *ou*, as in *tough, through, though, thought, out, could, you*? On the other hand, the /sh/ sound is represented by *sh* in *fish, ch* in *chic, ti* in *nation, s* in *sure, ssi* in *mission, ce* in *ocean, ci* in *social, sch* in *schwa,* and so on. Even more confounding are the different speech sounds represented by each of the above spellings of the speech sound /sh/. For the beginner in reading, especially, letter

phonics can lead to a profusion of confusion.

To exacerbate the beginner's problems in recording writing into speech and, in the process, decoding the message is the use of different shapes of capital and lower-case letters. Adding to the young learner's exasperation is the burden of recoding print, manuscript writing, and cursive writing. Finally, the child is confronted by misguidance in learning letter names which correspond not at all with the speech sounds they represent. 'When the complexity of phonic rules, the undependability of letter phonics, the inconsistencies of the spelling system are considered, it is not to be wondered that children who achieve oral-aural literacy have difficulty attaining visual literacy – the ability to do literal, critical, and creative reading and the ability to skim, read rapidly, or shift to study-type reading as the purpose dictates.

Defenders of traditional orthography make two claims: *first,* spellings are optimal representations of speech sounds; *second,* spellings represent the etymology of words. In short, they claim the morphophonological basis of spellings is optimal for the English language. Unfortunately, these claims lack high validity, for more research is being reported on inaccurate spellings and false etymologic spellings.

But today, the incompatibility between spellings and speech sounds is being studied with renewed vigor by scholars in diverse areas, bringing new hope for the hapless learner, especially in beginning reading. In the meantime, there are two pragmatic approaches to the problem for both classroom teachers and publishers. First, while there are direct conflicts between protagonists of all capital letters or all lowercase letters, the use of large (blown-up) lower-case letters and traditional lower-case letters will eliminate or minimize this dilemma. Second, irregularly spelled words may be introduced with self-help respellings in terms of learned spelling patterns, as *wuz* for *was, uv* for *of,* and so on. These two simple steps are interim ploys to bridge the gap between speech and writing for beginners.

In conclusion, these caveats:
1. Phonic methods are plural, not monolithic. There is no such thing as THE phonic method or THE linguistic method.
2. Phonics, legitimated by regularized spellings, is only one facet of word perception. There are vast areas of imagery, varieties of perception, cognition, motivation, and the like that are virgin territories for students in pursuit of scholarship.
3. Although English writing is based on the alphabetic principle which is centuries old, traditional orthography is somewhat illusory – dangerously so.

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2. Sounds and Phonograms I (Grapho-Phoneme Variables)
by Emmett A. Betts, Ph.D.

Reading Research Lab, Univ. of Miami, Florida.

This is the first of a series designed to develop an awareness of one major problem in word perception: vagaries of English spelling.

Two purposes are served by this presentation: (1) to direct attention to traditional spellings for speech sounds, and (2) to provide a simple test for certain skills for teaching the relationships between sounds and spellings.

Sounds and Spellings

Teaching word-perception skills requires, among other competencies, an awareness of speech sounds. For example, many people, including teachers, are unaware of the sound (phoneme):

1. /sh/ represented by *ti* in *nation, ch* in *machine, si* in *pension, ssi* in *session*
2. /ng/ represented by *n* in *bank* and *ng* in *sing*
3. /z/ represented by *z* in *blaze, zz* in *buzz, s* in *is*
4. /ch/ represented by *ch* in *chin, t* in *mixture, tch* in *catch*
5. /m/ represented by *mb* in *climb, lm* in *salmon, mm* in *hammer*
6. /k/ represented by *c* in *cat, k* in *kitchen, ck* in *pick, q* in *quite*
7. /zh/ represented by *z* in *azure, s* in *measure, ge* in *rouge*
8. /t/ represented by *tt* in *butter, ed* in *danced, bt* in *debt*
9. /ē/ represented by *e* in *he, ee* in *see, ea* in *each, ie* in *field, ei* in *receive, ey* in *key*, *eo* in *people*
10. /ā/ represented by *a-e* (split digraph) in *ate, eigh* in *eight, ea* in *steak, ai* in *rain, ei* in *veil, au* in *gauge, ay* in *play, et* in *bouquet*
11. /i/ represented by *i* in *sit, ai* in *build, y* in *myth*, *ie* in *sieve, u* in *busy,* o in *women, ee* in *been*

The above list can be extended to an almost unbelievable length. But the fact remains that few people are aware of the sounds of speech because they use their phonemic skills automatically in conversational speech. Furthermore, most people have learned the spelling "system" to the point of acceptance. They have become immune to the vagaries of English spellings; they have become symbol minded regarding visual representations of speech sounds. But these spelling variations of speech sounds are very real hazards *to beginners in reading* unless teachers are fully aware of them.

The ten, twenty-five, fifty, or one-hundred commonest words (e.g., *the. and, a, of*) are usually unstressed (i.e., lightly stressed) in phrases because they all have syntactic rather than referential meaning. Moreover, their spellings tend to be irregular (e.g., *have* /hav/, you /yu/).

Dictionary Respellings

Most teachers who report for graduate work on the teaching of reading are unaware of the speech sounds they use automatically. To make matters worse, too often they lack competence in using dictionary symbols for phonemic respellings. But the onus is on teachers of teachers who plan education courses rather than on the candidates for teaching certificates or graduate degrees. For example, courses in phonemics and grammar are not among the pre-requisites, if any.

To add to the resulting confusion, some 1970 elementary school dictionaries use two symbols for the same sound. For example, the vowel phoneme in *rule* is respelled /rül/ but in *few* it is respelled /fū/ instead of /fü4/.

Speech Sound (Phoneme) Quotient

Before the study of phonics (the relationship between speech sounds and spellings) is undertaken, teachers and others concerned with word perception can check on their awareness of speech sounds and knowledge of pronunciation symbols via a simple device. For example:

1. What pronunciation symbol represents the sound of *i* in *it*? The answer: /i/.
2. What pronunciation symbol represents the sound of *zz* in *buzz*? The answer: /z/.
      (Note: These pronunciation symbols are used in *Webster's New Elementary Dictionary,* 1970, published by G. & C. Merriam Co. and distributed by American Book Co.)
3. What word is represented by the pronunciation symbols /'iz/? The answer: *is*.

Here is a second example:

		The answers:	
Sound of	*u* in *quiet*	Respelling	/waz/
	u in *but*	Word	was
	s in *raise*		

[See **Test (Form A)** and **Answers** on the next page]

In Conclusion

Readers of this article may be somewhat confused at first for two reasons:

1. Lack of awareness of speech sounds (phonemes) used automatically
2. Acceptance of traditional spellings

This test, however, focuses attention on some of the word-perception confusions of learners, especially beginners in reading and those studying English as a second language. These roadblocks to teaching reading, especially phonics, can be removed, but the options are plural. To evaluate these options, much experimental research is required via an inter-disciplinary approach.

Test (Form A)

Decide on the sound represented by the letters in stressed words and indicate it by a pronunciation symbol. Use the phonemic cues to identify each word. Correct answers are given following this test.

1. Sound of: *n* in *not*   Respelling   _ _ _ _ _
               ea in *eat*   Word   _ _ _ _ _

2. Sound of: *s* in *sure*   Respelling   _ _ _ _ _
               ey in *key*   Word   _ _ _ _ _

3. Sound of: *l* in *lap*   Respelling   _ _ _ _ _
               y in *scythe*   Word   _ _ _ _ _
               ch in *ache*

4. Sound of: *ph* in *phone*   Respelling   _ _ _ _ _
               ai in *aisle*   Word   _ _ _ _ _
               ll in *fill*

5. Sound of: *g* in *get*   Respelling   _ _ _ _ _
               ai in *again*   Word   _ _ _ _ _
               st in *feast*

6. Sound of: *ch* in *chaos*   Respelling   _ _ _ _ _
               au in *caught*   Word   _ _ _ _ _
               st in *fist*

7. Sound of: *s* in *sure*   Respelling   _ _ _ _ _
               ie in *die*   Word   _ _ _ _ _

8. Sound of: *wh* in *whole*   Respelling   _ _ _ _ _
               yr in *myrtle*   Word   _ _ _ _ _
               tt in *kitten*

9. Sound of: *c* in *cent*   Respelling   _ _ _ _ _
               ee in *been*   Word   _ _ _ _ _
               v(e) in *love*

10. Sound of: *ph* in *phone*   Respelling   _ _ _ _ _
               o in *women*   Word   _ _ _ _ _
               ch in *machine*

Answers

1. Respelling /nē/   2. Respelling /shē/
    Word   knee   Word   she

3. Respelling /līk/   4. Respelling /fīl/
    Word   like   Word   file

5. Respelling /gest/   6. Respelling /kost/
    Word   guest   Word   cost

7. Respelling /shī/   8. Respelling /hərt/
    Word   shy   Word   hurt

9. Respelling /siv/   10. Respelling /fish/
    Word   sieve   Word   fish

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3. Sounds and Phonograms II (Variant Spellings),
by Emmett Albert Betts, Ph. D.
Categories of Writing Confusions

One criterion of readiness for beginning reading instruction is the pupil's automatic use of speech sounds. But why do some children who have control over speech – both sounds (phonemes) and language structure – have difficulty in learning to read? Why are some children miserable spellers? There are, of course, many reasons for this dilemma. One of these reasons is the loose fit between phonemes and spellings used to represent them.

There are many categories of spelling variants which interfere with word perception in reading and with learning to spell:
1. Silent letters (zero graphemes, as *n* in *autumn)*
2. Split digraphs to signal vowel sounds (e.g. *save* vs *have)*
3. Use of two letters to represent more that one sound (e.g., *moon* /mün/ vs *look* /luk / and *th* in *thin* and *this)*
4. Use of different combinations of letters to represent one sound (e.g., *ch* in *much* and *tch* in *catch)*
5. Use of one letter to represent two sounds (e.g., x in *box* /baks/ and *ng* in *longer* vs *singer)*
6. Use of one or two letters to represent the same sound (e.g., *wh* in *whole* vs *h* in *hole)*

The above categories of variant spellings can be extended to considerable length with commonly used words. These spelling variations require recognition in assessing the causes of pupil failures to make an easy transition from speaking to writing, including both encoding and decoding writing, however defined.

Speech Sound (Phoneme) Quotient

A sophisticated reader competent in the use of pronunciation symbols used in dictionary respellings may have some difficulty in the transition from speech sounds to spelling. How much do you hesitate in deciding what spellings represent these sequences of phonemes?

  /dəz/　　　/dāz/　　　/dīz/　　　/düz/

Now decide which of the above dictionary respellings represent these words:

  dues　　　days　　　does　　　dies

Then, consider the different spellings for these sounds (phonemes).

1. Sound of:　*kn* in *know*　　Respelling　_ _ _ _ _
　　　　　　oa in boat　　Word　　　_ _ _ _ _
　　　　　　s in has
2. Sound of:　*gn* in *gnat*　　Respelling　_ _ _ _ _
　　　　　　eau in *beau*　　Word　　　_ _ _ _ _
　　　　　　z in *raze*
3. Sound of:　*mn* in *mnemonic*　Respelling　_ _ _ _ _
　　　　　　ew in *sew*　　Word　　　_ _ _ _ _
　　　　　　ss in *scissors*

The above respellings, of course, are for one word (/noz/).
a. Did you hesitate in deciding on the sound represented by a pronunciation symbol, as *ss* in scissors?
b. After inspecting the dictionary respelling, did you ponder over the lexical word? (In this instance, both *nose* and *knows* are correct responses.)

Test (Form B)

Decide on the sounds represented by the letters in stressed words and indicate them by pronunciation symbols. Use the phonemic cues to identify each word. Answers are given below.

1. Sound of: *sc* in *scene*   Respelling   _ _ _ _ _
               a in *says*   Word   _ _ _ _ _
               Id in *would*

2. Sound of: *gh* in *ghost*   Respelling   _ _ _ _ _
               on in *could*   Word   _ _ _ _ _
               dd in *ladder*

3. Sound of: *d* in *did*   Respelling   _ _ _ _ _
               ou in *touch*   Word   _ _ _ _ _
               nn in *runner*

4. Sound of: *ch* in *chaos*   Respelling   _ _ _ _ _
               oo in *brook*   Word   _ _ _ _ _
               dd in *add*

5. Sound of: *ph* in *phone*   Respelling   _ _ _ _ _
               ei in *height*   Word   _ _ _ _ _
               f in *of*

6. Sound of: *wh* in *while*   Respelling   _ _ _ _ _
               uy in *buy*   Word   _ _ _ _ _

7. Sound of: *gh* in *ghost*   Respelling   _ _ _ _ _
               ei in *eight*   Word   _ _ _ _ _
               ght in *night*

8. Sound of: *g* in *gem*   Respelling   _ _ _ _ _
               a in *calm*   Word   _ _ _ _ _
               tt in *mitt*

9. Sound of: *b* in *bond*   Respelling   _ _ _ _ _
               au in *laugh*   Word   _ _ _ _ _
               ng in *sing*
               ck in *pick*

10. Sound of: *kr* in *kraut*   Respelling   _ _ _ _ _
               ie in *field*   Word   _ _ _ _ _
               mb in *climb*

Answers

(Note: The respellings in these articles are the symbols used in *Webster's New Elementary Dictionary,* 1970, published by G. & C. Merriam Co. and distributed by American Book Co.)

1. /sed/ said   3. /dən/ done   5. /fīv/ five   7. /gāt/ gate   9. /bangk/ bank
2. /gud/ good   4. /kud/ could   6. /hwī/ why   8. /jät/ jot   10. /krēm/ cream

Conclusion

The above test provides a speech quotient; that is, an index to awareness of sounds automatically used in speech. Persons taking this simple test are shocked sometimes by their own uncertainties regarding speech sounds. This uncertainty is compounded by their dialects and idiolects.

The test also provides an index to the ability to use and to interpret pronunciation symbols used in respellings of the 'easiest' of dictionaries, an elementary school dictionary.

Homonyms and homographs also cause hesitations in deciding on the spellings and/or meanings of some respellings. They serve to focus attention on the complexities of language to be mastered by beginners in reading.

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4. Sounds and Phonograms III (Variant Spellings), by Emmett Albert Betts, Ph. D

Spellings old and new

There are many reasons for variant spellings of phonemes. The one most often advanced is to reflect the derivations of a word, but arbitrary introduction of spellings clouds this "reason." A second "reason" is the acceptance of variant spellings in a manuscript before and immediately after the invention of the printing press. A third "reason" is a change in pronunciations, resulting in historic spellings which are in conflict with present-day pronunciations. These "reasons" can be extended significantly to explain the loose fit between spellings and pronunciations. The outcome is a complex and complicated book of rules which is seldom, if ever, studied by teachers who are admonished to teach phonics – the relationships between spellings and pronunciations.

One of the classics in orthography is William Alexander Craigie's *Some Anomalies of Spelling,* (Society for Pure English, Tract No. LIX, Oxford Univ. Press, 1942). In his introduction, he states: "That English spelling . . . abounds in anomalies and irregularities needs no demonstration." (p. 307)

Phonograms and Phonemes

Comments on four spellings are made below to direct attention to some of the reasons for variant phonograms representing speech sounds.

ie

The substitution of *ie* for *e, ea, ee, ei* occurred before 1600. Although it is found in some words in Middle English its use is believed to have been influenced by French forms, as in *chief.* The *ie* spelling of the vowel was *arbitrarily* introduced in *thief, believe,* and other common words.

In many common words, the *ie* represents the /ē/ phoneme. But in *sieve,* the phonogram represents /i/ As late as 1687, *sieve* was spelled *sive.* Originally, *ie* was used to represent the pronunciation /ē/, having been spelled *seave* and *seeve.* The *ie* spelling representing ē/ occurs before consonants, as in *field* and *thief.* This spelling conflicts with its use to represent /ī/ in *ties, lies, flies, died,* and so on. For no good reason, the phoneme /ī/ is represented by *y* in *cry, fly*, etc., by *ie* in *die, pie,* etc. In a few exceptional forms, /ī/ is represented by *ye* in *rye*, *dye,* etc. To further complicate the spelling situation are *I*, *eye*, and *aye*.

ow

The spelling *ow* represents the phoneme /ō/ in final positions as in *low, slow, know, throw,* and other words. This *ow* spelling has been retained in *growth,* but has been dropped in *sloth*. The French on spelling was adopted in Middle English to represent /ū/, with a later addition of *ow.*

The "rules" and non-rules governing spellings representing /au/ include:
1. Final /au/ is spelled *ow,* as in *how.*
2. Before consonants, the spelling is *ow* (e.g., *brown*) or on (e.g., *loud*).
3. Before *t*, only *ou* is used, as in *about.*
In the 16th and 17th centuries, the spelling of *power* was extended to other *-ower* words, as in *flower* /'flaú-ər/. But the older spelling was retained in *our* /aur, är/, so*ur* /saur/, etc.

ch and tch

The spelling *ch* is used to represent the /k/ in *chorus, sh* in *chic* and *machine, /ch/* in *choose, chance,* and many other words. On the other hand, the sound /ch/ is spelled tch in *catch, ti* in

question, i in *natural,* and c in *cello.*
The "rules" include:
1. *ch* is written after long vowels and consonants, as in *beach, each, reach.* '
2. *tch* is written after short vowels, as in *catch, ditch, fetch, hutch, notch.* But there are many exceptions: *rich, such, much, which.*

Silent b
The silent *b* occurs in *comb* /kōm/, *dumb* /dəm/, *debt* /det/ *doubt* /daut/ *limb* /lim/, *lamb* /lam/, and other words. It is sometimes attributed to etymology. This is no real justification for the variance between spelling and pronunciation. The insertion of silent *b* in *thumb* /thəm/ may have corresponded to a very early pronunciation, before 1300. However, silent *b* in *debt* was restored in Old French because of the influence of the Latin stem *debit.* To "justify" the silent *b* in spellings requires the best efforts of scholars. But a knowledge of etymologies and obsolete pronunciations is of no avail to the child in learning to read.

Speech Quotient
The following test reveals (1) awareness of speech sounds automatically used in speech,
(2) competence in the use of pronunciation symbols for dictionary respellings to aid pronunciation,
and (3) ability to interpret respellings to arrive at the lexical words they represent.

Test (Form C)

1. Sound of:	*u* in *up*	Respelling	_ _ _ _ _
	v in *five*	Word	_ _ _ _ _
2. Sound of:	*kl* in *kleptomaniac*	Respelling	_ _ _ _ _
	ie in *piece*	Word	_ _ _ _ _
	gn in *sign*		
3. Sound of:	*ti* in *question*	Respelling	_ _ _ _ _
	oy in *boy*	Word	_ _ _ _ _
	s in *yes*		
4. Sound of:	*kr* in *krone*	Respelling	_ _ _ _ _
	oa in *broad*	Word	_ _ _ _ _
	ll in *full*		
5. Sound of:	*tt* in *attack*	Respelling	_ _ _ _ _
	o in *brother*	Word	_ _ _ _ _
	ph in *graph*		
6. Sound of:	*th* in *thank*	Respelling	_ _ _ _ _
	ou in *tough*	Word	_ _ _ _ _
	mb in *climb*		
7. Sound of:	*chr* in *chrome*	Respelling	_ _ _ _ _
	u in *sun*	Word	_ _ _ _ _
	mm in *summer*		
8. Sound of:	*l* in *love*	Respelling	_ _ _ _ _
	ow in *owl*	Word	_ _ _ _ _
	dd in *ladder*		
9. Sound of:	*wr* in *wrist*	Respelling	_ _ _ _ _
	u in *busy*	Word	_ _ _ _ _
	di in *soldier*		
10. Sound of:	*pn* in *pneumonia*	Respelling	_ _ _ _ _
	a in *father*	Word	_ _ _ _ _
	ch in *much*		

Answers

(Note: The respellings in these articles are the symbols used *in Webster's New Elementary Dictionary,* 1970, published by G. &C. Merriam Co. and distributed by American Book Co.)

1. /əv / of
2. /klen/ clean
3. /chois/ choice
4. /krol/ crawl
5. /təf/ tough
6. /thəm/ thumb
7. /krəm/ crumb
8. /laud/ loud
9. /rij / ridge
10. /näch/ notch

In Conclusion

The above "Speech Quotient" test focuses attention on:

1. Confusions regarding sounds represented by letters
2. Difficulties in translating phonemic spellings via dictionary pronunciations into lexical words – by sophisticated users of traditional orthography

3. Limitations of either phonic rules or spelling rules for improving reading/writing instruction

The loose "fit" between spellings and phonemes, especially for the commonest words, is one – but only one! – of the many hazards for beginners in reading. And this whole problem of the relationship between speech and writing is both complex and complicated.

First, words said in isolation from a phrase or sentence are automatically stressed. The word *and* is pronounced /'and/ in isolation, but loses its stress in a phrase, as *this and* /n, nd/ *that.* In general, function words (e.g., *or, for*) tend to have light stress (unstressed) in connected discourse.

Second, phonic rules for spelling patterns usually do NOT apply in unstressed syllables. Contrast:

1. ate, nitrate vs pirate /'pi-rət/
2. age vs manage./'man-ij/
3. ace vs terrace /'ter-əs/
4. land vs highland /'hi-lənd/
5. dance vs clearance /'klir-əns/
6. den vs burden /'bər-dən/
7. did vs splendid /'splen-dəd/

Third, stress varies with the part of speech, or class of words. For example, the last syllable of *duplicate* (noun or adjective) is /-kət/; of the verb form is /-kāt/.

Fourth, to further complicate the relationship between speaking and writing is etymology. For example, the spelling of *ocean* reflects the Greek /o-,ke-a-'nos/ and Middle English *occean* pronunciations.

The above list of sources of loose fit between speech and writing can be extended significantly. But the more it is extended, the more it is complicated. Arriving at solutions to the problem requires the cooperation of scholars in different disciplines rather than "tinkering with spellings via off-the-cuff suggestions."

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Section 4.
Spelling Reforms in foreign languages.

While a number of countries have made limited improvements to the spelling of their language, very few have made extensive reforms. The two most notable examples of this are Turkish and Finnish. Herein are presented those articles which are available on this subject. They might be used as examples of how we can make improvements to English spelling. They also show us the obstacles we might expect and how to overcome them.

In addition to the eight articles presented in this section, there are a few others which were printed in S.P.B. which could not be included because of space limitations, viz.: Kyöstiö, O.K. "Written Finnish and its Development." S. 73, pp11-14; Bonnema, Helen, "A Glance Toward Norway," W. 71, pp11-13; Chappell, John, "History of Spelling Reform in Russia," F 71, pp 12-14; Van Ooston, Wim, "Spelling Reform in the Netherlands," F 73, p13,15; Damsteight, B.C. "Spelling and Spelling Reform in the Netherlands," F. 76, pp9-16.

5. The Development of Danish Orthography
by Mogens Jansen* and Tom Harpøth°

*Research Director, The Danish Inst. for Educational Research, Copenhagen N. Denmark. President, Danish National Assoc. of Reading Teachers.
ø Teaching Asst. in Dept. of Nordic Philology, Univ. of Copenhagen.

A Brief Survey

A language may be characterized in a number of ways. One of them is to describe the relation between the written and the spoken language.

Any spoken language undergoes changes so that normally the spelling represents a pronunciation no longer current. Danish is no exception. In the following article we shall examine briefly the orthographic changes and spelling reforms introduced into Danish during the past hundred years.

During the 17th and 18th centuries, efforts were made to maintain the Danish language as an autonomous language with values of its own. The so-called civilized languages dominated public life. The mother tongue has had to compete with the established Latin practice of the church and the University, and with the German and French practice of the Court and the nobility. German was also commonly used in the army. Writers were encouraged to cultivate the Danish language as an adequate means of expressing themselves artfully both in prose and in poetry.

Throughout this period, Danish orthography is characterized by fortuitousness and personal preference because consistent dictionaries were scarce. Besides, printers were not sufficiently educated to secure a unified Danish spelling.

The Phonetic Principle

The first major work concerning Danish orthography was written by the Danish linguist Rasmus Rask (1787-1832) *Forsog ti1 en videnskabelig dansk Retskrivningslære med Hensyn til*

Stamsproget og Nabosproget (1826) (Attempt at a Scientific Methodology for Danish Orthography with Regard to the Parent Language and the Neighboring Language). Rasmus Rask's fundamental principle is that pronunciation must form the basis for spelling (the phonetic principle). "Skriften for hver enkelt Lyd i Sproget ma have et enkelt Tegn, hverken flere eller færre" (1826:21-22) as quoted in Jacobsen, 1973. (p. 39) [1] (i.e. Each sound in the language must be represented by a single symbol, neither more nor less.) And foreign ways of spelling should be avoided, according to Rask. Thus, *q, x,* z, and in most cases *c* should be replaced by Danish equivalents (*k, ks, s,* and *k* or *s*).

However, problems soon arise with the purely Danish words. In some words, mute letters appear which are pronounced in other, etymologically related words; even different forms of the same word show this irregularity.
cf.: (mute letters italicized)

verden	- ver*d*slig	mindre	- min*d*st
(world	- worldly)	(smaller	- smallest)
tilbe*de*	- tilbeder	gi*v*e	- giver
(admire	- admirer)	(give	-someone who gives)

Furthermore, Danish has only one set of vowel symbols to represent both short and long vowels. That a vowel is short is therefore indicated by a following, mute consonant.
cf.:
kane /ka:nə/   - kande /kanə/
(sleigh)   - (pitcher)

(Compare English examples like *past-paste* where plus/ minus -e indicates both the quality and the quantity of the preceding vowel.)

This orthographic feature is typical of the letter *d*, especially in connection with *-nd-* and *-ld-*. It has often been argued that it would be simpler if the *-nd-* and *-ld-* were replaced by *-nn-* and *-ll-*, respectively, but in principle this in itself does not solve the problem of mute letters since *-n-* and *-nn-* would not be pronounced differently.

Another problem in Danish orthography, which Rask was aware of, is the f act that certain combinations of letters contain letters which are mute in Standard Danish (Rigsmal) but are pronounced in some major dialects. A typical example is the initial *h* in *hv-* and *hj-* combinations.

		Dania		*I.P.A.*
cf.	hjem	/jæm'/	or:	/jɛm?/ Standard Danish (home)
	(home)	/hjæm'/	or:	/hjɛm?/ Jutland Dialect

"Write Norse"

Beside the phonetic principle, which Rask advocated, the close connection between Denmark, Norway, and Sweden plays an important part in the orthographic debate. Among many others, N. M. Petersen (1791-1862) declared that the three countries should aim at a common orthography of original Norse words as well as foreign loanwords.

The Scandinavian principle applies to vocabulary, too. Danish, Swedish, and Norwegian (together

with Icelandic and Faroese) originate from a common Norse language. But the languages have developed differently. Consequently, an original common word may now either: 1. exist in the Scandinavian languages with a slightly different pronunciation and almost the same meaning, or 2. with a slightly different pronunciation and completely different meanings, or 3. or not exist at all in one or two of the languages (which then use another word for that meaning). Besides, in numerous cases Danish happens to borrow one, Norwegian a second, and Swedish a third word for the same meaning. An example is *a piece of candy* which is *bolsje* in Danish (from Low German), *drops* in Norwegian (from English), and *karamel* in Swedish (from Spanish). The Scandinavian and the phonetic principles often clash because in particular Danish and Swedish are pronounced rather differently. (As to the connection between Danish and Norwegian, the readers are referred to *Spelling Progress Bulletin,* Winter issue, 1971, pp. 11-13.)

To Rasmus Pask, the phonetic principle was the more important one. After his death, his and N. M. Petersen's ideas were discussed at an interscandinavian orthography meeting in Stockholm, Sweden, in 1869, and they were generally accepted by the participants. The meeting recommended that:
1. mute *d*'s disappear where they had no bearing on relations between etymologically related words, though not in the numerous -*nd*- or -*ld*- combinations (thus: *tydsk> tysk (german), Grændse> Grænse* (border), *Kudsk> Kusk* (coachman), *Prinds> Prins (prince)*)
2. foreign spellings be replaced by Scandinavian ones (thus *Philosophi> Filosofi* (philosophy), *Quinde> Kvinde* (woman))
3. the letter å replace the short rounded back vowel formerly represented by *aa* in Danish and Norwegian (thus *maa> må* (may)), and finally
4. that the German (mal)practice of spelling all nouns (appellatives and proper names) with an initial capital letter be abandoned. Only proper names should keep this feature.

The meeting was only advisory, however, and the first official Danish dictionary (*Dansk Haandordbog,* 1872) still retained the vowel symbol *aa* and the capital letters, but mute *d*'s disappeared in many cases. (One may note that some words were later back-altered, e.g. *Gidsel> Gissel> gidsel* (hostage).)

The Spelling Reform of 1948
Since then, many fiery discussions concerning spelling have taken place, but few regulations have been introduced. It was not until 1948 that the *aa* and the capital letters were abandoned officially. The spelling reform of 1948 also included the change from -*nd*- and -*ld*- to -*nn*- and -*ll*-, BUT FOR THREE WORDS ONLY (i.e. *kunde, skulde, vilde,* became *kanne, skulle, ville,* all of which are modal verbs corresponding to *could, should, would*).

In 1955 a spelling "reform" laid down a new order of the Danish alphabet whereby the å changed its place. Formerly it was treated like *aa,* but now the å is found at the end of the alphabet.

Apart from these minor changes, nothing has happened to Danish orthography in general. In spite of rather heavy debate in the 1930's and 40's in favor of either the phonetic or the Scandinavian principle, modern Danish spelling resembles that of the previous centuries to such an extent that little extra skill is required to read books dating from the 18th century.

The changes which do take place concern the spelling of single, foreign words. There is a tendency to naturalize the spelling of a given loanword when it is thought that the majority of language users no longer feel it to be a truly foreign word. As an example, the French word *milieu* has become

miljo by recommendation of the Dansk Sprognævn, although *niveau* has not yet become *nivo* officially.

The Dansk Sprognævn is an advisory institution in linguistic matters. It differs from the French Academy in that its task is not to inform the public how the language *ought* to be used but rather how the language *is* in fact used. So in theory at least, it is not a normative or prescriptive institution although the council is often asked to settle disputes as to what is correct and what is incorrect in the language. But concerning spelling, the council has become an authority in that it publishes and revises the *Dictionary of Danish Orthography (Dansk Retskrivningsbordbog),* the standards of which Danish schools are obliged to follow.

Pronunciation and Spelling

Danish pronunciation has developed tremendously and is developing still; but the orthography is almost as it was a hundred years ago. In modern Danish one cannot decide the spelling of a word from its pronunciation, or vice versa. The words *hver, vær, værd, vejr* are all pronounced quite alike, but *hver* does not rhyme with *ser, vær* not with bær, *værd* not with hærd, and *vejr* not with *lejr*. Because of this discrepancy between spelling and pronunciation, Danish spelling is rather difficult to master.

The improvements discussed or actually carried out are few indeed. The "write-as-you-speak" movement of the 1930's has almost died out. And one reason is, of course, that since spoken Danish varies with regional, social, and educational differences, not to mention the age of the speaker, both government and educators are very cautious about suggesting a new norm. And a norm there must be, most people agree. Nobody here is interested in a completely free orthography.

The Small Language Area

Behind this attitude lies also the very essential acknowledgement that Danish covers a small language area. If many and important changes in spelling are carried out during a short period of time, modern readers will be excluded from a considerable part of the literature of not so long ago.

Icelandic is an example of a language which by and large has remained unchanged. What was written 900 years ago can still be read by everybody.

Early Danish is far from being as accessible to Danes today. But 150 year-old Danish literature can still be read by "the man in the street" *without difficulty.*

Definitely the small size of the language area contributes to the fact that many people want few changes in spelling.

During the latest decades *reading* has been stressed more than *writing* – and this must be kept in mind. If one is specifically interested in spelling, the arguments for the optimally functional spelling will be other and stronger ones than is the case if one is specifically interested in reading.

Furthermore, we must note that Danish orthography is far from any ideal phonemic spelling but that instead of trying to change it, educators and linguists are trying to find better methods of teaching the existing orthography more effectively.

Importance is Attached to Spelling

It is symptomatic that *all* annual examinations, terminal examinations, leaving examinations, etc. have been abolished in the Danish primary school from grade 1 through grade 10 with one exception – a spelling examination has been retained at the end of grade 10.

This examination will now be modified in a characteristic way: the pupils will be allowed to use dictionaries. This means a compromise between the more 'liberal' pedagogics (stressing the content and not the form) and the more 'old-fashioned' attitude maintaining that "it is still important to know how to spell." And now the pupils will be allowed to use the same aids as are available outside school, and at the same time the demands on the orthography are maintained.

It should be pointed out that tests are only applied in connection with educational-psychological research and in the work concerning the diagnosis of pupils receiving special instruction.

It should also be mentioned that the daily press in Denmark has been losing a large amount of prestige because of the many *spelling* errors in the newspapers. Surely people are dissatisfied with the contents as well, but quite as frequently the criticism is levelled against a bad wording and the many spelling errors. Naturally, these are *partly* due to the fact that the newspapers are changing to a new printing technique.

The public opinion of the press and its (lacking) qualities are expressed currently and often includes an evaluation of the lacking spelling skill of the press and, to a lesser degree of the contents. This is not true of the intellectual, traditionally liberal circles, but, no doubt, in most other circles.

"Bad Spelling is Bad Manners"

Finally, it should be emphasized that this survey should not be interpreted as if spelling, the spelling skills of the pupils, etc. are disregarded in Danish teaching.

On the contrary rather a perfect spelling is expected, and it is hardly accidental that in many cases the mastering of the quite difficult Danish orthography has become synonymous with "general good manners."

Correct spelling is *expected,* even though (or because?) spelling is difficult in Danish.

Many educators argue against this attitude, but in vain. And the "Back-to-Basis" movement, which has (so far at least) not grown strong in Denmark, maintains even the smallest details of the orthography.

During the last 20-25 years, the teaching materials in Denmark have undergone great changes. In fact, drastic innovations have made the Danish reading market a definitely "advanced" market regarding design, adaptation, etc. of the materials. However, these renewals have not involved any essential changes within the area of spelling; changes are on their way, but characteristically they will reach this area last. The most sacrosanct field is the last to be treated.

References

[1] Jacobsen, Henrik Galberg, *Sprogrøgt i Danmark i 1930erne og* 1940erne. Copenhagen, 1973.
[2] Jansen, Mogens. *Chapter 13. Denmark.* In John Downing, *Comparative Reading.* The MacMillan Company, New York; Collier-MacMillan Limited, London, 1973. pp. 285-307.

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6. The Holiday, by F. du Feu

(in Eurospelling)

That I'm excited, dear, is plain.
A travel aejent on the train
Has givven me thiss sueper gide,
Enabling cliants to decide
Whare their next holiday shuod be.
As soon as we hav finishd tea,
I'll read mie prize and yoo shall choose.
For thare's no time at aull to loose.

First, what about the Emerald Ile?
See pixis sitting on a stile;
Go fishing, kiss the Blarny Stone;
See Cork, Killarny Lakes, Athlone;
Spend three weeks moetoring in Sark,
With lobster filching after dark.

Trie Butlin's whare it never rains;
A visit to the frendly Danes,
And cliem, without fatege or fright,
A mountin eighty feet in hight.
The crueses we arraenj ar jems.
Enjoy the beuty of the Thames;
See Windsor, Marlow, Oxford,; Dine
In stately Cassles on the Rhine.

To Italy in sunny June,
For Florence and the Blue Lagoon,
Mount Etna's laava-cuverd slope,
The Vatican to meet the Pope,
Naples' sofisticated kids.

Then Eejypt for the Pyramids,
Go on safaari with the Coes;
See lions, tiegers, lepards, moes, [1]
Jiraffes, a crocodile, a snake,
With trekking till yoor muscels ake.

Across the oecian in a jet
For sights not easy to forget:
New York, Grand Canyon, rapids, faulls.

But nou a soft-voiced Geisha cauls,
And with a flurish of her fan,
Implores yoo not to miss Japan,
Her cherry orchards, temples, wears,
The pajant of the cup that cheers.

Just luck, fantastically cheap!
Toor the Sahaara in a jeep!
Adventure on a lavish scale!
Ten days in a Moroccan jail
As suspect'd traffikker in drugs,
While children, pensioners and mugs
Recline in deckchairs on the sands!

Doo yoo prefer the coelder lands?
Norweejan fiords wuod be such fun,
With dancing in the midnight sun.
So brush yoor ice-cap, leave yoor cares,
Snap reindeer, pengwins, poelar beirs,
See mountins, glaciers, torrents, spray.

In Switzerland, and on yoor way,
At Dijon, whare the mustard's made;
The hardy Jacquemarts at their trade.
Nou tell me, Helen, just to please,
Y'oo must hav chosen wun of these.

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With oenly £20 to spend,
I fancy it shuod be Southend.

[1] (The mo (according to Punch) is an animal from which we get *MOHAIR)*

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7. A Decade of Achievement with i.t.a., by John Henry Martin

Executive V. P., the i.t.a. Foundation, New York City, N.Y. Reprinted from the i.t.a. Newsletter, Fall, 1974.

In its efforts to further the use of the i.ta. medium and to improve the reading and writing skills of all children, the i.t.a. Foundation has disseminated during the last two years formation about the alphabet and encouraged its use throughout the United States and abroad.

Projects were undertaken with Foundation support in which reading was taught to four and five-year old inner-city children in day care centers in New York City and for an experimental and successful reading program in the city schools of the Youngstown (Ohio) School District.

Several articles in this issue of the Newsletter report significant uses of the i.t.a. medium. i.t.a. had been used successfully to teach English to Spanish-speaking children in the Southwestern part of the United States. Now we find that this medium is reaching a portion of the 10.8 million Spanish-origin population living in this country in a variety of school settings.

On page 2 there is a follow-up report on the achievements of Mexican-American children in a well-established i.t.a. program at the Murchison Street School in Los Angeles. The results confirm the findings of the original study: that i.t.a. is an effective tool in the teaching of reading to bilingual children. The new report also indicates, at least for this population, that i.t.a. helps children in math., especially with respect to concepts. Generally, results show that the children's view of school, reading and writing, was improved by an i.t.a. beginning.

From an examination of test scores we have received from other i.t.a. schools in Los Angeles, i.e., the Robert Hill Lane School and the Breed Street School, indications are that i.t.a. is making an important contribution in early childhood bilingual education, since most of the schools are heavily populated not only with Mexican-American children but with Asian-American children as well. A recent grant to the San Ysidro School District will determine the results of using i.t.a. as a first introduction to English reading for first grade children whose first reading experience has been in Spanish.

With the beginning of the 1974-1975 school year, many school districts throughout the United States will have completed a decade of teaching children to read and write with the initial teaching alphabet. Of particular interest is a report of ten year's progress at the Lompoc Unified School District of Calif. Mrs. Boyd's report on the use of i.t.a. makes significantly clear several principles whose neglect is fatal not only to a continuing and improving program using i.t.a., but to the vigorous life of any good educational program. She points out with beautiful simplicity that because i.t.a. is a medium, its use changes as educational methods or even the changing educational fashions in the teaching of reading change. Moving from small group instruction to an ever and greater emphasis on individualized learning and in the open classroom to individual progress means that the teaching of reading using i.t.a. must keep pace with these innovations in order to stay abreast of the best we know. If a school district does not improve, i.t.a. will languish. Mrs. Boyd's story of Lompoc vividly illustrates how this need not be.

We hope to learn more about possible better educational programs for little children from the results of "A Study on the Processes by Which Beginning Readers Develop Decoding Strategies," a planned three-year project, partially supported by the i.t.a. Foundation, being undertaken by Teachers College, Columbia Univ. In 1973, with a grant from the Foundation, four members of a senior faculty study group on reading at Teachers College found that i.t.a. provides the best teaching medium for the new project, and that traditional orthography would destroy the possibility of developing comparable materials in the two approaches to be used and would impede the assessment of the analyst-synthesis process.

We continue to receive successful reports on the use of i.t.a. throughout the country and hope that our readers will share with us their experiences in using i.t.a. Help us to spread the good word to improve the education of all children. We know that i.t.a. works, that it works well for all kinds of children – in rural, city or suburban schools.

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8. Ten Years with i.t.a. in California, by Eva Boyd

Reading Consultant, Lompoc Unified School District, Lompoc, CA, 93436. Reprinted from the *i.t.a. Nuezletter,* Fall, 1974.

During the Fall of 1962, Dr. Glendon Wegner, Superintendent of the Lompoc Unified School District, was intrigued by an item in *Time Magazine* about the "Initial Teaching Alphabet." Shortly thereafter, Think Magazine, a publication of the I.B.M. Corp. contained an expanded article on i.t.a. medium which prompted correspondence between Dr. Wegner and Prof. John Downing in London concerning the possible use of i.t.a. in the United States.

In 1963, Prof. Downing visited the Lompoc School District and encouraged representation at a training session on the initial teaching alphabet held during the Spring at Lehigh Univ. in Bethlehem, Pa. Our director of Curriculum and a classroom teacher attended this training session, and subsequently, the results of testing i.t.a. with about ten third-grade remedial children by that teacher after school hours led to the adoption by the Lompoc School Board of a pilot program in i.t.a. during the 1963-64 school year.

The success of the pilot program with remedial readers in a third-grade class was the basis for the extension of the use of i.t.a. to include two first grade classes, three remedial third grade classes, and some remedial sections at the junior high school during the 1964-65 academic year. With a view towards enlarging i.t.a. use, the school district conducted in-service meetings to create interest among first- grade teachers and began, also, parent information programs about the initial teaching alphabet and its use as a comprehensive beginning reading program. The film, "Forty Sounds of English," was shown to all local P.T.A. groups, service organizations and other groups of people interested in public school education.

i.t.a. was initiated in eleven first-grade classes in the Fall of 1965. Very wisely, the administration allowed parents to decide whether they wished their children to be placed in i.t.a. classes or to remain in classes that used traditional orthography, and, interestingly, many parents selected a third option: to allow the school to place their child. From the beginning, parent involvement and in-service training were integral factors in the growth of i.t.a. in our District.

I had been teaching first grade in the Lompoc School District for about 18 months and had been following the progress of i.t.a. with interest and with a great deal of skepticism. I felt I had taught first-graders long enough to judge that i.t.a. was a crutch that might help slow-moving children but believed that average and above-average first-graders could learn to read successfully without something new or, in a way, as revolutionary as i.t.a. By nature, however, I could not eliminate the use of this medium without giving it at least a fair chance and, therefore, asked to be included in the first group of teachers chosen to expand i.t.a. use in the District.

I spent the summer preparing for that eventful year. By November, when I saw the progress made by my first-grade class, I knew that I had discovered an important new teaching tool and had embarked on an experience that was to kindle a great enthusiasm within me for the continued use of i.t.a. My enthusiastic belief that i.t.a. offers beginning readers a logical and reliable medium for the first steps in reading and writing has not dwindled over the years.

At the end of the school year, in May 1966, the eleven teachers in the experimental i.t.a. program met to discuss their year's experience and to make recommendations concerning the use of i.t.a. in our District. As we evaluated the results of the first year's program, all of us had discovered a number of advantages in using the medium. I mention the following five:

1. We all were amazed at the reading growth of average and above-average students. Some had reached at least third grade level or above. We were also cognizant of the steady, but sure, encoding and decoding skills of the so-called "non-readers."
2. Most children had read, by themselves, from 75 to 125 library books and were difficult to "turn off" when they were reading for fun.
3. We were amazed at the confidence with which a child attacked a new word rather than stopping and glancing up with a look that meant, "Teacher, please tell me this new word!"
4. Related to the ability to attack new words was the greater independence on the part of the children in any kind of written work.
5. The ability of the children to write freely and personally.

They had discovered that they could write anything they could say.

We voted to recommend that the District enlarge its first grade classes during the next school year, so in 1966-67 approximately 31 classes were using i.t.a. Finally, in 1967-68, the entire system adopted i.t.a. and about 1,400 first graders entered the program. Several weaknesses in our i.t.a. program were pinpointed at this time:

(1) the attitude of second grade teachers receiving children still using i.t.a.;
(2) the mobility of pupils;
(3) the lack of strong reading readiness programs in our kindergartens;
(4) the need for a continuing readiness program in the first grade for certain children; and
(5) the availability of considerable material for slow learners.

While we are still dealing with some of these problems, we feel we have developed a strong beginning reading program for children from kindergarten through grade three. Traditional second grade teachers found it hard to realize that children can come to them on a third grade (or above) reading level with writing skills far in advance of a child who has been taught in traditional orthography. Some of these teachers negated the results of i.t.a. by putting children through grade-level basals because they (the teachers) could not adjust their reading, spelling, phonics and language expression materials to meet the needs of the i.t.a. – taught children. It became necessary to work through elementary principles so that provision was made in every school for children who had not yet reached transition, just as past practice had made provision for the many children entering second grade at all reading levels, from the pre-primer to the first reader level.

We start slow-moving second-graders entering our District in September in i.t.a. classes if they have not reached a 1.5 reading level. For some this is all they need. They make rapid progress once they master the sound-symbol blending process – one of the medium's greatest strengths.

Pupil mobility was readily solved through the use of reading specialists and help from parents. Listening tapes were also developed to teach latecomers the symbols and sounds.

Developing and establishing a readiness program in kindergarten was a challenge. As Reading Consultant for the School District, this program became my responsibility. Some kindergarten teachers resented the inclusion of academic content into their program. However, television was leading the way with programs like "Sesame Street," and the children entering kindergarten came with background knowledge more extensive than children of the recent past.

We chose the Greater Cleveland i.t.a. Reading Program for kindergarten use. At first, we asked teachers to begin in January and present one sound-symbol relationship a week until the end of school. The carry-over of these 20-22 sound-symbol relationships into the first grade was over-whelming. The next year we suggested that they begin October 1st. A number of teachers took the suggestions and by February or March we faced another problem. The children were blending sounds and writing words on any scrap of paper they could find. Fortunately, we had pilot copies of the "Easy-to-Read" Series and allowed the kindergarten children who were ready to move ahead at

their own pace. "Early-To-Read" Library Set I was taped and put into learning centers as "read-a-longs." These were highly motivating listening centers.

Our kindergarten teachers developed a remarkable i.t.a. program. Because of this achievement, we had to educate first-grade teachers to do some serious screening and informal inventory work during the first ten days of the school year. No longer did every first grader need to start with "Ready for Reading," as had been true in the past. We have always considered i.t.a. as a medium and not a method The "Early-To-Read" phonics approach will be found in most of our classrooms. Van Allen's language experience approach fits it perfectly and adds a number of creative writing experiences.

We have found that blending is difficult for some learners. Several of our creative first grade teachers put their skills together and devised for our use the "blending box," a tool that has been extremely helpful for slow-moving first graders and accelerated kindergartners. We added Downing's which use a "look-say" approach, for slower pupils but continued working daily on auditory discrimination and blending skills. Dr. Jane Root from Syracuse Univ., New York, caught us that slow learners should receive "massive" practice at the lower levels of reading. Thus, we also developed a track for slow learners, dovetailing all the i.t.a. books we could find. When these children finish our list, they are ready for a review and then begin Book 3 of the "Early-To-Read" Series in the second grade. They read through Book 4 and B or C in Downing's material, and make reading transition February 1st into a linguistic-type basal such as S.R.A.'s Reading Program.

During the last few years we have been satisfied with our performance on the State reading tests given each May in California. We feel that i.t.a. has aided in reducing the number of remedial students in the district. The late Dr. Harold Dannenhower, a psychologist for the Santa Barbara County Schools Office and an expert in working with children with specific learning disabilities, agreed with this judgement. We feel that the sound-symbol relationship taught in i.t.a. has lessened our speech problems in the kindergarten and first grade. We feel, also, that our Spanish-speaking children handle the medium successfully and perform very well on our State testing program.

During the past ten years we have never stopped creating meaningful problems for ourselves. Each forward step has forced us to look for better ways to provide for the individual needs of pupils, from the slowest to the most accelerated, and we have several plans for the future after using i.t.a. for a decade:

1. Classroom teachers are interested in moving into more individualization in reading than ever before. Self-selection and self-pacing will be an integral part of this program. We plan to use about 100 titles in i.t.a. and to divide the "Early-To-Read" books into individual stories.
2. A group of kindergarten and first grade teachers are deeply involved in bringing Marie Montessori's methods and reading materials into the public school classroom and are deeply involved in developing materials to establish such a program.
3. We continue to seek ways to strengthen our readiness program at the first grade level for those children who are still not ready for reading. For example, we find that the Lindamood's "Auditory-In-Depth" program materials blend well with i.t.a. and gives some of the added strength we need.
To give our children the best beginning education we can, we need to make use of many different kinds of manipulative materials to give each child the kinds of experiences he needs. We need to make better use of diagnostic tools to indicate a child's stage of development, and then plan a program to meet his needs.

So we have come to the end of a decade. Next September will bring us another group of children who need our help in learning to read. With i.t.a. we know we are better prepared for them.

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Section 12

Criteria for a Spelling Reform

Since every reformer has different ideas as to what should be the kind of reform, this section warns potential alfabeteers of the mistakes made by previous reformers and suggests guide lines for their benefit.

9. Logic and Good Judgement Needed in Selecting the Symbols to Represent the Sounds of Spoken English, by Newell W. Tune

If all the systems devised for representing the speech sounds of English were laid end to end they would probably reach from here to eternity. Needless to say, most of them would be more efficient than our present unsystematic use of the 26 Roman letters. But anyone can artistically devise a group of 40 or more symbols, draw them on separate pieces of paper and put them into a hat, then have someone draw out the slips one at a time, giving each a name. Then throwing all of them back into the hat and drawing them out again and assigning to each a sound. From examining many proposed systems, it would seem that some such procedure was used to establish some of the systems. Such results as I have seen indicate that little good judgement is used by many alfabeteers. No wonder Congressmen shy away from spelling reform schemes. Hence the first requirement for accepting the results of any alfabeteer is to pass judgement on his ability to form a coordinated concordance with the Roman letters. New additions to the Roman alfabet must fit in esthetically with the designs of the Roman letters. They must look as if the Romans designed them for the sounds not then used but which were anticipated. Today we know a lot more about the sounds of speech and can recognize half again as many speech sounds as did the Romans. Or perhaps with their limited need for words, they were able to make themselves understood redily with the fewer number of sounds.

But today, before the selection of symbols can begin, it must be determined just how many symbols are needed to represent adequately all the sounds of English speech. Sir James Pitman in correspondence to me said something to this effect: All of the sounds of English speech that are spoken anywhere need to be represented in order to portray faithfully the speech of all English speakers. However, this might be misconstrued to mean such slight differences in speech as are not significant phonemically or morphemically. For example, "daughter" and "dotter", "thin" and "then", "which" and "witch", and many other pairs must be written differently because they are semantically and morphemically different, hence need discrimination, even tho in the speech of some persons they are not phonemically different.

The speech of foreigners trying to speak broken English or the unusual dialect of the Cockneys should not be allowed to influence our attempts to make an acceptable standard of English speech.

The British Broadcasting Company and the American National Broadcasting Company have published Handbooks of Pronunciation for their announcers. The two do not differ very much and it is thought that between them an acceptable standard pronunciation might be worked out.

Sir James Pitman's Initial Teaching Alphabet contains 44 symbols but three pairs of these are redundant; that is, each pair represents only one sound but is used in order to make easier the transition to T.O. These are: *c* and *k, z* and backwards *z, a* (father) and *o* (odd). It is hardly arguable that the last pair is the same phonetically in American speech, but in British speech they have a sound halfway between "odd" and "aud" so Pitman added another symbol especially for British use. It is similar to "a" but is a little taller. Subtracting three from 44 leaves 41 sounds in English speech that we would think as desirable of being represented. To this, it would also be desirable to add the schwa, ə, even tho it is sounded very much like short *u* but is much shorter in sound length and used to be considered as appearing in unaccented syllables only. If used in both unaccented and accented syllables or single words, its usefulness would be destroyed and there would be no reason for adding it to the alfabet. This is where good judgement is needed.

My admonition to all spelling reformers is: "Look before you leap!" Most Saturday afternoon alfabeteers dream up their brainstorm and then try to get publicity for their wonderful invention – the perfect fonetic alfabet – without adequate testing or in some cases, without trying it at all on other potential readers. In many cases, they make some unorthodox use of letters discarded as redundant in T.O., which causes confusion with T.O. words. For Example, the use of *c* for the *ch* sound, the use of the Continental sound values for *e, i, a, j.* y, would make it unacceptable to English-speaking people because that is the very cause of the present confusion. And we would not be willing to change the spelling of 99% of our T.O. words in order to conform to the dozen or so words that follow the French sound values.

From this it follows that we need a *criteria* for selecting a system of reformed spelling.

-o0o-

She meted a pareted of her feelings

A lady who deftly crocheted
A terrible temper displeted,
    On finding, when through,
    That a dropped stich or twough
Had ruined the garment she'd meted.

(From Rhymes Without Reason)

-o0o-

10. Criteria for Selecting a System of Reformed Spelling for a Permanent Reform, by N. Tune

It goes without saying (or being required to prove) that the proposed new spelling system should be as nearly phonemic as practical even tho this conflicts with morphology and etymology. Wm. Craigie said, that "Etymology, at best, is a questionable study," being stressed by so-called scholars who were not always scholarly, and had not the knowledge of language we now have. Noah Webster said, "the etymology of most words is already lost, even to the learned; and to the unlearned, etymology is never known."

The reason why it is important for a language to be phonemic is so that oracy can develop into literacy on a reliable basis. Anything that interferes with this orderly and logical development is a handicap. Even the slightest handicap should be avoided.

Our first consideration should be for the welfare of future generations of children and foreigners desiring and needing to learn English, and adults who are now illiterate in English. All other considerations should receive a lesser priority. This means that the ease of learning, and consequently the ease of teaching, are the most important considerations. Horace Mann said, in *On Spelling Books*, "The spelling book should have especial reference to the *ease* of the pupil – to his facility in learning to spell and read. The pupil should not first be mistaught and then untaught, in order to be retaught, with the chance that the last two processes will never be performed. The native love of consistency or congruity in a child should not be obliterated or outraged by a succession of contradictions. He should be taught correctly at first, and then whatever new things are taught should be affiliated as far as possible, to what is already known." When any proposed change conflicts with this principle, it should be dropped or receive secondary consideration.

In designing a new alfabet, consideration must be given to its appearance as an adjunct to the Roman alfabet, its ease of remembering and ease of writing. For instance, in making the symbols for *ch, sh, th,* the new symbols should be a combination of the parts of the two letters, hence easy to remember and no more difficult to write than the component parts. Because the component parts are already familiar to everyone, a new symbol that is a combination of these parts will be easily remembered. But because of technical difficulties, it is more practical that no new letters be added to the alfabet.

Some have said that *readability* of any new system by literate adults is a test that should be applied before it is considered acceptable. But readability – or ease of reading – is largely, if not almost entirely, due to the acquaintanceship the reader has with T.O. words. In other words, how many times he has seen it in his reading experience. Hence, this goes back to finding out how frequently occuring the words are in running text on the printed page in the jargon of the reader (and it will differ as readers differ in their professions and experiences). The more commonly occuring spelling "though" is easier for the average person to read than "tho" altho the latter expresses with less

ambiguity the intended meaning and sound. In distinguishing "though" from "thought," the reader must be careful to discern the "t" that differentiates the two words, while "tho" has no such confusable word. Any attempt to inject *Readability* into the spelling controversy would, in my opinion, be a red herring, intended solely to preserve the status quo.

The reader, one of the general public, would after only a few weeks of being exposed to a regularized, semi-phonemic spelling would take it in stride and probably be as efficient in it as he is now in the more difficult (because it is so haphazard in its regularity) traditional orthography.

However, the real beneficiaries of a regularized or reformed spelling would be the new learners, the drop-outs of our present school system, and foreigners who need to learn English in their trade, profession or commerce.

An important part of the criteria should also be the testing of the system on a lengthy sample of written prose that must be sure to: 1. include all 41 (or more) sounds of English speech, 2. words that might be spelled in the new spelling so that they would be confusable with T.O. words. For example, in World English, the word "show" is spelled "shoe", which means something entirely different in T.O., and therefore might be confusable unless the context makes it clear. W.E. does have a few more such words, but those, which have two letters together, such as: *outhouse, ongoing, engage, reelect, highest, lower, power, employee,* etc., which might be read as a digraph, should be separated by a dot (or a hyphen?). *(out.house on.goe.ing, en.gaej, ree.elect, hie.est, loe.er, pou.er, emploi.ee).* Other systems I've seen seem to have overlookt this and other deficiencies.

So here are the basic considerations of Priorities for developing any new system of spelling:

1. It should be as nearly phonemic as is practical without adding any new letters to the alfabet.
2. It should be such a simple, logical system that it easy to remember and learn, hence easy to teach.
3. It should have as few points of conflict with T.O. as possible so that persons literate in T.O. will have as few stumbling blocks as possible to overcome.
4. It shall try to be as close to T.O. as is practicable considering the three previous criteria to be more important than nearness to T.O.
5. It shall have been tested thoroly on a lengthy sample of prose so that all possible points of confusion within itself and with T.O. have been exposed and either eliminated or compensated.

We would appreciate hearing about your ideas on these criteria and whether we have overlookt any necessary criteria.

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11. Those Dropping Test Scores, by Harvie Barnard*
(News item during the week of Nov. 17, 1975)

If it's true that the "experts" are still researching and groping for the reasons why test scores have dropped, there we have the answer to why George can't calculate and jonny doesn't read.

Any competent public school teacher can tell you what has been obvious to all directly concerned with teaching – simply that TV has largely replaced reading in the home, and, that indifferent and/or indulgent parents have paralyzed motivation by neglect or excessive pampering of the child.

Altho it's possible that TV teaches something useful, at times, (and probably could teach much more if advertizers insisted on it), TV does *not* teach literacy. In general, the communication subjects, purposeful listening, speaking composition (writing of original material) and reading (which is visualization of the image or idea represented by the printed symbols), have been neglected, especially in the early stages of schooling.

The "Stop, Look, Guess & Say" method of reading, which has proved inferior to fonics in most of the reliable evaluations, is still in use in meny school systems, and should have been replaced by total fonics years ago. [1] But the fonics which is being taught, is unfortunately, too phoney (because of the T.O. spelling), to be acseptabl to the human brain, which is essentially an ORGANIC COMPUTER which requires lojical, consistent data in order to function effectively. Unfortunately for the student, the "phonics" we now use is bogged down and hog-tied too much of the time with the non-fonetic, gude olde Englishe spelling of Wycliffe (14th century), Shakespeare (16th), and Samuel Johnson (18th). As a consequence, about 75% of our present symbol combinations (words) are not spelled as they are sounded and confusing to meny pupils. (of what use is fonics when 3/4 of the new words a pupil encounters do not conform to fonic rules?). Confusion leads to frustration, to "slow" or retarded readers, often to "failure," to meny non-readers, illiterates, and too often to drop-outs.

The consequences of illiteracy are apparent at all stages of education, beginning with "difficult" or troublesome pupils in the early grades. These frustrated children become the "below grade level" pupils of the middle grades and the principal source of drop-outs and delinquents during the high-school and teenage years. It is from this distressingly large group of illiterates that criminality develops. It is certainly lojical to expect that an illiterate cannot get employment, and if they are helped into jobs by family or frends, they usually cannot succeed in keeping them. As non-producers, these illiterates are virtually forced into lives of crime. It's a matter of survival – by eny possible means – from the view- point of the young delinquent.

Thus we have education (mainly the lack of it) as a major cause of criminality! That is not to say that crime itself begins with the schools, because *education begins at birth,* and learning makes its most rapid progress during the pre-school years. Our educational leaders, if they know this, should publicly acknowledge this fundamental truth, and organize all our educational forces and national resources to meet the problem squarely, openly, with all the intelligence and experience at their command. If the thousands of millions of dollars now expended on "crime control," (largely ineffective, we have found), were directed toward the elimination of the basic CAUSES of crime AT THE SOURCE, it is likely that our terrifying crime situation could be substantially corrected if not brot under control.

But if our leaders in education continue to avoid the facts and fundamentals of life-as-it-is, and choose to look on schooling and crime as too big, too complicated, or too important as money spending agencies of the bureaucracy to be corrected, then they should continue to maintain the status quo, and, as in Godspell, our only hope becomes, "God save the people," for they refuse to help themselves.

[1] Note: Some examples of simplified fonetic spelling are used in this article.

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12. Why Johnny Still Can't Learn to Read, by Newell W. Tune

We see "English is a phonetic language" (Rudolf Flesch, *Why Johnny Can't Read,* p.13), "of course, but has a few more exceptions to the rules than most languages." But because it is mainly phonetic, let us teach our children to read with phonics. But others say, "No, English is mainly non-phonetic, so we must teach them to read by Look-and- Say." But neither of these statements is quite true. Somewhere in between lies the truth (or does the truth lie?). Some say that English spelling is 85% to 88% phonetic. Others say that it is less than 33% phonetic. Who is right?

The ones saying that it is 85% phonetic mean that 85% of the syllables in running text are reasonably stable in indicating the same sound. They would consider "tion" to be phonetic even tho this sound is sometimes represented by "sion:' They would consider "ph" as a phonetic symbol because it generally means "f" and not usually something else as in *uphill, uphold, tophat,* etc. Those saying that English is less than 33% phonetic mean that less than 1/3 of the words in running text are completely and reliably phonetic. They would throw out, as being not reliably phonetic, any word that had one letter in it that was non-phonetic or even silent, such as "reasonable"; yet if you analyze the word letter by letter, you could say that of its 10 letters, 8 are nearly phonetic and 2 are silent. Even this is not quite true – the *s* has the *z*-sound and the *a* has the sound of schwa – so that makes this word only 60% efficient. Yet this is enough to show some teachers that phonics could he used with some advantage on this word.

Where phonics breaks down and fails to give Johnny confidence is in building words out of phonetic elements. Take the word "on" – add an *e* to it and now it is "wun" – put a *"t"* in front of it and it is *"tone."* Try another one – take *"an" – add "g"* and *"er"* and you have *"anger,"* but now put a *"d"* in front and both the vowel and the letter *"g"* change their sound values for no good reason. Our letters seem to have this bad habit of changing their sound values when you add another letter. No wonder Johnny is confused and gives up the struggle as being without common sense or rhyme and reason. Then what? He sits belligerently and defiantly at his desk looking at picture books – which he can understand, and feels that he is too dumb to learn this unreliable language. He has lost all confidence in himself and he would rather get out of it. He defies the teacher to teach him. He finds mere interest in disrupting the classroom by teasing someone who is trying to concentrate on the teacher.

But the teacher, being patient, tries to reach him by telling him: try to figure out each word – to guess at it. She helps him by telling it to him and saying, "Just look at it and say (the word)." So to him, reading becomes either a vast guessing game or a dependence on the teacher.

The teacher tells him there are certain phonetic "rules" that will "help him" unlock the pronunciation of any new word he encounters. Yet after learning the rules, he finds there are so many exceptions which he has to learn, and exceptions to the first exceptions, that he gets lost again. If she doesn't tell him about all these exceptions, he soon finds she has deceived him – and he distrusts her, the printed books, and the school in general.

Perhaps she tries the spelling method of learning. Spell out the word, pronounce it and spell it again. After several times of this he has learned a few words, just like the Chinese do. But then he has no means of unlocking a new word he may encounter. Well, eventually 8 years later and 4000 or 8000 words later taught Chinese fashion – one word at a time, and Johnny knows something about reading, but is he able to go on to higher education? Can he master the irregularities and inconsistencies of our spelling sufficiently well to be able to read fluently enough to be able to tackle high school and college texts? All too many give up and drop out. They could have been retained in school if they had learned to read in a reliable medium which gave them self-confidence.

What we need is not millions of dollars for better schools and better teachers, but the one fundamental tool lacking to give Johnny self-confidence – a system of simplified, reasonably phonemic spelling. Until we get it, we can try every *method* imaginable and still not be able to keep the dropouts from dropping out. Until our higher authorities in the educational field wake up and realize this, they are only blindly grasping at straws.

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13. A Condensed Summary of Reasons For and Against Orthography Simplification, by Harvie Barnard, Tacoma, WA.

as a means toward better communication and understanding among English speaking peoples, both at home and on an international basis

Part 1: With respect to young children, preschool, kindergarten and primary.

For	Against
Simplification is good because it makes learning easier and faster for young children, especially for beginning readers: kindergarten and primary pupils.	Making learning easier is bad for children because anything which comes easily without work is not appreciated or really learned. The old adage, "The easier to learn the easier to forget – and the harder to learn, the more it is retained" still permeates the thinking of many teachers.
Simplification of orthography would involve changes in spelling which would ensure a more consistent relationship between sounds (pronunciations) and spelling, thus making a dependable symbol-phoneme the relationship.	Changes in spelling would only tend to compound the present state of confusion, because we are having too many difficulties are things are now. Changes could make matters worse.
Any changes which would make spelling more consistent and logical would make reading instruction a simpler matter for everyone: pupil, teacher and the schools.	The learning of spelling and reading has always depended more on memorization and of multi-symbol combinations (whole words), rather than upon definite phonemes for specific speech symbols (letters).
A logical and consistent relationship between sounds and spelling will enhance word recognition, hence simplify and improve the reading process without causing confusion due to inconsistencies. At present there are many symbol combinations representing a single sound, and also various pronunciations for a single symbol – as for the vowel letters and the letter "c" and other important consonant letters.	Because our language is based on many tongues, both ancient and modern, it would be impossible to alter spelling or pronunciations without losing sight of word origins. Too many changes would result in a loss of traditional inflections as well as the phonemic sources associated with the history of our language. Carol Chomsky says the English language has the optimal spelling for representing words because it shows the relationship between the root words and their derivatives, which makes easier the spelling of the latter.
Which is more important to the child – learning to read or the study of etymology and philology? Certainly learning to read must come first. Etymology is incomprehensible to a child and just as useless. Preserving etymology as a defense for the status quo has not been allowed in Italy and other European countries where simplification has been made.	We have always had illiterates and a certain proportion of "slow" readers in spite of new reading programs and all kinds of teaching aids. The basic causes of non-readers and illiterates cannot be eliminated because we do not know what they are.
The basic principles of reading and the processes of teaching reading are well understood. The major problem is not that of teaching, but the difficulties of having to teach inconsistent material. If numbers and symbols had more than one numerical value, no teacher	

could teach arithmetic. Is it reasonable to expect a child to learn from 2 to 5 sound values for more than half of the symbols of our alphabet?

The teaching of inconsistencies, irregularities and unpredictable values places an excessive and needless burden upon the teacher as well as the pupil. Several successful simplifications have been developed and proved effective. The major obstacle to the use of any one simplification system is not the program itself, but the decision as to how and when it should be adopted and put into use. As far as the pupils are concerned, there really are no objections to spelling reform.

Making words easier to spell would probably eliminate one of the great traditions of the public school system – the great American Spelling Bee, with its considerable waste of time, which could then be used to advantage to develop the child's knowledge of content reading.

Inconsistencies are so deeply ingrained in our spelling habits that it would be easier to continue to teach inconsistencies than to eliminate them.

Aren't we overly concerned with the 5% or 10% who are retarded readers?

If there was a best system of reformed spelling, reformers would be in agreement on it. But there isn't. Everyone who devises a solution to the problem of reforming our spelling has different ideas and a different system. If spelling reformers can't come to any agreement is to which is the best system, how can they expect anyone else to decide which is best?

It is not practicable to consider a simplification because of the many difficulties of implementing any kind of a new system. Even if one particular system were to be adopted, how could we be sure that it would be accepted and used by all schools and teachers?

Part 2: With respect to adults, literate and illiterate.

While adults who are already literate might find a new spelling a little strange at first, the fact that it would be easily sounded out would make it easy for adults to readjust their reading habits. Besides they would not have to learn all of it at one time. It would be presented to them gradually as they saw it in the newspapers.

Illiterate adults would need to go to school in any case, but they would find the learning to read so much easier than when they tried to learn T.O. that they would be happy with a system that was logical, sensible and easy to learn.

Adults who were dropouts would then have an incentive to return to school – because then learning to read would be made so much easier.

Foreigners would be more willing to learn English if it were phonemically based instead of having little system or regularity.

Adults would object to having to go back to school to relearn to read in a reformed spelling. A considerable readjustment would have to be made to the reading habits of literate persons, with considerable slow-down during the relearning period, costing money to employers.

School dropouts would not be willing to return to school and again face failure. Most are probably earning money even if the job is not paying good but they could not afford to give up this pay in order to again try to learn to read. Most foreigners do not need to learn English and those that do will learn anyway because a strong need makes a compelling desire to learn. When there is a will, it will find a way. The present spelling has not prevented millions from learning English. And English is already the most widely used foreign language.

Part 3: The relation of simplification to reading.
For

When word recognition is made more dependable, it is simplified for the reader, hence reading becomes faster and the flow of thot uninterrupted, hence more understandable.

Altho memorization is fundamental to all learning, a consistent relation between symbol groupings (spelling) and phonemes (sounds of the symbols) makes learning something more than mere rote or "non-sense" memorization.

When one symbol or symbol combination is assigned to several sounds, or when one sound is assigned to several symbols, word recognition becomes completely illogical and hence confusing. Because there are so many situations in English spelling, simplification is a necessity if confusion is to be avoided.

Any simplification which reduces confusion will aid in the teaching of reading, and will thereby reduce frustration and the attendant reading failures.

It has been demonstrated that when the element of confusion is eliminated from the mind of the student he is enabled to make a fresh start. Then, by avoiding further confusion with its attendant frustrations, the "failure" can succeed in learning to read. Encouraged by initial success resulting primarily from simplification, the poor reader now gains self-confidence and takes on a new attitude of reassurance and faith in the system.

It has been shown that I.Q. values depend to a large degree upon the early, preschool, environment, and that by rescuing very young children from a greatly deprived environment at a sufficiently early age, the I.Q. can be substantially improved. Also it has been demonstrated that tests intended to evaluate "intelligence" had an academic or an environmental bias, and that by providing a period of training in a favorable environment, I.Q. ratings could be substantially increased.

It is common knowledge that inconsistent, irregular, or confused information is not remembered as readily as that which is consistent and illogical. This being true, why

Against

Since word recognition is largely a matter of visual memory, there is little to be gained by establishing logical or reliable relationships between spelling, pronunciation, and reading.

Some children are destined to be non-readers and seem to be in a state of confusion from the first grade on. This condition has been termed "Dyslexia," and it is generally considered to be incurable. Therefore we will always have a percentage of non-readers, functional non-readers, and complete illiterates.

It has been demonstrated many times that competent teachers are able to teach the majority of children to read without a large proportion of failures. Many of these children are likely to fail regardless of what we do for them or how much we simplify the orthography of the English language.

The success in teaching children to read depends upon the method used. Some methods work better on girls and others work better on boys.

Ability to read is mainly a function of the I.Q. of the individual. Either he "has it" or he does not. If he was born with a sufficiently high I.Q. he will read without difficulty. If his I.Q. is below a certain level he will probably never learn to read.

The same can be said for memory. A person either has it or he doesn't. If the memory is good, the person will learn to read. If not, the person will have reading difficulties or may never be able to read effectively.

A spelling reform with all its attendant difficulties is not needed. What is needed is the removal of slum environments and correction of the lack of reading matter in poor peoples homes.
Since many things in life are inconsistent, illogical, and hence confusing, children should be taught as early as possible to accept inconsistencies and adapt to them.

If we were to eliminate confusion by simplification, or by any other means, there

should we handicap the learning processes of young children by forcing upon them material which is inconsistent and illogical?

The public pays an exorbitant price for academic failure. Inability to learn is related directly to failure to read or "functional illiteracy." Failing leads to dropping out, which relates directly to juvenile delinquency. Therefore any form of simplification in our educational process which reduces failure at any or all levels of learning would be a blessing for the pupil, the schools, and the public.

Simplification may begin with the alfabet or with consistency in the relation between sounds and symbols, between pronunciation and the way words are spelled. In a truly simplified fonetic system, "if you can pronounce a word, you can spell it. If you can spell it, you can write it, and if you can write it, you can also read it."

would be a tendency for all students to gravitate towards a common norm. The poorer ones would improve and the better or superior ones would be less outstanding. This would tend to eliminate the screening effect produced by the elimination of those of lesser intelligence and our schools of higher learning would become overcrowded. Hence, illogical subject matter serves a useful purpose – that of preserving the status quo of our present academic system.

It is useless to fight tradition or the established order. Teachers and students alike should be taught to accept things as they are, which is always easier than overturning established procedures. We should accept "reality" and use the methods, materials and equipment which we already have had provided for us by our academic leadership. As long as the policy makers and authorities are satisfies, why should educators risk their jobs for the sake of change?

Part 4: The relationship between simplification and dropouts and delinquency.

For	*Against*
As long as we successfully oppose ease of learning or simplification of any or all of our academic processes, there will be confusion, frustration and failure of some pupils to learn. Failure means dropouts, and dropping out is the first step towards delinquency. Since delinquency almost invariably leads to deviant behavior in one form or another, it could be said that school failure is the beginning of a life doomed to criminality. Thus, when our schools produce failures, we are "educating" to make criminals. If our schools can get pupil started properly and successfully, failures may largely be avoided. Simplification of the learning process will help greatly to do this.	Although delinquency is known to be closely related to dropping out of school, it is also believed that much delinquency begins before the pupil is placed in the public school system. An undesirable family or home environment can initiate delinquent tendencies at an early age. Frustration and erosion of the child's psyche and self-confidence may have begun long before the child is exposed to the learning processes and teaching in the schools system. It is almost always the children from deprived or debased home situations who have serious learning difficulties. Children from good family situations are usually happy children who have the least learning problems and usually the least likely to fail or to drop out. By the time the child reaches 2nd grade his character is largely determined and his success or failure assured or denyed.

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14. An Explanation of Vowels Followed by -r in World English Spelling (I.L.M. Compiled by Helen Bonnema Bisgard*

*Denver, CO.

In written English, -r changes the sound of any vowel immediately preceding it. Examples from traditional (T.O.) spellings are:

| Mae | mare | bee | beer | did | dirt | tot | tort |
| mat | mart | pet | pert | toe | tore | cut | curt |

Some spelling reformers invent systems in which each vowel retains the same sound under all circumstances regardless of contiguous letters. Such reformers assert that since *tart* has a vowel which sounds like the /o/ in *tot,* the word should be spelled /tort/, likewise that *farm* should be spelled /form/.

However, such single-letter consistency leads to needless confusion with existing T.O. words. WES considers any *vowel-r* combination as a distinct di- or trigraph with a sound of its own. The WES system has adopted the following instructions for vowels followed by -r. Reference pages marked R denote "Roadblock" (Godfrey Dewey, *English Spelling: Roadblock to Reading,* New York: Teachers' College Press, Columbia Univ., 1971). Those marked *D* denote "Dictionary", (Godfrey Dewey, *World English Spelling Dictionary,* Lake Placid Club, N.Y.: Simpler Spelling Assoc., 1969).

Stressed di- *or trigraph*	*Examples*		*Instructions*
WES	*WES*	*T.O.*	
1. ar	army	army	The long /aa/ vowel sound is written ar in conformity with T.O.
	market	market	usage except /bazaar/ which
	far	far	remains as in T.O. R168, D18.
2. aer	aer	air	T.O. vowels vary regionally
	daery	dairy	between those of *bat, bet,*
	caer	care	and *bait.* R59, D19.
	paerent	parent	just as T.O. *ai* of *aim* changes
	thaer	their	to *ai* of *air,* so in WES /ae/ of
	baer	bear	/aem/ becomes /ae/ of /aer/.
3 eer	heer	here	Write /ee/ for the vowel sound,
	neer	near	between /i/ and /ee/, before
	cheer	cheer	/r/, which in some dictionaries
	seeriz	series	key as /i/. D19.
4. arr	marry	marry	Write *rr* after *stressed* short /a/.
	comparrison	comparison	
	parrashoot	parachute	
5. ir	spirit	spirit	D 15. Usually write single r
er	very	very	after *stressed* short *i, e, u,*
ur	hur	her	except as noted in # 5 below.
	urly	early	
	furst	first	*Stressed schwa,* which occurs
	wurk	work	only before *r,* is written ur.
	curej	courage	R 169, 180.

		murtl	myrtle	
6.	irr	mirror	mirror	Write *rr* after stressed short
	err	merry	merry	/i, e, or u/ only where T.O.
	urr	hurry	hurry	has *rr*.
7.	or	or	or	Write *o* for the /au/ sound
		por	pour	except as noted in # 7 below.
		dor	door	
8.	aur	waur	war	Write au only when T.O. has
		waurm	warm	*a* or *an.*
		aural	aural	
9.	orr	borroe	borrow	Write *rr* after *stressed* short /o/.
		authorrity	authority	

(Note: distinction between /or/, /aur/ and /orr/ is difficult;
even dictionaries disagree on the sounds represented.

Unstressed

10.	ar	aultar	altar	Where T.O. has a single
	er	aulter	alter	vowel letter for *unstressed*
		presher	pressure	*schwa,* retain that letter
	ir	admiral	admiral	(except for changing
	or	ancor	anchor	unstressed /ur/ to /er/, for
		cubord	cupboard	example *murmer,* D 24.
11.	ery	salery	salary	Change *unstressed -ary*
		nesessery	necessary	endings to *ery*.
12.	ery	tannery	tannery	According to the unstressed
	ory	factory	factory	schwa rule, as given in # 9,
				do not change *-ery* and *-ory*.

13.	ur	(in compound words, unstressed) D 27. Even tho a
		hoemwurk — homework — word has little or no stress
		hurself — herself — when in a compound, it
		pursonality — personality — retains its stressed form.

14.	/dropped-r/	Write post-vocalic r, which "r-keepers"
		pronounce but which "r-droppers" omit
		(as in *far*) or reduce to schwa (as in *near*)

Principle: R 58.5 and 159. To maintain uniformity of symbolization in the face of regional differences in pronunciation, WES maintains T.O. distinctions which a large number of cultivated speakers do make, even tho another large number of cultivated speakers do not make them. Each region attaches its own value to the symbols. # 2 and # 8 are examples.

These rules are intended for the teacher's guidance when preparing reading material. They should not restrict pupils' creative writing. Beginners should be allowed use a form which is plausible for either WES or T.O. They might write the word /story/ as *storee, staury*, or *stoery,* for instance.

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16. From Thought to Communication, by Harvie Barnard*

*Tacoma, WA.

From mind to thought,
From thought to sound,
From sound to word,
The world around.

Extends itself into a form
Becoming fixt into a norm,
And thus a language
Soon is born.

As language grows,
Our world expands,
And human speech
Its voice commands;

Now new horizons do appear
As broad as space, and yet so near;
The mind fans out unto the stars
As when we speak from here to Mars.

So from a primal infant spark,
Our knowledge grows, we make our mark;
From convoluted cerebration,
At last we have, communication!

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Cartoon

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16. SIMPLIFIED ENGLISH SPELLING FOR INTERNATIONAL USAGE
Part Two
by ABRAHAM TAUBER, PH.D.

* Reprinted from *English Around the World, No. 16 May, 1977*. New York, N.Y.

[*For a glance at Dr. Tauber's credentials the reader is referred to the note at the conclusion of Part One,* EAW *number 14, May 1976.*]

"Why can't the English teach their children how to speak?" and read and write, asks Alan Jay Lerner in his *My Fair, Lady* lyric, paraphrasing the theme of Shaw's "Preface" to *Pygmalion.*

George Bernard Shaw, in writing his "ghoti-fish" story (lau*gh*, w*o*men, na*ti*on), was a comparatively late complainant who saw English spelling as the bane of the learner of English, whether native-born or new to the English language.

In 1662, James Howells proposed changes in the as yet unformalized English spelling of his day. He offered simplification-reforms "to make English the more docible and easy to be learnt by Forreners," contending that strangers (by which he meant non-natives) "found such a difference betwixt the printed words and the pronouncing of them in English that they threw away their books."

As early as 1789, Noah Webster, supporting Benjamin Franklin, perceptively recommended simplifying and rationalizing American English spellings. Both believed that in that fashion, English could be more easily learned, and foreigners, especially, could thus learn to pronounce English more easily.

In the 1850's Brigham Young proposed that a better spelling of English be devised by the Board of Regents of the Mormon University of Deseret to aid converts from foreign countries to learn English.

In 1883, in England, stimulated by the work of spelling reformers Alexander J. Ellis and I. J. Pitman, Edward Jackson urged that any planned changes in English orthography should be arranged by conference on a worldwide basis, so is to be in consonance with sound equivalents of letters in French, Spanish and Italian.

In America, various reforms proposed to simplify English spelling stressed the significance of such a move in aiding the adoption of English internationally. In 1890, a bill in the U.S. House of Representatives authorizing the use of simplified spelling in government documents was supported by the National Education Association and the -Spelling Reform Association. The N.E.A. committee which investigated the matter reported that such an effort would give the English language added prestige throughout the world and hence aid its adoption as an international language. An international convention to carry out such a proposal was to be called in 1893, but was never convened.

The effort proposed by the Andrew Carnegie – supported American Simplified Spelling Board, largely sparked by Melvil Dewey, inventor of the Library catalog system named after him, and Professor Brander Mathews, also promoted simplification in English spelling to add to the likelihood of its adoption as an international auxiliary language. "English has a destiny as an international tongue." Professor Henry E. Johnson of Columbia University, speaking at an N.E.A. convention in 1919 favoring simplified spelling in English, said, "May I add that one of the best things the school can do to further the use of English as an international language is to get solidly back of the simplified spelling movement? From the foreigner's as well as the teacher's point of

view, the worst thing about the English language is its spelling." *(NEA, Proceeings* 1919, pp. 6-7)

In summary, the various efforts to simplify English spelling have recognized how that would add to the possibilities of its adoption as an international auxiliary language.

A letter in the Winter 1974 *Spelling Progress Bulletin* submitted that improved international communications might be achieved by adoption of a "suitably modified English language," meaning one spelled more intelligibly.

First, let us remember that we are concerned only with increasing the possibilities of English being adopted as an international language by simplifying its spelling for that purpose. We are not discussing any spelling reform of the English language. We are considering a simplified form of English spelling *only for use among non-native speaking* learners of English, and as a bridge of transitional form.

Second, let us note well the corollary: we are not proposing any orthographic reform of the English language, except in connection with those learning English as a second or auxiliary language.

Third, once having learned English in that more efficient way, the way is opened to reading newspapers, magazines, books, etc. in traditionally spelled English, as we shall see.

Fourth, a simplified spelling such as we are advocating will not change the English language, or impose a standard dialect of any sort.

Fifth, though some fear that it is impossible to get agreement on such a spelling code, because there are legions of spelling reformers and pet schemes, by setting up criteria and guidelines, to be interpreted by experts, we can produce a satisfactory code.

Now we come to the nub of this consideration: to implement Editor McCulloch's idea that "English has the best chance of assuming such a role," i.e., of becoming that "second or auxiliary language, universally understood" which "would enormously improve communication, worldwide and – hopefully – eliminate some of the misunderstandings which bedevil us." And to carry out "this goal (to which) we are firmly committed."

The plan would involve setting a code for spelling English that could be more easily learned. Yet the new code would resemble the traditional English orthography and appearance so closely that after learning it, the transition to presently spelled English as it currently appears would be simple, with minimal or no difficulty.

There is ample evidence for this contention in studies and projects in the U.S. and Great Britain, using Sir James Pitman's i.t.a. (Initial Teaching Alphabet), the British New Spelling and the (American) World English Spelling. The present writer has used these materials and techniques in teaching English pronunciation to educated, literate foreign adults learning English as a new language with signal success, reported at national conferences of the (American) Speech Communications Association, the International Reading Association, and the National Council of the Teachers of English and in consultation with British colleagues of the Simplified Spelling Society.

How to proceed? The steps that suggest themselves are:

1. English-Speaking Union (American, British, Canadian, Australian etc.) to adopt the program outlined below, including budget for financing it (with Foundation assistance) for conference, consultation, printing costs, publicizing etc.

2. The program includes these criteria and guidelines for the spelling code to be adopted:
    2.1 The spelling code to be adopted is to be based on the present alphabet, with no added symbols or diacritics.

2.2 While the code should conform in general to phonemic principles, it should avoid (extreme) efforts to adhere to any simple dialect or to respell too liberally, unless obviously necessary and desirable for the aims to be achieved. Probably fewer than 20% of words need to be repelled for this purpose.

2.3 The spelling should adhere as closely as reasonably possible to present orthography, and be changed only where a gain seems clearly evident in learnings i.e. to read, speak and write English, bearing in mind the ultimate transition to standard (British or American) orthography, and the expected early use of newspapers, magazines and books in standard orthography.

While the work previously done by the Simplified Spelling Board (1906-1913) has some bearing on this project, its aims were different and therefore somewhat irrelevant. Similarly, Sir James Pitman's brilliant i.t.a., while helpful as a pioneering effort, had other valid purposes in mind. World English Spelling (WES) of the (American) Phonemic Spelling Council and the (British) Simplified Spelling Society could be helpfully used as general models, since they have a long tradition and are based on sound linguistic experience and principles.

2.4 It should be borne in mind, considering the purpose of the project, that we would be dealing with only the basic core of English words – perhaps the first 2,000 to 5,000 of the Thorndike-Barnhart word lists.

2.5 The excellent studies of Godfrey Dewey on phoneme-grapheme correspondence are helpful guides. *(Relative Frequency of English Spellings: English Spelling: Roadblock to Reading,* Teachers Coll. Press 1970, 1971)

2.6 We should remember the point made in the Godfrey Dewey studies, emphasized by Sir James Pitman in correspondence and discussion with me, that 39% of the words used in English are the familiar: *of, to, is, I, be, was, as, you, he, have, by, we, they, his, all* – so probably these words should be kept intact and undisturbed, to ease the transition-recognition to standard English. [Perhaps we cou(l)d or mi(gh)t parenthesize silent letters.]

3. The plan is to be submitted to a conference of English language experts, convened for this specific purpose, who agree with the aims and purposes of the plan, and accept the guidelines and criteria, in principle.

3.1 The experts I would propose to devise this code might include persons like Godfrey Dewey, Mario Pei, Sir James Pitman, Allen Walker Read, Laurence Urdang, Ben D. Wood, whose credentials need no elaboration here.

3.2 It may be desirable to consult with or invite representation from organizations like the American Society of Geolinguistics, Modern Language Association, Phonemic Spelling Council, (British) Simplified Spelling Society, the National Council of Teachers of English, International Linguistic Association, International Reading Association, National Education Association, and the Speech Communications Association.

As a sample of what the new code *might* look like, here is an excerpt from Lincoln's Gettysburg Address (in much abridged WES):

It is rather for us to be heer dedicaeted to the graet task remaening befor us – that from theez onord ded we taek increest devoeshon to that cauz for which thae gaev the last full mezher of devoeshon; that we heer hi(gh)ly rezolv that theez ded shal not hav died in vaen; that this naeshon, under God, shal have a new birth of freedom; and that government of the peepl, by the peepl, for the peepl, shal not perish from the earth.

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17. Salutatory (skool daze) by Elmer Stevens, from Boken, by Geo. Shelly Hughs, 1903.

A harty welcum our clas extends
Tu parents, patrons, tu all our frends,
On this occasion, hwen study ends,
Hwen skool life yeelds tu the life that trends
Tu riper thauts and with biznes blends.

Almost as infants we came tu skool,
Tu yung and tender tu keep a rule,
The childish mind, in its plastic state,
Had not a chois but tu stimulate
The acts and wurds ov the more sedate.
As strength ov mind and ov body gru,
We took on habits, began tu vue
A wurld in natur, and tu constru
The laus ov life, and ov matter, tu.

A helping sole with thautful ame,
At home, in skool and in plaful game,
Restraind, encurajd and savd frum shame
Hwen yuthful spirit was wild or tame.

Tu lern the leters we furst adrest
Our buding minds, with but fitful zest;
We sau no reazon in form or sound,
An wunderd hwy tha wer not all round;
Then wunderd hwy ther wer five in *pound*,
And hwy thre leters wud not spel *drowned*.
Our harts wer broken hwen techer fround,
Hwen leters tu fue or tu meny wer found,
And sumtimes thaut that *he* was aground.

Hou slo and tedius wer those long daze,
The time we lost in the speling maze;
Hwile lerning *baize* in its *hazy phrase*,
Hwile chusing fonics for *yeas* and *raise*,
And forming *phrases* with *weighs* and *Hayes*.
With *these* and *seize* and with *frieze* and *frees*,
And the uther forms, hwich yu find in *frieze*,
In *fleas* and *freeze*, we cud hav no ease.

And hwen we sighed, in the later times,
For longer wurds to make up our rimes,
The contumatius, and the orthodox
Alike made trubble, and *Sioux* an *Sacs*
Mor fractius never wer than the *blocks*
Ov variant leters in *lochs* and *loughs*
Then *tension, cession, mention, fence,*

Defense, pretension, prevention, sense,
Quintessence, Crescence, the verb *incense,*
Creataceous, session, like *slough* and *slough,*
An *cloud* and *dough, brough* their own *rebuff.*

Hwen languaj lessons we recht in corse,
We lernd the use ov the wurds, their sorce,
Their place in sentence, their groops and
force,
Ov all the sorts ov our nativ speech,
The verb, the adjective the adverb, eech
Can rais mor dout than the uther six.
Tha seem to laf as the careless fix
Adverbial forms tu anomalus verbs;
As, 'Safely came the refreshing erbs.'
But 'drinking deeply' or 'drinking deep'
Has causd grammarians tu luz their sleep
Since Pope rote both in a qatrain vurse
And berrid the ke tu the skolar's curse.

Sum common wurds hav engajd us
much,
As *one* & *only, some* & *such;*
Then *should, shoulder, shudder, again*
Hav causd *a* dout as tu hu is sane.
If *a* is *uh,* then shad *way* be *wuh*?
If *the* is *thuh,* then shud *he* be *huh*?

A dozen wurds shud be dropt from boox
Or qite reformd in their sense or loox,
Their sound and uses, and luz their croox.

Ov all the studys in children's qest,
Arithmetic is in practis best.
Here all the facultys cum in use
In mental effort without abuse.
The wurk is dun along lojical lines,
All staikt and pointed with practical sines.
The uther studiz ma help us out;
Tha brauden vues and muv meny a dout;
But figurs tel us hou biznes stands,
The values needed tu meet demands.
Tha mark the difference in length and hite,
And size up matter that's not in site.
Exact themselves, tha make us presize;
Tha hold tu truth and dispel surmize.

Hou littl lerning we wud hav dun,
Had not our techers, with purpos nervd,
Shone much mor patiens than we deservd.
Tha helpt us over the hardest parts,
Inspird our minds, made bold our harts.
Tha sumtimes punisht hwen we playd freek,
Hwen lessons lagd becauz wud or creek
Was mor atractiv than book or slate.
Then lame excuses made wurse our fate.
But hooz tu blame if we not concentrate
On onerus wurds made so by senseless
spelings
That drive the lojic frum our minds
And our thauts tu far awa climes.

We leev tu children just starting out
A corse much wider, a longer rout,
Along hwich jenius ma bud and sprout.
But tru we take it that every aj,
Hwat'er its portion, hwat'er its gaj,
Givs room for acting on life's oan staj.
Hwen boox and skools wer uncommon, deer,
Did Hevn instruct thru the i, the eer,
And bild up karacter thru hope and feer?
The deeds in ajes illiterate
Wer qite as grate and wil sintilate
As far as eny ov modern gate,
Hwen lerning promises tu consumate,
We'll be satisfyd with our time and gait.

Written in a careless or unplanned system of minimal change.
Presented merely to show ideas from three quarter of a century ago.

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Malcom N. Carter, in ARTnews, May, 1977, said:
"A humanities endowment staff member who evidently is given to exaggeration once told an
interviewer that the difference in the two literature programs was this: 'Arts deals with people who
can write but can't spell. Humanities supports those who can spell but can't write.' "

Success depends upon really liking what you have to do. Ideas are our most precious commodity.
Newell W. Tune.,

I'd rather love things I cannot have than to have things I cannot love. *Dick Wittinghill program.*

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[Spelling Progress Bulletin Summer 1977 p6 in the printed version]

Cartoon

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18. Book Reviews, by Allan Ward*

D. G. Scragg, A *History Of English Spelling.* Manchester Univ. Press. £1.20. 1975. 0 7190 0553 1. Lee C. Deighton, *Handbook of American English Spelling.* Van Nostrand Reinhold. 1975. £4.00. 0 442 22075 8.

For most of us the word "spelling" has a highly unromantic ring, no doubt because of its glum associations with the schoolroom. It must be one of the least popular aspects of the study of English. And yet the invention of writing, and of the alphabet in particular, is arguably one of the most ingenious achievements of the human mind, and certainly one of the most momentous.

It is one thing to admire the brilliance of an idea and the technological skill that has gone into its development; it is quite another to have to grind away committing to memory an unappealing system of symbols, no matter in how good a cause. For the fact is that our dedication to the cause of universal literacy has obliged us to learn this fairly complicated system at an age when we are still more or less struggling with the meanings the symbols convey.

English spelling, as we are all aware, is of special difficulty; and how this has come about is one of the main concerns of the book, A *History of English Spelling.*

It is a little surprising that nobody has hitherto attempted a comprehensive history of English spelling, and this book is welcome as a systematic move towards filling the gap. Mr. Scragg traces the development of our spelling system from the time the Anglo-Saxon monks began the task of fitting and adapting the Latin alphabet to the sounds of the vernacular around 700 A.D., through to the vastly different orthography of the present day. On the way the main intervening stages are pointed out for us: the establishment of a spelling system in late West Saxon that came to be accepted as a kind of standard far outside the West Saxon area; the collapse of this system largely as a result of the Norman Conquest; the gradual emergence during the fifteenth century of a new standard reflecting a predominately East Midlands speech when Chancery documents came once again to be written in English instead of French; and the gradual fixing and refining of this standard by the printers of the later sixteenth and subsequent centuries.

In a final chapter, "Sound Spelling," the author deals with two basic attitudes: the growth on the one hand of the idea of correct spelling as a mark of full literacy, and on the other the idea that spelling should be reformed to make it both more self-consistent and more in line with pronunciation. This latter notion, far from being a modern one, has had a lively and more or less continuous history since the sixteenth century.

Mr. Scragg has, by and large, selected his material well, and given us an informative and readable survey of the main matters of importance. Most things one would hope to find are here, though something might have been said about the interesting use of *y* in Anglo-Saxon in such words as *cyning,* "king" and *mys,* "mice," which had the quality of modern French *u* in *lune,* etc. His contention (plausible enough) that English spelling was virtually fixed by about 1650 has resulted in rather too little attention being given to developments in the later 17th and 18th centuries. Mr.

Scragg does not present the Elizabethan printers' use of u/v and i/j too clearly, and there are occasional errors. For example, it is almost, but not quite, true to say that the *oi* diphthong in English occurs only in loanwords, and *parfit* "perfect," was borrowed into Middle English in this form from French and is thus not (as implied) an example of the late Middle English change of *er* to *ar*. Finally, there are some cases where the need for compression has led to a certain oversimplification; but there is no doubt that this book will be very useful as it stands and will act as a spur to the writing of more comprehensive histories.

Lee C. Deighton's *Handbook of American English Spelling* is a handsomely produced list of some 20,000 words in contemporary use whose spelling is potentially troublesome. It is a reminder not only of a separate orthographic tradition in the States (dating roughly from Noah Webster and in particular his *American Dictionary of the English Language* of 1828), but also of the fact that even now, at a time when (in England at least) indifferent spelling is not the serious mark of illiteracy it used to be, some people still have to spell correctly to keep their jobs.

If professors and businessmen can afford to make mistakes, secretaries and proofreaders cannot. W. Deighton's book will undoubtedly be a boon to the latter, for it is not only extremely comprehensive (containing many out-of-the- way words as well as common ones) but also indicates in every case where a word may properly be split, if necessary, at the end of a line of typescript. Mr. Deighton has added at the end of the book a 33-page essay on "Patterns of American English Spelling."

This last might better have appeared at the beginning of the book as an introduction to it, since it is in fact a succinct and lucid summary of the basic rules of English spelling. As Mr. Deighton points out, English spelling, despite its difficulties, is not a hopeless confusion, and it is the mark of a competent speller to know when to consult a work of reference. Studying this section first will save the reader a good deal of time with the word-list.

In this essay, too, the English reader will be interested to find the main differences between English and American spelling conveniently noted: the use of -er rather than -re in *center,* etc.; *-nse* in *defense, offense, pretense; -ize* rather than *-ise* as verb suffix; no doubling of final consonants in unstressed syllables (e.g. *focused, labled, stenciler*); *-or* for *-our* in *color*, *honor,* and the marked tendency to form the plural of Latin loanwords with *-s* (e.g. *nebulas, rostrums, terminuses, vertebras,* rather than *nebulae, rostra, termini, vertebrae*). In the wordlist itself other differences between British and American usage can be observed, notably the tendency to form the plural of certain French loanwords with -s instead of -x (e.g. *tableaus, trousseaus*), the omission of the accent from some words and phrases of French origin such as *a la carte, fete,* and the use of shortened forms such as *catalog, program.*

Mr. Deighton's painstaking and undogmatic work makes it clear that American spelling is not as uniform or as radical as it is often thought to be. On neither side of the Atlantic have printers and pedagogues yet managed to deny us at least some freedom of choice.

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Raymond H. Pierson *2500 Spanish Idioms +auxiliary lists.*
2nd edition, 1976. pp. 178. LC 75-21138.

This text is not intended to teach Spanish to English-speaking students but rather as a supplement to their use. It was prepared in response to a general demand for *lists* which collect in convenient form several categories of idioms which are not usually presented in such a well-organized and easily useful form. For example, there are masculine nouns with feminine endings and feminine nouns with masculine endings. All such are listed so they are easily found and identified.

Several such sections consist of a single page or fraction of a page, but each is complete so the reader knows that if it is not in that section, it does not exist in that category.

These sections serve to show the students that the total of all items in that category is a small but finite number of relatively easily learned peculiarities.

Among these peculiarities are: nouns which have a common spelling but with meanings dependent upon gender, nouns which may seem to the English-speaking person to have inappropriate gender, nouns which have at least one meaning in the plural differing substantially from that of the singular form, nouns which may be either masculine or feminine without change in the spelling, and reflexive verbs which have at least one meaning differing substantially from that of the non-reflexive form.

However, the main portion of the book (115 pages) is in three sections showing Spanish idioms with English equivalents and vice versa, with some colorful expressions which may lose their color in translation.
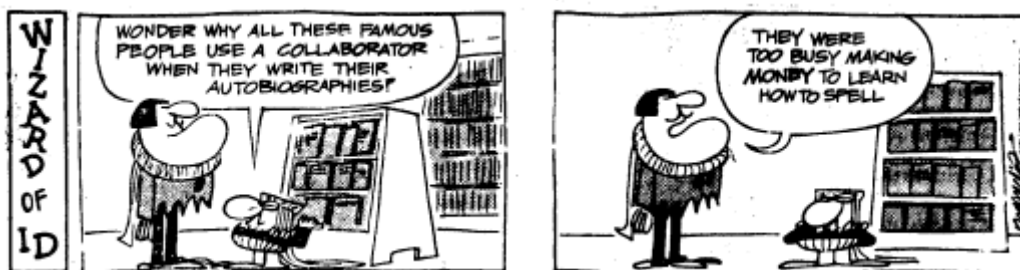
Reviewing this book has led me to realize that Spanish is not quite as regular a language as we have been led to believe, but that it is a little more colorful in its idioms than we realize.

For more information, contact: Raymond H. Pierson, Rancho Bernardo, San Diego, CA.

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[Spelling Progress Bulletin Summer 1977 p18 in the printed version]

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