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## 1. Violence and disruption in the classroom, by Samuel I. Connor

Several differing viewpoints on the causes of, and possible solutions to, violence and disruption in the classroom were expressed during a 4-day workshop (June 23-26, 1980) at Lehigh Univ., Bethlehem, Pa.

N.E.A. Pres. Willard H. McGuire spoke of the tendency among school administrators and in society in general to "sweep the problem of classroom violence under the rug." He also said "We live in a violent society which is mirrored in our schools. Society has used the schools as a dumping ground for its problems."

The Hon. Lisa Richette, judge of the Court of Common Pleas, Philadelphia, disagrees. "It is entirely possible," she said, "that by their poverty of expectation teachers may create an atmosphere of anger and hostility in students. Frustration may generate crime and violence. Anger at the children for being ungifted, lazy, or vulgar may cause children to lash out at a school system which doesn't feel they belong and which treats them as future exiles."

McGuire said, "Society doesn't want to admit there is a problem of violence in the classroom, yet in the school year 1978-79 one out of every 20 teachers were physically assaulted."

Judge Richette, author of the book "The Throw-Away Children," contends that the increasing focus on violence and disruption in American public schools is "a distinctive phenomenon of the American '70's, part of both the changing public perception of children and adolescents, and the yearning for a return to a more authoritarian and discipline-oriented educational system employing corporal punishment, summary suspensions, and non-reviewable exclusions."

The idea of throw-away children, rejected by families, communities, and schools, is less readily accepted today, she believes. "Communities, shortsightedly viewing the plethora of paper programs, reforms, and the new freedoms for children, regard themselves as privileged enclaves in which membership is a matter of merit.

"Young people who commit offenses against neighbors, schools, and society forfeit their right to belong and are, in the words of the rolling Stones' song, 'Exiles on Main. Street.' In place of the garbage heap from which victims are to be rescued, we have the citadel from which the unruly are banished."

Judge Richette cited a 1978 study which supported her view that "there has been no tidal wave of violence engulfing the schools," but which "suggested an increasing atmosphere of anxiety, even paranoid pervading classrooms and corridors." To the extent that excessive security measures create an obsession with danger and a challenge to rebellious youngsters to crack the system," she contends, "the focus on security may be counter productive." "Even more dangerous to our educational system," she went on, "is the conviction on the part of some educators that many children clearly do not belong in their schools, and that but for the efforts of child advocates and aloof judges these children would be effectively exiled to reformatories and training schools."

A third speaker, Robert G. Scanlon, Pennsylvania Sec. of Education, said he believes much progress has been made in coping with classroom violence but there is still much to be done, and he continued, "The statistics that says that only 1 to 5% of our students engage in violent or disruptive acts cannot be ignored as insignificant. More importantly, this figure represents students who need something besides banishment and punishment. There are students in our schools who have great potential that can be developed, if we give them the chance."

"But meeting the social, emotional, academic, and vocational needs of all students, said Scanlon, "may require modifying the organizational structure of schools - maybe even the education processes itself."

**Spelling Reform:  
2. A Comparative Study of Chief Executive Officers'  
and Personnel Directors' Spelling Preferences  
by Pauline Papailiou\* and Laraine Jason\*\***

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**Abstract**

The spelling preferences of chief executive officers and those of Personnel Directors from the same corporations were compared. It was hypothesized that the same views toward spelling reform were not shared by the two groups. High-level executives selected traditional or reformed spellings from a thirty-item questionnaire. Personnel Directors from corporations whose executives responded then reviewed resumes containing all traditional or some reformed spellings. Their reactions to the resumes were compared with the reformed spelling choices of respective executives. It was found that although a relatively high percentage of reformed spellings were chosen by the executives, a significant prejudice existed against potential applicants whose resumes contained reformed spellings.

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**Article 1**

Spelling Reform A Comparative Study of Chief Executive Officers' and Personnel Directors' Spelling Preferences

**Introduction**

"... it is absolutely essential that we educate our young people, not permit them to bastardize a beautiful language, English."

Chairman of the Board, Avon Products. His response indicates he equates simplified spellings (even if listed in dictionaries) with ignorant spellings.

This statement parallels one made by Lounsbury (1909):

"To many men a strange spelling is offensive; by the ill-informed it is regarded as portending ruin to the language."

Let anyone who thinks that spelling reform is a dead issue or that social attitudes toward it have changed, particularly among those who comprise the so-called "educated" sector of society, witness the fact that the first of the preceding quotations appeared in an unsolicited correspondence as a reaction to the questionnaire and directions used in this study.

Thomas Lounsbury, the author of the latter quote, was a spelling reformer in the early part of this century who had taken notice of a similar attitude in his time. This points to the fact that not only is the issue alive and well but also relatively unchanged so far as social attitudes on the part of the misinformed "educated" are concerned.

### **Historical Perspective**

Interestingly, although relatively little progress has been made in English spelling reform, the first attempt to standardize Middle English occurred when the *Ormulum*, a collection of religious writings by the monk Ormin, appeared in the 13th century (Mencken, 1936).

It should come as some surprise, then, that the next significant plateau was not reached until 1755, some five centuries later, with the publication of Samuel Johnson's authoritative *A Dictionary of the English Language*. It is important to understand that Johnson's work is generally considered to be a drawback rather than an advancement for spelling reform. The importance of the work was its influence both on the direction and the manner in which spelling practices developed in the 18th century.

In 1783, Noah Webster's popular, *The American Spelling Book* paved the way for future publications, one of which contained his proposals for reform (Mencken, 1936). The International Convention for the Amendment of English Orthography in 1876, marked the highpoint of organized spelling reform with the creation of a cooperative effort by English and American spelling authorities. A year earlier, a committee of the American Philological Association was formed to investigate English spelling. The resultant "Principles of '76", considered valid today, were the forerunners of the NEA Alphabet developed between 1904 and 1911, and used as Key 1 of the *Funk and Wagnalls' New Dictionary* (Dewey, 1971).

"When the major effort of spelling reform shifted to the National Education Association, between 1886 and 1906, one of the most important achievements was its adoption in 1898 of twelve reformed spellings.

In 1906, the establishment of the Simplified Spelling Board brought forth subsidy funding from Andrew Carnegie and the issuance of a 300 word list of revised spellings. Pros: Theodore Roosevelt, a member of the Board, directed the Public Printer to use the famous 300 words (Tuffley, 1960). Pressure from the Printer's Office, and more significantly from Congress, resulted in a rescinding of the directive and Roosevelt's usage of these reformed spellings being confined to White House correspondence.

The controversy surrounding the spelling reform attempts: of Roosevelt's time ebbed considerably in the ensuing 30 years. However, in 1946, the culmination of an organized spelling reform movement in the United States was reached with the merger of the Spelling Reform Association (dating from 1876) and the Simplified Spelling Board (dating from 1906). The resultant Simplified Spelling Association acted to promote World English Spelling, a no-new letter phonemic notation. This merger shifted the emphasis from two extremes: the piecemeal recommendations of the Simplified Spelling Board or the all-consuming phonetic alphabet of the Spelling Reform Association, to the middle ground of phonemic writing; believed to provide the greatest possibilities of immediate usefulness (Dewey, 1971).

The notion of usefulness as well as familiarity with existing spelling patterns was the foundation of Axel Wijk's proposal for *Regularized English* in 1959. Wijk determined that at least 71% of the words in his work preserved already existing spelling patterns.

Godfrey Dewey in his 1971 discussion of spelling reform concluded that a phonemically notative initial teaching medium could eliminate many spelling obstacles.

In her thesis: concerning the causes of illiteracy, Valerie Yule (1975) discussed the problems imposed by the educated on children learning to read. She described English spelling as a "barbed-wire barricade that crowns their problems and booby-traps all their attempts," and noted the specific groups which experience spelling handicaps. She also has addressed the social and psychological aspects of spelling reform (Yule, 1976; Yule, 1979).

Kenneth Ives (1979) developed eight steps toward "Progressive Spelling" after surveying by questionnaire reactions to various reformed spellings using high frequency words. The majority, of words used in his sample had appeared in the works of earlier reformers.

### **Statement of the Problem**

As a result of their study of 7th and 8th grade students, their parents and teachers, Mazurkiewicz and Berk (1976) identified a low level of awareness of the existence of equally correct alternative spellings. In discussing their findings, they noted

When we continue present practice, are we not consciously foisting on an unsuspecting public attitudes which lead to racist-type feelings that someone who does not follow a specific spelling convention is illiterate, shows a lack of education and, therefore, is unacceptable as an employee? (Mazurkiewicz and Berk, 1976).

Stimulated by this statement, this study endeavored to determine whether the spelling preferences of chief executive officers of corporations were reflected in the views of Personnel Directors regarding applications for employment.

### **Significance of the Problem**

A potential employee's resume provides the Personnel Director of a given company with the first significant assessment of the former student. Such an evaluation may be the most influential determinant of the student's acceptability as a future employee and need necessarily be composed in a manner reflecting most favorably on the applicant. Language usage and spelling must be constructed according to the expectations of the Personnel Director, in many cases the first and final judge of the applicant's suitability for a particular position.

Continual influences on adult spelling behaviors (Mazurkiewicz and Rath, 1976) coupled with the fact that trade names substitute more frequent spelling patterns for less frequent ones (Mazurkiewicz, 1977), infer possibilities for spelling reform instruction. This study attempted to reveal the educational validity of teaching certain reformed spellings as preferable to standard spellings.

### **Hypothesis**

High level business and industry executives do not necessarily share the same view toward spelling reform as do Personnel Directors of the same companies. This hypothesis would be supported by the Personnel Directors' acceptance or rejection of resumes containing reformed spellings.

## Definitions and Limitations

*High-level business and industry executives* for purposes of this study, were selected from a listing of 250 chief executive officers and company presidents cited for outstanding achievement in the March 15, 1979 issue of *Financial World* magazine.

*Spelling reform* when used in this study denoted all efforts to improve our present spelling of English, including all proposals based on systematic phonemic codes, whether of the standardizing (no new letters), supplementing (some new letters) or supplanting (all new letters) types. It also includes piecemeal or patchwork efforts not based on any complete or consistent phonemic notation or conforming to any clearly defined category (Dewey, 1971).

*Applications for employment* for purposes of this study referred to sample resumes submitted to Personnel Directors of companies whose chief executive officer responded to a questionnaire regarding spelling preferences.

*Resume* when used in this study was understood to include either an *application for employment* which contained selected standard spellings *or* one which included selected reformed spellings.

*Media*, when used in this study, included all visual communication sources where print was utilized. This study was necessarily limited in that no accurate prediction of the number of responses could be made. Since three separate mailings and subsequent responses constituted the information gathering portion of the study, the time factor was a limitation. The word corpus used as a basis of preference measurement was limited to one appropriate for an application for employment.

## Procedures

A corpus of 30 standard and reformed spellings served as a basis of a questionnaire (See Exhibits 1 and 2 following) consisting of 30 questions or statements. These questionnaires were mailed to 100 high-level business and industry executives with accompanying letters and directions for completion. (See Appendix, Exhibit 1). The executives who were contacted were asked to select the spelling which they felt applied in each statement or question. On receipt, responses to the questionnaire were examined and classified standard or reformed, depending on the spelling choice made. Personnel Directors of companies whose executives responded with a high number of reformed spellings were forwarded resumes with the same spellings (Exhibit 3). The same resumes containing only standard spellings were mailed to Personnel Directors of companies whose executives preferred standard spellings (Exhibit 4). A covering letter and questionnaire designed to measure Personnel Directors' reactions to the resumes were also included (Appendix, Exhibits 2 and 3). The letters asked the Personnel Directors to judge the applicant's acceptability for employment based on education, experience and language command. As can be, seen in Exhibits 3 and 4, the resumes accompanying the letters to each sample were identical, differing only in the spellings utilized.

## Exhibit 1

### Word Corpus of Traditional and Reformed Spellings

<i>Traditional</i>	<i>Reformed</i>	<i>Source of Reformed Spelling</i>
1. through	thru	NEA "twelve"
2. character	caracter	Wijk, <i>Regularized English</i>
3. sheriff	sherif	Ives, <i>Sp. Prog. Bull, Fall, '79</i>
4. anybody	enybody	Wijk, <i>Reg. English, SR-1</i>
5. write	rite	Media
6. government	government	Wijk, <i>Reg. Eng.</i>
7. programme	program	NEA "twelve", <i>Webster</i>
8. schools	skools	Media
9. although	altho	NEA "12", <i>ACD</i>
10. cancelled	canceled	Ives, <i>Sp. Prog. Bull, Fall, '79</i>
11. dialogue	dialog	Ives, <i>S.P.B. F '79, Webster, ACD</i>
12. tough stuff	tuff stuff	Media
13. definitely	definitly	Wijk, <i>Reg. Eng.</i>
14. high-	hi	Media
15. autumn	autum	Wijk, <i>Reg. Eng.</i>
16. surprise	surprize	Wijk, <i>Reg. Eng.</i>
17. published	publisht	Ives, <i>S. P. B. Fall, 1979</i>
18. low	to	Media
19. tight	rite	Media
20. photo	foto	Media
21. embarrass	embarrass	Deans, <i>Universal Lang. &amp; Sim. Sp.</i>
22. love	luv	Media
23. programmers	programers	Ives, <i>S.P.B., F '79</i>
24. thorough	thoro	NEA "12", <i>ACD</i>
25. alphabet	alfabet	Wijk, <i>Reg. Eng.</i>
26. handy	handi	Media
27. though	tho	NEA "12", <i>ACD</i>
28. business	bizness	Wijk, <i>Reg. Eng.</i>
29. doughnut	donut,	Media
30. catalogue	catalog	NEA "12", <i>Webster, ACD</i>

## Exhibit 2 Questionnaire

Please note: There are *no* correct or incorrect responses. Both spelling forms are acceptable in various media. Directions: Select the spelling which you feel applies. Indicate your responses by circling *a* or *b* to the right of each statement.

1. The focus of on-the-job training differs when seen (a. thru, b. through) the eyes of a new employee. a  
b
2. (a. Character, b. Character) references provide insight into the personalities of potential employees. a  
b
3. The county, (a. sheriff, b. sherif) has been indicted on charges of misconduct in office. a  
b
4. In America (a. anybody, b. enybody) can go from pauper to prince. a  
b
5. There's only one pen worth your recognition; (a. rite, b. write) with the one that breeds success! a  
b
6. Should the relations of business: and (a. government, b. government) be more deeply explored? a  
b
7. All company employees were invited to view a film featuring the new word processing (a. programme, b. program). a  
b
8. When (a. schools, b. skools) are deficient in teaching reading, should industry assume this responsibility? a  
b
9. The president of United States Steel was awarded a commendation (a. altho, b. although) he was unable to be present. a  
b
10. Due to a misunderstanding, the company (a. canceled, b. cancelled) its contract with the ad agency. a  
b
11. It became immediately apparent that a board meeting would provide further (a. dialogue, b. dialog). a  
b
12. Toy manufacturers had been hard pressed to devise materials which could withstand the (a. tough stuff, b. tuff stuff) make-up of a five year old boy at play. a  
b
13. The O.T.C. is (a. definitely, b. definitely) one of the world's most amazing trade shows. a  
b
14. The U.S. Postal Service will meet determined opposition to its "electronic mail" campaign from (a. hi-, b. high-) level executives. a  
b
15. Rampant grade inflation seen between 1969 and 1976 may be stabilized this (a. autum, b. autumn). a  
b
16. It comes as no (a. surprise, b. surprize) that the long awaited merger has created the nation's third largest company. a  
b
17. Just recently (a. published, b. publisht), this trade journal is read by engineers. a  
b
18. Should you sacrifice great flavor to get (a. low, b. lo) tar in a cigarette? a  
b
19. The diet foods: industry has successfully aimed its advertising in the (a. rite, b. right) direction. a  
b
20. A (a. photo, b. foto) finish at the racetrack is effective for determining the faster horse, not necessarily the better one. a  
b
21. Some observers feel that the so-called "Japanese Challenge" has resulted in an unconscious effort to (a. embarrass, b. embarass) America. a  
b
22. "Come fly with me. You'll (a. luv, b. love) my friendly skies. a  
b
23. Computer (a. programmers, b. programers) are a "dime-a-dozen", but finding one who meets company requirements is the trick. a  
b



- |   |   |
|---|---|
| 24. His secretary did a (a. thoro, b. thorough) job tabulating the financial report statistics.                             | a |
|   | b |
| 25. How important is the role of the seemingly unimportant, (a. alfabet, b. alphabet) in advertising?                       | a |
|   | b |
| 26. How (a. handy, b. handi) are trade films when your presentation is too big for a desk top?                              | a |
|   | b |
| 27. Amiability is an asset in sales, (a. tho, b. though) not always essential.  | a |
|   | b |
| 28. After the Great Crash of 1929, the subject of ethics in (a. business, bizness) found its way into university curricula. | a |
|   | b |
| 29. Dunk'em, plunk'em, glaze'em, raise'em. It's still a (a. doughnut, b. donut).  | a |
|   | b |
| 30. Our company (a. catalog, b. catalogue) features a complete line of hardware.  | a |
|   | b |

Name \_\_\_\_\_  
 Title \_\_\_\_\_  
 Company \_\_\_\_\_  
 I would like a copy of the research results. \_\_\_\_\_

**Exhibit 3**  
**Resumé**

**Objective:** A career position as sales representative with potential for advancement to management.

**Summary:** *Teaching* - Have built upon background teaching all subject areas on elementary level by obtaining advanced degree at Kean College, Union, New Jersey, in administration and supervision. Thesis paper accepted and published in ERIC abstracts.  
 Successfully completed teaching assignment when elementary program was canceled and school converted to junior Hi.  
 Participated in federal government grant program in nature studies designed for students from low income families.  
 Became active in township education association thru representation on executive committee.  
*Sales* - As part owner and sales manager of a communication business, shared the opportunity to write, photograph, produce and distribute as well as compose a catalog for our filmstrip series:  
 Although part time, employed as salesman in exclusive men's and women's footwear. Possess thorough knowledge of high priced fashion merchandise.  
 Definitely enjoyed sales experience and opportunity for dialog with customers:  
 Would like to continue in the sales field.

**Professional Experience:** Teacher - Fairview School. Middletown Twp. Middletown, N.J. - present. (Grade 6)  
 Teacher - Lincroft School. Middletown Twp. Middletown, N. J. 9/73-6/78. (Grade 6) Owner/Manager - Communication Skills, Inc. Deal, N.J. 9/77 - present.  
 Salesman - part-time retail. International Shoe Co., Monmouth Mall, Eatontown, N. J.

**Activities:** Middletown Twp. Education Assoc. - constitutional revision committee, executive board. Phi Epsilon Fraternity.

**Graduate:** Kean College, Union, N.J. - Courses leading to a Master's Degree in Administration and Supervision of the Elementary School. (1974-1977)

College: (Undergraduate) Monmouth College, West Long Branch, N.J. Graduated with B.S. in Elementary Education. (1970-1973)  
American Univ., Washington, D.C. - courses leading to a degree in Elem. Educ. (1968-1970) Subsequently transferred to Monmouth College to complete degree.

Memberships; National Educ. Assoc.; New Jersey Educ. Assoc., Monmouth County Educ. Assoc., Middletown Twp. Educ. Assoc.

Personal: Born, June. 28, 1950. Health: excellent. Willing to relocate.

Reference and personal character information available.

#### **Exhibit 4 Resumé**

Objective: A career position as sales representative with potential for advancement to management.

Summary: *Teaching* - Have built upon background teaching all subject, areas on elementary level by obtaining advanced degree at Kean College, Union, New Jersey, in administration and supervision. Thesis paper accepted and published in ERIC abstracts.  
Successfully completed teaching assignment when elementary programme was cancelled and school converted to junior High.  
Participated in federal government grant programme in nature studies designed for students from low income families.  
Became active in township education association through representation on executive committee.

*Sales* - As part owner and sales manager of a communications business, shared the opportunity to write, photograph, produce and distribute as well as compose a catalogue for our film-strip series.  
Although part time, employed as salesman in exclusive men's and women's footwear. Possess thorough knowledge of high priced fashion merchandise. Definitely enjoyed sales experience and opportunity for dialogue with customers. Would like to continue in the sales field.

Professional Experience: Teacher - Fairview School, Middletown, Twp. Middletown, N. J. 9/78 - present (Grade 6). Teacher - Lincroft School, Middletown Twp. Middletown, N. J. 9/73-6/78 (Grade 6). Owner/Manager-Communication Skills, Inc. Deal, N. J. 9/77 - present. Salesman - part time retail. International Shoe Co., Inc., Monmouth Mall, Eatontown, N. J.

Activities: Middletown Twp. Education Assoc. - constitutional revision committee, executive board. Phi Epsilon Fraternity.

Graduate: Kean College, Union, N.J. - courses leading to a Master's Degree in Administration and Supervision of the Elementary School (1974-1977).

College: (Undergraduate) Monmouth College, West Long Branch, N.J. Graduated with B.S. in Elementary Education (1970-1973).  
American Univ. Washington, D.C. - Courses leading to a degree in Elementary Education (1968-1970). Subsequently transferred to Monmouth College to complete degree.

Memberships: National Education Assoc., New Jersey Education Assoc., Monmouth County Education Assoc. Middletown Twp. Education Assoc.

Personal: Born: June 28, 1950. Health: Excellent. Willing to relocate.

References and personal character information available.

## Results

Fifty-two percent of the high-level business and industry executives surveyed returned questionnaires indicating their spelling preferences. Table I contains information about the number of reformed and traditional spellings chosen by the sample.

**Table I**

*Spelling Choices of High-Level Business and Industry Executives*

	Reformed spelling	Frequency of choice	% of total responses	Traditional spelling	Frequency of choice	% of total responses
1.	thru	4	7.7	through	48	92.3
2.	caracter	2	3.8	character	50	96.2
3.	sherif	2	3.8	sheriff	50	96.2
4.	enybody	0	0.0	anybody	52	100.0
5.	rite	0	0.0	write	52	100.0
6.	gouvernement	2	3.8	government	50	96.2
7.	program	50	96.2	programme	2	3.8
8.	skools	1	1.9	schools	51	98.1
9.	altho	1	1.9	although	51	98.1
10.	canceled	12	23.1	cancelled	40	76.9
11.	dialog	12	23.1	dialogue	40	76.9
12.	tuff stuff	3	5.8	tough stuff	49	94.2
13.	definitly	4	7.7	definitely	48	92.3
14.	hi-	4	7.7	high-	48	92.3
15.	autum	1	1.9	autumn	51	98.1
16.	surprize	0	0.0	surprise	52	100.0
17.	publisht	0	0.0	published	52	100.0
18.	In	1	1.9	low	51	98.1
19.	rite	0	0.0	right	52	100.0
20.	foto	3	5.8	photo	49	94.2
21.	embarrass	15	28.8	embarrass	37	71.2
22.	luv	0	0.0	love	52	100.0
23.	programers	22	42.3	programmers	30	57.7
24.	thoro	1	1.9	thorough	51	98.1
25.	alfabet	1	1.9	alphabet	51	98.1
26.	handy	0	0.0	handy	52	100.0
27.	tho	2	3.8	though	50	96.2
28.	bizness	0	0.0	business	52	100.0
29.	donut	13	25.0	doughnut	39	75.0
30.	catalog	32	61.5	catalogue	20	38.5

The most preferred reformed spellings were *program* (96.2%), *catalog* (61.5%), *programers* (42.3%), *embarass* (28.8%), and *donut* (25.0%). More than one-fifth of the respondents preferred the reformed spellings *canceled* and *dialog* (23.1% responses for each word) to their traditional counterparts. Conversely, the least preferred traditional spellings were *programme* (3.8%), *catalogue* (38.5%) and *programmers* (57.7%).

Curiously, although 32 of the executives chose the reformed version, *catalog*, only 12 selected the

reformed spelling, *dialog*. This represents nearly a three to one majority for one of a pair of words in which the spelling pattern is exactly the same. Similarly, 50 respondents chose the reformed spelling, *program*, while less than half (22) of those who responded, opted for its reformed counterpart, *programers*. It would seem therefore, that the selection of a reformed spelling as preferred usage is influenced by its frequency of use in language since both *catalog* and *program* were on the original "NEA Twelve" reformed spelling list of 1898.

Table II addresses itself to the number of reformed spelling choices made by high-level business and industry executives, on an individual basis. Thirty three (63.5%) of the respondents chose 10% or more reformed spellings.

**Table II**

*Number and % of Reformed Spellings Chosen by High-Level Business and Industry Executives*

Number of respondents	Reformed spellings chosen	% of reformed spellings chosen
1	0	0.0
3	1	3.3
15	2	6.7
10	3	10.0
11	4	13.3
6	5	16.7
3	6	20.0
1	8	26.7
1	10	33.3
<u>1</u>	16	53.3
52 total		

Twenty three (44.2%) chose at least four (13.3%) reformed spellings. Twelve respondents (23.1%) selected 5 (16.7%) or more reformed spellings and 6 (11.5%) high-level business and industry executives surveyed, indicated reformed spelling preferences ranging from 6 (20.0%) to 16 (53.3%) of total possible options.

The survey to Personnel Directors of the companies represented by the executives produced a response of 22 (42.3%). Personnel Directors' responses to questionnaires regarding applications for employment (resumes) are represented in Table III. The questionnaires to Personnel Directors were designed to eliminate the possibility of bias in favor of or against spelling; hence, the questions regarding education, experience and language command. This was particularly necessary for those Personnel Directors who received spelling resumes and those who received the resumes containing reformed spellings.

**TABLE III****PERSONNEL DIRECTORS' RESPONSES TO QUESTIONNAIRES REGARDING APPLICATIONS FOR EMPLOYMENT**

Questions	Resumes Contained Some Reformed Spellings		Resumes Contained Traditional Spellings Only	
	Yes	No	Yes	No
1. Acceptable Educational Requirements	7	7	3	5
2. Acceptable Experiential Requirements	4	10	5	3
3. Acceptable Command of Language	2	12	8	0
4. Specific Factors Contained in Resume Rendering Applicant Undesirable as Potential Employee	Frequency of Occurrence		Frequency of Occurrence	
a. Spelling errors	11		0	
b. Lacking related experience	5		4	
c. Spelling shortcuts	3		0	
d. Grammatical errors	3		0	
e. Poor communication skills	2		0	
f. Low literacy level	1		0	
g. Other	0		1	
h. No negative factors	0		3	
5. Desirability of Applicant as Potential Employee	None	Some	None	Some
	13	1	4	4
6. Reason for Undesirability as Employee	Frequency of Occurrence		Frequency of Occurrence	
a. Lacking related experience	8		2	
b. Spelling errors	4		0	
c. Grammatical errors	1		0	
d. Poor first impression	1		0	
e. Low literacy level	1		0	
f. Additional information needed	0		1	
g. Not undesirable	0		4	
h. Other	4		1	

It should be emphasized that all resumes were identical in every respect except for the spellings of the 17 words listed in Exhibit 4 of the Appendix.

**TABLE IV**

**RESPONSE COMPARISON: PERSONNEL DIRECTORS AND HIGH-LEVEL BUSINESS & INDUSTRY EXECUTIVES**

Respondent Company	Language Related Factors Rendering Applicant Undesirable (Reformed Resume)	Reformed Spelling Choices Made by High-Level Business & Industry Executives	No.	% of Reformed Spellings Chosen
A	spelling errors	program, caracter	2	6.7
B	spelling errors	program, guvernment	2	6.7
C	spelling errors	program, dialog, programers	3	10.0
D	spelling errors, spelling shortcuts	program, canceled, dialog, catalog	4	13.3
E	spelling errors, grammatical errors	program, embarass, programers, catalog	4	13.3
F	spelling shortcuts	catalog	4	13.3
G	low literacy level	thru, program, embarass, programers	4	13.3
H	spelling errors, poor communication skills	program, programers, donut, catalog	4	13.3
I	spelling errors	program, hi-, donut, embarass, programers	5	16.7
J	spelling errors, poor communication skills	program, foto, donut, programers, catalog	5	16.7
K	spelling errors, grammatical errors	program, canceled, embarass, programers, catalog	5	16.7
L	spelling errors	program, dialog, embarass, programers, catalog	5	16.7
M	spelling shortcuts	caracter, program, embarass, programers, donut, catalog	6	20.0
N	spelling errors, grammatical errors	thru, program, skools, altho, dialog, hi-, tuff stuff, definitely, autum, foto, programers, thoro, alfabet, tho, donut, catalog	16	53.3
	(Traditional Resume)			
O	) No spelling,	all traditional choices	0	0.0
P	) communications	program	1	3.3
Q	) or grammatical	program, catalog	2	6.7
R	) comments	program, catalog	2	6.7
S	)	program, catalog	2	6.7
T	)	program, programers, catalog	3	10.0
U	)	program, canceled, programers	3	10.0
V	)	program, canceled, catalog	3	10.0

There seemed to be little difference between the responses of Personnel Directors who received reformed spelling resumes and those who received traditional resumes regarding the educational requirements of the potential employee. Interestingly, there appeared to be a notable difference in the number of responses regarding experiential acceptability of the candidate with only 4 of 14 (28.6%) Personnel Directors judging the candidate as having adequate background based on the reformed spelling resume. On the other hand, 5 of 8 Personnel Directors (62.5%) who evaluated traditional resumes, viewed the candidate's experiential background as acceptable. Further, acceptable command of language seemed to mean only acceptable spellings for a large part of the reformed resume respondents. Only two (14.3%) of the 14 viewed the applicant as having acceptable language command. In contrast, all those Personnel Directors who responded to traditional resume questionnaires, found the applicant's command of language acceptable.

Utilizing a 2x2 table (4 cells) and the Yates Correction for Continuity indicated that the responses of the two types of Personnel Directors to three of the resume questions were highly significant as follows:

<i>Category</i>	<i>Level of Significance</i>
Experiential requirements	< .05
Acceptable command of language	< .001
Desirability for employment	< .01

Bearing in mind that the applicant in this resume could be described as a career changer, with the exception of category 4.6. Lacking related experience, *spelling errors* was the most frequently chosen factor rendering the applicant undesirable for potential employment by those Personnel Directors who reviewed reformed resumes. Other factors mentioned included *spelling shortcuts*, *grammatical errors*, *poor communication skills*, and *low literacy level*. The exact comment regarding low literacy level read, "Yuse ov fonetik spelling suggests a lo litteracy level." All these items imply a direct relationship to the spellings found in the reformed resumes since no such notations were forthcoming from the Personnel Directors who reviewed traditional resumes. It should be stated, though, that no grammatical errors occurred in the resumes. Notably, the only similarity between the negative factors regarding both resumes was the lack of related experience.

Also worth mentioning is the fact that 3 (37.5%) Personnel Directors who reviewed traditional resumes found no negative factors: which would render the applicant undesirable as an employee.

The overall desirability of the applicant as a potential employee is reflected in # 5, Table III. 13 of 14 (92.9%) who received reformed resumes found the applicant undesirable whereas 50% of those Personnel Directors who reviewed traditional resumes believed the applicant possessed some desirability as a potential employee.

Table IV matches the responses of Personnel Directors and high-level business and industry executives of the same company (column 1). Column 2 focuses upon Personnel Directors' statements of language-related factors present in both reformed and traditional versions of the resume. Specific reformed spelling choices of high-level business and industry executives appear in column 3 with applicable number of reformed spelling choices and corresponding % in columns 4 and 5, respectively.

Of 13 language-related responses to reformed resumes, 11 Personnel Directors cited *spelling errors*

as a factor rendering the applicant undesirable for employment. In addition, 3 Personnel Directors mentioned *spelling shortcuts*. Other comments included *grammatical errors* (3), *poor communication* skills (2), and one Personnel Director felt the reformed resume was indicative of a *low literacy level* on the part of the applicant.

Corresponding frequency of reformed spelling choices by high-level business and industry executives ranged from a low of 2 (6.7%) to a high of 16 (53.3%) with an average of approximately 5 (16.7%) reformed spellings for those who were from the same companies as Personnel Directors commenting on reformed resumes. Although each Personnel Director made a negative language-related comment on the reformed resume questionnaire, the average number of reformed spellings chosen by the matching executive suggests differing attitudes toward spelling reform. No language related factors appeared in the commentary of 8 Personnel Directors who responded to traditional resume questionnaires. Frequency of reformed spelling choices by matching high-level business and industry executives ranged from 0 to 3 reformed spelling selections.

### **Conclusions**

The data collected in this study support the hypothesis that high-level business and industry executives and Personnel Directors of the same companies do not necessarily share the same views toward reformed spellings (Table IV). Of the 14 Personnel Directors who reviewed reformed resumes, 13 (92.9%) found the applicant undesirable as potential employee (Table III). Given identical information regarding the applicant, 50% of the Personnel Directors who judged traditional resumes, believed the applicant possessed desirable qualifications for employment.

### **Direct Implications**

Some reformed spellings are clearly acceptable to leaders in business and industry. This suggests that they have already been absorbed into our language. Witness the fact that those reformed spellings chosen most often in this study tended to be terms having high utilization in business and industry. Perhaps such is the case in other fields as well.

Many people are of the opinion that spelling reform would be more easily achieved if the proposed changes were made gradually. This has been tried in America where they now spell "catalog, labor" and a few others. But there would have to be some authority who would decide when and what changes should be made and they would be overwhelmed by ignorant opposition whenever they proposed a change - as has happened in America (Reg Deans, circa 1955, pg. 65).

John Downing wisely addresses the psychological factors inherent in change when he suggests the study of human motives for changing or maintaining customary spellings since they would suggest guidelines for the strategies spelling reformers might develop. It is in periods of peace and prosperity that books are in demand and spellings remain stable. But the basic rationale for this is economic. It derives from the fact that publisher and printer want to sell their wares to a public which prefers stability in spelling (Downing, 1980). Addressing this point further, Rondthaler (1977) discusses the history of spelling reform and indicates that writers and typesetters were responsible for scuttling simplification. Readers were never given the opportunity to pass judgement. The trend toward reform early in the 20th century, although a good idea in theory, was very bad psychology. Writing habits are changed with difficulty, particularly the habits of journalists and typesetters who are plagued with the task of meeting daily deadlines. It is important to remember that previous attempts at reform have been met with resistance from writers more than from readers.



In the history of English spelling, 7 motives for spelling change can be identified. They include: 1) immediate financial gain, 2) aesthetics defined as: tidiness, 3) aesthetics defined as fashion, 4) etymology, i.e. words should be spelled so as to show their origin, 5) visual morphemes; 6) domination through language, i.e. periods in history where one culture has absorbed the language and spellings of another and 7) simplification (Downing, 1980). The most widely adopted rationale for spelling reform demands a more phonemic relationship between sounds and symbols. While in recent history spelling has enjoyed relative stability, the forces of change are in the making - computers are being used to set type and reduce proof reading. They allow the printing industry to save money. Therefore, the "desire for stability of spelling is being set aside to save money." (Downing, 1980)

Rondthaler further discusses the role of the computer in relation to spelling simplification: "What's new is that the typesetting revolution makes it possible for computers to take over the hitherto impossible job of simplifying the spelling of English, and to do so as a routine - automatically, accurately, uncomplainingly." (Rondthaler, 1977)

One of the latest trends in spelling reform employs a computer programmed with the 44,000 most often used words in written English. It is a phonetic transliterating system termed *Soundspel*, which allows traditionally spelled input to generate output in simplified spelling. (Rondthaler, 1977)

### **Educational Implications**

As indicated by the results of this study, the importance of teaching equivalent spellings cannot be denied. Mazurkiewicz and Berk (1976) in a study of 7th and 8th grade students, their parents and teachers, found that no one of the total sample was aware that equally correct variant spellings existed. Further, in a later study, Mazurkiewicz and Gould (1976) concluded that of 50 teachers with an initial low level of spelling equivalency awareness, most appeared willing to provide instruction on spelling alternatives once they had become aware of them. The need for instruction of teachers regarding the existence of equally correct spellings was suggested.

Personnel Directors' opinions in this study also clearly suggest the necessity, of clinging to traditional methods regarding formal writing instruction, which have always emphasized traditional spellings. Business letters and resumes specifically, must be given particular consideration since they are often viewed by those who make value judgements concerning one's level of literacy.

Downing (1979) has discussed the public's resistance to change and consequent minimal effect of research on actual teaching. All those in the educational sector, administrators as well as teachers, must be made aware of the importance of spelling reform as it relates to reading. This suggests one more motive for spelling reform in addition to the 7 mentioned by Downing: ease of learning and hence of teaching.

In the reality of the business world, however, the importance of traditionality need be conserved lest an individual be negatively judged. Educators need to establish a balance between what is needed to teach the child to read as well as what the child needs in order to be correctly read by those who would judge him.

And if you can't read,  
pray endeavor to spell,  
for frequently by spelling,  
you will learn to read well. (Fay, 1978)

## Article II Spelling Reform: Related Research

### Previous History

In the 13th century, the *Ormulum*, a collection of religious writings by the monk Ormin, represented the earliest record of an effort to systematize the spelling of the English language. Difficulties in distinguishing between long and short vowels led Ormin to propose doubling the consonants following the short vowels. Thus, he spelled *fire* as *fir* and *fir* as *firr* (Mencken, 1937). He consistently carried out his proposals: in his writings and although his ideas were not entirely accepted, his writings have been a valuable record of the pronunciation of that particular time. Some reflection of his proposal is seen in a word like *little* (where the second *t* indicates the short *i*) (Tuffley, 1960).

Several attempts at spelling reform were evident in the ensuing 400 years, although no one scholar achieved any great success. The 16th century particularly saw attempts at reforms by Sir John Cheke, Sir Thomas Smith, and John Hart. In 1580, William Bullokar proposed several special characters in addition to accents, apostrophes and hooks above and below both vowels and consonants, as his contribution to spelling reform. His proposal was ignored largely due to its strange appearance. (Tuffley, 1960)

Richard Mulcaster, considered the best authority on spelling in the 16th century, was opposed to a phonetic: spelling system. He compromised between the ideal and the practical and was more concerned that the same spelling be universally adopted for a word, than that the word be phonetic.

In 1755, Samuel Johnson's: *A dictionary of the English language* was published. This work, important for its influence on English spelling, was accorded a kind of religious respect and practically gained the position of a court of final appeal (Lounsbury, 1909) as far as spelling was concerned. Johnson applied himself against the then current simplification processes "and laid down the dictum that true orthography must always be regarded as dependent upon derivation (Lounsbury, 1909)." When in doubt, he proceeded with "a scholar's reverence for antiquity and gave his imprimatur to many spellings based on false etymologies and pointless analogies (Mencken, 1937)." Contradictions to his directives were easily found and were evidenced by the following examples from his dictionary: *deceit* and *receipt*, *moveable* and *immovable*, *exterior* and *interiour*. Further evidence of contradictory behavior is the fact that Johnson did not conform to his own theory. Yet, his assertions were readily accepted because they represented the first attempt at universality in English spelling.

Often referred to as the Father of Spelling Reform, Noah Webster's contribution, though valid, must be recognized as minimal. His: first publication in 1783, *A Grammatical Institute of the English Language* contained what was to be Webster's claim to fame. The spelling portion of his work was reissued under the title of *The American Spelling Book*. When in 1789 he published fairly extensive spelling reform proposals in an appendix to his *Dissertations on the English Language*, many of these plans for reform were incomplete. Although most suggestions were considered valuable, they only covered part of the field and left intact the main body of irregular spellings (Wijk, 1959). One major defect in his plan for reform was an effort to alter orthography partially according to analogy and partially according to derivation. Both methods could not be employed for they often

conflicted. Furthermore, he was often inconsistent in the one (analogy) and very often not correct in the other (derivation) (Lounsbury, 1909). In 1806, Webster published a small *Dictionary*, a prelude to his greatest work of 1828, *An American Dictionary of the English Language*. In the small *Dictionary*, whole groups of silent letters were practically eliminated. Final *k*'s in the *ck* group were dropped; *re* endings were changed to *er*. Webster advocated a long list of words spelled phonetically. In his large work in 1828, he returned to orthodox spellings in most cases. Even later in 1838 when this work was revised, many spellings that had been retained in the 1828 edition were abandoned (Tuffley, 1960).

Webster, like Johnson before him, fell victim to the opinions of politicians as well as protests of his friends: This factor coupled with his fear that radical ideas might have a negative effect on the sale of his books was probably responsible for his slow adoption of the reforms he advocated. Lounsbury (1909) went further in criticism of Webster, indicating that Webster did not, in fact, carry out the principles he espoused. Indeed, Abraham Tauber described Webster's influence on American spelling, in view of the tremendous influence of his spelling books, as largely on the side of orthodoxy (Dewey, 1971).

Through the popularity of his spelling books and his American dictionary, certain American spellings have been credited to Webster. The *or* is preferred to *our* endings (*honor, honour*). *Er* supersedes the use of *re* (*theater, theatre*) endings. The use of *s* in some words in preference to *c* (*offense, offence*). The double *l* is replaced by a single *l* (*travelled, traveled*).

Some years after Webster's death in 1843, new interest in spelling reform was aroused. In 1875, under the leadership of the American Philological Association, a committee was formed to investigate the "monstrous spelling of the English language" (Dewey, 1971). The committee's report: a year later, listed 8 specific precepts toward a spelling reform, written using reformed spellings: Dewey (1971) has written that these "Principle' of '76" as they came to be known, have "lost nothing of its validity in the ensuing 95 years:"

At about the same time, the International Convention for the Amendment of English Orthography was held in Philadelphia. American as well as English delegates were represented, marking the beginning of an era of cooperation between the two English-speaking countries:

During the last quarter of the 19th century, the activities of the British and American Reform Associations (outgrowths of the International Convention of 1876) were concerned with

- a. discussion of reform problems
- b. experiments with different orthographical systems, and
- c: making the general public aware of the defectiveness of the existing systems and the necessity for reform (Wijk, 1959).

In 1877, the American Philological Assoc. adopted the Standard Phonetic Alphabet which later served as the basis for the NEA Alphabet, developed between 1904 and 1911 by the joint committees of the American Philological Assoc, Modern Language Assoc: and National Education Assoc., and used as Key 1 of the *Funk & Wagnalls New Standard Dictionary*. Annual reports followed dealing with various rules and recommendations which culminated in 1886 in a list of 3500 amended spellings (no new letters) developed jointly by the Philological Society of London and the American Philological Assoc. (Dewey, 1971).

The public's attitude toward spelling reform remained apathetic, even negative, when in 1898 the National Education Assoc. adopted the famous 12 words: *tho*, *altho*, *thru*, *thruout*, *tboro*, *thorofare*, *program*, *catalog*, *decalog*, *demagog*, *pedagog*, *prolog*. At least two of these words (*program* and *catalog*) have established themselves as preferred usage today. In addition to the adoption of the famous 12 words, a committee was established, chaired by E.O. Vaile, which was instrumental in the development of the Revised Scientific Alphabet (NEA). This alphabet was expressly *not* a spelling reform, but its proponents believed that "adoption of a rational phonetic notation as a key to pronunciation in dictionaries and textbooks would go far toward paving the way for future spelling reform (Dewey, 1971).

The chief event of early 20th century spelling reform was the establishment in 1906 of the Simplified Spelling Board. With a subsidy of approximately \$15,000 a year from Andrew Carnegie (later increased to \$25,000 a year) and a distinguished list of members including Prof. Francis A. March of Lafayette College and Dr. Thomas Lounsbury of Yale Univ., the Board issued its "List of Common Words Spelled in Two or More Ways," the famous 300 words (Mencken, 1937).

In Aug. 1906, Pres. Theodore Roosevelt ordered adoption of the 300 words by the Government Printing Office. His directive aroused widespread opposition and great resistance from the Public Printer as well as from most other departments. Roosevelt retreated under public and congressional pressure and finally confined the use of the new spellings to the White House. When Carnegie died in 1919, funds to the Simplified Spelling Board ceased and the final step of the Board's active period was publication of the 1920 *Handbook of Simplified Spelling* which exhausted the Carnegie Funds:

In the summer of 1921, the NEA which had been responsible for the reform campaign, withdrew its endorsement of the famous 12 words and during the years that followed, most of the publications which had previously adopted these new spellings went back to the orthodox forms:

With the exception of R. E. Zachrisson's highly publicized *Anglic*, very few serious arguments were heard in the case for spelling reform in the years between 1921 and 1946. However, Zachrisson's *Anglic*, known also as "English in Easy Spelling," merits mention because it was thought by many to be the answer to all problems. The publicity it was given suggested substantial financial backing. This system purported many changes in the vowels and italics or bold face type was used to distinguish certain syllables (Tuffley, 1960).

Perhaps the publicity given *Anglic* in the early 1930's contributed to the *Chicago Tribune's* attempt at spelling reform in Jan. 1935. Then owner Robert R. McCormick, with the help of a scholarly staffer named James Bennett "set out in the *Trib* to change Chicagoland's spelling habits. 'Simplified spelling' made its debut . . . and schoolteachers all over the Middle West found themselves fighting to save pupils from such Tribisms as *hocky*, *fantom* and *definitely* (*Time*, 1971)." Other simplified spellings included *catalog advertisement*, *sherif* and *harken*. Reader reaction to the new spellings was mixed and by 1955, the list of simplified words, which once ran as high as 80, was already shrinking. Reluctantly, the *Tribune* "shot down the sherif and later sank the frater (*Time*, 1971)." The newspaper's most recent stylebook retains only a few reformed spellings of McCormick's era: *tho*, *thru*, *analog*, *catalog*.

The efforts of Zachrisson and the *Chicago Tribune* notwithstanding, the controversial spelling reform attempts of Roosevelt's time ebbed considerably until 1946 when an organized spelling reform movement became evident again. The merger of the Spelling Reform Assoc. and the Simplified Spelling Board resulted in the Simplified Spelling Assoc. which acted to promote World English Spelling, a no-new-letter phonemic notation. This merger signaled an end to reform emphases from two opposite extremes. A middle ground between piecemeal recommendations (Simplified Spelling Board) and an all-consuming phonetic alphabet (Spelling Reform Assoc.) was reached. This middle ground of phonemic writing was believed to provide the greatest possibilities of immediate usefulness in terms of spelling reform (Dewey, 1971).

Axel Wijk published *Regularized English* in 1959 wherein he proposed a system of spelling resembling as closely as possible traditional spelling. He believed that World English Spelling and Zachrisson's *Anglic* were too nonconformist in nature to gain public acceptance. Wijk also enumerated the steps to be taken in implementing spelling reform. Specifically, he believed that it would be futile to expect the "older generation to adopt a new system of spelling for their own part;; we must abandon the idea of trying to make them change their deep-rooted habits and concentrate our efforts on the coming generation instead. It is on the young people of the present, and the coming' generation that the main burden of reform will have to be placed (Wijk, 1959)." The Regularized English proposed by Wijk has several characteristics worth mentioning:

1. No new symbols were introduced.
2. No changes were made in the regular use of traditional symbols.
3. Only irregular spellings were changed.
4. 71% of the words preserved already existing spelling patterns:

Wijk tried to devise a system of orthography for English which offered adequate information with regard to pronunciation and which made English spelling roughly as simple as that of French or German (Wijk, 1964).

In his 1971 book, *English spelling: Roadblock to Reading*, Godfrey Dewey, a proponent of the one-sound/one-symbol approach to spelling, suggested that appropriate reform could be accomplished by standardizing, supplementing and supplanting the Roman alphabet. In his analysis and appraisal of spelling reform, he described "piecemeal" or step-by-step improvement and patchwork proposals as essential elements toward a successful spelling reform program. Dewey discussed one of the important advantages of spelling reform:

The effect on elementary education, and thru education on school dropouts and juvenile delinquency, adult illiteracy, and unemployability, and on the human misery as well as social and economic evils which these involve. This is at once the most urgent need and the greatest opportunity for spelling reform, for use of a phonemic notation such as i.t.a. or WES can make an immediate and important educational contribution toward mitigating the impact of T.O. on the present generation of children, at the same time that it conditions them as the adults of the next generation, to demand or accept a phonemic spelling reform.

Historical aspects of spelling reform should make reference to the contributions of those involved in the printing, typesetting and publishing of written matter. Lounsbury (1909) stated that much of English orthography was not due to scholars or men of letters, but to typesetters. Spellings found in

any book in the Elizabethan period, for example, were likely to contain as many spellings of the printing house as of the author. Until the late 18th century, when Johnson's authoritative dictionary appeared, each printing office was largely a law unto itself. A desire for uniformity in print became evident. Consequently, a haphazard orthography, composed of then prevailing variations of spelling was formulated, dictated only by "the merest accident or the blindest caprice that dictated the choice of the form to be permanently adopted. This uniformity was believed to have been the work of printers, not scholars (Lounsbury, 1909)."

Dewey (1971) also described the advent of printing as a secondary factor contributing to the evaluation of spellings. Many early printers were foreigners, especially Dutch, relatively unfamiliar with English, who tended to solve spelling problems according to the rules of their own language. Well into the 16th century, the right-hand margin of a page of print was straightened by adding extra letters, rather than spaces, most often, final e.

Publication of the King James Version of the Bible in 1611 was also influential in the slow progress of spelling reform. In a discussion of the English writing of the 17th century, Mencken writes:

If they had any written guide, it was the King James Bible (1611). Whenever an English reform or innovation percolated to them, they were inclined to remain faithful to the sacred text, not only because of its pious authority but also because of the superior pull of its imminent and constant presence (1937).

Mencken further stated that the printers determined actual spelling practice, adding that after 1650 their rules began to be accepted by English authors, and many of them remain in force today (1937).

### **Current Studies**

When using the dictionary, one often assumes the first spelling listed to be the correct or preferred spelling. Deighton and Emery found that editors of dictionaries employed individual modes for determining preferred spellings and that two or more spellings are often listed as correct (Mazurkiewicz & Gould, 1976).

The difference between the meanings of the correct and preferred expressed in literary terms for example, is someone who might prefer Steinbeck to Hemingway, that is "to hold above others." In this sense, a prejudice or bias for something is suggested, yet instructional usage of the term preferred tends to denigrate an alternative spelling and to foist a spelling on children which may be less phonetic or more irregular because of an assumption that prefer means correct. The Deighton-Emery studies point out that major dictionaries do not always agree as to which spellings are in fact preferred, and that some dictionaries do not accept frequency as a basis for preference. These dictionaries simply show variant spellings for a word (Mazurkiewicz & Gould, 1976).

Since equally correct alternative spellings exist, and have existed for a long time judging by a cursory examination of the 2nd and 3rd editions of the *Webster Unabridged Dictionary*, it can be conjectured that usage has been a powerful irritant if not a direct positive force in resisting conformity, imposed by classroom, publisher or other such dictates. In fact, it can be shown that spelling of American English has been changing during the last quarter century (Mazurkiewicz & Berk, 1976).

Only to a relatively slight extent, however, has the work of orthography reformers received . . . adoption to lighten the child's problems in learning to read and almost not at all in learning to spell. Instead, in the case of spelling, an emphasis on learning to spell long outmoded patterns still seems to be the rule. (Mazurkiewicz & Berk, 1976)

It was at this point in the Mazurkiewicz & Berk study that the segment of this study which addressed itself to personnel directors' opinions of resumes containing reformed spellings was spawned.

Interviews with personnel department members indicate that often a potentially superb sales representative, for example, is rejected because his inability to spell relatively common words suggested that the occasional written reports he might be expected to make would be found to contain errors. In turn, management would question the competency of personnel departments as well as that of the sales representative. Other such instances are also found as witness to this unconscious and conscious racism. (Mazurkiewicz & Berk, 1976)

After sampling 70 students in a beginning graduate reading course at Kean College of New Jersey with 35 questions pertaining to awareness of the existence of equally correct spelling alternatives, Mazurkiewicz and Berk found that 1/10 of 1% of the items answered by the class indicated awareness of them. Furthermore, the students indicated "great insecurity" about classroom procedures as a consequence of this newly learned information.

It was hypothesized that the awareness of spelling equivalents is confined to a very small part of the educator population. They predicted that in a sampling of 7th and 8th grade students, their parents and teachers, there would not be an appreciable level of awareness that a sample of "35 target words have equally correct alternative spellings" and that there would be little variance from group to group. Thirdly, it was expected that students, teachers and parents would tend to choose the "one word of each pair which was more simply spelled."

The sample population of 1300 was deliberately selected from an upper-middle class suburban community in order to focus upon a group of college graduates who would be expected to have high educational aspirations for their children. Members of the sample were assumed to have more exposure to words in print, thus more awareness of spelling deficiencies.

A questionnaire seeking data on 35 word pairs as well as occupation, sex and level of schooling was designed. It included randomly selected words from those used by Deighton (1972) which were found by preliminary screening to be present in the typical elementary-junior high school dictionary.

Questionnaires in two forms, one for parents and teachers and one for students were identical except for cautionary statements to parents who completed them at home.

Of the possible 1264 parents, 657 or 48% completed and returned the questionnaire while 84% (45/50) of the total number of teachers in school complied with the request. Of the students attending school that day, 612 completed the forms, providing a data base from 65.6% of the total estimated population. . .

Results were categorized according to groups and tabulated to show how many individuals identified two spellings as equivalent for one word, to establish the frequency with which the 35 target words were identified as equivalent and to ascertain whether the choice of two spellings given for a word was the more simply spelled alternative in each case.

. . . only one 8th grade student out of the total sample of 1311 students, parents and teachers was aware that both of the spellings of the 35 target words were correct . . . it can be safely concluded that virtually no one with at least a 7th grade education and as much as a Doctorate degree is aware that all words in this sample are equally correct when spelled in two different ways . . . some degree of awareness concerning alternative spellings of certain pairs of words exists. . Thus 5 to 6 word pairs (5.47) on the average were identified by the teacher group as correct in either spelling. . .

The authors mention that no one possesses better than a low level of awareness that the word pairs used in this study are correct in either of their spellings. Only 23.6% of the total sample selected a minimum of one pair of spellings for a word as equally correct and there was little agreement as to which of the chosen pairs were to be considered equally spelled when they were examined in rank order. The study concluded that direction of choice was to the more difficult of the two variant spellings for most target words. Some simpler spellings were chosen however, and the authors felt that a high degree of repetition in use might influence acceptance of a spelling change to a simpler version. They suggested the need for research here and in the area of spelling instructional programs to determine the extent of these influences (Mazurkiewicz & Berk, 1976). Other reports indicate that:

While certain reforms are apparently being developed in Australia (the principle of SR one), others can be initiated immediately simply by using the more regular of two or three alternative spellings listed in dictionaries. Thus, since *tho* and *thru* are equally correct as *though* and *through* . . . consistency in instruction and usage of this kind of known list would immediately provide for meaningful change (Mazurkiewicz & Gould, 1976).

An investigation into the bases for the limited usage of alternative spellings began with a selection of spelling materials and a target list of 30 words (37.1% taken from a previous study) which adhered to the constraint that they could be located either in the Harris-Jacobsen Elementary Vocabulary and/or the Risland Vocabulary List. The latter is a fundamental source used by publishers of spelling programs.

Mazurkiewicz and Gould distributed target word lists to 50 teachers responsible for spelling instruction in grades 5 through 8. The teachers were asked to determine which of the two spellings were correct or if both were, to so so indicate. Each teacher was then interviewed using a 5 item questionnaire to determine current teaching practices. It is important to note that every one of the two spellings was grouped according to phonetic regularity founded on the one sound-one symbol principle.

The study examined sets of spelling materials and found an average of 34.7% of the words were included for instruction in three sets (*Power to Spell*, Hanna et al, 1967; *Basic Goals in Spelling*, Kottmeyer & Ware, 1964; *Individualized Spelling and Writing Patterns*, Research for Better Schools, Inc., 1975). But when considered separately, the criterion that at least 25% of a sample of



32 target words would be found in these materials, was met by only one of the aforementioned. Since the less regular of two alternative spellings were included for instruction, the hypothesis held to a limited extent. Viewed together, over 53% of the words used were less regular. Hypothesis three suggested that a sample of teachers would have a low level of awareness that all 30 target word-pairs were equally correct. Since no one of the 50 teachers in grades 5 thru 8 indicated that he/she was aware that all of the 30 target word-pairs were equally correct, the hypothesis was accepted. . . and replicated Mazurkiewicz and Berk findings:

This sample of teachers more often identified the more unphonetic or less regular spelling as correct for 21 of the 32 target word-pairs. It can also be seen that this teacher sample often made choices which were in agreement with the choices shown in the spelling materials examined.

However, there is a low relationship here since none of the materials used in the study provide instruction on correct alternative spellings.

When queried in an interview designed to evaluate current teaching practices, 98% of the educators replied negatively to the question, "Do you teach anything about alternative spelling of words?" Asked if they would be willing to teach variant spellings of words now that they were aware of them, 84% replied affirmatively.

It was concluded that since a majority of educators emphasized in spelling instruction whatever is used in the curriculum or instructional materials, authors and publishers and the changes they utilize would appear to provide one basis for change in spelling (Mazurkiewicz & Gould, 1976).

Superficially, at least, the assumption that spelling changes will be gradually assimilated into the printed forms of American English seems justified (Mazurkiewicz and Rath, 1976).

Mazurkiewicz and Rath proposed in their study of effects on adult spelling choices that:

. . . adults, bombarded constantly with repetitive visual inputs, would report that media usages affected their spellings of words and the spellings of some more than others, but would also report other sources as influences on their spelling behavior. Media, for purposes of this study, was defined as all visual communication sources where print is utilized.

A questionnaire using the word corpus selected by Mazurkiewicz and Berk (1976) was given to 500 adults with an age range of 18 to 55 who attended Kean College of New Jersey and Seton Hall University. A random sample of 10% of the respondents was interviewed as well to clarify the rationale for the responses.

It was found that adults recognize diverse sources as influences upon their spelling choices and that "choices between spellings (were) more often to the less regular of the alternatives." Over 35% chose sight, the fact that it looks right, as the reason for their choice between two possible spellings. "Having been taught a particular spelling" was shown to have more influence (31%) over media (nearly 20%) on the choice of two alternative spellings adults reason to be correct when all the words in the study are considered.

In the interviews:

No one of the participants when probed reported that they had been taught that both were correct. This suggests that media usages have been quite influential in developing a recognition of alternative spellings whereas formal instruction has given no attention to this information. A confirmation of Mazurkiewicz and Gould (1976) that only 2% of teachers who are currently providing instruction on spelling teach something about alternative spellings is suggested.

Of those interviewed, some felt that certain spellings were acceptable only under certain circumstances. Those who attributed the influence upon their manner of spelling to the media, selected both regular and less phonetically regular spellings which suggests that the media are not consistent users of the phonetically regular spellings.

It would appear that media sources, being a strong factor in developing such spelling knowledge, could be an effective tool in furthering change. Thus repetitive SR-1 in media could it would seem, produce acceptance of such spellings as *sed*, *red*, *thred*, as equivalent spellings and eventually provide the basis for acceptability in instruction and thus, finally, changing certain spellings (Mazurkiewicz and Rath, 1976).

In a review of the current status of spelling reform which recapitulates the information gained in some of his own work, Mazurkiewicz states:

The analysis of the learning to read activity (and reading well) indicates that the orthography as conventionally printed is a major handicap. The work of Downing and colleagues on the use of i.t.a. has demonstrated conclusively that traditional orthography is a significant handicap to the child's task of learning to read. Soffiatti, in his linguistic analysis of the language, demonstrated that traditional spelling was the primary cause of failure in learning to read.

A study of Japanese children (Makita, 1968) when compared to those in the United States demonstrated that, average reading disability for the Japanese who use a phonetic spelling form was ½ of 1% compared to the 25% average for reading disability in the United States. The difference was attributed to the manner in which English is spelled and it was suggested that Pitman i.t.a. which compares favorably to Japanese phonetic spelling could be the way to proceed to handle the problem (Mazurkiewicz, 1976).

Research exists which infers that both children and adults often choose a word they know how to spell rather than the first one thought of using the rationale that "if they don't know how to spell it, they can't find it in a dictionary."

But conventional spelling is also racist and the *arbiter elegantiae* of social class or status. There is a marked tendency to use the spellings a person writes as a measure of his literacy or social status: good spellers are associated with the well-educated upper class, poor spellers with the poorly-educated lower class. Rewards, in terms of employment, promotion, etc., are often related similarly for as Perrin and Smith pointed out in their *Handbook on Current English*:

The man who writes with no misspelled words has prevented a first suspicion of the limits of his scholarship, or in the social world, of his general education and culture (Mazurkiewicz, 1976).

In his article Mazurkiewicz reports that "one sample of 230 educators, businessmen and secretaries showed that 88% favor some type of spelling reform while another sample of almost 800 educators confirmed this finding indicating widespread current interest."

Many reformers and alphabeteers exist, but little evidence exists that these reformers . . . have proceeded logically to marshal support . . . Changes in spelling have occurred primarily in the realm of business and industry and these have been adopted by the public at large . . . Resistance to spelling reform, . . . is often encouraged by managing editors of publishers whose style sheet or house manual indicates what spellings are acceptable in its publications . . . editors believe that they are the final arbiters to keep the language "pure" and, if a choice is available, will apparently choose the more complex, the more unphonetic, the more irregular spelling.

In the section of the article headed *Direction for Change*, Mazurkiewicz proposed that,

If those words which do not consistently follow the consonant and vowel rules as established for reading instruction were made to conform, learning to read and write would be vastly easier since no exceptions to generalizations would exist and only 25 to 30 rules would need be learned and readily mastered. We might move in the direction of an elimination of unnecessary silent letters and might start with those which were inserted based on false etymology (the *b* in *dumb* and *doubt* for example), but not those which are morphophonemic (the *b* in *bomb*, *bombard*, the *g* in *sign*, *signal*); the elimination of the diacritic silent *e* following *v*, *z*, etc. where the signal today is meaningless or redundant, the reduction of alternative graphemes to represent the sounds of English, the addition of the diacritic *e* following vowels to provide digraphic representations, etc. are but some of the possibilities. . .

We could encourage more business and industries to utilize additional phonetic spellings and expect that television and other advertizing media will establish these as the accepted spellings. . . (Mazurkiewicz, 1976).

Since there is no national regulatory body to rule on the direction spelling reform should take, commercially used spellings might eventually cause changes that are as inconsistent as present spellings or prejudice the learner's interests in spelling. Examples of contradictory spellings are suggested in the commercially simplified *yogurt* and *gelatin* and the more complex commercial usage of *brunette* (Mazurkiewicz, 1977).

The logicity of spellings originating in advertizing and whether these spellings should be rejected or absorbed within the framework of making the child's task simpler when learning to read or spell was the focal point of still another Mazurkiewicz research project.

From a previous study, 6,127 items were analyzed to establish a trade name word corpus. These were then classed according to the number of words in each trade name that had been simplified. The group of words were then classified by spelling pattern and each pattern compared to the frequencies of existing spelling patterns found in Dewey (1970) and Hanna (1966) corpuses to

establish the way the spelling change altered the word (to a more frequently used spelling pattern or one used less often). This determined the logicity of the change. "logicity of the spelling changes was defined as the adoption of a more frequent spelling pattern as a substitution for a less frequent one or the adoption of a spelling which provided a one sound-one symbol pattern."

The corpus contained 367 different trade names chosen from 2,578 items with non-standard spellings present on the shelves in one New Jersey A & P supermarket. It was found that:

Spelling changes occur most frequently in the spellings of the phonemes /ie/, /ee/, /k/ and the word *and*, or when dropping letters. Over ¼ (26.9) of the changes that have occurred thus far center around the phoneme /k/ with some change in the usual spelling of *c*, *k*, *ck*, *q* or *x*. A total of 68.4% of all changes occur in relation to spellings of /ie/, /ee/, /k/ and the word *and*. (Mazurkiewicz, 1977).

It was also noted that only 29 commercial trade names deviated from consistent simplification toward the least complex spelling pattern.

The results of this study indicate that trade names typically exhibit logical spelling changes, that is, changes which substitute a more frequent spelling pattern for a less frequent one. The results permit rejection of hypothesis one that trade names extend over the range of 40 phonemes usually identified in American English speech, but the acceptance of the remaining 3 hypotheses: that the majority of trade names represent a simplification of word spellings to a more regular form, trade name respellings focus largely on a limited number of words (Mazurkiewicz, 1977).

The author concluded that changes made in spelling trade names can be viewed as positive when one considers the welfare of the child learning to read and spell. Commerce spellings were also seen as a beneficial source of spelling reform (Mazurkiewicz, 1977).

The need to consider problems surrounding the adoption of spelling reforms has been noted recently by spelling reformers as a largely unresearched area. Kenneth Ives (Summer, 1979) executed a small preliminary study of reactions to a listing of various reformed spellings. The questionnaire he devised asked respondents to rate each spelling on a scale from +3 (approve strongly) to -3 (disapprove strongly). Unfortunately, Ives fails to describe in sufficient detail the procedures used and the population studied.

Using the results obtained from the questionnaire, Ives developed 8 steps toward what he termed "Progressiv Spelling." These steps focus upon those words which received a favorable average rating in his study. The first 4 steps use only spellings listed as alternates in a majority of college dictionaries. Kucera and Francis (1967) were cited as the source for word frequency.

PS1 includes *altho*, *tho*, *thru*, *thruout*, *thoro* and *thoroly* which occur 1,902 times per million.

PS2 is composed of *catalog*, *cataloger*, *cataloging*, *dialog*, *prolog* and *synagog*, which occur 25 times per million.

PS3 consists of *canceled*, *diagraming*, *programed*, *programer*, *traveled* and *traveler*, occurring 70 times per million.

PS4 lists *burnt*, *dropt*, *fiat*, *mixt*, *spelt* and *stopt*, whose frequency is 407 times per million.

PS5, PS6, PS7 and PS8 include *appeard*, *followd askt*, *publisht*; *enuf*, *lotograf*, *nabor*; and *fiscl*, *levl*.

Ives presents his case for "Progressiv Spelling" as follows:

Experience in Australia with Harry Lindgren's "SR1" indicates that many users of English are not accustomed to using phonemic rules. They have some difficulty, and make some errors, in trying to apply a rule on spelling reform . . . Likewise, publishers and proof-readers want a definite list, rather than a rule, so they can quickly check newer spellings for accuracy.

These considerations, and concern for economy of effort, have led to the plan, in Progressiv Spelling of only changing at first the most common words affected by a phonemic rule. . .

Three criteria were used in developing these lists. One was to have at least the five most common words fitting the rule . . . The second was to include all applicable words occurring 100 or more times in 1 million words of varied reading matter. Third, controversial words are omitted at this stage . . . The shorter spellings are used about 1% of the time in printed work, as shown in the Kucera and Francis word counts.

Ives suggests this rationale for acceptability of spelling reform:

A first rule of acceptability seems to be that changes at the end of a word are more acceptable than those in the middle or at the beginning . . . The second rule . . . seems to rest on the fact that some proposed changes have been used by a minority of writers for many decades.

He concludes that one sound strategy would be to publicize the relative merits of i.t.a. or World English as an initial and later teaching medium in our schools. At the same time, adults would be urged to adopt PS1 to 4 which would increase usage of some of these reforms from the 1% level toward the 51% level. Once these practices become established, Ives feels that other reforms will be more readily accepted.

A follow-up study by Ives asked readers of *Spelling Progress Bulletin* to respond to the same questionnaire. It labled the earlier group sampled, "Progressives" and the readers of the *Bulletin* who responded, "Reformers." Ives found both groups in favor of the first six Progressiv Spelling Steps and two of three parts of Step 7 (*enuf, rut; foto, fotograf, sherif; livz, telz; stool, caracter*). He concluded:

If we wish to get some reform adopted, we will probably have to stay closer to what progressive adults are ready to favor, rather than to succumb to the enthusiasms of spelling reformers . . . But for the sequence and timing of steps, the reactions of . . . the public at large, need to be known and largely followed (Ives, Fall, 1979).

Valerie Yule (1975) examined illiteracy from all views outlining in her draft notes the causes of literacy, factors in our culture that affect literacy, factors in the child, problems we set the child, etc. Using the premise that it is sensible to consider changing the task of learning to read rather than to change the child, she addresses English spelling with:

The people who tend to become educated tend to be those who found learning to read an easy task. The experts on reading problems today are educated people who found learning to read easy, and cannot understand why spelling reform is necessary for those who find it hard

Her many recommendations included the encouragement and sponsorship of experiment and research in spelling, changing primer print to minimize reversals and confusion and a number of sound teaching practices that included teaching that some spellings are sensible while others are not.

Beginning with the premise that the modification of English spelling is part of the fight against social injustice, Yule (1976) found, "Spelling reform has been a major plank in social reform in most countries which have changed their social systems in this century."

In her most recent article in *Spelling Progress Bulletin*, Valerie Yule (Spring, 1979) expressed her concern that "any realistic spelling reform must take into account the human beings who are expected to accept it, learn it, and use it," and proceeded to recommend practical steps toward reform. In a review of some Australian studies, she noted that "any reform to be acceptable at present could not change the rendering of more than one phoneme in ten - a sort of Zipf's law - or readers would object to the strange appearance, and writers would be reluctant to try it in ordinary usage, . . ."

The process by which we record ideas on paper is more absurd than many of us realise. Having an idea in our minds we (1) think of a series of sounds which we call words.

But we then (2) think of a much more complicated series of sounds (represented by letters), usually entirely different to the first.

Then (3) we think of a series of signs that will represent the latter (called letters/spelling) and (4) we write them down in little groups called words.

(5) Although these signs have not the slightest resemblance to the idea originally in our minds, we have been trained to think of the one thing whenever we see the other.

We have had so much practice in performing these mental acrobatics that we do not notice how absurd the process is. Let us visualise the animal that is said to have jumped over the moon:

(1) We combine certain sounds and say

(2) We then proceed to give the sounds a name: seeohdublyou, which certainly has no resemblance to the word we first thought of.

(3) However, our hands have been trained by a long and painful process to trace out certain signs when we hear seeohdublyou. We write COW.

(4) We now forget that COW has anything to do with sound. It has become a picture, not very different to the sort of picture that a Chinaman makes when he writes. But it certainly does not resemble the animal. Yet purely out of habit we call it COW and it arouses in us the same feelings as the animal itself does (Deans, circa 1955).

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## **Appendix**

### **Exhibit 1**

November 2, 1979

Dear Sir:

As graduate students enrolled in seminar at Kean College, Union, New Jersey, in partial fulfillment of the requirements for a Master's Degree, we have compiled the enclosed questionnaire regarding spelling preferences.

Our survey pertains only to those chief executive officers selected by *Financial World* (March 15, 1979) for bronze awards or certificates of distinction.

Won't you please take a few moments to answer it? An early response (preferably before December 1, 1979) in the self-addressed stamped envelope would be most appreciated.

Please check in the designated box if interested in a copy of the results of our research.

Sincerely,

Laraine Jason, Pauline Papailiou

### **Exhibit 2**

November 24, 1979

Dear Sir:

The chief executive officer of your firm has responded to a questionnaire which was devised in partial fulfillment of the requirements for a Master's Degree at Kean College, Union, New Jersey.

The second phase of the study requires the mailing of resumes to personnel directors of the companies that returned the original questionnaire.

We request that you examine the enclosed resume for the position sales representative and answer the questions accompanying it. Please return the questionnaire in the enclosed self-addresses envelope, preferably before December 15, 1979.

You may check the designated box if interested in a copy of the results of our research.

Sincerely,

Pauline Papailiou, Laraine Jason



**Exhibit 3**  
Questionnaire

Directions: Please circle *yes* or *no* where indicated. If more space is required when answering questions, please use reverse of this form.

1. Does the applicant meet educational requirements? Yes No
  2. Does the applicant meet experiential requirements? Yes No
  3. Is: the applicant's command of language acceptable? Yes No
  4. Can you identify any specific factors contained in the resume which would render this applicant unacceptable for the desired position? If so, please qualify your response by citing specific examples from the resume.
- 

5. Based solely on this resume, would the applicant be invited for an. interview? Yes No  
If not, why not?

---

6. Based solely on this resume (and assuming all other criteria have been met), would you consider hiring this applicant? Yes No

7. If the answer to number 6 is no, what reason would you give for the applicant's undesirability as an employee with your company?

The nature of this research prohibits its specific identification at ,this time. If, however, you would like to receive a copy of the results, please check the box below. It is not necessary to sign your name.

I would like a copy of the research results..  
Company

---

**Exhibit 4**

*Resume Word Corpus*

<i>Reformed Spellings</i>	<i>Traditional Spellings</i>	<i>Reformed Spellings</i>	<i>Traditional Spellings</i>
1. publisht	published	10. rite	write
2. canceled	cancelled	11. fotograph	photograph
3. skool	school	12. catalog	catalogue
4. hi	high	13. altho	although
5. guvernement	government	14. thoro	thorough
6. program	programme	15. definitely	definitely
7. lo	low	16. dialog	dialogue
8. thru	through	17. caracter	character
9. bizness	business		

*[Spelling Progress Bulletin Spring 1981 pp17,18 in the printed version]*

### **3. Book Review, by Valerie Yule\***

\*Old Aberdeen, Scotland.

**Cognitive Processes in Spelling, Uta Frith, Editor,**  
Academic Press, London, New York, pp. 564 +xii, 1980, \$39.50.

This important book represents a change in spelling research that is of great significance for all who are interested in spelling reform.

Among the 32 contributors are researchers from departments of medicine, linguistics, electronics, and psychology - the latter being dominant.

As Yvette Tenny (one of the contributors) comments, in the past "investigations of spelling in general have tended to focus on correlates of individual differences in spelling and on the different kinds of spelling tests." This book focusses on "the central issue in cognitive theory . . . the internal representation of words." And it is essential to know how words are represented in the mind to be accessible for writing and recognised in reading, if an optimal English spelling reform is to be designed. This book does not suggest that the answer is yet found, but it reports research that suggests that the 'form of the word' is more complex, and more of an integrating process than debaters have assumed-the debaters against spelling reform as well as those thinking that an ideal sound-symbol correspondence would be possible and practical.

The content of the book is wide, covering the history of spelling teaching and reform, the relation of spelling and language, how children learn to spell, the variety of strategies that are used to spell or read, the spelling abilities of the deaf and language-disordered, the good-readers-but-bad-spellers, and our own slips of the pen. Some collections of spelling errors and actual tests used are included, although in some reports one might wish for more details to check whether the experiment actually justified the conclusions drawn.

This review will focus on central aspects of spelling reform. In her introduction, the editor states that 'on the whole no strong argument for spelling reform can be made on the basis of this book,' but in fact it gives lines for :research on 'optimal spelling,' which would not be the present one, it gives encouraging signs that spelling research is moving into the whole empty field of the psychology of spelling, and there is telling argument for reform in the descriptions of the multiple strategies at present required for successful reading and writing, and even in little details such as the valid expectation that everyone makes spelling mistakes through ignorance at some point.

Spelling reformers should take account of the evidence here that reading and writing have differing requirements, so do the learners and the experts, and so do the linguistically skilled and the unadept.

Recognition is easier than recall, but all the same spelling is shown to be unnecessarily more difficult than reading because there are more alternative possibilities to consider. However, the lack

of predictability in both tasks is still not sufficiently considered as a factor causing difficulty, although it is recognised that it does make less feasible the otherwise admirable technique of 'learning to read by writing'.

Some perhaps unnecessary effort goes into proving that good spellers and readers do not rely on straight sound-symbol correspondence once they become proficient. It stands to reason, with the present English spelling, that they could not become proficient if they did.

There is evidence to show that good readers and spellers do make what use they can of sound-symbol correspondence when necessary, especially in learning and decoding new words, and evidence for a phonological factor in the mental representation of words is shown in experiments on the nature of slips of the pen, the strategies of successful deaf readers, the spelling of pre-schoolers, and good spellers' mistakes. It is suggested that once words are familiar and encoded in their 'mental representation,' later recognition becomes automatic and does not require sequential auditory processing. There is an active integration of all information available to the individual-and individuals differ in this - rather than invariant hierarchical processing through modalities that can be represented in diagrams with little boxes.

Reliance on a single strategy is not enough - whether it be sound-symbol correspondence, rules and analogies, visual memory, Chomsky deep structure, or Smith's direct line to meaning.

'Rules' are clues rather than rules, and several writers quote Hanna et al (1966) who generated over 300 rules which predicted spellings of a 17,000 word lexicon with less than 50% accuracy.

Chomsky and Halle's argument (1968) that the English orthographic system is used by reliance on deep systematic phonetic structure which is lexically based is not accepted. (See, e.g. Marsh et al, ch. 15) The point by Simon and Simon (1973) is taken that there are too few word pairs of the type *critic-criticise* to be useful, and such analogies often lead to mis-spellings, e.g. *proceed-procedure*, as well as usually being of too low frequency to benefit learners.

Frank Smith's theories (1971, 1973) are criticised as still lacking the empirical investigation needed to justify their considerable influence. Research reported shows that beginners use strategies requiring more phonemic information than older children and adults, and it is only the most proficient spellers who appear able to operate on visual information only, using analogy without any apparent phonemic basis. Smith's oft-quoted and misquoted assertion that a phonemic-based orthography would be distracting for fluent readers has never, I think, been directly tested, although it well could be, but it is not supported by differences in 'regular' and 'irregular' words in these experiments.

The overall impression from the research reported is that good readers and good spellers are those most able to use the appropriate strategies from a wide repertoire for particular tasks, and are more adept at storing visual representations of words that they can rely on without phonemic processing- which may be too great a burden on the memory of 'the other half' of the population which emerges semi-literate from ten years' schooling. In different circumstances, skilled spellers emphasise

various visual or phonemic or analogical strategies, while poor spellers struggle with a poor idea of phonological and analogical clues. There are also wide individual differences in strategies, which may be only partly determined by early teaching, and Baron et al (Ch.8) even distinguish types such as 'Phoenician' and 'Chinese.' The moral may be that with present spelling as it is, the process is too complex for linguistically weak spellers to master without great diligence-the rote drill that Desberg et al (Ch. 4) end up recommending for Black English speakers.

Desberg's chapter is worth noting for its consideration of whether dialect speakers are better served being taught to spell in their dialect or in 'standard English.' Spelling reformers must also decide whether a reformed spelling should vary according to the speaker or represent a standard. Desberg et al concluded that there are linguistic as well as social and educational advantages in learning a standard spelling, which they see as actually comparatively easy to learn to read, though a little more difficult to learn to write.

There is extensive and complex use of homophones in experiments in this book, requiring an article rather than a few lines to summarise; final conclusions will also be relevant to spelling reform.

A cheering note is Ehri's support of Chomsky (1971, 1977) and Read (1971, 1973) in recommending that practice in inventing spellings may contribute to the acquisition of orthographic image-forming skill, promoting learner's knowledge of orthography as a speech-mapping skill. (Ch. 14) Experiments in spelling reform may actually benefit the subjects (as my own observations agree) rather than confusing them as some teachers fear.

This is a solid book, for serious students of spelling rather than skimmers. It only remains to be said that among the authors listed in the bibliography are Read, Reed, and Reid.

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## **Book Reviews, by Newell W. Tune**

### **4. Reading and Reasoning, 1979. Downing, John.**

Springer-Verlag, New York, pp. 193, \$16.80.

"Our ignorance about how children learn to read is still enormous; despite all the research that has been carried out. Nevertheless, every now and again we make a small step forward by recognizing the importance of some key question in our theoretical understanding of reading. There are signs that we are now on the threshold of such an advance. In the past two decades a number of researchers, in diverse countries and working on separate lines of inquiry, have produced findings which now seem to be fitting together into the beginnings of a new theory of how children learn to read. Work from five areas-child development, special education, educational psychology; psycholinguistics, and reading itself seem to link up to indicate that the critical factor in developing reading skill may be the child's clarity of thought in the reasoning and problem-solving tasks involved in learning how to read." The evidence shows that school beginners start out with only vague ideas about what goes on in communication-either in speech or in writing.

Research on the causes of reading disability, indicates that one of the main factors is a failure in logical reasoning that is called 'cognitive confusion.'

"Learning to read is only one aspect of the development of 'a language for life'. The acquisition of reading skill is an integral part of this total development." In the beginning a child is very limited in his ability to communicate. After a few years in school, they learn to improve their ability to communicate their ideas - that is what school is all about.

The study of children who have failed in reading by Vernon (1957) concluded that the fundamental and basic characteristic of reading disability, appears to be cognitive confusion and lack of system. This must be attributed to a failure in analysing, abstraction and generalization, generally confined to linguistics. But it is necessary for the child to understand that in alphabetic writing all words are represented by visual symbols. Thus it is possible to represent all the possible spoken words by a limited number of symbols which represent sounds. But a grasp of this principle necessitates a fairly advanced stage of conceptual reasoning. Vernon says "the employment of reasoning is almost certainly involved in understanding the variable associations between printed and sounded letters:" In English this is not very reliable - the same symbol(letter or combination of letters) is often used for two dozen or more sounds, and each sound has a dozen or more ways of expressing it. It is supposed that these sound-symbol associations can be learned by rote memory. But the vast amount of these make the learning process too much for many children. This may not be difficult with very simple letter-phoneme associations but English has so few of such simple associations. And the child must soon be introduced to complex letter combinations before his concepts of categories is properly developed. Some evidence exists to indicate that disabled readers were failing because they were over analytical and this was due to their lack of understanding of the task. They could not sort out the relevant from the irrelevant details.

Reading readiness tests developed by Evanechko et al (1973) measure the child's understanding of the concepts of communication. The home cultural background has a great deal to do with the child's understanding of the functions of speech, words-both spoken and written (printed). A child's ability to understand the concept that communication depends on both speech and print is lacking in some homes. A home which has no reading matter brings a child unprepared to understand the concept of a story being told by a printed page. On the other hand, a home where the child has been read stories has been well prepared for that concept. "Understanding the functions of reading and

writing is of crucial importance and is not acquired easily."

The Bullock Report states that 'If a child knows that what he is writing is going to interest and entertain others, he will be more careful with its presentation'.

Children need to have it explained to them just what is a word. When asked to cut out a word from a typed sentence, some cut out two words - some a part, of a word - usually a sound unit. The proper concept of a word must be understood before the child is able to advance in his ability, to read.

There are many theories on how children learn to read. This resulted in differing reading programs and methods. "Chall's chief contribution in *Learning to Read: The Great Debate* (1967) was to shift the rhetoric in the controversy between exponents of 'look-say' versus 'phonic' methods into logical categories. She classified teaching methods into 'meaning emphasis' and 'code emphasis' approaches.

Evidence is presented to support the cognitive clarity theory of learning to read. No matter what method is used to teach the child, it rests upon this theory. The language experience approach aids the pupil in the 'reading for meaning' and also in motivation.

Phonics and the code of English orthography is thoroughly discussed and examples given. Chomsky's ideas are discussed, as well as Venezky's ideas of morphophonemic code for the units of language.

Phonics is one aspect of teaching reading that is only successful when used with a reliable phonemic code. "It may seem peculiar that transfer from t.o. to t.o. produces poorer results than from i.t.a. to t.o. But, if we reflect further, we see that it is not strange at all. What gets transferred in both cases is probably *understanding, skill and attitude*. In both cases the child is learning how to *read visual symbols*." Having achieved skill in i.t.a., the pupil is better able to transfer his skill to t.o. because he *understands* better.

Then there is a discussion of reading problems beyond the beginning stage, and social factors in learning to read. The Appendix is a chapter on the difference in phonemes of British and American English speech and consequently in spelling (if it is phonemic).

All in all, a thoroughly enlightening book on the process of learning to read.

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### **5. What happens to children - the origins of violence. Yule, Valerie.**

Angus & Robertson, London & Melbourne, 1979, pp. 168, £5.95.

"Any of us who aim to help children with their problems knows how difficult it can be to assess the family situation as a whole, by means of verbal communication. Indeed, no psychiatrist would expect to do that. Hence, play, painting and a free outlet of fantasy, watched and shared, considered and interpreted back to the child is the basic raw material of most treatment sessions: This is a book to be read and shared by all concerned with basic realities of children's lives," (Mildred Creak).

This is a book with many poignant pictures of children and their drawings, as well as some interesting writings. The story of one child's life" by Stephen, age 7, occupies ten pages. It would be a credit to an adult. 95 stories in all, written by children. Some short - some long, but all are interesting and expressive.

The prevention of violence on children is a big point made in this book. "Children are always the

final victims of social injustice, and reforms are needed in the aims of employment, policies, immigration, housing, the economic bases for child-rearing, and facilities for home life. We tend to take for granted the values and assumptions and directions of our culture. We may look more carefully when we see them made explicit in the stories children tell." Indeed, the stories chosen were printed particularly for this purpose, but they will also amuse, entertain you, and give you food for thought.

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### **6. Reading: How To\* Kohl, Herbert.**

Bantam Books, 1973, pp. 207 + xii, \$2.25.

(\*author of *The Open Classroom and 36 children*)

This book will make spelling reformers wonder what is wrong with the thinking of authors like this. Certainly Kohl makes it clear that he thinks there is nothing wrong with the English language. And that if one follows his methods, techniques and suggestions, he can successfully teach reading and spelling. He says, "There is no reading problem. There are problem teachers and problem schools. Most people who fail to learn how to read in our society are victims of a fiercely competitive system of training that requires failure. If walking and talking were taught in most schools we might end up with as many mutes and cripples as we now have non-readers. However, learning to read is no more difficult than learning to walk or talk. The skill can be acquired in a natural and informal manner and in a variety of settings ranging from school to home to the streets. The conditions for natural learning are minimal and certainly not mystical or technically complex. Reduced to basics the following are sufficient to enable people to acquire the skill of reading as well as develop the ability to perfect that skill:

1. a person who knows how to read and is interested in sharing that skill, and who has
2. a nonelitist, noncompetitive attitude toward sharing knowledge and information as well as
3. some understanding of the process of learning to read and
4. a belief that reading is an important human activity that the young should master;
5. pencils or pens, writing surfaces and printed material if possible;
6. a context for learning in which learners feel secure enough to make mistakes and ask questions;
7. respect for the culture and mind of the learner and therefore an ability to understand and use what the student brings to the situation; and finally
8. patience, a sense that there is time to learn.

There are two more conditions that apply specifically to the learner who should have

9. the ability to use some language as well as reasonably intact senses and
10. a desire to read or at least curiosity about reading.

While some of the above points may help in motivation, it shows a lack of understanding of the problems facing beginners trying to make sense out of an erratic spelling system. "It is possible to master the major irregularities of our system." The author seems to be hide-bound by tradition and enamored by gimmicks to interest pupils.

The only thing that this reviewer will agree with is that one cause of the trouble of reading failure lies in the teacher training colleges who are still hide-bound by traditional methods and ideas that don't work often enuf to be successful, and yet persist in teaching teachers to use these methods.

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*[Spelling Reform Anthology §17.5 p235 in the printed version]*  
*[Spelling Progress Bulletin Spring 1981 p20 in the printed version]*

## **7. A Letter to Grandpa, by Timmie A. Dropout\***

\*Harvie Barnard, Tacoma, Wa.

Dear Gramps:

In your last letter you asked me why I wanted to kwit school, and so I'll tell you why. At first I reely liked skool becaus I liked our teecher who liked all us kids. She red stories to us about peepl who did things that kids like to do - like Ben Franklin and how he discoverd lectricity with his kite. And so we all wanted to lern to reed books. Well, Miss Rule had lots of good picher books for us to look at and lern words from the pichers. Then I had the idea that if I had a book just like the wun Miss Rule was reeding to us, we cuud reed along with the teecher. So we tried it on the class and it worked just fine and pretty soon I cuud reed the same stories that we were lissening to. So we lerned lots of noo words every day and skool was reel fun. Miss Rule was reely a neet teacher!

But then they gave us tests and sum of us were put in a class for "speshuls." I gess becaus we were reeding so much and getting books from the liberry which wer for older kids. Our noo class had a man teecher hoo was called a sikologist - a Doktor Rider. He had sum noo rules and sed we wer supposed to start riting and that we must lern basics before we started reeding books about things we wanted to reed about.

Then we took mor tests wich they calld IQ's and wer supposed to tell how brite yoo wer. The 'I' was for interests, or sumthing like that, and the 'Q' was for what they calld a kwoshunt. What ever that is.

Enyhow, Doktor Rider sed we must lern the basics wich wer the 3 R's, and that was when the trubl started. He sed we wern't supposed to be reeding jusy enything - which was what we liked, but that we must follo a basic 3 R program, Reeding, Riting and Rithmetic. We must lern the 3 Rs all at wunse, which the Principal sed was the noo plan wich the Board or sumbody sed was the way we must lern to reed and get educated.

Well, enyhow we had sum reely brite kids in our class and everybody began to laff when Dr. Rider rote on the blackboard. He rote, "Writing, Arithmetic, and Reading." I thot that was so funny I laffed out loud, and he sed, "Tim, what's so funny; what is there to laff about?" And I sed, "It's not the 3 Rs, it's 'W A R' insted! " Then Dr. Rider sort of stared at the words on the board, and kind of coffed, and looked reel mad and grumpy - and the kids thot he was going to paddle sumbody, but he didn't.

My best frend Jorge, who is a very brite kid, put up his hand and sed, "If 'R' is for Writing, and 'R' is for Arithmetic, why did he use the letters 'W' and 'A' when we are supposed to be lerning the 3Rs, and besides it sure sounds like '3Rs', so why change it to sumthing we don't reely say?"

Dr. Rider didn't anser Jorge's kquestion, but sed we cuud rite stories about things we liked to do, so we dropt the 3Rs for a while and tried riting the way the words make sens to us. But after we tried that, wich the kids thot was reely neet, Dr. Rider sed sumthing about fonics had spoilt us and that we wuud hav to start over, and maybe we had better work on rithmetic for a chanj. So I lernt how to use all the numbers to tell how much, how meny, how far, how long and about muney, and that was reely interesting, and very eezy too. We didn't hav to lern eny speshul rules or exepshuns. Jorj sed it made good sens to him, and all the kids got As on the rithmetic tests.



But then we had trubl agen when the teecher sed that when we rote about numbers of things the names of the numbers must be spelt like "one, two, three four." Rite away Jorj - hoo is always getting us into trubl - sed he thot it wuud be better if the numbers wer spelt "wun, too, three, fore, . . ." and rite away all the kids agreed with Jorj - wich must hav bin very bad, jujing by the look on Dr. Rider's face.

And we cuud tell that he didn't like what Jorj sed, but finely he sed that maybe - just maybe - Jorj mite hav a good idea for wuns. But when we came to spelling 8, there was trubl agen. This was because we all thot Jorj was rite when he spelt 8 "ate" insted of "eight." I asked what the "gh" was for, and why not just "eit," wich wud save letters and sound mor like "ate" and still stand for 8?

Dr. Rider told us then that saving time, or making things ezier to lern or to rite wasn't the idea enyhow, but that we'd go bak to riting numbers like numbers insted of names, wich made sens, and so the kids wer happy about that!

So then we stopt rithmetic and went bak to reeding and riting. But sins all the class cuud reed pritty well alredey, we started riting. Dr. Rider explained that riting was supposed to be mostly communicashun, and that communicashun was the most important thing he was trying to teech us. Then we notised that sumthing was chanjing, espeshully when he sed that it seemd that we wuud make better progress if the class went bak to fonics, wich we did, and everybody was happy for a while.

We began riting about things all kids liked, such as cars and airplanes, and rocket ships, and baseball and sokker, and everywun was having fun, and enjoying skool mor than we ever did before. Even Dr. Rider seemd happy, and he sed we kids wer reely lerning to communicate, and that fonics was probably the best way to go! But he sed we'd better lern the rite way to pronouns words so when we spelt them like they sounded they'd be spelt correctly, so we worked on correct speech for a while.

Just when we thot everything was going to be alrite, all hell broke loose when we had a visitor from the skool offis hoo sed we wuud hav a spelling bee! That did it! The first word I got was 'thru,' and I spelt it just like it is, and got dropt out. But I wasn't the only dum wun, becaus nobody cuud spell words like enuf, or coff, or thot, or ruff, or even tuff. Pritty soom the man from the offis had us all down, and he was awful mad, and sed we wer all a bunch of "dum bunnies", and that Dr. Rider wuud hav to begin all over to teech us to spell rite wright, and not rong wrong.

Our teecher sed there wer too meny inconsistencies and too meny silent letters in our English spelling and that we wer lerning much fasterwith fonics and that we wer alredey making good progress in communication. He also sed that we wer lerning to think and to express our thots with originality and without hangups over spelling.

It sounded to us that Dr. Rider had won the argument, but we wer rong, I gess, becaus he didn't cum bakk after that spelling bee. My mom sed they told the P.T.A. that he got sent bakk to a teechers' college sumplase, and my dad was pritty mad and sed he'd like to run for the skool bored. Enyhow he probably got fired becaus we got a noo teecher and started reeding about Dick and Jane running and jumping and riding a bus and playing going to the grocery store, wich was too much baby stuff for me and didn't make much sens to enybody. So they put us all bakk with the kids hoo wer just lerning to reed and rite the wright way, and it sure was a dum class we got into.

And so, grandpa, that is when I decided I had enuff education and decided I wuud rather kwit skool

than stay in that dum baby class. Besides, I now hate skool, and when I feel like reeding I can go to the liberry and reed enything I want. Sum of the words are spelt a littl different, but not enuff to make much differens. So far I hav red Tom Saywer and Swiss Family Robinson and I think I'll reed Trezure Iskand next. A lot of the spelling is stranj but I gess I can liv with it. My frend Jorj sez he thinks he'll kwit too. He sez his dad is tauking about sending him to a privit skool, and maybe we can both get sent ther together, but if they hav spelling bees at that skool we'll probably run away. What wuud yoo do? Yoor loving grandsun, Timmy.

P.S. My berthday is next week and my mother sez maybe I shuud hav a dicshunary. Does a dicshunary teech yoo to think? Dr. Rider had wun at skool but the kids cuudn't use it. But mom thinks I cuud teech myself a lot of interesting words if I had wun, wich wood be a lot better than having spelling bees in that dum bunny class at skool!

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