

News6. [*underlined words and letters are presented as headings or in italics here.*]



Simplified Spelling Society. News. October 1984

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SECTION I

1. Introduction

LETTER FROM THE EDITOR — Mona Cross,

Dear Members and interested people,

Thank you for the many expressions of appreciation of the contents of the [July News Bulletin](#) and of your understanding of the meaning of its cover. It is intended that newly interested people should see at a glance that we have world-wide contacts, and also what the committee is proposing.

But there are aspects of spelling which are deep, wide, and have an influence on technology and on language internationally. To show that, maybe we should produce an academic type of magazine once a year. What do you think? The coming Conference of 1985 would provide some of the material for next year. Our own personal News-Letter must continue too, I believe, so that although we are far apart, we are linked together into a whole Society, and have a forum for our views.

I am again trying to practise the Hous Style described by C. Jolly in the July News-Letter. Robert Craig wrote to tell me of all the words I failed to alter in the July issue. They were many! That leads me to think that it would be better to make all changes, even when officially approved optional, although they should be taught and practised by young learners (who would tend to continue using them). That, I am told, is the Dutch way of making Spelling Reform practical.

Mr Peh-ling Lee of Jiang XI Province, China, has written in support of "simplified fonetic spelling". He writes, "Spelling simplification should make speech clearer". It should be "of universal validity" and show a pronunciation which is "not localised". Many of us feel that we must base reform on what is recognised as Standard English — The Queen's English in fact. Mr. Peh-ling Lee has sent a beautiful chart in Chinese script, "International Letter Spellings to Help Foreigners Learn Chinese Pronunciation". The chart may be borrowed if you send a S.A.E.

(??) words, then follow with the present orthodox spelling. That way, children and adults could look up the spelling and meaning of any word if they had an idea of its standard pronunciation, e.g. nolij knowledge), s'a'm or sarm (psalm).

Members of the Society are concerned with two movements now. One is the simplification of spelling, using fonetics, which is intended to help children and foreigners learn to read and write English, and the other is to serve certain adults, technology generally and computers in particular.

S.S.S. TWO MOVEMENTS
to suit modern lines.

PHONETIC

Spelling for children and
for those who do not
no the language)

SUPPORTERS

L.R. Fennelly
C. Jolly
C. Upward
D. Stark
A. Citron
R. Craig
R. Lung
P. Lee
M.N. Gogate
and many others.

"CUT SCRIPT"

(For the computer etc. and for those
who already no the language and
ar at least somewhat literat).

SUPPORTERS

V. Yule
A. Citron and the
U.S.A. Society BEtSS
C. Upward
and
others.

For U.S.A. details see
"Spelling Progress Quarterly"
Vol. 1 Number 2.

Aut the Society now to encourage the development of both, and to record the same for the
consideration of a "Bullock Report" type of official committee?

I hav had som helpful interesting letters and I always draw the Committee's attention to their
contents. Most reflect an agreement with the Committee. Robert Craig wholeheartedly agrees with
the "Four Stages" and SR1 etc., but he decidedly dislikes reference to Nue Spelling, which he feels
is obsolete. Judging by the expressed views of the 1985 Working Party Committee, "New
Spelling" may tend to serv only as a basis or "jumping off ground". Mr. Gogate of Bombay is very
appreciative but thinks that Simplified Spelling needs the support of governmental and educational
bodies. He thinks of it, too, as another language for his Indian compatriots to learn, i.e. an addition
to the orthodox English which they now read and rite. We intend that it shall be accepted
internationally and be used insted of the orthodox — difficult to read, difficult to spell — English,
which we use at present.

I am disappointed that the Society's influence on this country's educational and governmental
hierarchy, and on the ordinary peopl, appears to be no greater than in 1979, when I ran a
Conference here which I had hoped would lead to the spred of information about spelling reform.
John Ogden of Lancashire, has written a very thoughtful paper, giving ways in which this could be
don. If you could make time to work with him it would, I believe, be the start of a move forward in
1985. We hav the scheme, we hav the ideas, we hav som money. All we need is to follow up his
suggestions for "PUBLICITY".

Now may I wish you a very pleasant New Year and a Christmas which brings you warmth and
contentment.

Yours sincerely,
MONA CROSS.

2. PUBLICITY

In support of Stage 1 now that it is broadly agreed

OBJECTIVE

To get Stage I reforms widely known by the public. (Audience: all adults)

To encourage use of Stage I reforms by those who are interested

(Audience: mostly teachers, academics, students)

ACTION

Produce material to publicise Stage 1.

Produce material for those who choose to *use* Stage 1.

Take steps to publicise Stage 1.

Take steps to encourage the *use* of Stage 1.

MATERIAL

Leaflets: For giving away at meetings, to friends or in the post.

To describe each reform in Stage 1, with examples.

To provide a contact address for further material or membership application.

To fit into a coat pocket or envelope, say 1/3rd A4.

Letterheads: For those who wish to use a reformed spelling in their own correspondence.

Brief, informal, (possibly just baseline) description of Stage 1. Say A4 size.

Letter stickers: Brief sticker to say that spelling reform has been used in the letter.

Press release: To describe and launch Stage 1, written for a newspaper or magazine to use.

Complete with contact address.

ACTIVITY

Advertising: Limited use. Good for getting new members, providing we have something to send them.

Otherwise Editorial and Word of Mouth is much more effective (and cheaper).

PR: Anything that gets us good Editorial mentions.

— A Press release for National and local Newspapers

and relevant magazines describing Stage 1.

Campaigning: — Interviews with Newspapers on any newsworthy stance.

e.g.: against British Telecom, the Government Examining Boards etc.

Word of Mouth: Talks given in schools and societies.

Regional groups.

Cuttings agency: (e.g.: Romeike and Curtice, London.)

To trace results of press releases

and to provide material for correspondence campaigns.

From John Ogden, Lancashire.

3. NOTICES

1. Our Secretary's *new address* is: Mr. STANLEY GIBBS, LEICESTERSHIRE.

2. The next *Committee Meeting* is on January 5th, 1985, at 10.30, at Maria Fidelis Convent School, which is half of each of two or three streets from Euston Station. We finish at 2.30 approximately and we should be delighted to see you.

3. *The Conference 1985*. This will be an interesting, stimulating affair. Information about it is on the back page of this News Letter. Laurence Fennelly would be pleased to hear from you and to provide a booking-form, etc.

4. I should be pleased to have an article or letters from you for the next News-Letter (News Bulletin) at any time before, or on, February 1st, 1985.

[Laurie Fennelly: see [Journals](#), [Newsletters](#), [Pamphlet 12](#), [Leaflet](#)]

SECTION II

*AN EXTRACT FROM A LETTER SENT BY LAURIE FENNELLY TO MEMBERS.
AUGUST 6th 1984*

4. Revision of New Spelling

At the A.G.M. on 28th April this year, the following resolution (item 9) was passed: "That the Society should carry out a review of NEW SPELLING in order to prepare a revised version, which will include in addition, a program for its introduction by stages."

To implement this, the Committee has now appointed a Working Party consisting of:

L.R. Fennelly — (Chairman)
C. Jolly
C. Upward

As members know, the Society has recently introduced a Stage 1 Reform, designed as a first step in actually putting a spelling reform into practice.

The task of this working party is somewhat different. It is to produce a complete scheme of reform, carefully worked out in its implications, which can then be presented to enquirers, and be used as the basis of our propaganda.

We earnestly hope that all Members will participate in this work by sending us their views both on New Spelling itself, and on how they think it should be introduced.

5. PY IN THE SKY or PI YN THE SKI?

Here is an article by one of the Working Party mentioned by Laurie Fennelly. You will gather that the Working Party will give a great deal of constructive thought to the task of finding a system which can be offered as a possible permanent reform to official bodies and to the public.

Editor.

[Chris Upward: see [Journals](#), [Newsletters](#), [Pamphlet](#), [Leaflets](#), [Media](#), [Book and Papers](#).]

PY IN THE SKY or PI YN THE SKI?

by Christopher Upward

1. The I/Y problem.

In her [July editorial](#) Mona Cross invites comments on two spellings on the newsletter cover which have caused readers to stall. One at once notices two words which do more than just cut redundant letters: 'briet' (bright) and 'hie' (high) introduce the digraph IE to represent the long (diphthong) value of I, /aɪ/, which t.o. only uses in final position in a few monosyllables like "die", "lie", and their derivatives. Especially with 'briet', one is misled by the regular t.o. pronunciation of IE when in non-final position, which is /i:/, as in 'brief' — and is also the regular German spelling for /i:/, as in 'Sie', 'Wiesbaden', (EI being regular spelling in German for /aɪ/, as 'Mannheim'). We must therefore ask: what is the best way to regularize short /i/ and long /aɪ/, as in bit/bite? T.o. uses I and Y, as well as an assortment of digraphs such as IE, YE, EY, EI, AI, and sometimes tacks on GH for good measure.

2. A historical view.

The historical context is interesting here. If we look at texts written 400 years ago, we notice that in those days the English were in some confusion as to how to distinguish between the letters I and J, or between U, V, W. To us this confusion is almost unbelievable since we regard the consonants J, V, and W as being a pretty unambiguous guide to pronunciation, and in no way overlapping with the vowels I and U. But if we imagine ourselves 400 years into the future, after English spelling has long been rationalized (we fervently hope!), and look back at 20th century spelling, surely we would be equally staggered that, when there are two distinct and very common sounds, /I/ and /aI/, and two distinct letters, I and Y, the primitive scribblers of 1984 could not draw the obvious conclusion and regularly use I for /I/ and Y for /aI/.

3. Vowel-letters and vowel-sounds.

And really, though it is the representation of vowels rather than of consonants that is the bane of t.o., the two vowels /I/ and /aI/ are just about the easiest to deal with. For one thing there are not the contradictory pronunciations that bedevil A, O or U; for another, I/Y has just two basic values, as in bit/bite, not three, as A and U have; and for a third thing, we have two ready-made letters to hand, just waiting to be consistently allocated to the two sounds, which is more than can be said of the long and short values of A, E, O or U.

4. Which letter for which sound?

These observations are not new, but the Simplified Spelling Society's own book, "New Spelling", is for instance still bogged down in the dual use of these letters, partly because of the complicating factor that Y has a second, very distinctive function as half-vowel, half-consonant when it precedes a vowel at the start of a syllable (yam, yes, young, lawyer). It has also been suggested that I should be used for the long value /aI/, and Y for the short value /I/. There are nevertheless some important considerations which indicate that perhaps the reverse allocation (I for /I/, Y for /aI/) would be easier. And ease of use must surely be the key criterion for deciding which of the two alternatives to adopt, both because what is easier is likely to prove more acceptable to the public, and because, as article A2 of the Society's constitution says, the aim is reform "in the interests of ease of learning and economy in writing."

5. The international context.

But first: what are the implications for English as an international language? For foreigners whose mother tongue also uses our Roman alphabet, it is important not to make English look even more hideously unpronounceable than it already does. In other Western languages the letter I has the fairly standard pronunciation of /I/, /i/ or /i:/ (it is no coincidence that the international phonetic alphabet uses variants of it as symbols for such sounds); for English to drop that value of I would therefore mean destroying a feature that now links our language with others. The vowel Y on the other hand is rare in the other 3 major West European languages, and it does not have a standard pronunciation: in German its rare occurrences are pronounced like ü; in Spanish it occurs in some common words (y, muy) in which it is pronounced like I; in French most of the frequent Ys used in the 16th century (moy, luy, ay, croy) have long since become I, and phonemically the two are anyway interchangeable; while the Italian alphabet has no Y at all (using it for foreign words only). For English suddenly to start only using Y for /i/ would therefore be, to say the least, confusing. Would you, for instance, prefer the taste of spaghetti?

6. Orthographic system.

A systematic representation of the phonemes of English would pair the long and short values of the vowel-letters. The following pairs of words (spelled in t.o.) illustrate the system, with the short values given first:

A pat/bait, bath; E pet/beat; I pit/bite; O pot/boat; U put, putt/beauty

Since over 2/3 of the vowels we speak have the short values, the most economical system of spelling will reserve the simple letters AEIOU for these short values and use other devices, such as digraphs, to represent the long values. If I = /aI/ and Y = /I/, a double hole is knocked in that system.

7. The principle of minimum disturbance.

When spelling reformers are faced with such a choice, an important question is always: which alternative will cause the least disturbance to the existing system? Frequency counts are essential here, as they will tell us how often spelling changes will need to be made if I = /aI/ or if I = /I/. Some relevant statistics are:

1. /I/ (as in 'it') represents some 8% of the phonemes produced in spoken English (it is the second most common vowel-sound), whereas /aI/, as in 'like', has a frequency of under 2%.
2. I is the 6th most common letter in written English, whereas Y is only the 16th most common — and that includes its most regular (though less common) and quite different use at the start of syllables as in 'yes, lawyer'. The commoner letter should represent the commoner sound.
3. If we ignore 32 cases of I/Y used in digraphs, diphthongs, and for other sounds including /j/, in the 500 most common English words the occurrences of the two letters are as follows:

I as in 'it': 79 cases of I=/I/
Y as in 'by': 3 cases of Y=/aI/
Total 82 for 'it/by' pattern

I as in 'like': 24 cases of I=/aI/
Y as in 'very': 21 cases of Y=/I/
Total 45 for 'like/very'

4. This preponderance of the 'it/by' pattern is greatly increased when word-frequency is taken into account. Thus, the 7 words containing the letters I or Y which have a frequency higher than 5,000 per million all follow the 'it/by' pattern, while 27 of the 45 words following the 'like/very' pattern have a frequency of under 300 per million.

8. Economy.

Substantial gains in economy can be made by spelling all /aI/ sounds with Y, since it so happens that /aI/ is the most common of all the long vowels and diphthongs in English. With the simple vowels AEIOU reserved for short values, a less economical method such as digraphs would normally be required to represent the less common long values, and it is therefore very fortunate that the letter Y should be available to represent the most common of them: maximum economy is the result. All those common IGH words, which the Society's SR proposals on -OUGH and -AUGH conspicuously avoided, fall like ninepins, shedding two letters each in the process: hy, sy; bryt, delyt, fyt, lyt, myt, nyt, plyt, ryt, syt, tyt.

9. Regularity.

As with all long vowels and diphthongs in English, t.o. has a plethora of ways of representing /aI/. Compare: by, mild, like, high, height, die, dye, eiderdown, aisle. These can then be regularized to: by, myld, lyk, hy, hyt, dy, dy, yderdown, yl; and the gain in economy is nearly a third: 12 out of the 39 t.o. letters have been saved.

10. Confusion with semi-vowel Y and digraph Y?

The book "New Spelling" (p.108) rejects this use of Y because of its other use at the beginning of a syllable which would be unchanged. But since the position in the word of the two uses of Y is distinctively different, confusion is hard to imagine. In theory, confusion could arise if the long vowel Y directly preceded a vowel letter, as when spelling a trithongal glide, such as "higher", "liar", "prior"; but by writing such words without a second vowel-letter at all, we avoid the problem and get their spelling to rhyme as does their sound: hyr, lyr, pry. At a stroke we have achieved economy *and*

regularity. Indeed the use of y obviates that hazard of all digraphs, namely that sometimes the same pair of letters can represent separate sounds, as in "quiet" where IE is not a digraph at all. Y thus makes for a clearer distinction than in t.o. between "quiet" and "quite", with 'quyet' and 'quyt'. Y also occurs as the second letter in digraphs such as ay, ey, oy, where it in effect represents the sound /I/; such words as bay, obey, boy could therefore be written bai, obei, boi, but since this use of Y is mainly confined to final position, and the sound is regular, this change is unimportant.

11. Examples of the two systems.

If there is any remaining doubt as to which use of Y is to be preferred, perhaps some practical examples will dispel it. Consider the alternative possibilities with rim/rhyme, still/style, tip/type. If I = /aI/, and Y = /I/, we have rhyme perversely becoming rim, styl becoming stil, and type becoming tip, with rim equally perversely becoming rym, still styl, and tip typ! Whereas with rim/rym, stil/styl, tip/typ, we surely all know exactly where we stand. Then, are we really going to write all those constantly recurring little words as yn, ys, yt, wyth, hys, thys? But inevitably, any regularization of I/Y is going to reverse the present pattern of spelling in some words: socyeti and yvi are two extreme consequences of the recommended system; and we would have to get used to writing the adverbial suffix as -LI, not -LY — but the very regularity of it is a great practical help in implementing this change. On the other hand all those verbs and nouns like to bury/to deny, city/supply, whose identical ending is belied by their differing pronunciation, are neatly distinguished in all their parts: buri/deny; buris/denys; burid/denyd; burying/denying; citi/supply; citis/supplies.

12. Exercises.

Now let's try putting these ideas into practice. In the first five sentences, all the I and Y sounds are omitted: see if you can insert I or Y correctly, but do not insert any other letters.

- Peter P...per p...cked a p...nt of p...ckled pepper.
- Ever... arm... fears the m...l...tar... m...t of ...ts enem....
- Des...rable countr... res...dence qu...t near the sea-s...d.
- He qu...ckly t...d...d the k...tchen befor his w...fe arr...ved home.
- W...ll sc...ent ...f...c d...scover...s ...mprove our l...ves?

In the next five sentences two letters need changing; in Nos. 1–4 a letter also becomes redundant, why? In No.5 rather more letters vanish ...

- Why does he think drink helps him drive stylishly?
- By investing unwisely his sister frittered away the inheritance.
- Life is but a melancholy flower.
- Buy nine early cauliflowers.
- Hitler insisted might is right.

13. The historical context again.

Lest anyone should think these spelling patterns are a daring innovation, let us remind ourselves that many of them were widespread centuries ago. William Blake after all entitled his poem "The Tyger". The trouble was, people were inconsistent in their writing. Let us close by re-writing the first two verses of his poem consistently, distinguishing I and Y — and using full cut spelling into the bargain:

Th Tygr

Tygr! Tygr! burning bryt
 In th forests of th nyt,
 Wat imortl hand or y
 Cud frame thy fearfl simetri?

In wat distnt deeps or skys
 Burnt th fyr of thyn ys?
 On wat wings dare he aspyr?
 Wat th hand dare seize th fyr?

T.o. would require another 34 letters to write this.

[David Stark: see [Journals](#), [Newsletters](#)]

6. DESIGN PRINCIPLES FOR STAGE REFORM

from David Stark, Cumbernauld.

My less than wholehearted support for the Big Four (/Five) reforms suggested as a Stage 1 package stems from my impression that these reforms have only been chosen because they are the least controversial among spelling reformers

They may or may not be the best reforms when considered alongside a complete series of stages on the road to the ideal orthography. This package is not part of an overall plan of reform.

For a number of reasons, stage reform is becoming more and more accepted as the best means of introducing a large scale change in English orthography. However, as language designers, we must stop and reassess the new design criteria. We may have to reject some old design principles and keep an open mind to the fact that the new ones may produce a different end product.

If stage reforms are to be explored, the following features of them must be recognised and explored.

1. It must always be remembered that a stage reform might be the final reform. As the orthography tends towards regularity, society might decide that the benefit to be gained by progressing further with the simplifying process is not worth the bother of reform. Any stage reform must, therefore, be able to stand on its own.

2. The stage reform must also be significant enough to be worthwhile bothering about in the first place. It will cause people bother to adopt any reform, and its benefits must be obvious, especially in the initial stages. It must be a sellable product.

3. Since any stage reform is a stage reform, the following stages must be planned, at least roughly, before it is launched itself. A present stage reform must not determine or restrict future ones unless planned to do so.

4. Stage reform is not meant to be a substitute for more comprehensive reform but a means of reaching it. It may be possible to form non-controversial initial stages, but phoneme/grapheme correspondence choices, dialect definition, phoneme definition, indistinct vowels, non-phonetic features to be retained or lost, and all the other difficult reform decisions will have to be made at some stage, and the earlier the better.

5. Stage reform will involve some words having their spelling changed more than once before a final spelling is fixed, assuming each stage is the result of consistently applied rules.

6. Stage reform will, in effect, be a process of rounding up the large number of rules and patterns in traditional orthography into smaller and simpler groups of rules based on alphabetic principles. In the early stages there will be more traditional orthography rules and patterns, and these must be identified and accepted, for example, a final e changing the sound of a preceding vowel as in cap/cape, or a grapheme representing a different phoneme medially or terminally in a word, for example, lot and lo. It must also be realised that traditional orthography's a mixture of graphic elements — alphabetic, syllabic and morphographic (units of meaning, i.e. whole words are learned at a time). In general, the latter two would probably disappear and the alphabetic rules would become fewer and simpler.

7. New spellings of words require to be individually learned by existing literates. People will probably be able to guess new spellings by the principles of the reform, but they will require to see them several times in authoritative print to confirm their assumed phonic/graphic matching. The more the dialect of the person varies from the standard dialect chosen as the basis for reform, the more unsure he will be of making his own translations based purely on phonics.

8. In the first stages of reform, "visually cued" reforms are preferable, as these will be more easily spotted amongst the proliferation of phonographic relationships in traditional orthography. The likes of ph→f will be more easy to spot in text than a phonetically cued reform like SR1 (/ɛ/ = e).

9. Too many stages in the process of arriving at the final reform involve the following problems:

(a) small scale reform stages offer little or no benefit in themselves, and would rely on enthusiasts and converts to reform promoting and adopting them;

(b) it would be a cumbersome task to control and manage the presentation and introduction of several stages;

(c) it would take time to introduce each stage and have it accepted. By the time a long series of reforms had been presented, they would probably be out-of-date due to changes in pronunciation,

(d) several stage reforms might become isolated from each other, and the overall structure and plan of reform might be lost;

(e) there is the possibility that, if any stages are accepted at all, they will only be the first ones.

[Ayb Citron: see [Bulletins](#), [Anthology](#), [Journals](#), [Newsletters](#)]

7. SECTION III

An extract from a letter of September 13th 1984, from Abe Citron, who is a lecturer in the U.S.A. and an important member of the society called "Better Education Thru Simplified Spelling". His adres is: Michigan, U.S.A.

We hv come to th conclusion that, within th field o business, th computer field is th most likely to pick up some new spelling forms. We include here all th people using home computers, since they ar especially open to innovation.

Following this idea we hv recruited Sheldon Hamburger of INFODATA, INC., a firm which sets up computer programs for business firms. He joined our Board two months ago and is now helping us to write materials for publication in some of the numerous publications devoted to the computer field.

We hope to obtain at least one other person on our Board who is very sophisticated about computers.

Further, we plan to attempt get on the programs of meetings of computer people to present the idea of simplified, shortened spelling as an aid to the efficiency of computer use.

The only anachronistic element in the use of computers is our spelling

Best wishes,
Yurs,
Ayb

An Aid to the EFFICIENCY of COMPUTER USE

10 SEPT. 1984

100 SPD SPLG WURDS (BY NUMBER OF LETTERS)

1 N AND
2 R ARE
3 B BE
4 C CAN

5 F FOR
6 I IN
7 Z IS
8 M MORE

9 O OF
10 T THE
11 W WITH
12 U YOU

1 BK BACK
2 BN BEEN
3 BT BUT
4 CM COME
5 CD COULD
6 DZ DOES

11 HV HAVE
12 HR HER
13 HM HIM
14 HZ HIS
15 HY HIGH
16 LV LOVE

21 SM SOME
22 TU TO
23 WZ WAS
24 WR WERE
25 HU WHO
26 WO WITHOUT

7 DU DO
8 FM FROM
9 GD GOOD
10 HD HAD

17 NU NEW
18 NT NOT
19 WN ONE
20 SD SAID

27 WD WOULD
28 YR YEAR

1 UGN AGAIN
2 BCZ BECAUSE
3 BFR BEFORE
4 ENF ENOUGH
5 EVN EVEN
6 GVT GOVERNMENT
7 HIR HERE
8 HVR HOWEVER
9 NOE KNOW
10 LES LESS
11 LYF LIFE
12 LYK LIKE

13 LTL LITTLE
14 MYT MIGHT
15 NVR NEVER
16 NYT NIGHT
17 WNS ONCE
18 OVR OVER
19 PPL PEOPLE
20 RYT RIGHT
21 SHD SHOULD
22 SHO SHOW
23 SNS SINCE
24 THT THAT

25 THN THEN
26 THM THEM
27 THR THERE
28 THS THIS
29 THO THOUGH
30 TYM TIME
31 WEL WELL
32 WHT WHAT
33 WHN WHEN
34 WHR WHERE
35 WCH WHICH
36 WIL WILL
37 YUR YOUR

1 BZNS BUSINESS
2 CMTY COMMITTEE
3 CUPL COUPLE
4 CORS COURSE

5 EVRY EVERY
6 HOWS HOUSE
7 MUNY MONEY
8 STIL STILL

9 THER THEIR
10 THRU THROUGH
11 WHYL WHILE

1 UGNST AGAINST
2 ALTHO ALTHOUGH
3 COLIJ COLLEGE
4 FORIN FOREIGN

5 HMSLF HIMSELF
6 NOLIJ KNOWLEDGE
7 SCOOOL SCHOOL
8 SMTHG SOMETHING

9 STOPT STOPPED
10 THAUT THOUGHT
11 TRUBL TROUBLE
12 THRUT THROUGHOUT

12 WN LETTER WORDS
28 TWO LETTER WORDS
37 THREE LETTER WORDS
11 FOR LETTER WORDS
12 FYV LETTER WORDS

TOTAL 100

COMPILED BY AYB CITRON 10 SEPT. 1984

SECTION IV

8. Orthografi

A mekanism must be fownd in order tu implement spelling chanj. We must edukat teecheders on how speling must adapt, in order for it tu remain reedabol. We must tel th world abowt th basik distinkt sounds in th human vois spektrum. We have tu kultivat the linggwistik soil, enshur a gud klymat, befor we kan so th seeds of speling growth. In a living langwij, speling must flo and gro, bloom and doom.

I advokat that diksioneris use a standard short re-speling: Wreak/REEK/ sens english diksioneris yuz two spelings for eech word; one for ryting, one for saying. If we kan perswad Oxford-Webster tu yuz a standard gyd for enunsiasion, using fonik speling, we wil hav somthing.

Why it was Mr Lindgren unabol to komvens (convince) (com=con=cum) Australian teecheders tu spel "guess" as "ges"? SR1 was lyk a montain tu unacustomd peepl hu felt that if "heel" is speld "heal", then "healthy" must include the word "heal" also. We must no how we failed in order to sukseed. We need a kreditabol plan, a sykolojik road map to sukses.

I now propoz an intermediat step, a step before SR1:

SHORT SPELING and th Song of th Sownds of English

How meni vowl sownds ar herd in langwij english? Five, six. Is 'Y' a vowl sownd, or a simbol? Ar 'Q', 'C' and 'G' kon-sownd-nents, or grafik simbols? Wot vowl sownds ar herd in: dull, full, trust, fur, food, and good? Wot kon-sownd-nents ar herd in: rouge, *chic*, then and *thin*?

Obviosli, english has twys as meni sownds as efektif simbols (leter characters) for them. Meni sownds as SH, TH voids, Th unvoids, ar represented by digrafs (two leters). See a gud diksioneri.

As an ideal, ol foneem (basik sownds) of english shud be herd in th Alfabet Song (tune Twinkle Star) using an *ol sownd alfabet*.

Th "Song of th Sownds of English" gos lyk this:

Ash Beth Choy Ding E Fur Go, Hu I Jay Kah Le My No,
I Peu Q Rouge Soothe Tee U,
Vu Wow Xox Ye Zi we fownd Evri english vokal sownd.

Notes: "Hu" is sed "who" (hoo)* "U" is sed "oo" as in "rude" and in Spain* "V" is sed "vous" (french) and ryms with "you"* "Le" rhymes with "the" (not "thee")* "Peu" ryms with "deu" (french)* "Q" /kew/ ryms with "rue" (french) (th rownd ee sownd)* "X" /xox/ is sed "*ghoch*" as in Scottish "Loch" (lake) throat konsonent* "Ye" is plural for "you", "E" is generic "he"* "Zi" is said "zee" as in America*.

Th nom of ech simbol has bin expanded tu inklud everi english speech sownd. Th french-orijin ZH sownd as in "rouge" and "pleasure" is inkluded in th song. Th most komon vowl sownd in english, th schwa vowl, (up syd e, ə) is also inkluded. See a gud diksioneri.

In this wa children at an erli age, wen they sing th Song of th Sownds, wil lern ol th sownds herd in english and not onli thoz wich kan be represented by th Roman alfabet. This song wil enkuraj diksioneri kompanis tu develop standard representasions for th english vois sownds, wer as ech diksioneri now has its oan konfusing guide for enunsiasion. This aural Song of th Sownds wil eez tu proses of lerning tu reed ovr inkonsistent and deseptiv speling.



I don't think that this song can easily be learned. You may not know that Ken Tillema is an ardent, forceful reformer, who writes to Mayors, and to newspapers, and once even to H.R.H. The Duke of Edinburgh. Our former President mentioned in his reply that Ken was the first letter writer to use a simplified script. We are too diffident about using our Simplified Spelling. H.R.H. is no longer our President, unfortunately, so we can't write to him.

Editor.

K. Tillema, Chatham, Ontario, Canada

[Robert Craig: see [Journals](#), [Newsletters](#)]

9. An amusing and thoughtful letter from Robert Craig.

For the uninitiated it may be helpful to mention that he refers to Traditional Spelling, Reformed Spelling and the Initial Teaching Alphabet.

Editor — S.S.S. News letter.

Dear Editor,

For several hundred years the Traditional Beverages Corporation has been making a product called "Old and Peculiar". Now, it is generally agreed, by those who should know, that Old and Peculiar is pretty foul stuff. So about eighty years ago a number of experts in drinks manufacture got together and set up the Tasty Drinks Company. Before too long Tasty Drinks had produced a rival to Old and Peculiar, which they called "Neu Drink".

Everyone said that Neu Drink was really excellent, but for some reason they continued to drink Old and Peculiar. The directors of Tasty Drinks were very disappointed. After considerable hard searching they decided to launch Neu Drink as a children's drink. They modified it slightly, and tested the market. Children loved it, professional people in education said it was good for them. But, after the initial enthusiasm, sales dropped again. After a number of years another manufacturer brought out his own version of Neu Drink, which he called "Initial Drink". Initial Drink even had government support. Its success seemed assured, yet after several years of record sales, the market fell away. How can it be that Old and Peculiar, which is known to taste awful, manages to maintain its hold on the market?

Robert Craig, Weston-Super-Mare, Avon.

10. PARSIALLY SIMPLIFIED SPELLING

Only use PARSIALLY SIMPLIFIED SPELLING, not the old spelling. Free information:

J. Cober.

I want to let you know that I no longer use the usual spelling. So that people will know that I do not necessarily make spelling mistakes.

Whatever led to the present spelling, there is no reason why we, or our children have to keep on writing this senseless way. If I learned the metric system and nobody else did, I could not use it. But even if nobody else does change their way of spelling, I am able to use a much simpler spelling all by myself.

At present many words are spelled different than they were 400 years ago. How come? Was there an official body that decided to write "wind" instead of "wynde"? Who decided to write: color, labor, nite? The people did. Not everybody yet. But it has already become so popular that some of these new spellings are acceptable and appear in some dictionaries. So, there does not have to be, necessarily, an official body.

I have heard these arguments at our meetings. But it seems to me that "Spell as you choose" means slower reading, for even now I pause at unusual spellings before I grasp the meaning. However, we are used to "color and labor and theater." Surely they should be acceptable alternatives used in all schools?