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To find happiness, you must first make peace with yourself. Education is easy – if you are literate.
Love is doing thoughtful things for each other.

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2. The Sounds of Language – an Added Dimension in Reading Instruction, by Joseph E. Brown*

Questions that need answering: What is reading? How do children learn to read? What is word recognition? How do school books promote reading failure? Do dictionaries promote reading failure? Why doesn't "sounding-it-out" always work? These questions – and many more – must be answered in order to understand what is required for effective reading instruction.

Alphabetized pronunciation notations as the key to the Learning-to-Read process:
"For skor and sehvn yirz uhgo owr fahtherz brawt forth on this kahntinint. ." a pressing need for a logical, consistent, and economical way to spell English words.

Our traditional system, as it has evolved historically, however, cannot now be substantially changed. "Spelling Reform" has far too many economical and social implications' Yet, there still remains a pressing need for one other dimension to our orthography for specific educational purposes.

The above opening passage from the "Gettysberg Address" is for illustrative purposes. It is taken from "The Sounds of Language," and serves only to illustrate the graphics of this proposed "Regularized Spelling and Pronunciation Notation System," which is designed as a component of improved reading instruction and language learning, not for use in general running text.

"The Sounds of Language" is the text, in preparation, which explains the philosophy behind this approach to regularized spelling and spelling notation as applied to the learning-to-read process, and illustrate its various parts. It also introduces the important concept of *Pronunciation Guidance Notations* as the KEY PART of the Learning-to-Read process.

In addition to the graphics and philosophies of a system, however, any valid proposed system also requires an implementation strategy to place it in widespread, effective use. This spelling-pronunciation notation offers an educational philosophy, a graphics system, and an implementation strategy to resolve a part of our orthographic needs without the disruption of an orthographic reform approach.

A Chart and a List are included, also for illustration purposes, Chart I and List I are specimen pages developed in *"The Sounds of Language."* The List format is included because it is comfortable in the traditional style of illustrating pronunciation guidance and spelling symbols. The Chart format may be the most important. It illustrates graphically, on one page, the complete structure of this proposed spelling-pronunciation notation system.

Both the system and the philosophy are based on this combination of critical understandings and observations.

One of the earliest involved and most, important processes in learning to read efficiently is the establishment of the *Auditory-Visual-Neurological Link* leading from the printed page, to the eyes, through the afferent neurological system, to the cortex, for comprehension and integration into

semantic cognition. In effect, the link leads from the unknown (the printed word until the cognition arc is completed) to the known (the semantic understanding of the word from hearing it and using it in spoken language), especially if it involves reading instruction, and if the instructional design is correct.

Linguistically and semantically, the link leads from inherent meanings encoded in the printed word in -question, as chosen by the writer, to mutually known meanings stored in our brains, as developed around the word in its auditory or spoken language (language experience) form.

Ideally, the learning links, depending largely on imprinted neurological networks, should be established, starting at an early age. Typically, they develop and are refined in several styles, from mother's knee to graduate school. They may develop intuitively, incidentally, concomitantly, by specific instruction, or by any combination of such means. Largely, they begin out of ordinary human communication, some parent-teacher encouragement, some natural interest in reading, self effort at learning to read, and other factors.

Speech sound identification, as a part of Word Recognition, is important in the early learning-to-read stages. It is closely tied to spoken and heard language experience, and leads learners to a variety of skills involved with the identification of other word components, to Word Recognition, and on to the comprehension of the word and its context.

However, if the over-all language experience (spoken-auditory language repertoire) has not been developed for any number of reasons out of the general course of normal human communication and interaction, generally starting in infancy, the chances for the development of both the neurological and the lerning sequences are minimized.

Points in Case
In the above paragraph, notice the inadvertent use of the /er/ speech sound in "learning" (lerning).

Implications: The spelling of "ear" (/ir/) appears as a totally different sound in both "early" and "learning." Such inconsistencies appear frequently in English spellings, and probably are the major cause of reading failure, school failure, and high illiteracy rates.

One's life, and the possibility of developing one's human potential to the fullest take a sudden turn for the worse upon the failure to develop both the neurological and the intellectual learning links at an appropriate, early age. The pre-school years are the most important.

Often the results are some degree of life-long semi-illiteracy, a variety of learning handicaps, and all the inherent social, psychological (attitudinal), economic, educational, and other implications accompanying reading-learning failure.

In some instances, it may be the key factor if the development of Dyslexia, or other neurologically-based learning handicaps. In such cases, the physical neurological links between the printed page and the mind are weak and inconsistent. Erratic neural impulses follow weakly developed afferent neural pathways from the printed page to the brain. Word recognition, the starting place, can never be achieved because of poorly established connections.

Our conventional spellings serve the capable, the quick learners, and the advantaged fairly well, but those less apt in reading-oriented learning, because of a wide range of inconsistencies in our traditional spelling, do not fare very well. Our traditional spelling worsens their cases because it provides no consistent patterns (generalities in terms of language communication) to transmit to the brain for ready identification of words and word parts. Any given set of spelling symbols, whole-word or part- word, may (in T.O.) represent dozens of speech sounds to be forwarded to the brain through the neural systems. Thus confusion is rampant.

Our spelling system must include a dimension that serves "the butcher, the baker, and the candlestick-maker" as well as the academic the scholar, and the apt learner, if it is to be a universally useful learning tool.

"Word recognition" is a very commonly used phrase in reading and reading instruction. At times the definition of the "recognition" part merits review.

According to any standard dictionary, the base word, "cognition" means: "the process of *knowing,* in the broadest sense, including *perception, judgement,* memory, etc.

Adding the prefix "re" to "cognition" creates the word "re-cognition" of "re-knowing." In reading and reading instruction, the phrase is applied to describe the skill of re-knowing words in print that are already known (cognized) mentally; and the word becomes part of the standard instructional phrase, Word Recognition.

Beginning readers apply the Word Recognition skills slowly and laboriously at first. Experienced, capable readers with considerable language and learning experience, use specific Word Recognition skills much less, generally in the cases of unfamiliar words, of which there are far fewer, and resort to contextual inference skills. Extremely capable readers, and speed readers barely notice single words, glancing only for key phrases and other "clues", paragraph and page at a glance.

Yet, Word Recognition is educationally a critical skill for developmental purposes; and the skill of "re-knowing" or "recognizing" something in print (words and their semantic meanings in this case) which we already knew or had "cognized" in our minds from previous reading and language experience, always remains useful.

Thus still another definition of reading is the use of Word Recognition skills to identify and transmit neural signals from the identifyable patterns (physical and semantic), the momentarily unknown, to match with the cognized meanings we have stored in our brains, or main frames.

The various definitions of both reading and word recognition all lead directly to the maxim about reading and reading instruction, that *we can only read something we already know.*

If we have cognized absolutely no information about a word like "onomatopoeia," for example, word recognition skills are of little use. Nor can we "read" the word even if we can pronounce it with linguistic precision. If we are familiar with the concept of onomatopoeia, the link will be established at a glance. Yet, the links cannot simply lead from correct pronunciation to an empty cognitive computer bank and be considered "reading."

And in the context of reading instruction, Word Recognition, basically, is one of the processes by which teachers teach little children (and octogenarians as well) to read, by capitalizing on something the learners already know.

First, they capture the learners' confidence and feelings of security about reading, language, and the whole idea of school, by being certain to have their earliest reading lessons contain words familiar in the children's speech for a high potential of word "recognizability" and success. They structure reading activities (stories and lessons) around homely and familiar speech words from the learners' own personal speaking and listening vocabularies. And after that "initial" reading instruction process, the teachers work hard to expand both the learners' general language cognition, and their specific reading vocabularies. That is the "developmental" reading procedure that takes place both in reading classes and in subject matter classes. Those educational and reading improvement efforts continue all through school until the learners become capable, confident, skillful readers, successful as readers, students, and as individuals.

Pronouncing and "Sounding Out"
But intertwined within those initial and developmental learning processes, and later with the development of more sophisticated reading and general language development are the pronunciation skills.

In the beginning reading stages, pronunciation skills have little to do with the propriety of word pronunciation. Rather, at those stages, it has to do with the momentary need to "sound out" those parts of words, or whole words, which are blocking the re-cognition link, until the link can be established between the page and cognition in the learners' mind. Immediately following is that warm feeling, if only for an instant, from the success of recognizing a word, much like that from recognizing any other old friend whom one hasn't seen for a long time.

What is Reading? Speed Reading Drudgery Reading
Given a store of cognitive, knowledge and information in our cortical main frame, reading essentially is nothing more than relating the unknown to the known. A physical process (visual) is connected to a neurological process (the afferent neural system) leading to an intellectual process (cognition).

Reading is a succession of high speed Word Recognitions (re-knowings by way of a variety of graphic clues inherent in the printed words), recognizing the inherent information encoded in the conformational graphic patterns and in the represented speech sounds by way of the neural system, and matching that information (placed in graphic form by the writer) with our own cognitions of the information. The same cognitions of both the writer and the reader have been developed in their winds originally either from having read and comprehended them before, or from having comprehended them from speech and bearing.

It can all happen seemingly with the speed of light, as in the case of speed reading, wherin Word Recognition becomes Paragraph Recognition, Whole Page Recognition, and perhaps Whole Chapter Recognition. The speed reader is so knowledgable (cognitive) about the content, concepts, and language on the printed pages, that the smallest clues, no more than a glance per page perhaps, remind him of everything both he and the writer know (have cognized) in common about the subject matter. At times, the reader may know more about the content than the writer, even. He can read an entire book, magazine article, or a series of newspaper articles (as examples), merely by

skimming and scanning, fanning through the pages rapidly, slowing down only for inconsistencies or poor writing styles.

On the other hand, Word Recognition, and the entire reading process may be a matter of word-by-word drudgery. In such cases, it all depends upon the reader's language experience, the quality of the "link" established, and how much cognition (knowledge) the reader brings "to" the page to be matched with what the writer puts "on" the page.

"Sound-out-Ability"
From attempts to pronounce-out words and word parts for recognition purposes, by syllables and other sound units, arises the need for teachers to say "sound-it-out" to a young student having difficulty with a word. Even though, in reality, few of our English words are sound-out-able because of the way we spell them, much energy is spent in pronouncing-out activities behind classroom walls the world over, in the form of the last resort, "sound- it-out" reaching techniques.

The technique may succeed with phonetically-spelled languages, but with the English language, it is rarely productive. Generally the technique is disappointing to the teacher, and confusing to the word-troubled learner.

Actually, *only the people who already "know" the words can sound them out,* generally the teachers. Think about it.

The Weakest Links its School: Books and Dictionaries
The need to sound out words, and the almost irresistible compulsion to say "sound it out" to a young reader having trouble with a word, finally comes to a focus on the devices used by the editors and publishers of both school books and dictionaries as aids to sounding-it-out- Pronunciation guide notations, those unusual markings before, after, above, below, and between the syllables of dictionary words, which we all wonder about., Like sounding-it- out, only those who don't need it, can do it.

Traditionally, these notations serve two purposes- The first is to prescribe the "correct" pronunciation of words, a noble purpose. The second is (or should be) to aid learners in determining sounds, stresses, and syllabication of words and word parts to aid in word recognition, and thus in reading and language learning.

The Weakest Links:
In time, as both the teacher and the learner become aware of how the learning link, between printed words and the cortex, relate to the learner's reading and educational progress, they also become aware of both the importance, and the weaknesses of the traditional pronunciation guidance systems used in school books and dictionaries.

For instructional and learning purposes, those aids to pronouncing out (sounding out) word parts for general learning and reading purposes, the traditional diacritical markings are the hidden weakest links in all of our school books and dictionaries.

Typically, the pronunciation recommendations are useful to capable learners and readers; but the notations designed to lead the pronunciations, as well as to "sounding-it-out" in the reading instruction setting, are not consistent or standardized. The diacritical markings used vary from one

publication to another, and regularly fail to help the struggling reader-learner determine the sounds of word components and the sounds of whole words.

This weakness in diacritical markings occurs because of their non-alphabetical nature, because of their inconsistency among publications, because of the number and variety of symbols used, and because of the general unfamiliarity with the system, as contrasted with the alphabet , which many children know "by heart',' long before entering first grade.

Reading Failure-Learning Failure
The ability to sound-out words and word components is a critical skill needed at a critical time in the earlier learning-to-read stages of a child's education. Largely discarded as a reading technique as the learner becomes more proficient, it can be a part of the "learning bottle-neck" phenomenon. Sounding out is necessary to establish word recognition, understanding, comprehension, and further cognition.

In that sense, in the failure to provide good, clear, learnable direction for beginning and developmental learners to determine the sounds of words, the dictionary and school book publishing industries may be the most powerful negative contributors to reading failure, to school failure, to learning failure, and to our national illiteracy rates. (1,000-Word Study, 1976)

A Primary Goal and a New Dimension
This weakness in school books and dictionaries leads to the primary goal of this spelling-pronunciation notation system. It is not aimed at prescriptive pronunciation guidance in the sense of teaching language users the proper pronunciation of words. That is an entirely different field of expertise. It is not aimed at spelling reform for spellers, writers, printers, and publishers to use in running text. Nor is it intended for use as a transitional, i.t.a.-like teaching alphabet. That approach proved ineffective, if not damaging. Rather, by the use of a more consistent, logical, alphabet-based set of pronunciation notations to make words more sound-outable for learners of any age, its goal is to improve literacy rates and school success by providing a much higher access factor in the development of reading and language learning skills.

The goal is to be accomplished in two ways:
First by gaining the wide acceptance and use of a more easily learnable set of symbols with improved symbol-to-sound relationships;
Second by eliminating the barriers of difficult to learn to read diacritical markings in school books and dictionaries, making the unfamiliarity of printed books much less formidable, and many words much more sound-outable.

No one will ever be urged to change his preference in spelling styles, however. The traditional spelling is an excellent one in all other respects. The goal is an added learning dimension for all language users.

Validation
The open forum is the best test of the validity. of any proposed learning mechanism. All challenges and suggestions are welcomed.

Premise: Given a valid, consistent, reliable system, the implementation strategy becomes as important as the process and the product.

Theme: "Thinking too precisely upon the event is a common abuse of the faculty." Hamlet

Question: How will such a system be used?

A.) Try this simple experiment: Imagine you are a child just learning to read (or an adult new to the English language), and you see the word "laugh" or "could" (m*ou*ld, w*ou*nd, w*ou*ld, th*ou*gh, b*ou*ght, t*ou*gh, p*our*, h*our*, t*our*, etc. . .) in your reading exercise.

Though you have heard, recognized, understood, comprehended, and used the word many times in daily conversation, it is a total, in some situations, psychologically hostile stranger to you. Feeling "dunce-like", you cannot "recognize" the word in print; nor can you "sound it out" vocally or sub-vocally because of its a-logical spelling.

1) When a system such as this one proposed is adopted, your school book publishers will use it, for example, to introduce and teach your new word (vocabulary) lists preceding different reading levels, in the traditional format, teaching you words such as "laugh" by respelling it as "laf." You will then be able to sound it out, and immediately recognize it in print because the symbols used are consistent with common speech sounds. No symbols such as läf or lâf will be used. (as *school book pronunciation)*

Later, when you see a word like *symbiosis* in your science book, it will look like this:
symbiosis (sim-bee-0-sis) . . .

You will be able to "recognize" the sound of the word instantly, and if you have paid attention in class, you also will be able to understand and comprehend the word semantically.

At the split second when you recognize a printed word, or learn how to make the "linguistic generalities" about how to recognize printed words (and in many cases, how *not* to go about recognizing them) you will have come to a certain realization about the reading and spelling of our language: Most "problems" lie in the orthography of the language.

The magic instant may come about consciously, subconsciously, intuitively, incidentally, concomitantly, by direct or indirect instruction, or a combination of these; but the realization will be the key to your literacy.

Typically, afterward, you will either continue as an observable and measurable reading-school success, or you will join the swollen ranks of those classified as "problem readers," with many enduring consequences. Those are inherent probabilities of the learning-to-read process

2) *As a Dictionary Pronunciation Notation:* In time, your dictionary publisher will have learned to avoid troublesome and expensive diacritical markings as pronunciation guidance notations and as teaching tools. Dictionary entries will be re-spelled like this:
symbiosis (sim-bee-0-sis): two entirely different organ- isms living together in a way that they support and benefit each other in nature.

This appears to make pronunciation (sounding-it-out) for learning purposes a simple matters

3) *Phonetic Dictionaries:* Later, your dictionary publisher will discover both the educational importance and the universal cultural value of simple phonemic re-spellings. He eventually will produce a Phonetic Dictionary for you in which all entries are printed in this style:

laf (laugh): to make sounds of amusement as when you hear a good joke. (läf and lăf are no longer acceptable)

sim-bee-0-sis (symbiosis): two entirely different. . . .

mie-o-KAR-dy'l in-FARK-sh'n (myocardial infarction): a type of heart attack resulting in the death of some heart tissue because one of the branches of the coronary arteries is blocked by a blood clot or embolism (IM-bo-lism).

Educators and publishers of the future will know that diacritical markings are very subtly, but very powerfully, detrimental to the learning-to-read process, and the markings will be eliminated completely from both dictionaries and school books.

4) *Foreign Language Dictionaries.* If you are a native English speaker learning a foreign language, or a native foreign language speaker learning English, your future language texts and foreign language dictionaries will also adopt a system like this one proposed for English Regularized Spelling and Pronunciation Notation.

5) *Dyslexia, Therapy:* The Dyslexias, Agnosias, and Aphasias, along with other linguistic-neurological reading and learning difficulties appear to be a problem in neurological patterning. This orthographic system may have some characteristics that will contribute to the treatment, and prevention of these learning problems.

Little can be done totally to treat reading related disorders like dyslexia. The treatment is basically tutorial, individualized, and uncertain, involving repatterning of the neurological systems in a limited variety of printed language processing techniques. Essentially, it's a problem in very low voltage electrical circuitry.

The human brain is the most sophisticated computer in existence. It operates on electricity, producing, distributing, and operating our neurological system on an estimated 25 watts of electrical power.

Everything our computer-brain has stored in its banks (knows) as intellect accrues through bits of sense information coming to it in coded electrical impulses. The impulses come from our sense organs: sight, hearing, touch, taste, and smell. Sight and hearing are most important in matters of neurological learning disorders. The sense of touch (tactile) is used somewhat in traditional therapy.

The input and output messages, as coded and patterned electrical impulses transmitted by the senses must travel through electro-neurological pathways to the cortex (message center or main frame) to trigger responses or reactions.

For example, when we touch a hot stove, our sense of touch sends an urgent message along neural pathways to our brain, telling us so by electrical impulses generated by the neural cells of the hand. The brain receives the message and sends an immediate response message, coded electrical patterns developed from experience, telling the hand to jerk away quickly. The messages are sent over well

established (conditioned-patterned) electrical circuitry; and the many neurological pathways over which they travel with the speed of electricity, have begun to form long before birth. The message arc occurs so quickly and naturally that we are not even aware of it in many cases. We might trigger the entire process automatically, as in the case of jerking our hand away from a cold stove before realizing it is not hot.

Sometimes something goes wrong in the building of some of our neural circuitry. It generally has nothing to do with the lack of native intelligence. In fact, such learning disabilities might tend to occur among people of higher intelligence. Many geniuses have suffered from dyslexia.

As a result of a combination of many conditions, some individuals' neural pathways fail to become well established by way of biological patterning. The incoming and returning messages to and from the sense organs travel along poorly formed electro-neurological paths, presenting garbled or weak messages to the brain. The messages in the form of very low power electrical impulses (no pre-amplifiers in the neurological system) may travel erratically. Perhaps they never reach the cortex at all. Like a faulty electromechanical relay system in your car, the message, centers involved might vacillate, chatter, and even "burn out" some of the circuitry completely. The messages are garbled or lost, expended as electrical energy trying to overcome too many ohms of resistance in the circuits.

The ability to read printed words is based on that same system; but our English spelling system tends to send garbled messages from the start because of its inconsistent orthographic patterns.

As the eyes of the reader (or would-be reader) scan the patterns of printed words they must search for and find identifyable spelling sequences to develop into a code for word recognition use. Like radar scanning the horizon, they must find something identifyable to convert into intelligent information. The electrical impulses generated by the vision system must travel over well developed neutral circuitry to the cortex where the patterned impulses must be converted into meaning and comprehension by a recognition process. Note the careful use of the word "re-cognition" in view of the reading axiom: We can read only that which we already know (have cognized).

Dyslexia, and similar learning faults, occur when the word recognition electrical code patterns are weakly formed and must travel over poorly developed afferent neural systems to the cortex. No consistently meaningful patterns or code sequences are established; and the central neurological mechanisms operate like an erratic, vacillating electrical relay that receives weak or faulty electrical signals or no signals at all to operate on because of poorly established electrical paths.

The irregular and inconsistent spelling patterns of our English words serve many purposes; but they also promote faulty neural circuitry: Dyslexia and other learning disorders. The spellings are a hand-me-down system inherited from languages and cultures worldwide, traceable to origins preceding ancient Greek and Latin languages. They have little sight-to-sound relationship, which is critical to both neurological linkage and to the identification-to-recognition linkage needed by the reader to find meanings in the letter sequences of printed word patterns.

Any system of regularized orthography suggesting therapeutic use in the treatment of dyslexia must offer orthographic consistency and must promote a direct relationship to spoken language sounds in order to establish the necessary, usable neurological circuitry. Orthological consistency and validity

are the keys to that relationship. This cannot happen unless some form of "alternate" orthography is accepted and utilized in a relatively wide range of communication activities.

Q.) How is a system such as this to be put into wide circulation and use?
A.) *Through Textbook and Dictionary Publishers.* It is entirely a business matter. Only those educational publishers who are willing to make a commitment to better reading-learning programs. .

The dominant influence in education since colonial times has been the school book and dictionary publications industry. In a large sense, they determine curriculum: What is taught, when it is taught, and how it is taught in our classrooms across the nation.

They provide hardbound school books; and the durable highly structured textbook is the staple of schoolrooms from kindergarten to postgraduate, nationwide. Mini-computers and microfilm will never totally replace them in classrooms and on library shelves.

School book and dictionary publishers exist because millions of their books are sold and distributed annually on the basis of a complex school book "adoption" system. One publisher persuades school systems to use his books only, in all grade levels, in preference to another publisher. The stakes are high.

The text book adoption system Is a marketing and distribution system based on two different types of sales territories the "Closed" and the "Open" territories. The state of Texas, for example, is: a "closed" state. A state-wide, selection (adoption) committee "picks' the textbooks for all six elementary school grades, for example, to be used by every teacher and every student in every classroom in the state for the next several years.

Other states, Michigan for example, are open states. Each single school district, and sometimes classroom, "adopts" its own choice of school books often through curriculum or selection committees of various kinds. Some committees follow very carefully controlled study and evaluation steps. Some purchase their books out of catalogs. Others adopt a series of books largely because another school system uses and recommends them. Detroit is prime open-state territory.

The Implementation Strategy in operation is to persuade those influential of "adoption" of a publisher's books, especially in closed territories and large metropolitan open territories that only the school books and dictionaries should be "bought" that have a commitment on the part of their publishers to "regularized spelling and pronunciation guidance" for improved education and a higher rate of literacy in our country.

Regularized Spelling, and Pronunciation Helps
In-Line Pronunciation Helps -Dictionary Pronunciation Guides – Phonetic Dictionary

Preface Notes: Because this orthographic system involves clear-cut implementation strategies, and the strategies are as important as the end product itself. Please keep these considerations in mind when examining any illustrative transcriptions.

Introductory Sequence: The following is the preferred 6-step sequence for its application.

Step 1. *In-Line Pronunciation Helps:* In school books, as in new word (vocabulary) lists at the varying levels of Reading/Language Arts books, and as pronunciation helps for difficult words in science books, for example, (leucocyte – LOO-ko-siet, not lū-kō-sīt. These are more economical to print, simpler, and more consistent.

Step 2. *Dictionary Pronunciation Notation:* In dictionaries, following traditionally spelled entry words in lieu of more complicated and varied diacritical markings for apparent reasons: *onomatopoeia:* (*ŏn"*ō-*mat"-Ō-pe'ya – ah-nuh-mah-tah-PEE-yuh. . .*)

Step 3. *Phonetic Dictionaries:* As in the basis for the Phonetic Dictionary entry system (UPPER CASE indicates PRIMARY STRESS).

kawf – cough. to expell air forcefully from the lungs.
laf – laugh: to make sounds of pleasure.
HER-ee – hurry: to act or move quickly.
mie-o-KAR-dy'l in-FARK-sh'n – myocardial infarction: a type of heart attack.

Step 4. *Foreign Language Dictionaries:* for use in foreign language dictionaries for pronunciation and definitions Foreign Language-to-English and English-to Foreign Language.

Step 5. *Alternative (Informal, Non-Academic) Spelling:* allowed to evolve as it proves useful and economical for personal, non-academic informal written communication.

Step 6. *Dyslexia Therapy:* As a possible source of prevention and treatment for linguistic-neurological reading and learning difficulties.

Chart I and List I follow, to illustrate the complete set of symbols involved with this spelling-pronunciation notation system. They summarize the added dimensions to reading instruction.

Symbol Selection: Each symbol on the Chart was selected after lengthy deliberation and comparison on the basis of these primary considerations:

1) Only traditional alphabet letter characters should be used in any alternative spelling system. They must be found on any typewriter or computer keyboard, and in any type font.

2) The symbols chosen must represent the phonemic spelling components of the simplest and most ordinary spoken words – not necessarily of words that appear most frequently by count in selected printed context.

To illustrate that combination of word-symbol choises: Never will your family physician ask you to say "a" during your annual checkup. He would prefer that you say "ah." Nor will he ask you to köf when he wants you to "kawf."

By design and choice, the symbols require a working relationship to real-life language in preference to one based on printed running text occurences.

3) Re-generating the dependency upon fabricated rules, generalities, and a plethora of exceptions, common to traditional spelling and pronunciation, should be avoided. There should be no need to rely upon such generalities as "I before "e" except after. . . and except in such words as...

4) The diacritical marking systems for pronunciation and for any approach to alternative spelling should be avoided. Extensive-intensive teaching experience and observation have proved the markings complicated difficult to learn and to apply, and inconsistent among various publications. These characteristics become educationally critical, especially among "slow starters" and learners who have not "kept pace" in the development of their reading skills.

As learning tools, diacritical markings serve only the apt and the scholarly well; and ultimately "the butcher, the baker, the candlestick-maker" but the rest of the community must be served with equal interest if we are truly concerned with literacy and the fullest development of human potential.

Typical Dictionary-School Book Examples:
anthocyanin (an-tho-sy-a-nin) – standard Dictionary (actual) a*nthocyanin (AN-thuh-SIGH-uh-nun)* - actual school book lesson.
anthocyanin (an-thuh-SIE-uh-nin) – proposed.

Other Applications
6) *For Computer Use:* Because the 50 graphic symbols of this system are so stable and consistent linguistically, and represent the fullest usable range of recognizable speech sounds in English and other languages. It lends itself well to OCR (Optical Character Recognition). Its full range of uses may depend upon the skills and imagination of computer experts.

The wide variety of traditional spelling possibilities is eliminated, leaving, in effect, only 50 possible spelling components. They have been assigned numerical values as an integral part of the system.

Others:
For the Study of Linguistics
Theatrical and Dramatic Uses (Dialects)
Radio and Television: Pronunciation of difficult English and non-English proper names. (sol-zhuh-NEET-s'n)
Foreign Language Phrase Dictionaries
Informal (Personal) Spelling. For strictly private (Non-Academic, Non-Published) writing.
Unusual Learning Disabilities: For use in instances in which learners are totally unable to communicate in writing using traditional spellings.

In this application, as in all applications, the system should be totally *adaptive,* used only when it has clear and specific advantages.

Example: In personal spelling and cases of unusual spelling disabilities, there should be absolutely no objection to spelling *thick* and *thin* as *thik* and *thin.* It's a practical matter.
Selective Adaptation: To adapt certain spellings for informal usage, or for controlled educational usage, in cases of simple, frequently used words that tend to cause learning-reading-spelling problems.

See: ear-learn-earn-beat-beat-.wealth, for example.

An Illustrative Transcription
The Complete Gettysburg Address **[1]**
from *"The Sounds of Language"* by Jos'f EE. Brown

For skor and sehvn yirz uhgo owr fahtherz brawt forth awn this kahntinent uh neu naeshn, kuhnseevd in libettee, and dehdikaetd too thuh prahpuhzishn that awl min ar kreeaetd eekwal.

Now wee ar ingaejd in uh graet sivil war, tehsting whehther that naeshn, or inee naeshn, so kuhnseevd and so dehdikaetd, kan lawng indeur. Wee ar meht awn uh graet batlfeeld uhv that war. Wee hay kuhm too dehdikaet uh porshn uhv that feeld as uh fienl rehsting plaes for thoz hoo hir gaev theht lievz that that naeshn miet liv. It iz awltoogehther fiting and prahper that wee shud doo this.

Buht in uh larjer sens wee kanaht dehdikaet wee kanaht halo this grownd. Thuh braev min, living and dehd, hoo struhgld hir, hav kahnsuhkraetd it far uhbuv owr poor power too ad or deetrakt. Thuh werld wil litl not nor lawng reemehmber hwaht wee sae hir, buht it kan nehver forgeht hwaht thae did hir. It iz for uhs, thuh living, rather too bee dehdikaetd hir too thuh uhnfinisht werk hwich thae hoo fawt hir hav thus far so noblee advanst. It iz rather for uhs too bee dehdikaetd too thuh graet task reemaening beefor uhs – that fruhm theez ahnerd dehd wee taek inkreesd deevoshn too that kawz for hwich thae gaev tkuh last ful mehzher uhv deevoshn; that wee hir hielee reezahlv that theez dehd shal naht hav died in vaen; that this naeshn, uhnder Gahd, shal hav uh neu berth uhv freedm; and that guhvernmint ubv thuh peepl, hie thuh peepi, for thuh peepl, shal naht pehrish fruhm thee erth.

[1] *Notes:*
1. By Abraham Lincoln.

2. This transcription is for illustrative purposes only. The "Regularized Spelling and Pronunciation Notation System" is designed for specific instructional and learning purposes. See: The 6-step Implementation Strategy.

3. When stress (accent) is considered, only *primary stress* is indicated. Upper Case Type is used to indicate primary stress: GEHTeezberg aDREHS. . . FAHtherz. . . KAHNtinint. . . NAEshn.

4. ER endings are maintained for the sake of consistency. They are optional.

THE SOUNDS OF LANGUAGE
REGULARIZED SPELLING AND PRONUNCIATION
OUR 50 BASIC SPEECH SOUNDS IN NUMERICAL AND ALPHABETICAL ORDER

	SOUND	AS	IN		SEE:Chart 1, also.	
#1.	a	at	bat	Voiced	the Short "a"	Vowel Sound – Single Letter
2.	ae	pae	dae	Voiced	the Long "a"	Vowel Sound – Digraph
3.	ah	haht	hot	Voiceless	the High "a"	Vowel Sound – Digraph
4.	ar	far	par	Voiced	the "ar" Blend	Vowel Consonant Blend
5.	aw	law	saw	Voiced	the Broad "a"	Vowel Sound – Digraph
6.	b	bad	bib	Voiced		Consonant Plosive Sound
7.	ch	chin	chip	Voiceless		Consonant Fricative Sound
8.	d	dad	did	Voiced		Dental Plosive Sound
9.	ee	see	meet	Voiced	the Long "e"	Vowel Sound – Digraph
10.	eh	geht	(get)	Voiced	the Short "e"	Vowel Sound – Digraph
11.	er	her	per	Voiced	the "er" Blend	Vowel-Consonant – Digraph
12.	eu	feu	neu	Voiced	the "eu" Blend	Vowel Diphthong – Digraph
13.	ex	sex	hex	Voiced	the "ex" Blend	Vowel-Consonant – Digraph
14.	f	fix	fin	Voiceless		Consonant Fricative Sound
15.	g	gig	gag	Voiced		Consonant Gutteral Sound
16.	h	hit	hat	Voiceless		Consonant Expiration Sound
17.	hw	hwich	hwen	Voiceless		Consonant blend – Digraph
18.	i	it	sit	Voiced	the Short "i"	Vowel Sound – Single Letter
19.	ie	pie	tie	Voiced	the Long "i"	Vowel Diphthong Sound Digraph
20.	j	Jim	jam	Voiced		Consonant "J" Sound
21.	k	Kim	keep	Voiced		Consonant "k" Sound
22.	l	Lil	lip	Voiced		Consonant "l" Sound
23.	m	Mark	Mike	Voiced		Consonant "m" Sound
24.	n	Nan	nip	Voiced		Consonant "n" Sound
25.	ng	sing	ring	Voiced	the "ng" Blend	Consonant "ng" Sound
26.	o	over	Rover	Voiced	the Long "o"	Vowel Sound
27.	oi	oil	boil	Voiced		Vowel Diphthong – Digraph
28.	oo	boot	hoot	Voiced	the Extended "o"	... Vowel Sound – Digraph
29.	or	for	nor	Voiced	the "or" Blend	Vowel-Consonant Digraph
30.	ow	how	now	Voiced	the "ow" Blend	Vowel-Consonant Digraph
31.	p	pin	pan	Voiceless		Consonant Plosive Sound
32.	q=kw	qeen	kween	Voiced	the "kw" Blend	.. Consonant Digraph
33.	r	rip	ran	Voiced		Consonant "r" Sound
34.	r-r	r-rip	r-ran	Voiced		Continental Consonant "r"
35.	s	sip	sap	Voiceless		Consonant "s" Sound
36.	sh	ship	shin	Voiceless		Consonant Sibilant "sh"
37.	t	tip	tap	Voiced		Consonant "t" – Dental
38.	th	thik	thin	Voiceless		Consonant "th" Digraph (VL)
39.	th	this	that	Voiced		Consonant "th" Digraph (V)
40.	u	put	fut	Voiced	Narrow (Umlaut) "u".	Consonant Sound
41.	uh	buht	(but)	Voiced	Stressed Schwa "uh"	Consonant Sound – Digraph
42.	v	van	Val	Voiced		Consonant "v" Sound
43.	w	win	wit	Voiced		Consonant *"w"* Sound
44.	x	fix	six	Voiced		Consonant "x" Sound
45.	y	yip	yap	Voiced		Consonant "Y" Sound
46.	z	zip	zap	Voiced		Consonant "v ,Sound
47.	zh	azh'r	(azure)	Voiced		Consonant "zh" Blend
48.	/ /	/a/-/b/		Special Utility Symbol		Phoneme Marker
49.	( )	fau(x)	pa(s)	Special Utility Symbol		Un-enunciated Sounds
50.	'	nik'l	pik'l	Special Utility Symbol		Unstressed Schwa Sounds

THE SOUNDS OF LANGUAGE — CHART 1
REGULARIZED SPELLING AND PRONUNCIATION CHART — SEE ALSO: LIST 1

CATEGORY I:(VOICED) – SPEECH SOUND USING THE VOCAL CHORDS											
SOUND GROUP 1	1 A	at hat mat sat	18 I	bit hit kit sit	26 O	no go sno blo	40 U	put fut wud shud could-kud			THE 4 VOICED SINGLE-LETTER VOWEL SOUNDS
SOUND GROUP 2	2 AE	pay-pae dae wae say-sae	9 EE	bee fee Lee see	19 IE	pie tie lie die	27 OI	oil boil foil soil	28 OO	pool tool kool fool	THE 5 VOICED VOWEL DIGRAPHS
SOUND GROUP 3	3 AH	hot-haht spot-spaht	4 AR	bar far tar war	5 AW	saw law paw jaw	10 EH	get-geht weht set-seht	1 ER	her per tern burn-bern	THE 10 VOICED VOWEL-CONSONANT DIGRAPHS
	12 EU	few-feu deu neu veu	13 EX	sex hex Lex Rex	29 OR	more-mor sor tor or	30 OW	how now bow wow	41 UH	nut-nuht buht kuht muht	
SOUND GROUP 4	6 B	big bid bib Bill	8 D	dad did dig dip	15 G	gag gig gap gab	20 J	jeep Jim jig jerk	21 K	kid kin Kim kik	THE 15 VOICED SINGLE-LETTER CONSONANTS
	22 L	Lil lip lap lad	23 M	mad man map mat	23 N	no Nan nap nip	32 Q=KW	Queen Kween	33 R	ran rip rap reed	
	42 V	van vat Val veu	43 W	wag wig wee wit	44 X	mix x-ray Max	45 Y	yip yoo-hoo yap	46 Z	zoo zip zap	
SOUND GROUP 5	25 NG	sing wing ring	34 R-R	tr-rill Br-ritish	39 TH	this that	47 ZH	measure mehzhr			THE 4 VOICED CONSONANT DIGRAPHS
CATEGORY II: (VOICELESS) – SPEECH SOUNDS NOT USING THE VOCAL CHORDS											
SOUND GROUP 6	14 F	feet fat fan feel	16 H	had ham hat hit	31 P	Pat Pam pit pin	35 S	sad Sam sat sap	37 T	tan tip tat too	THE 5 VOICELESS SINGLE-LETTER CONSONANTS
SOUND GROUP 7	38 TH	thin thick-thik	7 CH	chin chip	36 SH	ship shin	17 HW	which hwich			THE 4 VOICELESS CONSONANT DIGRAPHS
SOUND GROUP 8	48 PHONEME /a/ / / /ee/ MARKER		49 UN-ENUNCIATED [ ] night ni(gh)t				50 UNSTRESSED , nik'l pik'l				THE 3 SPECIAL OPTIONAL SYMBOLS

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[Spelling Progress Bulletin Fall 1983 p9 in the printed version]

3. Settle Your Differences – in Unity There is Strength, by Edward Rondthaler, DFA*

*Board Chairman, International Typeface Corp, New York, N.Y.

The lead article in the winter issue, 1981, of *SPB* suggests that adoption of the Metric System may serve as a model for implementing spelling reform. Fifty years ago, such a model would have been helpful. Today it has little relevancy.

Our gradual switch to Metric calls for disruptive changes in industry as well as broad and upsetting re- education of the public. Those who feel that spelling reform must travel a similar path are simply out of touch with the technical realities of the written (printed) word as it is produced today,.

Let me repeat what I have been saying again and again to ears that do not hear: Long before, there is any agreement on the precise form that reformed spelling should take, all photo-typesetting machines, digital composers, and the various methods of computer print-out – which constitute 90% of everything we read – will have more than enough computer capacity to accomodate a program that automatically converts traditionally spelled input into output spelled in whatever reformed system is ultimately settled upon and adopted.

Those of us involved with typographic research and development know that the word processing and printing industries, with little or no extra effort on their part, will be able, when authorized, to saturate the adult population with what might be called "learning from the top down" rather than, as in Metric, from the bottom up. Readers will find themselves surrounded by digestible doses of reformed spelling which they will be able to read even tho they have not previously learned to do so. Authors, reporters, secretaries, typesetters, and others, typing manuscripts in traditional spelling on word processors, computerized typewriters, etc. will find that by the turn of a switch their traditional typing is automatically converted into typewritten or typeset reformed spelling – of stage SR1, SR2, SR3, or SR50.

This is not a dream. Certain keyboards in New Jersey's Ocean County College can be plugged into this system today. The conversion program has been written. It works. It is by no means finalized, but it is experimentally operable. It takes care of plurals, possessives contractions, and, to a very large extent, homographs. It presently embraces the 45,000 most used English words, and can be expanded or adapted to any system of spelling reform using our 26 (or fewer) Latin letters – without diacritics.

At present, the program is being held "on ice" until it is needed for either experimental or full-scale use.
We in the printing industry have our act in hand. It is our contribution to spelling reform. If the reformers and other concerned parties had their contribution lined up as well the printing industry spelling reform would truly be just around the corner.

My message to! *SPB* readers: Settle your differences so that you can present an agreed plan to Congress (and other English-speaking legislatures) who, in turn, will issue the authorization that will permit us, the graphic communication industry, to get going. We're prepared to undertake what you incorrectly think will be the hardest part of spelling reform.

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[Spelling Progress Bulletin Fall 1983 pp10–12 in the printed version]

4. Learning Word-Perception Skills: II Cue Learning, by Emmett, A. Betts, Ph.D, LL.D.*

*Winter Haven, Fl.

Learning word-perception skills requires different types of strategies and versatility in the application of them. Learning to categorize, or classify, somewhat consistent spellings (e.g. *each-meat-cheap-lean)* is effective for the perception of about one-fourth of the commonest monosyllables and an undetermined percentage of embedded syllables (e.g. *ten* in *tension* /tenshən/ and *fy* in *intensify* /in-'ten-sə-fī/). Another type of strategy is learning to use crucial cues (e.g. *all* of *ball-call-tall*) to words which do not fit basic spelling patterns (e.g. *duck-must* or *week-keep*).

Basic spelling patterns tend to be valid at the syllable level (e.g. *bat-battery* /'bat-ə-rē/). Basic cues tend to be valid at the letter-phonogram level (e.g. *oi* /oi/ of *noise* /noiz/.

Cue learning facilitates the perception of words which do not fit 'the (c)-v-c pattern – *at*-c*ap*, s*et*-c*hest, it-big, hot-box, bug-rush – category*:

Cue	*Sound*	*Words*
all	/ol/	all-ball-call-tall
air	/är/	car-park-yard-march
old	/öld/	old-cold-bold-told
ou	/au/	out-found-loud-mouth
ouse	/aus/	house-mouse-spouse
ow	/au/	brown-clown-town-growl
au	/ò/	caught-taught-naughty-haunt
aw	/ó/	law-paw-crawl-lawn-awful
ey	/ā/	they-grey-prey-obey-survey
ight	/īt/	light-bright-sight-flight.

Cue learning provides the keys to the perception of exceptions to the (c)-v-c plus final *e-same-take, time-pine, nose-poke* – category:

Cue	*Sound*	*Words*
oi	/oi/	noise-voice-poise
ee	/ē/	sneeze-freeze-squeeze
dge	/j/	edge-judge

In the above list, the diphthong /oi/ in *noise* is often confused with /ō/ because of the final *e*, resulting in the response *nose,* for *noise.* The double *ee* in *sneeze,* of course, may be reinforced by the final *e* cue. The final *e* of *edge* may be a perceptive hazzard for some pupils.

Cue learning, of course, overlaps category learning. In the *fine-time, fate-made,* etc. categories, the final *e* is the cue. In the *it-nip, set-pep, not-hop* categories, the vowel-consonant cue is the potent element. Usually, the final consonant is doubled for this latter category when the syllable is embedded, as in *better* /'bet-ər/, *matter* /'mat-ər/, *robber* /'rob-ar/, and *bitter* /'bit-ər/.

The two vowel letters are the cues in the *boat-soap, rain-wait, each-seat* categories. But these categories have many exceptions, as in *bead* /'bēd/ versus *head* /'hed/. These exceptions often include minor patterns of a few words as in *head, bread, dead, breath.*

Cue learning enters into identification of the sounds of consonant boundaries in a number of ways:

1. Double consonant letters representing one sound, usually in the consonant-vowel-consonant pattern.

bb	/b/	rabbit, robber, ribbon
dd	/d/	middle, saddle, ladder
ff	/f/	off, puff, effort, sheriff
gg	/g/	egg, beggar, giggle
ll	/l/	full, lull, miller, hall
mm	/m/	summer, simmer, hammar
nn	/n/	annual, cinnamon, canned, cannon
pp	/p/	apple, happen, puppy, copper
rr	/r/	correct, horror, hurry, marry
ss	/s/	miss, glass, dress
ssi	/sh/	mission, fission, passion
tt	/t/	motto, pattern, better, hitter, bitter
zz	/z/	buzz, blizzard, dazzle

2. Two different consonant letters representing one consonant sound:

ch	/ch/	each, much, coach, church

(Note: the phoneme /ch/ represents /t/ plus /sh/)

ck	/k/	back, sick, black
ft	/f/	often, soften
gn	/n/	gnaw, goat, sign, reign
ld	/d/	could, should, would
lk	/k/	walk, talk, folk
mb	/m/	climb, thumb, lamb, comb
rh	/r/	rhyme, rhubarb, rhetoric
sc	/s/	scene, scent, descend, muscle
st	/s/	listen, whistle, wrestle, castle
wh	/w/	who, whole, whom, whose
wr	/r/	wrap, write, wrote, wrong

3. Three different letters representing one sound

dge	/j/	bridge, edge, judge, ledge
ght	/t/	night, light, fright, caught
que	/k/	antique, mystique, oblique, technique

4. Two different letters (deviant spellings) representing a consonant blend or a sound

qu	/kw/	quick, quack, quiet
t(u)	/ch/	picture, lecture, fracture
t(i)	/sh/	nation, caution, station

In general, perceptual learning is effective to the degree that a minimum of cues is used in reading. The reduction of the stimulus (word) to a single part (e.g. *oi* in *noise)* that serves as a cue to perception is the essence of learning word-perception skills.

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[Spelling Progress Bulletin Fall 1983 p10–12 in the printed version]

5. Word-Perception Skills: III Probability Learning, by Emmett A. Betts, Ph.D, LL.D.

Word perception involves probability learning. It also includes category learning, cue learning, generalization learning, relationship learning, and mediated response learning. First, a spelling (phonogram) may represent different sounds in stressed syllables, as in:

a /a/ *hat,* /ä/ *wand, fall,* /e/ *many, /ā/ made*
c /s/ cent, /k/ *cut,* /sh/ *ocean*
o /ö/ *hop,* /o/ *lost, /ə/* / front, /ō/ *both,* /u/ wolf

The spelling pattern *cat-bag-tap* is fairly consistent; it has variations, as in *want.* For the *nose-hole-woke-rode* pattern there are exceptions, as *noise-poise* (to which the cue is oi /oil) and *since-prince* (to which the cue is *ince*).

Second, a sound may be represented by different spellings in stressed syllables as in:
/ər/ *bird-circus, word-world, hurt-burn, earth-search*
/ü/ *moon-spoon, soup, chew-jewel, fruit, true, juniper.*
/ā/ *mate, they, say, weigh, maid, crazy*
/ä/ *not, wand, knowledge, calm*
/sh/ *sure, shore, Chicago, nation, ocean*
/s/ *sent, cent, scene*

Basic Assumptions
Five basic assumptions are made for probability learning:
1. *General need.* The pupil asks for help on a word during his silent reading – when the *written* word is under consideration.
2. *Specific need.* The teacher helps the pupil to pinpoint his need by asking, "What part do you need help on?"
3. *Application.* If the pupil has learned the skill and, therefore, needs help in applying it (feedback spoken word), the teacher asks, "What is the usual sound of ----?" (e.g. *ar* in *farther*). Or, "Which of the two usual sounds do you think it stands for? (e.g. /u/ for *oo* in *look* versus /u/ for *oo* in *moon*).
4. *New Skills.* If the pupil has not learned the skill, the teacher *tells* the pupil the *sound* (not the word) and asks, "What is the word?" Following the silent reading, the new skill is taught effectively because it is based on the pupil's *awareness* of a *need.*
5. *Probabilities.* When new skills are taught the pupil is alerted to probabilities. First*, analogies* between *soon-moon-noon, car-jar-dark, head-bread-dead, old-cold-bold,* and so on, are discovered. Second, contrastive vowel sounds between *look-took* and *moon-soon, out-round,* and *brought-thought,* are revealed. *Contrastive* spelling patterns, of course, are studied systematically, as *at* versus *eat* versus *ate*.

Probability Learning. Categories
This outline of probability learning in word perception deals with two categories of probabilities: 1. Usual sound with rare exceptions, and 2. Usual sound with alternatives

1. Usual sound with rare exceptions:
The usual sound of the common phonogram *ir*, for example, is the elementary sound /ər/, as in *third, sir.* This is a very high probability situation.

The phonogram *or* does represent different sounds. But *or* preceded by *w* as in *word, work, world, worm, worse, worth* – has a very high probability of representing /ər/. The one common exception is *worn.* For this reason, the (w)or situation is classified under "1. Usual sound with rare exception" and the regular *or* situation is classified under 2.

2. Usual sound with alternatives.
The classification "1. Usual sound with care exception" includes *high frequency* situations, as *ur* for /ər/. It includes the consistent but *rare* phonograms, as /iər/ in *queer, peer, seer, beer, jeer, leer, veer* – even though few of these appear in listings of common words.

Finally, this classification includes consistent but limited phonograms, as *ire, for* /ir/ as in *aspire, attire, entire, fired, inquire, inspire, require, retire, sire, spirit, squire, tire.*

Probability Learning: Reading
In teaching the pupil to deal with probability, two types of probabilities are considered:
1. *Usual sound with high probability* (rare exception). In silent reading situations, the pupil asks for help on the written word. When the pupil asks for help on the identification of a word, the teacher's first step is to teach the pupil to pin-point his need by asking, "What part of the word do you need help on?"

The next step is to help the pupil apply the previously learned skill. If it is a high probability situation -
as the *ur* in *curtain* the teacher asks, "What is the usual sound of *ur*?" If the pupil has not studied this situation, then the teacher tells him the sound – not the word – by saying, "The ur stands for the sound
Then, the skill is taught immediately after the silent reading – when the pupil is highly aware of his need.

Of course, the two final steps include.-
"What is the word?" (curtain)
"Reread the sentence to make sure you have the right word."

2. Usual sound with Alternate Spellings (phonogram). If the pupil asks for help on a word in which there is a high probability that the spelling (phonogram) is by far the more common – as *ou* in *trout* – the teacher asks, "What is the usual sound of *ou*?" The spelling *ou* sometimes represents other sounds -as /o/ in *bought,* /ō/ in *shoulder,* /ü/ in *group*, /u/ in *would,* and /ə/ in *rough,* which happen to make minor variant patterns. But if the pupil asks for help on *ou* in *pout, cloud, thousand, mountain,* or any one of dozens of other words in which *ou* represents /au/, there is no need at this point to clutter the application of this skill to this very common situation by considering alternatives. Of course, another situation arises when the pupil is dealing with *ou* in *bought* or *thought* (to which the cue is,
ought), in *should, would,* or *could* (to which the cue is *ould*); or in *rough* or *tough* (to which the cue is *ough*). (See "Word Perception: Cue Learning.")

A word of caution
There is a significant number of words: in which two adjacent vowels are in two different syllables, as the *ia* in *giant* /ji-ənt/. (See material on *Syllabication).* These situations require systematic introduction and development.

Here are some examples,

i-a	/ī-ə/	*compliant*	*i-a*	/ē-ā/	*ingratiate*
		diagram			*mediate* (verb)
		dialect			*retaliate*
		dial	*i-e*	/ī-ə/	*quiet*
		dialogue	*i-o*	/ī-ä/	*biology*
		diaphram		/ē-ō/	*patio*
		diatribe		/ē-ä	*patriotic*
		giant		/ē-ō/	*radio*
		trial			*viola* (musical instrument)

		vial		/ē-ə/	*idiom*
	/ē-a/	*piano*			*idiot*
	/ē-ə/	*immediate*		/ī-ə/	*violet*
		Indian			*violent*
		media			*violin*
		opiate /ē-ə, ē-a/	*i-a*	/ē-ā/	*ingratiate*
		Olympia			*mediate* (verb)

1. *Usual sound with rare exceptions*

ir	/ər/	*bird, circle* Exceptions: mirror
eer	/iər/	*queer* (rare)
ire	/ir/	*fire, hire, tire* (limited)
e	/ē/	*be, he, me, she, we, female, fever* (very limited but highly consistent)
y	/ī/	*by, my, fly, shy, why, defy, notify, reply, verify* A significant number of words in this category, and highly consistent, but some variants, *very, pretty*
oa	/ō/	*boat, oat, road, coach, roast* Usually in monosyllables.
	/o/	*broad* (rare)
ai	/ā/	*main, remain, slain* (very useful)
	/ī/	*aisle* (rare)
	/e/	*again, against* (rare)
	ai is quite consistently /a/ in stressed syllables. Of course, in unstressed syllables, *ain* is /-n/ as in *mountain*.	
air	/āər/	*air, lair, stair, fairy, affair, despair,* (limited but highly consistent)
oi	/oi/	*boil, coil, coin*, *poison, moisture* Exceptions: *coincidence,* in which *o* and *i* are in different syllables. *Noise, poise, choice, voice, etc.* do not fit final *e* pattern, hence, this situation requires cue learning. (See Word Perception: Cue Learning.)
oy	/oi/	*boy, Joy, toy, destroy, loyal*
ey	/ā/	*they, obey, whey, grey, prey, purvey* (unusual)
	/ē/	*key, money, monkey* (rare)
uy	/ī/	*buy, guy* (rare)
ay	/ā/	*gray, hay, pay, mayor, birthday* This is an "open" syllable situation.
au	/o/	*pause, daughter, autumn, because* Exception: *bauble* 'bo-bəl, bab-əl/, *gauge, laugh, yaupon, draught, chauvinism*
aw	/o/	*draw, crawled, claw, jaw*
ee	/ē/	*bee, speeding, freedom* Exception: *been*
alk	/ok/	*talk, walk, chalk* (rare)
alt	/olt/	*halt, alternate, falter*
old	/old/	*old, cold, told, bold* This is a variant pattern of *not-hop.* (Limited)
ight	/īt/	*bright, light, night, delighted, lightning* (quite useful)
ind	/īnd/	*find, kind, remind, behind* (rare) Exception*: wind (noun), tinder* and other words of this type within the (C)VC Pattern.
ong	*/ong/*	*along, gong, song, strong, prong, thong, tong, wrong*

Note: The last ten or so items above are classified as "Word Perception: Cue Learning." These usually are exceptions to spelling patterns.

2. Usual sound and alternatives

a. Two usual sounds with alternatives

ea /ē/ *bead, repeat, means, steaming (usual)*
/e/ *bread, thread, breakfast* (alternative, often embedded)
/ā/ *break, great* (rare)

In the word *idea,* the *ea* represents two syllables.

ei /ē/ *receive, leisure, deceive, seize, ceiling,*
Of course*, either* has two pronunciations.
/ā/ *freight, neighbor, sleigh, reindeer* (rare)

oo /ü/ *boots, raccoon, roots,* zoo (frequent)
/u/ *hook, shook*, *wool, crooked, understood (*useful),
(crooked has one or two syllables).
/ə/ *blood, flood* (rare)

ow /au/ *tower, frown, growl, howl* (usual)
/ō/ *blow, grow, row, low* A significant number of those stressed open syllables as /gro/, /lo/ etc. *own, flown, blown, grown. bowl* (rare)
fellow (unstressed) There is a significant number of words with unstressed syllables in which the syllable *ow* in /lō/.

oor /ur/ *poor* (limited)
/or/ *floor* (limited)

b. *One usual sound with alternatives*

ou /au/ *pound, thousand, mouth, aloud* (usual)
/ō/ *shoulder, boulder, although* (rare)
/o/ *ought, brought, thought, wrought* (limited variant pattern. Teach as *ought* pattern.)
/ə/ *cousin, touch, troubled* (limited variant pattern)
/ü/ *group, souvenir* (rare)
/u/ *would, should, could* (rare)

ew /ü/ *crew, flew, grew, drew, slew, strew* (uncommon)
/yü/ *few, new, mew* (rare)
/ü,yü/ *dew, new, knew, stew*
/ō/ *sew* (rare)

all /ol/ *ball, call, fall, hall, gall, wall, salt, Walter, always, almost, already, waltz, altogether*
/al/ *shall, shallow, shallop, sallow, sally, tally, tallow, tallent* This fits a spelling pattern.
/äll/ *swallow, wallow, wallop*

ar /är/ *far, market, car* (very useful) Exceptions: *arr*,
arr /ar/ *embarrass, arrow, barrel, barren*
ar /ar/ *parent, arid, charity*
/or/ *reward, quarrel, warm, wharf, quarter, arm wart*

ie /ē/ *chief, yield, believe, field, thief, achieve, relief, shriek* (limited)
/ī/ *lie, replied* (rare) In *diet,* the letters are in 2 syllables.

y /i/ *gym, mystery, physical, rhythm, gypsy, pretty* There is a significant number of these words in which y /i/ is sounded in the *it-lip* pattern.
/ī/ *type, scythe* These few words have the sound in the *kite-write* pattern

y /ī/ *by*, *my, why, notify* There is a significant number of these words.
rye, stye (or *sty*) (rare)

oe /ü/ *shoe* (rare)
/ō/ *hoe, toe, floe* (rare)
/ə/ *does* (rare, and a homograph)

or /or/ *or* (stressed), *for* (stressed), *cord, corner, important*
/ör/ *glory, forge, support, forum*
/ər/ *word, world, worship* In these words, or preceded by *w* has very rare exceptions, as in

wort /'wərt, 'wort/, *sword.*

are /aər/ *fare, square, flare, wares*
/eər/ *care, scarf, share* (rare)

ear /iər/ *near, rear, gear, fearful, disappear, spear*
/aər/ *wear, pear, bear* (rare)
/är/ *heart, hearth (rare)*
/ər/ *early, heard, earn, learn, yearn*

Spelling Patterns.

(C)VC

Usual sound

e /e/ *egg, yet* Highly consistent. Exception: Peter usual sound with alternatives

a /a/ *at, tap* Fairly consistent. Exceptions: *want, swamp, salt, hall, what, wash, water*

i /i/ *it, lip* High variability
/īnd/ *blind, find, kind*
/īld/ *child, mild, wild*
/ī/ *knight, tight, fight, right, sight, tight, might*

o */ä/* *hop, not, stop, block, pond* High variability
/u/ *wolf* (rare)
/i/ *women* (rate)
/ō/ *bold, cold, both, most, post*
/ə/ *above, glove, love, shove Exceptions: stove*, *compass, month, won, one, wonder, from, front, cover, done, none, brother, other, mother*
/o/ *boss, loss, toss, cross, floss, moss, lost, off, cost, frost, coffee, soft, strong, song, wrong*

u /ə/ *but, nut, us, hut, buds, gulf, pump, stuck, August, jungle*
cruel, ruby, truth, salute (final e), rule (final e) *crew, drew, flew, grew*
/yü ü/ *duty, dune*
/yü/ *uniform, duel, fuel, mule*
/i/ *business, busy,*

(C)VC *plus e*

Usual sound

e /ē/ *complete, these* Rare with few exceptions. *else, edge, eye*

i /i/ *like, mine, time* Highly consistent Exceptions: *convince, Prince, since, live, police, machine*

Usual sound with alternatives

a /ā/ *ate, made* -Fairly consistent. Exceptions: *dance, chance, prance, trance*

o /ō/ *nose, whole* Some variability. Exceptions: *lose*, *move, some, glove*

u /yū/ *use, fume* Rare with significant exceptions: *crude, feud, judge*

(C)V Usual sound

e /ē/ *he, me, she, recipe, sesame*

y /ī/ *by*, *my, why, etc.*

Usual sound with rare alternatives

o /ō/ *go, no, so, pony, hotel, obey*
/u/ *do, to, who*

(C)VVC Usual sound

ai /ā/ *pain, wait* Highly consistent. Exceptions: *aisle, against*

oa /ō/ *boat, oat, road* Highly consistent. Exceptions: *broad*

ee /ē/ *feet, seem* Highly consistent. Exception: *been*

Usual sound with alternatives

ea /ē/ *beat, eat, wheat* About 50/50 probability. Exceptions: *bread, treasure, already, head*

[Spelling Progress Bulletin Fall 1983 pp13–17 in the printed version]

6. A Universal Phonetic Alphabet, by Vladimir Michels, M.E., F.ASCE.*

*Melbourne, Vic., Australia.

Human Aspirations

All humans – regardless of their race or nationality – want to be free from fear, hunger and oppression; neither on a major (war) scale nor a minor (mother-in-law) scale! All seek peace and goodwill, fredom of speech and religion.

Unfortunately, distrust or suspicion between different nations is difficult to eliminate. But if we had a true communication between the *peoples* themselves, mutual understanding – a real 'meeting of the minds' – might be achieved. And I don't mean a billygoat-style frontal butting, but-butting and rebuttal – argument!

Around the turn of the century, many international languages were devised: Volapuk (Schleger, 1880), Esperanto (Zamenhof, 1887), Ido (Beaufort & Conturat, 1907), Interlingen (Rosenberger & Peane, 1908), et al. All have proved unpopular among the nations because they are *artificial* – and thus unacceptable to the conservationists of culture, traditions, heritage, etc., and to the lazy people who 'can't be bothered' to learn an *additional* language, anyway! And if the *original* language is to be retained for these reasons, why invent an *unpopular* new version for *limited* use only? Why not devise a new *alphabet* instead – a *universal* set of letters, preferably *phonetically* based, consisting of existing letters where possible, and other-wise *combining* the main features of letters (in the various languages) having the same *basic* speech sound?

The world's snowballing population, spoliation of the environment, and rapid exhaustion of irreplaceable natural resources – all make improved communication an urgent problem – a problem hampered today not only by the many *languages* spoken but also the numerous *alphabets* in existence.

Mutation of languages

All 'live' languages continually undergo mutation – only the dead languages are static, viz. Latin, classical Greek, Slavonic (church) Russian, etc. In the ancient past, indigenous lexicons ingested foreign words from traders, invaders, explorers and missionaries. Ever since, they have been modified by cultural, technological, or other innovations. With the rapid development of international communications and air travel, technology and trade, etc. in recent decades, mutation has been markedly accelerated: Words like blitzkrieg, sputnik, nuclear, transvestite, and literally thousands of acronyms like radar, coined during one's lifetime no longer surprise us. The incessant invasion of slang, computerese, and 'pop' terminology has colored our vocabulary – sometimes increasing its "putrability" (how's that for my contribution?).

The evolution of an *international language* would – in my humble opinion – be best left to natural mutation; the proposed universal *alphabet* would hasten this coalescing-of-all-languages into a

single worldwide "homolingua" (here I go again – another word coined!). Coincidentally, it would simplify and standardize the letters on typewriters, teleprinters, computers, etc In this way, a truly common non- artificial worldwide language for everyday use could still evolve naturally over a lesser period of time. (Maybe in one or two millenia instead of ten – if the human race doesn't vanish from this Earth in the meantime, through its own 'self-destruct' nuclear weaponry.)

Language and alphabet mutation can be traced through the ages by historians and archeologists studying a particular nation's records. But sometimes, the change has been deliberately and suddenly forced: For example, Kemel Ataturk in 1928 decreed that Turkey adopt the Latin alphabet – much to the consternation of the adult population – but the edict nevertheless was achieved in two years (if alphabets can be changed unilaterally 'overnight', what are we waiting for?)

Indo-European Alphabets

In the Indo-European family of languages only the Indian and Iranian branches have alphabets differing substantially from the remainder (Table 1): The Germanic, Italics and Celtic have what is commonly called the Latin alphabet; some Balto-Slavic countries have adopted it wholly or partially (e.g. Polish, Czech, Jugoslav); Russia and Bulgaria use Cyrillic, partially modified by the Greek alphabet in IX century; Turkish switched to the Latin this century (see above).

Also, English (Latin alphabet) is used by India, and many 'emerging' nations in Africa, diplomatic, trade and technological communications. Recent statistics show that over the last two decades, use of English has grown by 40% to a total of 700 million; it now has the dubious distinction of being used *most*... in 'pop' culture!

Therefore, these figures represent an over-all majority (in this family) uses the Latin alphabet; thus making it the logical choice for modifying into the *universal* alphabet, particularly as it contains several letters which are common also to the Greek and Cyrillic alphabets.

The Alphabet Comes Last

Every baby starts talking from *nothing* – excepting tremendous potential. It cannot talk, but can convey its hunger or discomfort by crying, whimpering, grimacing, etc. (And when the parents want to sleep, just yelling its head off!) It then starts to' identify and recognize *sounds* corresponding to certain activities directed towards it. Later, memorizes the key words associated with these activities: Mother's voice, most probably (Mum's the word, eh?). Much later, now a child, it learns to articulate the sounds parrotwise (and lip-reading) i.e. to identify particular *words* with their *meanings.*

Years later, when attending school, the child *first* becomes aware of *any* alphabet – i.e. that speech *sounds* can be represented by written 'things' called *letters!* This adds a visual concept to what was formerly a purely oral/ auditory function, plus the ability to memorize and right the letters.

Thus the alphabet arrives last on the scene, when the child is taught to read and write – to correlate *familiar sounds* with *unfamiliar letters.* This happens to be an ideal stage because, not only *all* children are then ignorant of any alphabet *at all*, but they have a prodigious learning rate. And if

learning to memorize a hitherto unknown system of letters – as they *are* doing, it makes no difference *what* arbitrary set of configurations they are confronted with! It follows that this would be an ideal time to introduce children to a *universal* alphabet, in preference to one it normally would learn. (Of course, it would be preferable to do this on a worldwide, coordinated plan; but it could be tried on a local setting first.)

Naturally, the universal alphabet should be phonetically based so that pronunciation rules would be simplified, and so, easier to master by children and adults alike.

Thought, Speech, Alphabet

Homo sapiens is the Earth's only animal able to express *thought* in words and commit them to writing, covering a wide range of ideas, actions, philosophies – in all their abstract, complex and diverse details and nuances. But thought is *inaudible* – it has to be *vocalized* (or demonstrated by sign language) to be revealed. (Many times I wish I had remained silent,. and not blabbed!)

Speech is an arbitrary system of *words* (units of speech) joined together to convey our thoughts intelligibly, each word having a specific meaning. Just as *vocalization* is absolutely necessary for oral communication, so is the alphabet indispensable for *written* transmission of thought.

Every language comprises: the lexicon – stock of words; morphology – the forms and structure of speech; syntax – the arrangement of phrases and sentences; and the alphabet – an arbitrary set of letters representing the various speech sounds.

It is important to note that the various alphabets were devised *last,* when Man (I mean the general term for homo sapiens – I'm not sexist, not a male chauvinist, pig!) got the idea of recording his thoughts in writing, and not merely generating huge quantities of hot air. (Little did he realize that he had unknowingly initiated the setting up of the paper manufacturing industry. . . and was creating a need for the future Forest Conservationists!)

Speech Sounds vs, Letters

It is significant that 'language', 'lingua' (Latin for tongue) and 'tongue' are synonymous, thus defining Man's principal instrument for articulation (apart from being his organ for taste). Also important is the fact that all speech *sounds whatever* the language – are basically *common* to all races. This is not surprising because the whole vocalizing apparatus – not only the tongue, but also the lips, teeth, palate, larynx and vocal chords – is *identical* in all humans! (Well almost. There'th the perthon who lithpth, or who whisssssles ssssrough hisss essss, or mmmmbls nnndstnctly, etc.

But what is inconsistent at present, is that many basic speech sounds, though virtually identical, are not necessarily depicted by the some letters or groups of letters – even if the same alphabet applies: Here is a typical example:

(a) The Italian phonetic equivalent of the English "k" (there being no letter "k" in Italian) or hard "c", is either "c", or "ch" before 'e' or 'i'.

(b) Yet the Italian pronunciation of English "c" before 'e' or 'i' is English "ch" as in "cherry."

(c) The phonetic equivalent of Spanish "j" is English "ch" as in "loch" but not quite so guttural.

(d) Spanish "c" is pronounced as "k" or hard "c" in English, but as "th" in "thirty" when preceding 'e' or 'I'.
(e) French "ch" before 'e' or 'i' is pronounced as English "sh."

What a confusing array of inconsistent use of the Latin alphabet even when confined to the so-called Latin languages!

Compare this inconsistency in the letters of various alphabets and the speech sounds they represent,, with the complete universality of internationally adopted *written* form of the numerical system!

Also, some languages use *phonetic* spelling, i.e. the pronunciation rules are simple and consistent, each letter being pronounced according to its sound value, and vice versa (e.g. Russian, Finnish, Italian, Spanish), not according to some *arbitrary* or traditional convention (e.g. French, English) where combinations or groups of letters sometimes represent different sounds, or the *same* letters have different sound values depending on adjoining letters (see above examples).

Suggested Universal Alphabet

First, the alphabets of typical Indo-European languages were compared according to their *basic* speech sounds (Table II). Second, a *phonetically* based universal alphabet, was devised, comprising letter configurations either *identical* with, or *resembling,* existing forms; so that the results would be *recognizable* to readers in *each* of the languages considered. This involved modifying some letters to *retain* or *combin,* the main characteristics of the various existing letters having the particular basic speech sounds (Table III). (If still confused, please read the preceding sentence again, carefully, or refer to the tables.

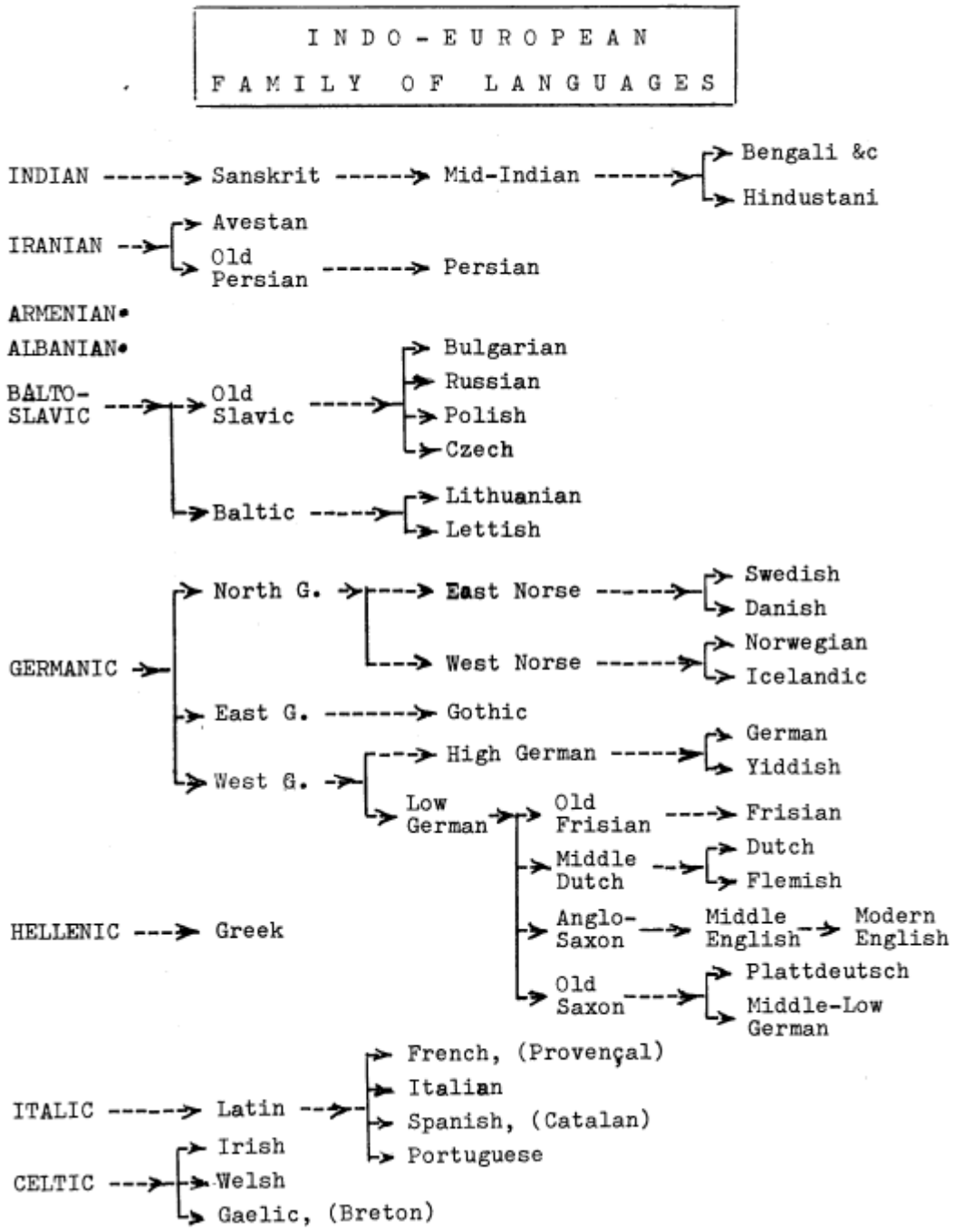
This covers the requirements as far as basic sounds – particularly consonants – are concerned. To retain the phonemes, i.e. the modifying effects of adjoining letters, particularly on vowel sounds (only five in Latin, but 12 in English), use can be made of diacritical (distinguishing) marks in any number required.

The International Phonetic Assoc. alphabet is based on the existing Roman/Latin set, but uses letters symbolizing positions of the articulating organs, and so the *same* symbol represents the *same* sound -*irrespective* of the language or period in the development of a language, in which the sound occurs, it thus uses *new* letters instead of diacritical marks. This in my humble opinion, is disadvantageous because it imposes a *new concept* for an alphabet (rather than *modifying existing* alphabets – and so effecting a *transition* which is nevertheless recognizable in each of the existing languages considered.)

The outlined proposal aims at providing a *practical transition* to a *phonetically based universal alphabet,* yet which could serve people of the world (Indo-European family of languages) permanently in the long term. This would be a positive step for unifying our cosmopolitan and multicultural population by facilitating communication worldwide and hopefully a real 'meeting of the minds.'

INDO-EUROPEAN FAMILY OF LANGUAGES. Table 1.

TABLE I



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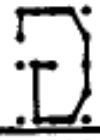
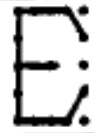
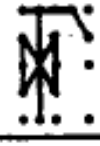
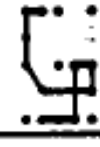
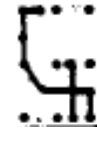
INDO-EUROPEAN FAMILY OF LANGUAGES. Table 2.

ENGLISH	GERMAN	RUSSIAN	GREEK	ITALIAN	SPANISH	UNIVERSAL
+A, +U as in 'up'	A	А	Α	A	A	
B	B	Б	Β	B	B = V soft bila-bial fric.	
C (hard), K	Ch, K	К	Κ	No K in alphabet; gen. C, but Ch bef.'e' and 'i'.	Q, C exc. bef. 'e' & 'i'; but K in 'kilo	
C (sibil), and S	Terminal S or SS; foreign words.	С	Σ	S	S, X bef. I (rare)	
D	D	Д	Δ	D	D; (softer, exc. at start.)	
+E (short)	E	Э	Ε (epsilon)	E (as in 'bello)	E (first syllable)	
EE (long)	IE	—	Ι (iota)	-	I	
F	F, V	Ф	Φ	F	F	
G (hard, as in 'gap')	G	Г	Γ	G except before 'e' & 'i'.	G except before 'e' & 'i'.	
G (soft, as in 'gin' or J	-	-	-	G before 'e' & 'i'.	G before 'e' & 'i'; no J sound.	
CH & TCH (as in 'ich'.)	No such sound.	Ч	No such sound.	C before 'e' and 'i'.	CH	

INDO-EUROPEAN FAMILY OF LANGUAGES. Table 3.

a tentative design

for a

Phonetically Based

UNIVERSAL ALPHABET

o...o...o...o...o...o

FOREWORD

1 - The following letters include configurations which are tentative only, the objective being to combine the main characteristics of relevant existing letters having the particular basic speech sound.

2 - It is thus intended to provide a universal alphabet which forms a practical solution to the problem of effecting a "bridge" or transition between the existing and the modified alphabets.

3 - Shown hereunder is a suggested model grid for forming the letters of the universal alphabet, aimed at facilitating adoption of a standard suitable for typesetting, typewriters, teleprinters, computer printouts, illuminated displays etc.

4 - Similarly, a subgrid for a wide range of diacritical marks to cover the accepted standard or international list, would be provided as suggested below, supplemented by another subgrid below the letters if required.

5 - The letters suggested below are intended for capitals, and lower case as well. Handscript would be similar, but formed with auxiliary loops to make the writing easier and preserve a continuity or 'flowability'— as is presently the case.

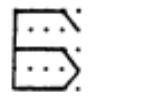
(Say, 4 by 2 squares, i.e. 3 rows of 5 nodes.) → Suggested Subgrid for Diacritical Marks

(Say, 4 by 4 rectangles with a side ratio of 3H to 4W i.e. 25 nodes.) → Standard Grid for Formation of Letters, either on rectangular or diagonal pattern.

*Or 2H to 3W, which would be better.

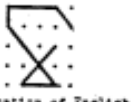
(A bottom subgrid below the letters for diacritical marks, if required.)

Common to most Western alphabets. Any similar configuration would be acceptable. Diacritical marks will cover the many pronunciations of this letter.



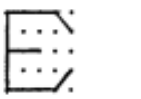
Same as Cyrillic and distinguishes it from the Russian "B" (i.e. the Latin/English "V"). Sounds like English "B", and also Greek letter "B".

Combination of English "V" and Cyrillic "B" in configuration, so recognisable to both. Greek has no equivalent speech sound. Germans use "W" instead.

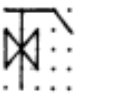


Combination of English "G" & Greek & Cyrillic "Γ" (capital) or "г" (lower case). Recognisable to both. Handscript easily adapted to both versions (new letter).

Close to "D" in Latin/English/Spanish et al, and also resembles (in general shape) Russian "Д" (cap) & "д" (l.c.). Little modification involved.

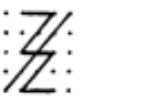


Universal already as general speech sound. Cyrillic alphabet has short "Э". Diacritical marks will cover all variations and grades in pronunciation.

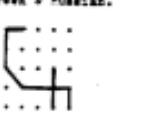


Normal Latin/English "F" combined with central double loop to suggest older configuration resembling Greek & Cyrillic "Φ". Recognisable to both Latin and Greek & Russian.

Attempt to combine the Cyrillic "З" with the Greek, Latin, English et al "Z", by doubling the configuration of the latter. Provides basic shape for next letter. Germans use "S".

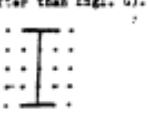


This addition to English combines similarly sounding "S" with Cyrillic "Ж" to make it recognisable to Russians, and so add the French "J" (as in 'Jeune' —softer than Engl. G).



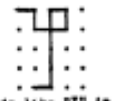
Combination of Latin "S" & "H" 'sounded as in English 'shop') to look like Cyrillic "Ш" of equal pronunciation.

Representing soft English "G" as in 'gem' or 'dj'. Designed to resemble previous letter (of similar sound).



Common to Latin et al, but excepting Cyrillic; sounds like "I" in 'tit' but diacritical marks required to cover all sounds (could eliminate easy letter J)

TABLE III

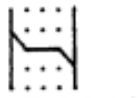


Sounds like "I" in 'yet', & resembles the previous letter which requires similar vocalising technique. Cyrillic "Й" sounds same. Some nations use "J".

Practically universal already, absent now in Latin alphabets, e.g. Italian, Portuguese, Spanish. Italy uses "ch" before "a" or "i", instead. (See notes re 4.)

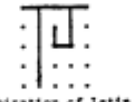
Combination of Greek "Λ" or "λ", & Cyrillic "Л" or Latin/English "L". Recognisable by users of all these alphabets.

Universal already, in this or similar form. This grid could be used to depict other configurations—if required.



Practically the Latin/English configuration, but resembling Cyrillic "Ц" (pronounced as 'S' in English). A modified English "S" is proposed.

Universal already. The Greek long "Ω" (omega) can be replaced by using a diacritical mark—also in other alphabets.

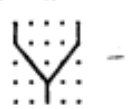


Combination of Latin "F" and Greek & Cyrillic "Π". Other variants could be used. Reason is that Greek & Cyrillic "Φ" looks like the English "F" (sounds the same).

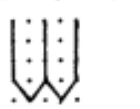
Based on Cyrillic and Greek "Р" (rap) & "Ψ" (l.c), which is pronounced like the Latin/English "R". (The lower case "r" has the same configuration as the Greek "Ψ".)

English/Latin "C" with modified base to resemble "S" in present alphabet, to give the sibilance of "C" in 'set' or "C" in Cyrillic. Hard "C" in English to be replaced by K.

Universal already, but for handscript Cyrillic version. (Also see for English palatal "th" as in 'theory', and "th" in 'the'.)

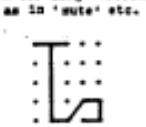


Combines the Greek "Υ" or "υ" (upsilon) with Cyrillic "Т" or "т" (pronounced as 'oo' in 'foot'). Use diacrit. mark for long version, "u" as in 'mute' etc.



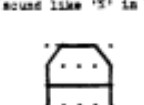
Retained for English "th", not much used elsewhere. German could use Latin "T" instead. Could be eliminated & replaced by previous letter.

Attempted combination of English "X" & Greek "Χ" (chi) & Cyrillic "Х" (khe); both of these configurations are pronounced differently in other languages. This shape chosen to avoid confusion with Russian "Х" (sound like 'H' in Engl).

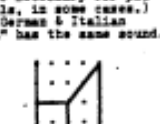


The configuration tries to combine "Т" & "Ъ" into single Cyrillic letter "Ц" having the same pronunciation when succeeding one another in the above order. (But separate use necessary for plurals, in some cases.) German & Italian "z" has the same sound.

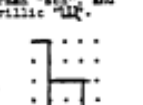
An addition proposed to English to give it a new phonetic that sounds like French "ch" in 'champignon' and "Ш" in Russian. With a diacritical mark (to signify tongue advancement), the sound becomes English "sh", German "sch", and Cyrillic "Щ".



Could revert to the probable originating Greek letter above, to replace English "th" as in 'theory'. A diacritical mark would then transform this to the sound of "th" in 'the', 'then', etc. This course of action is recommended for universal alphabet.



This is a Cyrillic vowel which (to my knowledge) has no counterpart in any other language. It is vocalised thus: Form mouth as if to utter wide "ee" with a light fricative, withdraw tongue midway—curling it upwards, & issue an indefinite vowel. Usually denoted by 'y' in phonetics (International code).



Russian letter signifying softer, back-palatal sound—like 'nio' in English word "bunion", designated by the diacritical mark '~' in Spanish (above the letter "n"). This could be adopted in the universal alphabet also, and the above letter deleted from the Cyrillic alphabet.

NOTES TO LETTERS:

1. "E" is almost redundant because it is always used to precede "Ï", and these two letters can be replaced by "Ïe" without varying the phonetic value of the result. It is therefore recommended that "E" be deleted.
2. "J" at present has several phonetic values: A soft sound in French ('Jacques'); a hard sound in English ('James'); a completely different sound in German (equivalent to English "Y"—viz. 'Jawohl'); and still another variant in Spanish (equivalent to English "h"—as "ch" in 'loch'—viz. 'Junta'). It is therefore recommended that this letter be eliminated from the universal alphabet.
3. Both "Ю" and "Я" in the Cyrillic alphabet, although convenient are not basic (as they comprise two sounds—'yu' & 'ya') and also can be deleted from the Cyrillic alphabet, without losing anything.

[Spelling Progress Bulletin Fall 1983 pp17–18 in the printed version]

7. Spellin' Bees are the Most Wunnerful Part of Gettin' Educated, by Harvie Barnard*

*Laconner, WA.

The final round of the Hoosier State Spelling Bee was about to begin and the atmosphere was electric with ecstatic anticipation! 3,787 contestants had been eliminated, and now just 3 nervously smiling 8th graders were awaiting the final words.

The rules of the contest had been read for the 213th time and 348 anxious relatives and friends of the finalists fidgeted on the folding chairs of the Kokomo Junior High School auditorium. Each of the contestants was asked if she were ready (there were no boys), and all answered in the affirmative.

The head judge then arose and stated that he had a very important change of the rules to announce. Instead of simply spelling the given word correctly, the contestant would also be expected to use the word – if spelled correctly – properly in a complete sentence, in a manner which would indicate its meaning. There were sighs of shocked dismay from the audience, and immediately an almost audible increase in tension pervaded the disturbed quiet of the hall.

The 3 survivors of the statewide preliminaries looked at each other as if subject to an electric shock, paling visibly and nervously twisting fingers and scratching noses. One of them hesitantly raised a hand, and with a nod from the judge, asked if she might be excused long enuf to get a drink of water. So the judges, following a brief consultation, announced that a recess would be allowed while all who wished to do so could take a 5 minute break. When time was up, the head judge rang a little bell and looked quite surprized when it appeared that none of the contestants had returned to the platform.

The school principal volunteered to go find the missing participants. He departed. Fifteen minutes later the superintendent of schools offered to go in search of the principal. After, about 10 minutes of waiting, the head judge hit his little bell a tremendous wallop and shouted quiet. When the buzzing in the audience had simmered down to a sibilant hiss, the judge, who was a local business man and Chairman of the Chamber of Commerce, arose very abruptly, and with a firmness which defied opposition, uttered a proclamation which was calculated to change the course of education in the state of Indiana.

He heaved a tremendously long sigh and began, "Whereas we seem to have made a grievous error in expecting these young students to understand the meaning of the words which they were hoping to spell" and here he stopped to clear his throat, "We are beginning to wonder what these damned Bees are all about. If a kid doesn't know what a word means, and can't use it in a way which means anything to him or anyone else, what difference does it make whether he can spell it, or use it for a Yo-Yo, or kick it around for a display of erudition or distinguished scholarship?"

A red faced parent leaped to his feet without warning. He shook a clenched fist at the surprised judge, shouting, "What do we care whether our kids know what words mean. If they can spell 'em, ain't that enuff? Whadayah think we come here for, to learn what words mean or who cares about what the words mean – if we can split 'em, isn't that education?

"Well," said the judge, "I guess that's about it, folks. This Bee seems to have stung about everybody concerned, so I suggest we all go to the bookstore, or library, and locate a dictionary so we can look up the meanings of words – if we're thinking of using them, or maybe just for the heck of it. Having shot its stinger, this Bee is now dead!"

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[Spelling Progress Bulletin Fall 1983 p18 in the printed version]

8. Activities in the Spelling Curriculum, by Marlow Ediger, Ph.D.*

*Div. of Educ, Northeast Missouri St. Univ, Kirksville, MO.

Teachers and supervisors need to utilize appropriate criteria from the psychology of learning in implementing the Curriculum. Thus, objectives, learning activities, and evaluation procedures should emphasize pupils:

1. perceiving interest in ongoing units of study,
2. attaching meaning to what is being learned,
3. sensing purpose or reasons for participating in diverse subject matter learnings,
4. achieving rational balance among understandings, skills, and attitudinal goals.

Which experiences might then reflect desired criteria from the psychology of learning? The balance of this paper will emphasize means of improving the spelling curriculum.

The Pupil and Spelling

A variety of experiences in spelling need to be chosen to guide each pupil to achieve optimally. The teacher needs to determine present achievement levels of each pupil and then provide for continuous progress in utilizing varied methods of teaching.

The teacher might have pupils bring pictures to school that emphasizes rhyme. For example, the teacher may show to learners a picture of a man. Pupils may then bring pictures of a *can, Dan* (a boy or a man), a *fan, Nan* (a girl or a woman), a *pan, tan* (a color), and a *van.* Other words which pattern with *man* include *ban* and *ran.* The latter words might be difficult to show in specific illustrations. Learners can be guided to notice that if an initial consonant is changed, a new word results, e.g. change the letter "m" in "man" to a "c" resulting in the word "can." A powerful key is then introduced in learning to spell a multiple of weeds following a pattern.

Pupils may develop a crossword puzzle using words contained in a weekly list from a basal spelling textbook. Learners may then exchange crossword puzzles with others. Weak items in a crossword puzzle need diagnosing and remediating. Hopefully, each pupil completing a crossword puzzle practices the correct spelling of words as well as attaches meaningful definitions to words.

The teacher may provide a spelling word that starts with a specific consonant sound, such as the "d" sound in *dog.* Learners might present as many words as possible that begin with the "d" sound, e.g. *daisy, doll, dye, destroy, don't* and *danger.* But keep them to a regular spelling. Teacher-pupil planning may be utilized to determine the number of words the latter is to master within a week or other reasonable time cycle.

As a variation of the above named activity, the teacher may present a spelling word containing a medial vowel sound and letter, e.g. *met*. Learners might then be asked to provide other words containing the short "e" sound. Among others, pupils might give the following: *pen, men, pet, let,*

set, sent, cent, egg, elbow, edible, and *bend.*

A contract system might be used to teach spelling. Each pupil with teacher guidance may then determine a certain number of words to learn to spell within an agreed time cycle. For example, pupil may wish to learn to spell the following words: *Dear Sir, Sincerely, bought, item, returned, supply, souvenirs, month* and *letter*. The agreed upon words might involve needed learnings to pursue a practical activity, such as writing a business letter to order necessary materials for an ongoing unit of study.

New uses may be made of spelling words being studied by pupils from a reputable series of basal textbooks. Thus, learners way choose selected words to write a tall tale, a poem, an adventure story, an autobiography, and/or biography. Guiding pupils to transfer learnings acquired to other experiences should assist in retaining the correct spelling of words.

Pupils may draw pictures pertaining to selected spelling words. In this way, learners can reveal understandings attached to new spelling words. For many pupils, participating in art activities is enjoyable. At the same time, art work, in this case, is correlated with the spelling curriculum. Each pupil might well come up with creative illustrations pertaining to the meaning of the following spelling words: *cow, horse, cat, lion, tiger,* and *elephant.* Even words such as *democracy, cooperation, happy, confidence, justice,* and *freedom,* can provide interesting content in which learners may reveal understandings acquired by drawing related illustrations.

Young pupils might develop visual acuity in noticing likenesses and differences among spelling words by crossing out the word which looks different from two others in a set: *box*, *box, friend; girl, boy, girl;* and *dog, baby, dog.* With appropriate sequence, the involved learner may well become increasingly sophisticated in detecting which words look alike and which have only slight differences, e.g. *high, hello, high; below, below, belong;* and *house, house, horse.*

Learners can also be encouraged to write a creative story using words in the order presented in the spelling textbook. For example, in a list, the following sequentially presented spelling words might be used in a story: *robin, spring, worm, dirt, cat, hill, tree, grass* and *shrub.* In proofreading the completed work, the learner must carefully evaluate it to see if each word has been spelled correctly.

In summary

Pupils need to experience interest, motivation, meaning and purpose in the spelling curriculum. A variety of learning experiences for pupils might well fulfill these criteria, as well as assist pupils to achieve worthwhile objectives.

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[Spelling Progress Bulletin Fall 1983 p19 in the printed version]

9. Two Problems for English Spelling Reformers, by Prof. Thomas R. Hofmann*

*Toyama Univ, Toyama, Toyama, Japan.

Illiterates are basically good spelling reformers; if there is a common illiterate spelling for some word, it is almost always because they have applied some sensible rules of spelling where they shouldn't have. The chance of spelling something irregularly when it is properly spelled regularly, is pretty small compared with the likelihood of not knowing an irregular spelling & spelling it regularly.

The first problem is that nobody wants to *look like an illiterate,* a person who hasn't gone to college, who gets odd jobs on the docks or the farm. But nearly every spelling reform, except those that change the face of English so much as to look like an exotic language, uses *regular* spellings in place of irregular ones. And those spellings are the ones that illiterates use on the few occasions they are called to write.

It is not surprising that the spelling reformer is at best listened to politely, & more likely not listened to at all or not politely. What he is saying is that you and I ought to act reel stupid & rite so that nowun is going to lissen or respect us. Most people are reasonable; only a masochist is going to write or speak so that no one will listen to him. So you see why people think spelling reformers are crazy.

There are at least two ways out of this dilemma: change so radically that no one will guess that it is really English – like use Russian letters, or new letters, or Chinese kanji – or make a change so small that one can still show that he is educated & intelligent (& not a radical hot-head) and to please you (the reader) uses the rest of the irregular spellings. Vic Paulsen's Torskript was an attempt at the first, Lindgren's SR-1 an attempt at the second. But there are other ways out of this dilemma. If you know some won't you tell them? The time to change is now!

The other problem comes from dialect differences, especially that great watershed of dialects, with or without *r*. (America's East, South, & Black, England, Australia, S. Africa, & International (businessmen's) English without, as opposed to U.S. Central & West, Canada, Ireland, Scotland & India with).

How do the illiterates spell?, or how do *we* spell when there is no standard spelling? A perfect example is in the word *you*, as we pronounce it in rapid conversation. In comic strips, we spell it to show its pronunciation, for illiterates & low class people. How is it spelled? Invariably *yuh* in North America & *yer* in England. These are NOT different pronunciations. They are phonemically identical & phonetically so similar as to be indistinguishable. Yet they get different spellings in r-less r-ful dialects. In the r-less dialects, they do what is reasonable to them: *er* is the most common way to spell the sound in a rapid, relaxed you. So they use it. In an r-ful dialect, *er* has a very different sound, & that strange combination of letters *uh* must be used instead.

The problem is, given English is split into dialects, & the question of r is only one major divider, how can we reform English so as to keep it one language? Or do we want a family of related languages: Scotch, Southern English (Received Standard), Australian, American, Black, Southern

American, & a few others. Personally, I don't think so, but I am sure the Soviets would be happy, & the French even happier (they keep talking about the vagaries of the English language & the incursion of it into French-Franglaise). So the question is: do we want one or many different languages? And if you answer "one," the problem is, "How can it be reformed & kept together?"

The editorial board of this journal was convinced that I am anti-spelling reform, but I am all for it, if these questions can be answered. I am indeed against blind beliefs that phonemics will solve all our problems, as I think most people would be if they knew what phonemics really is, & the present state of the dialects of the English language.

This is also a defensive reply to the continual sniping at "scholars who argue for status quo." Personally, I doubt whether any scholars would argue for a complete status quo; there are too many things wrong with English spelling for anybody to not want to change – at least a little bit. And it doesn't serve our goals to try to alienate the scholars. In fact, their criticisms might be listened to carefully & answered. They are not so likely to make stupid attacks, & if they can be convinced, they do control a lot of the writing that goes on in English, & their examples will be followed by dictionaries.

In the one case of the scholar whom I know passably well, he is all for changing – almost any change would be better than the present, & one change will lead to others. But there are these 2 fundamental questions, & perhaps the most fundamental, how *to motivate people to change.*

As a scholar, I can find things wrong in most proposals, as I assume most people can. Like SR-1, "Spell *ea* as *e* when it is pronounced with a short-*e*" (*bread, ready, head*. . .). But the most basic rule of spelling English vowels is to double a consonant after a short vowel (to show that. it is short), & if we spell *ready* as *redy*, it ought to be pronounced as *reedy*, & this is bound to give problems to future generations of children.

So I would prefer SR-1a, "the same, but double the consonant after the short-e if necessary to show the short vowel." (*bredd, reddy, hedd,* in order to keep it different. from the past tense of *breed).* This is not so admirably short & succinct as SR-1 is (which may be preferable for people with short memories), but the spellings that result. (except for *bredd)* are a lot more logical, follow the rules for English spelling, & look a lot more like English to me, & will surely be easier for children to learn than *redy*.

Now, seeing that SR-1 (or an other reform) replaces one irregularity with another, should we support it & use it? or propose SR-1a? To propose SR-1a will divide support, for SR-1, & any reform needs all the support it can get, but perhaps SR-1 has had its chance & has not succeeded. Perhaps it failed to get support because of the reasons cited above, & SR-1a *would* succeed because it is better.

Besides the basic questions above, I would like to hear a good answer this sort of dilemma, & also other criticism of SR-1 & SR-1a.

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[Spelling Progress Bulletin Fall 1983 pp19,1 in the printed version]

10. Timmie's Response (2nd letter) to Grandpa, by Harvie Barnard*

Dear Gramps:

Surprize and Good News! Maybe you've alredy herd? Jorje and I ar lucky! My Dad and Jorje's Dad decided to send us to privit skool and here we ar!

You'll never gess what els is nue! Our old teacher, Doctor Rider, is owr Hed Master at this nue Pioneer Boys Skool, and man is it guud to see him agen!

Jorje and I hardly recognized him; he's so different. He teeches 5th grade now insted of 3rd, and we're in his 5th grade class. When we wer bak there in Doomsbury public skool, Dr. Rider was pritty grumpy most of the time, and the kids wern't very happy eether. But sins we came here, Dr. Rider smiles a lot and sumtimes tells us jokes about foreners trying to lern the English languij. Enyhow, skool is fun now, and insted of fyting and doing ween things to eech other, the boys ar lots mor frendly than they wer bak in Doomsbury.

At first Jorje and I had a room together, which was OK, but Dr. Rider thaut it wuud be a guud experiens for us to kno sum other boys. So now I hav a nue one, and so duz Jorje. My nue frend is a boy from Russia where his dad was a consul or sumthing like an ajent at a reporter, and he went to skool in a Soviet comrad's skoolf so he's way ahed of most of us but is just my age. I'll tell you mor about him later, but enyhow his name is Jon and he's a reely smart guy!

But Jorje's nue room mate is sumthing els! He talks like a grownup, but in sum ways he's awful dum. He can hardly reed English, and he sez that a sykologist tqld his father that if he waz sent to a skool like Nue Pioneer, they cuud teech him to reed and rite like a normal person. Hiz name is Bob Reed and he always spells it boB deeR, which we think is funny, so we caul him deer Bob and that makes him mad. But Dr. Rider sed we'd hav to kwit laffing at him becaus he had bin confused, and we'd only make him worse.

So Bob was put in a speshul class for a while, and what happened waz reely stranj. He used to reed with his buuk upside down, and now he holds it rite side up. The first thing funny about Bob waz that when we had exersisez every morning Bob wuud always go the rong way when our march director sed colum left. He wuud go rite, and sumtimes he wuud just stop and wate to see which way the other boys went. That happened only one day, and then, the director sed everybody put up thare rite hand, and sure enuf, Bob put up his left.

So for a hole week Bob was in another class, and when he came bak he was diferent, just like Dr. Rider was different. At first he wuudn't tell us what happened, but finely we figured it out. Bob didn't kno rite from left and he waz trying to reed bakwards. He told us that Dr. Rider gave him cards to reed and he did reel well with words like "dad" and "mom"; then he sed "look" waz kool", and that did it. He sez its hard to chanj bak to the rite way which is confusing to him becaus when he waz in first grade they told him thare waz only one rite way to reed rite, and that waz his problem. He always started rite, and everybody sed he waz too dum to lern. So he kwit trying and until he came to our Nue Pioneer skool, he just lissened and lerned everything just by waching and lissening to the teecher. Dr. Rider sez his dyslexia will soon go away now that he understands about rite and left.

But the funny thing about Bob waz that his mother waz partly Chinese, and she helped him to reed the way the Chinese always do – from rite to left. No wonder he waz dyslexic! But enyhow Bob is a gaud guy, and the smartest kid in our math class! He sez algebra is just kid stuff, and he doesn't need a calculator or a computer. He duz it aul in his hed!

Well gramps, I gess skool will be mor interesting from now on. We're reeding in 2 kinds of books now – the dum kind and the guud kind, and Dr. Rider sez that until we get our English spelling simplified, we'll hav to kno both ways. He sez that after Bob gets his rite and left habit corrected he'll be the best reeder in the hole skool. I hope you don't mind my crazy spelling – it just comes naturally to me that way.

Yoor luving grandsun, Timmie.

(For the previous correspondence between Timmie and his grandpa, see *SPB* **Spring 1981** and **Spring 1982**)

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[Spelling Progress Bulletin Fall 1983 p20 in the printed version]

11. NS8 READING PRACTICE Ad – Arn Rupert, Lunenburg, Ont. Can. 1/4/83

NS8 READING PRACTICE Ad - Arn Rupert, Lunenburg, Ont. Can. K0C 1R0 1/4/83

NS8 is a spelling system that takes the best of French spelling and applies it to the English language, to get a system English, French and bilingual speakers can be happier with. It uses i & é as French spelling does, but ç for the ch sound as in reformed Turkish. Dotless ı is used for the short i sound and 2 ` & ^ diacritics on the dead key of a French Qwerty keyboard for various purposes unrelated to French practice.

WE	NS8
aa	ɑ
ae	é
i	ı
ee	i
?	ə
uu	ʊ
oo	u
o	ʌ
au	ɔ
ie	ɑ
ou	à
ue	ù
oi	ò
ch	ç
th	ƴ
dh	(
ng	ŕ
sh	)
zh	ʃ

I have converted a French Remington Electric to type 10 new letters as on the keyboard plan below, and can add diacritics to get 5 more of low frequency, so that I can type English & French in the old spellings (less q Q, which can be marked by hand as shown) and in 41 symbol phonetic (no digraphs). Of course, this is possible with 38 letters if diphthongs are classed as double sounds, syllables with y and w as in cow, boy and yu. The French nasal vowels would be marked with the circumflex (garsô), s be used for their few ç letters, n only be added if really sounded.

K	"	/	$	%	6	&	'	(	)	_		J
k	2	3	4	5	(	7	8	9	ɔ	-		j
ɑ	W	E	R	T	Y	U	I	ŕ	P	O		
ɑ	w	e	r	t	y	u	i	ə	p	o		
A	S	D	F	G	H	ʊ	u	L	:	^d	ê	
a	s	d	f	g	h	ə	ı	l	;	`d		
Z	X	C	V	B	N	M	?	*	ç			
z	x	c	v	b	n	m	,	.	é			

This is actually typed by that old machine mentioned above and it only took 3 worrisome afternoons to do the job, but 2 or 3 years to work up the nerve to try it. By hindsight, it was quite easy.

Six word signs are used: I, U, &, (, n & t.

The ie diphthong is rather frequent & should have a single small letter of its own as well as the capital I; ɑ is suitable, as a contraction of its phonetic ɑi or ɑy form with no dot. The other 3 common diphthongs ow, oy & yu, are à, ò & ù in NS8. This saves space but no typing or longhand writing effort.

32 letər speling, with cənsənənt dəgrafs, cud bi a practicəl əpshən, ər an izy step tərd lurning a mər ecənəmic sistəm. Only 9 nyu letərz nid bi adəd tu 23 ov dhi old wunz tu spel dhis wé, & sins most ov dhi old speling fəlts can bi cyurd bə ading nu vawlz dhis ız nət a bad sistəm. It olso sévz ovər 12% ın spés & efərt. A nu letər: (.for (very fricwənt dh sawnd and yuzd az a wurd sən, ələng with (5 uſərz listəd əbuv, cud izəly sév ənuſər 8%, but (u wurd sənz du téc mər lurning efərt and shud only bi yuzd wen unstrest.

Uzing (oz 3 ` marct difthongz only sévz 1 or 2% mər spés, but mécs a fù wurdz luç mər ləc (er old formz (ùs, ùz, ùnətəd, etc.) and ridz a bit izyər for (oz voting adults wi must win ovər. 20% séving ın (er scultax and ın (prəs ov a nuzpépər wud min mər, pəraps, tu (em (an biing ébəl t rət withawt a dicshənery. (er némz wud sté (sém for a long təm & (ats əbawt ol (é rət enywé; tu get (er checs casht.

I cant si hà (u public print cud go ƴru sevərəl stéjəz wiƴət a grét dil əv cənfùʃən, so I ƴirç it)ud bi rəformd ın a sirgəl stéj, (o it mət bi əplad grajuəly tu wun ùs aftər ənuſər əz difrənt grups əv ridərz wer ébəl t rid (nu wurdformz. (is fənəl lurnir stéj əv NS8 sévz nirly 30% əv spés n təpir efərt, if ol (numərəls & wurd sənz or ùzd frily t maç (normal, nagərəl wé wi spic, wiç wil bi muç mər əcspresəv, az wel az ə lət izyər t spel. And U can si (at I am təpir it wiƴ only 44 ciz, ən an old m)in I bot for $25; cənvurtəd bə çénjir only 7 təp blacs & muvir 2 ın 3 aftərnuns, (o I wil ədmit it tuc a bit əv nurv. (paid advertizement)