unalterable sound, and every word is spelt with a reference
to given sounds. By this means, strangers can not only
acquire a knowledge of our language much more readily, but a
practised reporter can also report a strange tongue, so that
the strange language when spoken can be legible [sic] by
one conversant with the tongue.

On March 30, 1854, the First Presidency, or ruling body of the

Church, issued the "Eleventh General Epistle of the Presidency of the

Church of Jesus Christ of Latter-day Saints, to the Saints" in which

they stated that:

> The Regency have formed a new Alphabet, which it is
> expected will prove highly beneficial in acquiring [sic]
> the English language to foreigners, as well as the youth of
> our country. We recommend it to the favourable consideration
> of the people, and desire that all of our teachers and
> instructors will introduce it in their schools and to their
> classes. The orthography of the English language needs
> reforming—a word to the wise is sufficient (Clark, 1965, p.
> 130).

In his address to the Territorial Legislature delivered December

11, 1854, Governor Young said that it was "an opportune time to

introduce the New Alphabet, in forming which, the Regency have

performed a difficult and laborious task. I recommend that it be

thoroughly and extensively taught in all the schools, combining, as it

eminently does, a basis of instruction for the attainment of the

English language, far surpassing in simplicity and ease any known to

exist" ("Message of His Excellency Governor Brigham Young," April 28,

1855, p. 262). A few weeks before this, on November 30, 1854, Governor

Young met with the Regents, who agreed to lecture in different parts of

the Territory to promote the Deseret Alphabet (Powell, 1968).

It was the intent of the regents and Governor Young that all

colonists in the Great Basin should acquire skill in the use of the new alphabet. As soon as December 4, 1854, B.B. Messenger was teaching the Deseret Alphabet at an evening school in Farmington, Utah (Journal History of the Church, December 12, 1854. Hereinafter cited as JHC). Messenger later taught the Alphabet to the clerks of the Church Historian's Office, and records were kept using this method of writing (JHC, February 7, 1855; MS, April 28, 1855). Richard F. Burton (1862) recorded that "One of my favorite places of visiting was the Historian's and Recorder's Office...It contained a small collection of volumes, together with papers, official and private, plans, designs, and other requisites, many of them written in the Deseret alphabet" (p. 509).

On February 5, 1855, Lorenzo Snow advertised in the Deseret News that the Deseret Alphabet was one of the subjects to be taught in the evening classes at his Polysophical Institute, along with "Spelling, Reading, Writing, Arithmetic, Geography, Grammer [sic], Composition, Declamation, Languages, Chemistry, natural Philosophy, and other such branches as are usually taught in High Schools." The following month, George A. Smith, a Mormon Apostle recorded that "John B. Milner taught the Deseret Alphabet to 150 scholars at Provo, 60 at Lehi, 28 at American Fork, 25 at Mountainville, 28 at Pleasant Grove, and 22 in the Provo 1st Ward" (JHC, March 11, 1855). We have, however, no idea of the ages of these "scholars."

On December 7, 1854, the Deseret News reported that the Chancellor

of the Board of Regents desired to make "it an indispensable requisite in teachers to forthwith qualify themselves to teach the Deseret Alphabet in their respective schools." The report went on: "it is expected that the Regents and the Twelve Apostles who may visit the various towns and settlements in the Territory, together with such agent or agents as may be sent by the Board, will teach and enforce these principles."

George Watt was active in teaching and promoting the Alphabet, and we know of numerous occasions when he lectured on the subject, at one time giving "illustrations on the blackboard" (JHC, June 6, 1855). Albert A. Carrington, editor of the Deseret News, also lectured on the Alphabet, and these men's lectures were "well attended" (Smith, 1854, p. 584). Classes on the Deseret Alphabet were established in many communities of the territory, and it was expected that this innovation "would become part of the regular culture of the settlers" (Moffitt, 1946, pp. 55-56).

The Deseret Typographical Association approved of the Alphabet and unanimously passed the following resolution concerning it on August 2, 1855:

> Whereas, the Regency of the University of Deseret, assisted by the First Presidency of the Church of Jesus Christ of Latter-day Saints, have invented a new Alphabet:—and,

> Whereas, the present system of English orthography is very imperfect, and inadequate to the end it is designed to serve:—and,

> Whereas the Deseret Alphabet supplies a simple character

to most of the simple sounds of the human voice,
substantially correcting the absurdities of English
spelling,—rendering more definite the pronunciation of
words, and more easy the acquisition of other languages, and
lessening to a very great extent, for the rising generation,
the labor of learning to read:—therefore,

Resolved, that this Association hail the Deseret
Alphabet as a forerunner in that series of developments in
philology which shall prepare mankind for the reception of a
pure language.

Resolved, that justice to ourselves, and to our
posterity, demands our serious attentions and endeavors be
directed toward rendering universal in our midst the
practical adoption of this New Alphabet: - and that we may be
more capable of fulfilling this resolution,

Resolved, that Elder Geo. D. Watt be solicited to
instruct this Association in the principles of the Deseret
Alphabet (DN, August 15, 1855).

Watt instructed the Association at several of their subsequent

meetings (Monson, 1947). The Deseret News of October 12, 1855 wrote

that Robert L. Campbell, a Regent of the University of Deseret and

later Territorial Superintendent of Schools, displayed to the

Association a "letter from an elder on a mission, written in the new

Alphabet, the writer being unable to write in the common style, and

having received but six lessons in the new."

In December, 1855, Brigham Young wrote a letter to Franklin D.

Richards, President of the European Mission of the Mormon Church:

We contemplate having a set of school books printed at
the Liverpool [Mormon printing] office, in the new alphabet;
we would like to have you inform us in relation to getting up
a font of type, and whether we will have to send any person
to Liverpool for that purpose, or to oversee the printing of
books, the manuscript of course being furnished from this
territory.

> It is our intention to introduce this system in the
> schools throughout the territory....The Legislative Assembly
> will probably take this matter in hand and make an
> appropriation to further this object ("Foreign
> Correspondence," May 24, 1856, p. 331).

Until this time, there had been nothing printed using the Deseret
characters, with the exception of cards and circulars which
demonstrated the sounds of the Alphabet (See Figure 31). Jules Remy,
who visited Utah in September of 1855, mentioned that "up to this day
nothing has been published, as far as we know, with those singular
types. We have known them used in private correspondence, and seen
them on shop signs" (Remy, 1861, p. 184). James Henry Martineau kept
the records of the Parowan Stake in Deseret characters, and a number of
people used the Alphabet in their diaries (Grover & Cranney, 1982).
Monson (1947) reports that "in Cedar City the tombstone of John Morris,
who died February 20, 1855, was carved entirely in Deseret characters,
with the exception of his Welsh birthplace, Lanfair Talhairn" (p. 13).

Efforts were being made to procure type for the new alphabet, and
on February 15, 1855, the Deseret News reported that "Punches,
matrices, and moulds are being prepared by Mr. Sabins, for casting type
of the new Alphabet; and we are in the hopes of seeing ere long, a font
of handsome letter case, and primary books in the new style, printed
for use in our schools." Monson (1947) writes, however, that this type
was never completed or used. Later, "two enterprising young lads"
working at the Deseret News cut large letters of the Deseret Alphabet
in type and an illustrative card made with these characters was offered

Figure 31. The Deseret Alphabet, 1854.

THE DESERET ALPHABET.

VOCAL SOUNDS

Long.	Double
Ə . . E	Ⱂ . . I
3 . . A	Ꝺ . . Ow
Ɔ . . Ah	Ⱳ . . Wa
Θ . . Aw	Ⱨ . . Ye

Aspirate.

Ᵽ . . H

Short.

↑, ↶, ↷, Ⱳ, ſ, ¶

(This column of letters are the short sounds of the above.)

Articulate Sounds.

⅂ . . P	Ꝺ . . B
ꓕ . . T	ꓷ . . D
Ꞓ . . Che	ꝗ . . G
Ꝺ . . K	

Ꝺ . . Ga	Ᵽ . . F
Ꝺ . . V	Ⱡ . . Eth
ꝺ . . The	Ꝺ . . S
ꓭ . . Z	Ꝺ . . Esh
Ⴑ . . Zhe	Ꝺ . . Er
Ꝺ . . L	Ꝺ . . M
Ꝺ . . N	Ⱨ . . Eng

The sounds of the letters t, d, v, z, r, 7 are heard in the words lit, net, fat, cut, nut, feet.

c, L, χ, n, are heard in the words cheese, gate, with, the, thush.

q is like it in short; are made by the combination of √ ₄: It is heard in length.

Learn this Alphabet and appreciate its advantages.

for sale at the post office (DN, August 15, 1855).

On December 28, .1855, "An act appropriating money for educational purposes..." was passed by the Utah Territorial Legislature. Twenty-five hundred dollars was appropriated "to procure fonts of Deseret Alphabet type, in paying for printing books in said type, and for other purposes" (JHC, December 12, 1855). By February, a committee composed of Watt, Wilford Woodruff, and Orson Pratt was meeting with Brigham Young "by candlelight" to prepare "a course of spelling books" in the Deseret Alphabet. "They commenced to write upon such subjects as the pioneers, Mormon Battalion, Salt Lake Valley and Utah Territory, Grisley [sic] bears and buffalo bullfights, etc." (JHC, February 4 & 26, 1856; DN, February 6, 1856).

Apparently there was some disagreement about the pronunciation and transliteration of a number of words, so Governor Young appointed Daniel H. Wells, Albert Carrington, and W. Willes to serve as a committee of revision (JHC, February 6, 1856). This committee even struggled with the question of indicating accent (Beesley, 1975). The Deseret News of February 27, 1856 contained this report:

> Elder Woodruff, chairman of the committee for preparing matter for school books in the Deseret Alphabet, reported quite an amount in readiness for revision preparatory to being copied. The committee on revision had been so much occupied with other public duties that they had not been able to pass upon but a small portion of the manuscript presented. On this account, Messrs. E. Smith, O. Pratt, and P.P. Pratt were added to the committee on revision, and it is presumable that the work will progress with greater rapidity.

An order for casting of type was filled by a St. Louis foundry a

year later. Samples of the Deseret type were printed in St. Louis papers, and they elicited comment from the New York Daily Times on August 26, 1857, that the Deseret News "will probably hereafter be a profound mystery, at least in part, to all but the initiated" (cited in McGavin, 1940, p. 3). Sometime during 1857 the Deseret Alphabet type was delivered in Salt Lake City and stored in the Salt Lake Council House until the type was first used in November, 1858.

Progress on the textbooks was halted in 1857, due to the so-called "Utah War." The President of the United States, James Buchanan, had appointed a non-Mormon as governor of the Territory of Utah to replace Brigham Young. The Latter-day Saints, after their experience with "gentile" politics in Ohio, Missouri, and Illinois, prepared to prevent the new governor from taking office. An army, under Albert Sydney Johnston, was sent from the states to install the new governor. This incident was viewed by the Latter-day Saints as another incident of religious persecution (Birkinshaw, 1981). All missionaries were called home, outlying settlements were abandoned, and even Salt Lake City itself was evacuated and prepared for the torch. The Deseret News press and supplies, as well as all Church and Territorial records, were moved south to Fillmore in Central Utah, with instructions to move them 100 miles further to the south, to Parowan, if the need arose. The misunderstanding with the government was amicably resolved by 1858, but during this time spelling reform was understandably neglected. On November 20, 1858,

> Wilford Woodruff called upon President Young and
> conversed with him in regard to the Deseret Alphabet. The
> works that we formerly compiled are all lost. The president
> wished Wilford Woodruff to take hold with George D. Watt and
> get up some more (JHC).

"The Board [of Regents] made arrangements for the printing of the

Deseret Alphabet primers" on November 25, 1858, and on that same day

"agreed on the arrangement of the alphabet." Two days later "the

historian was presented with a card for his office, being the first

printing done with the Deseret type." By this, of course, was meant

the St. Louis type, as there had been previous printings of Deseret

characters on cards and broadsides. On the evening of November 30, the

lessons in the proposed Deseret Primer were examined, and this led to

"a spirited debate on the pronunciation of the word 'rule.'" Two

nights later, George Watt lectured to the regents on the Deseret

Alphabet, and "several lessons for the first school book were read and

referred to the committee on pronunciation for revision," which

committee met the next evening (JHC).

At a meeting of the Apostles with the Presidency of the Church it

was estimated that it would cost a million dollars to furnish books in

the Deseret characters for the people living in the Utah Territory.

Although the Roman alphabet was inferior, it appeared that it would be

necessary to continue to use the old system. Brigham Young countered

that a gradual adoption of the Alphabet would be feasible, with the

primers sufficing for the time being. He again stressed the advantages

of having an easy way of teaching English to foreigners (JHC, January

31, 1859).

The next few weeks were spent preparing portions of Christ's Sermon on the Mount for publication in the Deseret News in the Deseret characters, as well as preparing a dictionary in the Alphabet (JHC, February 1, 3, 8, 11, 1859). On February 16, 1859 the Deseret News printed a cut of the Deseret characters with their Roman equivalents and the Sermon on the Mount in Deseret, being the first text of any kind published in the Deseret characters (Monson, 1947). The spelling, however, was crude, and syllables were hyphenated in an attempt to simplify reading. As a forward to this and later selections, a Deseret News writer said:

> We present to the people the Deseret Alphabet, but have not adopted any rules to bind the taste, judgment or preference of any. Such as it is you have it, and we are sanguine that the more it is practised and the more intimately the people become acquainted with it, the more useful and beneficial it will appear.
>
> The characters are designed to represent the sounds for which they stand, and are so used. Where one stands alone, the name of the character or letter is the word, it being the only sound heard. We make no classification into vowels, consonants, &c., considering that to be of little or nor consequence; the student is therefore at liberty to deem all the characters vowels, or consonants, or starters, or stoppers, or whatever else he pleases.

In the same edition, an editorial on the Alphabet appeared:

> The characters will appear crude and impracticable at first sight. We deemed them so when we were first shown them. But it was not long before we saw our error. We do not say that they are perfect. In fact we believe we can ourself see where improvements might be made. But we have so far scrutinized them as they are now presented, that we can say unhesitatingly that they are not only a great improvement, but easy of adoption. We look for improvements,

and earnestly commend the subject to the further careful study and unremitting attention of the Chancellor and Regents...We are fully confident that they will do honor to their important trust. At the same time we urge upon our fellow citizens to encourage and support them in their labors. A few men can do but little in such a business. It requires, nay, to be effectual, must have the popular support...It is the floodtide of improvement, and we strip off our traditions and make the plunge. Surely it does not require long arguments to prove the superiority of a system which gives in a common tuition perfection of orthography to a child, over one around whose labyrinths the maturity of college-bred manhood can scarcely wind itself.

Scriptural texts appeared in the <u>Deseret News</u> nearly every week for the next sixteen months, although there was a general dislike of the crudely made type. The words in the first few articles were hyphenated into syllables to facilitate reading, but the practice was not long-lived. On September 7, 1859, a mark resembling an apostrophe, called a "suspending of the voice" sign, appeared. Designed to serve somewhat as a schwa, it was never again used.

During this time Orson Pratt and George D. Watt began copying all of the words in <u>Webster's Dictionary</u> to be used as "a speller and pronouncer in the Deseret characters." On March 21, Pratt announced that he would no longer work on the dictionary because of financial hardship, eyestrain, and the disagreeability of the work. Indeed, "all the gold in California could not hire him to engage in copying and arranging <u>Webster's Unabridged</u> into the Deseret Alphabet..." Robert L. Campbell considered the dictionary "a Herculean task for which we were unprepared..." and which was also "uncalled for and unsaleable." Campbell went on to urge the publication of Juvenile Readers and a

concise speller, with larger works coming later, as the need arose
(JHC, March 14 and 21, 1859).

Brigham Young responded that clerks should be hired to do the work
of transliteration under the supervision of Pratt and Watt. These
clerks were hired the first part of April, but Young soon dismissed
them, saying that this work "was business for women and that the
Regency had no funds to pay for their labor" (JHC, April 14, 1859).

Shortly before the discontinuance of the Deseret transliterations
in the Deseret News, this letter from "A.B." appeared on March 14,
1860 which indicates that the new alphabet was not without its critics:

> The circumstances attending the introduction of the
> Deseret Alphabet are similar in their character to the
> reception which usually attends innovations upon an
> established system, whether scientific, theological, or
> philosophical. The originators of every new system have
> always encountered the prejudices which flow as consequence
> out of the existing ignorance of the newly discovered system
> or invention--
>
> I really know that the adoption of the Deseret Alphabet
> will be a boon to all who use it, and the learner as he
> advances in his studies realizes this truth. It is a set of
> characters expressing the sounds used in language, and those
> characters are easily formed. The adoption of this system
> must greatly facilitate the student in his pursuit of
> literature and science.

A young Mormon Elder, Marion J. Shelton, was called to labor with
the Hopi Indians with a special obligation to teach them the Deseret
Alphabet. Laboring in the years 1859-1860, after some three weeks'
work among the Hopis, Shelton reported that "those to whom I have given
lessons have taken right hold to the alphabet and several of them know

the first six characters, and we can hear them hollowing [sic] the sounds throughout the village." While Shelton's skills in the alphabet increased, the initial popularity soon waned. It is even reported that "Shelton finally seems to have been compelled to bribe his one remaining student to keep him working at it." Shelton later wrote that he had "tryed in vain to learn the Indians the misteries of the Deseret Alphabet" (cited in Peterson, 1971, p. 189; New, 1984).

In 1860, the Deseret Assay Office minted a five dollar gold coin. On one side there is an eagle volant with a beehive on its breast. An olive branch and arrows are in its talons. On the reverse side is a lion couchant with three mountains in the background and the date, 1860. Surrounding the lion in the exergue are the words HOLINESS TO THE LORD in Deseret characters ("Coins and Medals," February 14, 1874; Arrington, 1952. See Figure 32 for a rubbing of this coin). When Alfred Cumming became the second governor of Utah Territory, all minting of Utah coinage was discontinued and the coins were withdrawn from circulation, superseded by United States currency. The pure gold Deseret coins were eventually sold as bullion (Foster, 1933; Carter, 1939).

Two years following the minting of this coin, in 1862, Robert L. Campbell presented the manuscript of an elementary reader to Brigham Young. Young rejected it emphatically, for "he would not consent to have his type, ink, or paper used to print such trash (which he considers such works to be, seeing they are in English characters). He

Figure 32. Deseret Gold Coin, minted 1860, bearing the inscription, "Holiness to the Lord," in Deseret characters.

wishes the Deseret characters to be patronized" (JHC, May 22, 1862).

By March of 1864, however, Young was wondering if Pitman's "system of phonography" might not be a better system and discussed the matter with the Board of Regents (JHC, March 28, 1864). But from May until August of 1864, and again in November and December, scriptural passages in the Deseret characters appeared in the Deseret News. Between the period of 1864-1867, there is no recorded activity of the Alphabet, although one historian postulates that during this time some further transcribing was done, albeit with no printing and little learning on the part of the populace (Powell, 1968). As Franklin D. Richards later wrote, "Other matters demanding attention, the Deseret Alpabet went out of use by a kind of tacit neglect, or by general distaste for it" (Richards, n.d. For the full text of the Franklin D. Richards letter, see Appendix B).

In 1866, the adoption of Pitman's shorthand was again discussed, as was a system designed by Marion J. Shelton, who had taught the Deseret Alphabet to a village of Hopi Indians some years earlier. In Shelton's orthography, complete words were written in a cursive script, antedating the similar Gregg shorthand system by twenty years (Monson, 1947).

Although it appears that interest in the Deseret Alphabet waned during the early 1860s, interest in phonetic writing remained. On April 24, 1867, a meeting for all persons interested in organizing a phonographic society was announced in the Deseret News. This,

according to Nash (1957), prompted the friends of the Deseret Alphabet, including Brigham Young, to reactiviate. The Deseret News of December 19, 1867, stated that

> The question of reform in spelling had rested with great weight upon the mind of President Young, and his interest in it has never flagged. Under his direction, years ago, characters were adopted, notices for them were imported and a quantity of type was cast. But, whether from ignorance or design, the matrices were very rudely made, and did the characters great injustice.

In the October, 1867, General Conference of the Church, Brigham Young again tried to induce the Saints to accept the Alphabet, saying, "The Deseret Alphabet should be studied, that our young might advance more rapidly in the knowledge of every science" (DN, October 9, 1867). George A. Smith, who became President Young's First Counselor following the death of Heber C. Kimball, remarked:

> We are composed of persons from various nationalities. We speak a number of languages. The languages and dialects of the British empire, the Scandinavian, the French, Dutch, German, Swiss, and Italian are all represented here...It is very desirable that all our brethren who are not acquainted with the English language should learn it. We do not wish to blot out the original languages that may have been spoken, but we want them all—men and women, old and young—to learn the English language so perfectly that they will thoroughly be able to understand for themselves the teachings and instructions and the published works of the Church, as well as the laws of the country...

> In speaking of the education of our children, I wish to draw the attention of the Saints particularly to the system of phonetics, or the Deseret alphabet, which has been referred to by President Young and some of the brethren. This is calculated to considerably abridge the labor of our foreign brethren in learning to read English. I think that in all our schools phonetics should form one branch of study, and as fast as works...can be obtained they should be introduced, for there is no doubt that a general reformation

will be effected in our English orthography. It is said that
the Lord will restore to the people a pure language...

    I wish our brethren to give this subject their serious
and candid consideration, and do their best to introduce into
our schools a system that will greatly abridge the time
required to gain the various branches of a good education.
No greater or more blessed mission can be given to an Elder
in Israel than to teach the true principles of education to
the rising generation of this Territory. I would advise our
brethren, aside from the ordinary schools, to get up evening
reading classes in all our settlements for the instruction of
those who cannot attend at other times (Smith, 1867, pp.
138-141).

The _Deseret News_ reported that at a meeting of the Regents on

February 3, 1868,

    A full Board of Regents met in President Young's office,
and discussed the best form of characters to be used for a
phonetic alphabet. A reconsideration of the Pitman Alphabet
drew forth a universal expression in favor of our characters,
known as the Deseret Alphabet, as being better adapted; and a
motion was made to take the necessary measures to introduce
it in printed works.

Samuel W. Richards wrote of this same meeting:

    [The Board] agreed to petition the Legislature for ten
thousand dollars, and then send a practical printer to the
East, and have the type made for the Deseret Alphabet, and
publish and import this season, spelling books, primers,
readers, &c., to be introduced immediately among our
children, and so continue from year to year, until we have
published in the alphabet the cream of all knowledge relating
to theology, science, history, geography, and all necessary
educational works. Brother O. Pratt will probably be
employed in compiling matter for these books (Richards, 1868,
p. 157).

Ten thousand dollars were provided in the Territorial

Appropriation Bill of February 21, 1868, to "the University of the

State of Deseret, to be drawn by the Chancellor and expended under the

direction and control of the Chancellor and Board of Regents in

procuring books for Common Schools in the territory" (Campbell, 1868b, p. 31; Whitney, 1893).

Why this sudden revival of interest in the Deseret Alphabet and orthographic reform? For one thing, according to William Powell (1968), Indian troubles, lack of paper and other printing materials, crude printing machinery, and many other difficulties which had been deterrents to the Deseret Alphabet, were by this time largely resolved. Even more important, the end of the Civil War, to which Utah was largely a bystander, brought a return to normal business and political activities. With the capitulation of the South came the end of one of the "twin relics of barbarism" —slavery. Now the Republican government turned its attention to elimination of the other—Mormon polygamy. Furthermore, the transcontinental railroad was nearing Utah. Nash (1957) states that "undoubtedly the Mormon leaders wanted to protect their flocks from the ideas brought by the 'gentiles' who were sure to come with the railroad" (p. 13).

This renewed effort to promote the Deseret Alphabet began to have its desired effects, as the following article from the Deseret News of January 27, 1868, evidences:

> It is satisfactory to learn of the progress made in the dissemination of this valuable art in the cities and settlements throughout the Territory. We learn that Br. John B. Milner is teaching a couple of classes, numbering about forty pupils, in Provo. Classes have been taught by Br. George Burgon in Farmington, Kaysville, Ogden, North Ogden, Plain City, and Willard. In Cache Valley a number of classes are being taught, in Logan and other places, and more are being formed in various places north. In this city it is being taught by several phonographers, and is a branch

communicated in the Merchantile Department of the Deseret University, where Br. George D. Watt is the teacher.

On April 18, 1868, Orson Pratt began the transcription of the readers in the Historian's Office, and work on the Deseret First Book and the Deseret Second Book was completed by June 25, when the manuscripts were sent to David O. Calder in New York City. Calder had been sent by the Board of Regents to New York to make arrangements with the firm of Russell Brothers for the publication of the Readers, as well as to have new type designed and cast.

On August 13, the Deseret News announced the arrival of the 36-page First Book and editorialized about the Deseret Alphabet, stating that:

> [Orson Pratt] has sent out a specimen copy of the primer he has got out. It contains thirty-six pages printed in the new alphabet. The characters, to a person unaccustomed to them, may look strange, but to the eye with which they are familiar, they are beautiful. Their chief beauty is their simplicity.

> This system can be made universal among us with but little trouble...it will probably be advantageous to children to have some knowledge imparted to them of the present system, even after the Deseret Alphabet is generally adopted; but with us this should be a matter of second consideration...

> The greatest evils which now flourish, and under which Christendom groans, are directly traceable to the licentiousness of the press. It sends forth a prurient and dangerous literature, which corrupts and distorts the minds and judgments of men. It is our aim to check its demoralizng tendencies, and in no way can we better do this, than by making the knowledge of the Deseret Alphabet general and training the children in its use.

In the October General Conference of the Church, Brigham Young

again encouraged the use of

> the Deseret Alphabet. We now have many thousands of small books, called the first and second readers, adapted to school purposes, on the way to this city. As soon as they arrive we shall distribute them throughout the Territory. We wish to introduce this alphabet into our schools, consequently we give this public notice. We have been contemplating this for years. The advantages of this alphabet will soon be realized, especially by foreigners...It will also be very advantageous to our children. It will be the means of introducing uniformity in our orthography, and the years that are now required to learn to read and spell can now be devoted to other studies (Young, 1868, p. 297).

Patterned after the popular readers of the period, the Deseret First Book, measuring 5 by 7 1/2 inches, contained 36 pages of graded sentences, elementary mathematic tables, and was adorned with many pictures (See Figures 33 and 34 for the Title Page and sample lesson from the First Reader). The Deseret Second Book, similar in size and layout to the First Book, contained 72 pages (See Figure 35 for the Title Page). The frontispiece of each book was an illustration showing the characters and sounds of the Alphabet. A statement at the end of the Second Book acknowledges that the pictures selected for both the first and second readers were culled from the Willson Readers, which were "so justly popular and so universally used in the Territory" (p. 72). The Second Book contained multiplication tables, a table of Arabic and Roman numerals with their names spelled out in Deseret characters, along with articles on religion (including the entire Sermon on the Mount, the Lord's Prayer, and excerpts from the Book of Proverbs), morals (such as charity, honesty, and the avoidance of tobacco, as well as those "who use the filthy weed"), science,

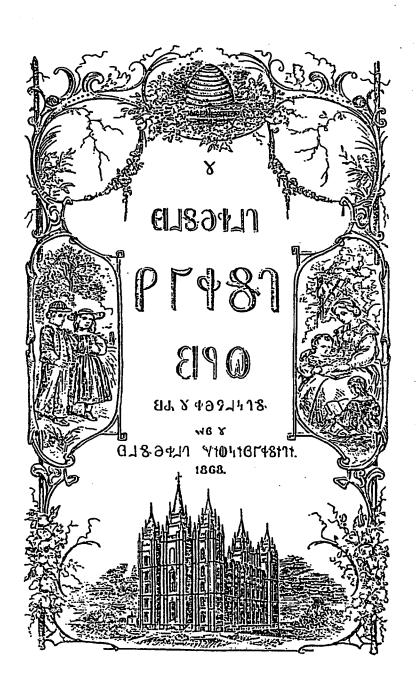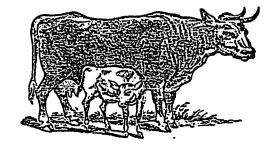Figure 33. Title page of the <u>Deseret First Book</u>, 1868.

Figure 34. A lesson from the Deseret First Book, 1868.

𐐤𐐶𐑅𐐯𐐻 𐐙𐐮𐑉𐑅𐐻 𐐒𐐳𐐿.   15

LESSON XXIII.

[Deseret alphabet text]

LESSON XXIV.

[Deseret alphabet text]

Figure 35. Title page of the Deseret Second Book, 1868.

literature, and some poetry. Other lessons included how to dig a well,
riding horses, how to grow rhubarb, how to weave a hat, and the proper
use of guns ("A gun is good to keep off the dogs and bad men at
night"). Errors were noted in both primers, and an errata sheet was
printed (DN, October 31, 1868). The errata sheet for the First Book
contained forty corrected errors, while the Second Book errata sheet
corrected sixty-five (Powell, 1968. See Figure 36). These errata
sheets were pasted in every book that was sold. Apparently, however,
relatively few of the primers were ever sold (Cumming, 1965; Nash,
1957; Frisby and Lee, 1947). In 1958, the Deseret News advertised that
it had found boxes of unsold Deseret Readers, which it offered for sale
to its readers at 50 cents each, or $1.00 for the set (DN, December
20, 1958).

The Territorial Superintendent of Common Schools, Robert L.
Campbell, in his annual report to the legislature stressed at great
length the need for orthographic reform, as well as the value of the
Deseret Alphabet:

> The Superintendent takes great pleasure in seconding the
> efforts of President Brigham Young and the Board of Regents
> of the University of Deseret in the introduction of the
> Deseret Alphabet. That English orthography needs reform is
> patent to all who have given the matter the slightest
> consideration...
>
> It may be looked on as herculean effort to attempt the
> reform of English orthography; but it is a reform so much in
> keeping with the progress of the age in which we are
> privileged to live, and which portends so much advantage and
> blessing to our children, that we should be recreant to
> ourselves and to the cause of truth did we not unitedly take
> hold of the subject (Campbell, 1868a, pp. 170-171).

Figure 36. The Errata Sheets from the <u>Deseret First Book</u> and the <u>Deseret Second Book</u>, showing one side of each.

In his annual report of 1868, Superintendent Campbell again
included a lengthy section on English orthography and the desirability
of the Deseret Alphabet. He concludes his report with these words:

> To discuss further this matter in an annual report would
> be inappropriate, but as the subject of orthography meets us
> at every step in the school-room, and as laudable efforts are
> being put forth to introduce this important and indispensable
> reform, the Superintendent could do no less than endorse a
> movement which augurs so much good to the cause of education.
> Could sufficient reasons be assigned for following in the
> footsteps of the fathers in this false system of orthography,
> we might forbear an innovation which completely upsets the
> present system, but to hold onto the same, and weave the web
> of inconsistency and falsehood around the feet of the present
> and future generations, which tradition and learned bigotry
> have woven around the past, would be to allow our children to
> turn around and have it truthfully to say of us as we can say
> of our ancestors.

> "Surely our fathers have inherited lies, vanity, and
> things wherein there was no profit" (Campbell, 1869, p. 5).

On December 10, the _Deseret News_ was "pleased" to note the return
of Robert Campbell and Edward Stevenson, a "home missionary," from
their tour of the counties of central Utah.

> The introduction of the Deseret Alphabet was a leading
> topic in their preaching, the incongruities and
> inconsistencies of the present system of orthography forming
> the subject of many a laughable joke, while illustrating the
> advantages of the Deseret system of reading and writing. The
> Scandinavians hail the new system with much pleasure. The
> prevailing method of English orthography, on account of its
> many silent letters, they find difficult to master, and look
> upon it as inferior to their own; but by means of the Deseret
> Alphabet they see a means of greatly facilitating their
> acquisition of the English language.

Upon returning from this tour, Campbell renewed his efforts to get
the primers into the Salt Lake City schools. Teachers and trustees of

the Salt Lake schools discussed and agreed to adopt the system during a meeting on January 25, 1869 (Nash, 1957). The _Deseret News_ of March 11, 1869, reported that three day schools and a number of night schools in Ephraim featured the Deseret Alphabet, and that "About 140 copies of the First and Second Deseret Readers have been sold, and in about a month the scholars will be prepared for something more advanced." Superintendent Campbell discussed his visits among the schools of the Territory and his work in promoting the Alphabet in his annual report for the Year 1869:

> The Superintendent, in his recent school visits, has advocated the introduction and adoption of the Deseret characters and system of orthography in our common schools, and takes pleasure in stating that many teachers feel alive to the importance of the subject, and that the school authorities, in every district visited, have given it their hearty endorsement. The work of the reformation of English orthography and the introduction of a new character, in which to write and print our language, is a stupendous task, requiring time, means, patience, and unyielding perserverance; but the ease with which it is attained and the facility imparted by the system to the acquisition of English orthography, enables us to hope that when sufficient means are available to carry on the printing in that method, that but a few years will pass until the _News,_ the _Instructor,_ the _Ogden Junction,_ and a host of other intellectual lights, will spring up, clothed in the unique, novel, and simple dress of the Deseret character. If the Legislative Assembly, in their economical and judicious distribution of the public money, would approriate two thousand dollars to be expended in getting up a spelling book or elementary dictionary, another step could be taken which is very necessary and important in the further prosecution of this important reform (Campbell, 1869, pp. 1-2).

These were Campbell's last recorded words on the subject, however, for no further mention of the Deseret Alphabet is made in any of his later reports (Brooks, 1944). Indeed, in November, 1870,

Superintendent Campbell wrote to the Deseret News to explain why the

National Series of school books was chosen over the McGuffey or

Independent Readers. He never referred to the Deseret Readers (Ivins,

1947).

Orson Pratt reported to the Regents that he had finished his

transliteration of the Book of Mormon on March 1, 1869. Pratt and

Campbell then spent the month in proofreading the manuscript (JHC,

March 1 and 15, 1869). On April 13,

> Elder Orson Pratt was authorized to proceed to New York
> as the representative of the Board, and superintend the
> publishing of the Book of Mormon in the Deseret Alphabet. It
> is intended to publish the Book in one volume for family use,
> and also to publish it in three parts for the use of the
> schools in the Territory, the whole forming too cumbrous a
> volume for class use (DN, April 14, 1869).

Leaving for New York on the morning of April 20, Pratt completed

his work and returned to Salt Lake City on September 26 (DN, April 20

and September 27, 1869). Only 500 copies of the complete Deseret

edition of the Book of Mormon, measuring 5 7/8 by 8 7/8 inches, and

containing 443 pages, were printed (See Figure 37). Eight thousand

copies of the first part of the book (through the Words of Mormon) were

published, the only portion printed separately (Neff, 1940). This

advanced reader measured 6 by 9 inches. On December 16, 1869, the

Deseret News advertised: "Deseret Books of Mormon - $2.00. For Part

First, (containing 116 pages) designed for a Third Reader - 75 cents.

Heavy discount to Wholesale Purchasers." While neither of these books

Figure 37. The title page of the Book of Mormon published in Deseret characters, 1869.

NEW YORK:
PUBLISHED FOR THE DESERET UNIVERSITY
BY RUSSELL BROS.
1869.

contained an errata sheet, Powell (1968) stated that many errors of transcription undoubtedly crept in.

Concerning the publication of the Book of Mormon in Deseret characters, the Deseret News predicted that the

> First and second readers, and now the Book of Mormon on this principle...will do more toward spreading a correct style of speaking English among the polyglotian people of this Territory than anything else ever attempted (DN, September 28, 1869).

On November 6, 1869, George Q. Cannon, an Apostle, editorialized in The Juvenile Instructor, the official Church magazine for children and youth:

> There are two Readers and the Book of Mormon now printed in the Deseret Alphabet. Every child should learn to read them. They are easily learned. We got some Readers for our little boys, and they learned to read them very quickly and now they want to get the Book of Mormon to read. When these readers and Books of Mormon are sold, then the Board of Regents will have money to print the Old and New Testaments, the Book of Covenants, a Dictionary and other Books. They will be of great advantage to every man, woman, and child in the Church and to the world; for a correct system will be established....We should have the true system of reading and writing our language. This, the Deseret Alphabet furnishes, and each one should do all in his power to make it universal. We hope that every Sunday School Superintendent will introduce these books into his school, so that all the children may become familiar with the system (Cannon, 1869, p. 180).

The Deseret News of January 17, 1870, contained this letter:

> Nephi, Juab County
> January 10, 1870

Editor Deseret News:--Dear Sir,

In order to encourage those teachers throughout the

Territory, who, already having onerous duties to perform in teaching their numerous classes, think they cannot spare time to teach the Deseret Alphabet, I take the liberty, through the columns of the DESERET NEWS, to state that I have a day-school, composed of eighty children of all ages, in which I have introduced the Deseret Alphabet with success.

Many, no doubt, think, as I have heard it expressed, that they have no time; that, besides, it is difficult for children to learn, and that it interferes with the common English alphabet and orthography. I can say, that for my part I have found it altogether to the contrary, and experience proves to me that all that is necessary, is to put the First and Second Readers into the children's hands and they will learn to read in them without teaching. I have my classes read in them once every week, and I find they can do so as easily and quickly as they can in the First and Second Readers of Willson's series, in which they have read for years.

I would say to my brethren, the teachers, try it. There is not any of you but what can devote at least an hour of every week to this branch of education, and as Latter-day Saints it is a duty binding upon you, being the direct counsel of our wise and far-seeing President.

I would also say to every father and mother in Israel, buy these books for your children; they can be had for a trifle. Encourage your offspring in learning to read! Do not throw cold water upon the efforts of our leaders in this respect by being dilatory in providing books or in making light of the subject in any way, and we will soon have a good and distinct orthography as well as a good and distinct religion.

Hoping these few remarks may not prove detrimental to the end in view,

I am, respectfully,
                              W.R. May

Two days later, the Deseret News carried an editorial entitled "The People of Utah - Why Peculiar" in which they mentioned, among other things, the Deseret Alphabet:

The want of a system of phonetic spelling has long been
felt by philologists; isolated attempts have also been made
to supply this want, but the effect has been very limited.
Recognizing the importance of this subject the Regents of the
University of Deseret took it into consideration, and formed
and adopted a phonetic alphabet, which is known as the
Deseret Alphabet. Books have been printed in these
characters, and the prospect is that at no distant date it
will universally be used by the people of this Territory. In
the adoption of such a system as this the people have shown
their willingness to discard an inconsistent, barbarous style
of orthography, which is unsuited to the progress of the age,
and in this respect they are peculiar.

During this time, acting under the request of the Board of

Regents, Orson Pratt transliterated the Bible and the Doctrine and

Covenants into the Deseret characters. A Deseret Phonetic Speller was

prepared and John Jaques' Catechism for Children was transliterated

into the Alphabet, although we know not by whom (Zobell, 1967). None

of these works, however, nor any others, were ever printed again in the

Deseret Alphabet. The last reference to the Deseret Alphabet in the

Journal History of the Church is Pratt's petition to the Territorial

Legislature for $6,537.87 as payment for 3,996 foolscap pages "in

manuscript for educational purposes" (JHC, January 16, 1872).

The last recorded effort to promote the Deseret Alphabet which

this writer has been able to find are the comments of George Q. Cannon,

made in 1872. Desiring to develop a uniform procedure in the Mormon

Sunday Schools, as General Superintendent of the Sunday Schools, he

suggested the wisdom of forming classes to read the Book of
Mormon in the Deseret Alphabet, as it was the wish of
President Young that a knowledge of these characters should
be extended among the saints (Maiben, 1872, p. 144).

In 1875, an election advertisement for the "People's Ticket" for the Salt Lake Municipal Election, as well as ballots for this election, were the last printing done using Deseret characters (Monson, 1954; Monson, 1947; See Figure 38). The final reference of that period to the Deseret Alphabet is found in The Juvenile Instructor of October 2, 1875:

> The Book of Mormon has been printed in the characters of the Deseret Alphabet, but President Young has decided that they are not so well adapted for the purpose designed as it was hoped they would be. There being no shanks to the letters, all being very even, they are trying to the eye, because of their uniformity. Another objection some have urged against them has been that they are entirely new, and we should have characters as far as possible with which we are familiar; and they have felt that we should use them as far as they go and adopt new characters only for the sound which our present letters do not represent (Cannon, 1875, p. 234).

The editorial went on to urge the use of the Pitman phonotypic characters, and indicated that "the Bible, a dictionary and a number of other works, school books, etc., have been printed in these new characters..." Then, in words reminiscent of the promotion of the Deseret Alphabet, it intoned:

> We certainly hope to see this new system introduced and be generally adopted in all our settlements. There is no people on the earth who have so great an interest in this reform as have the Latter-day Saints, and we know of no people who are in so good a position to accomplish it as we are. What is needed is union of effort and determinaton to carry this system into practice, and like everything upon which we are united, it can easily be accomplished (Cannon, 1875, p. 234).

Figure 38. Municipal Election--People's Ticket, (February 14, 1876). Election flier printed in Deseret characters.

MUNICIPAL ELECTION.

PEOPLE'S TICKET.

Monday, February 14th, 1876.

FOR MAYOR,
FERAMORZ LITTLE,

ALDERMEN,

1st Ward, — *ADAM SPIERS*
2nd Ward, *HENRY DINWOODEY*
3rd Ward, — *A. H. RALEIGH*
4th Ward, — *JOHN SHARP*
5th Ward, — *ALEX. C. PYPER.*

COUNCILORS,

BRIGHAM YOUNG,
JOHN HENRY SMITH,
NICHOLAS GROESBECK,
J. R. WINDER,
DAVID O. CALDER,
GEORGE REYNOLDS,
ELIAS MORRIS,
ELIJAH F. SHEETS,
HARRISON SPERRY.

TREASURER,
PAUL A. SCHETTLER.

RECORDER,
JOHN T. CAINE.

MARSHAL,
ANDREW BURT.

Thus, even though lack of public support caused the virtual abandonment of the Deseret Alphabet, orthographic reform was still a matter of interest. In 1877, upon completion of his transliteration of the Book of Mormon and the Doctrine and Covenants into the Pitman characters, Orson Pratt was sent to Liverpool to arrange for their printing. According to Joseph F. Smith (1877, p. 187), Pratt "was diligently engaged in prosecuting this work at the time the sad news of the death of the President [Brigham Young] reached us. Arrangements had been so far completed that the type was mostly obtained and delivered at our [printing] office, and preparations were nearly made for the commencement of this work." Pratt was recalled to Salt Lake, however, and work on the project was never revived.

According to Franklin D. Richards (n.d.),

> Some efforts were made to teach and use the characters in various schools of the Territory. But it was an uphill task. It was found that the tailless characters, however economical in the wear and tear of type, were inimical to the eye, the monotonous evenness of the lines making it more difficult for the eye to follow and distinguish the words than when set in the ordinary type. It is also difficult to insure uniform pronunciation and consequently uniform orthography with the Deseret character. As is the case in other communities, the people generally did not take kindly to the new characters, so that in a short time the Deseret Alphabet fell into desuetude, from which it has never been resurrected, and no desire for its use now seems to exist. Besides, busier times came on, and railroads, mining, and other business interests pressed upon the attention and absorbed much of it, so that the Deseret Alphabet was soon found to have been practically and virtually discarded, lost sight of, and almost forgotten (See Appendix B for the full text of this letter).

Reasons for Abandonment

The Alphabet had cost the citizens of Utah Territory a considerable sum of money. In 1855, $2,500.00 was appropriated by the Utah Legislature "to procure fonts of Deseret Alphabet type, in paying for printing books in said type, and for other purposes" (JHC, December 12, 1855). The total cost of preparing and printing the Deseret First Book, the Deseret Second Book, the Book of Mormon, and the first part of the Book of Mormon, school edition, was $12,453.86. The legislature appropriated $10,000, the Church donated $2,000, and the remaining $453.86 was to have been made up through sales of the books. Additionally, Orson Pratt petitioned the legislature for $6,537.87 for services in transliterating the Bible and the Doctrine and Covenants. He was eventually awarded $6,000 (Nash, 1957; Monson, 1947). These figures represent what Neff (1940, p. 854) called "an educational fortune for that day," more so when one considers the straitened resources of the people and the scarcity of currency in the newly pioneered and inaccessible Utah.

The completion of the transcontinental railroad at Promontory, Utah, in 1869, brought an end to Utah's physical isolation and allowed for a flood of books, inexpensively published in the East, to satisfy Utahns' demands for reading material (Simmonds, 1969). Referring to this, Powell (1968) has written:

> By 1869, the Continental Railroad had been completed,
> bringing about an influx of outsiders into the territory, as
> well as a flood of printed material, both from the east and
> west, and thus the "isolation" of Utah came to an end. The
> old "Overland Monthly," a staid publication fom San

Francisco, devoted to the development of the West, edited by Bret Harte, Charles Warren Stoddard, and Ina Coolbrith, soon found its way into the valley of the saints. From the East the Harpers Weekly, a sophisticated periodical boasting of dignity and pictorial interest, found a welcome spot on the shelves of Salt Lake City bookstores (p. 10).

Until this time, books were somewhat scarce in the Territory. This was due, not to lack of demand or desirability, but rather to the sheer physical difficulty of bringing books to Utah. Prior to the advent of the railroad, the ox-cart and the handcart were the chief means of transportation. Frisby and Lee (1947) have noted that with the coming of the railroads came a flood of low-cost, yet high quality school books—overwhelming competition for the unpopular Deseret readers. Schools that would have previously fostered the Alphabet because of the dearth of regular English textbooks available in the Territory, now refused to buy the Readers or teach the Alphabet (Asay, 1978). Thus, the ready availability of a wide range of affordable reading materials coupled with the tremendous cost in money and effort to produce even a limited selection of books in Deseret, sealed the fate of the Deseret Alphabet (Simmonds, 1969; Jenson, 1941).

Additionally, although initial enthusiasm was high and efforts were made to use the primers in the schools and the Sunday Schools, most eventually became indifferent to the use of this strange new system. Teachers were reluctant to relearn how to read and spell in the new system, and most exhibited very little interest (Wintersteen, 1970). Of great importance is the fact that teaching of the Alphabet could not be enforced due to the fact that Utah schools of the period were not tax supported (Ivins, 1954). Thus, the University Regency or

the Legislature had no real authority or control over the teachers or the curriculum or the schools, which were, in effect, private schools (Ivins, 1947). Schoolteachers in pioneer Utah were not professionals, and the meager pay they received came from the tuition which they charged their students. Few considered teaching a full-time job; most were farmers who taught during the winter or else were mothers who wanted to bring in some extra cash for the family. This assured a constant turnover of teachers, few of whom were willing to make the effort to learn and then teach the Deseret Alphabet (Peterson, 1980). Most students attended school only a few months out of the year, effectively limiting the time they were exposed to the Deseret Alphabet, if indeed they had any exposure at all. Mrs. Jacob Daime wrote of one teacher who did try to introduce the Deseret Alphabet into her school:

> My mother taught school in Tooele, Utah, and tried many a time to get the folk to use the alphabet more. She would practice after supper. Mother loved the President [Brigham Young] and would do almost anything he wanted or liked. Seems like her interest in the alphabet just faded away—of course father didn't help much (cited in Wintersteen, 1970, p. 44).

The Alphabet, so totally foreign to the familiar Roman system used by English speakers and Europeans, was not well accepted. Most of the early Utah settlers had English as their native tongue, and were literate to some degree. There was little motivation for these people to learn an entirely new system and relearn how to read and write, although it would be fine for "foreigners."

As an aside, we know that the Deseret Alphabet was publicized extensively in The Millenial Star, official organ of the L.D.S. Church

in Great Britain. It is also highly probable that a number of Latter-day Saints from Utah serving in the British Isles as missionaries could read and write using the Deseret Alphabet. While we have no definite record one way or another, there remains the possibility that a number of Britons learned and used the Deseret Alphabet, thus making it a modestly international effort at orthographic reform.

We know that the Deseret Alphabet was taught in a number of schools: day-schools for children and youth, i: the Sunday Schools, in the Relief Society (the Woman's auxiliary organization of the Mormon Church), and in some private schools and "improvement societies." Additionally, although Ivins (1947) and Wintersteen (1970) state that there is no evidence to indicate that the Deseret Alphabet was taught at the University of Deseret, this writer found a reference in the Deseret News of January 27, 1868 which stated the Alphabet was being "communicated in the Merchantile Department of the Deseret University, where Br. George D. Watt is teacher."

Unfortunately, we have no record of exactly how the Deseret Alphabet was taught. Before any printing was done in the Alphabet, the blackboard served as the means of modeling the characters. With the various printings of broadsides, transliterations in the Deseret News, and finally the Deseret Readers, materials became available for student use. As paper was still a relatively scarce item in the Territory, more often than not students used lap slates and chalk, or just a wooden board and some charcoal, to practice copying the Deseret characters.

Birkinshaw (1981) has written that because teachers of the period were untrained, they just taught what they knew best by whatever means worked. He informs us that singing and chanting as a group was a popular method of instruction, and this was probably used in teaching the Deseret Alphabet. The recitation method was also widely used at the time, as was the system of 'round robin-reading.'

A number of young people were first taught to read using the Deseret system, but most received instruction in the standard alphabet as well. This, of course, was the cause of great confusion and difficulty for the young reader. Learning to read and spell using the standard orthography was trying enough, as the Latter-day Saints fully realized, but trying to read using two such totally different systems was simply too much. Along this line, Jennie Larsen related the following:

> My grandfather Josiah Leigh Wood learned to read with the Deseret alphabet. I can remember him telling me he learned to read when he was a boy, but he could not read the books I had in school. It didn't make sense to me at the time and I thought he must be quite stupid but now I can understand. He learned to read in the Deseret alphabet books, and it was a totallly foreign language to learn English even though he was speaking it all the time. It must have been very confusing for children then (cited in Grover & Cranney, 1982, p. 52).

The pioneers knew that they could not simply abandon the common English orthography with its wealth of available literature. Nor could they isolate themselves socially, economically, and politically by being unable to read or write using the standard alphabet or spelling norms. Millions of books have been published in the standard English

orthography. To have access to these books while using the Deseret Alphabet left one with two alternatives: spend the money required to transliterate English books into Deseret, or learn the two orthographic systems simultaneously. Thus, the advantages of retaining the traditional system, coupled with the undesirability of teaching two opposing systems simultaneously, ensured the abandonment of the Deseret Alphabet.

Remy (1861, p. 185) predicted that the Deseret Alphabet would "have no success, and will be abandoned by its own authors, on account of the difficulty that must be experienced in its application, not to speak of the inconveniences to which it would give rise, such as the effacement of etymologies, and the disconnection of roots from their derivitives." As is the case with all attempts to create a phonemic alphabet, uniformity of pronunciation and orthography was not achieved using the Deseret Alphabet (Beesley, 1976). This is evidenced by the need for revision committees due to disagreement on pronunciation of many words, as well as the need for lengthy errata sheets for the readers. This difficulty in pronunciation can be demonstrated in the following examples. The word when is pronounced "h-woo-en;" yes comes out "ye-e-s;" will is "woo-i-l;" the article a is phonetically "ah;" and the article the is always "th" as in thy. University is pronounced "ye-i-oo-n-i-v-ur-s-i-t-i." Consonants, too, are difficult to remember (Frisby & Lee, 1947). Birkinshaw (1981) has pointed out the fact that foreigners who attempt to spell English phonetically will not produce standard English spelling, because of their nonstandard English accent. As he succinctly put it, "Vil dis solve the problem? I dunt tink zo" (p. 39).

In addition to the violation of ingrained habits of reading and writing, many complained that the strange characters of the new alphabet were a strain on the eye to read. According to Nash (1957), when the Deseret characters are evaluated in terms of good book type, they are "primitive" (p. 18). Pottinger (1941) has chosen a number of criteria by which to evaluate type, including clearness, legibility, usefulness, unobtrusiveness, proper usage of the type face, necesarry decoration, proper proportion of letters, evenness of texture and color, and overall appearance.

One glance at a page printed in the Deseret characters reveals that they are not clear; Wallace Stegner (1942, p. 100) referred to them as "eye-tangling chicken tracks." Often a second look is required to ascertain which character was being reproduced. Some characters are unnecessarily complex, and others are very similar, differing only in slight detail. "Lack of clearness, the unnecessary complexity, and the exteme similarity of many characters made the alphabet monotonous and obtrusive to the eye" (Nash, 1957, p. 18). Nash went on:

> In good type individual letters must have individual grace but when in combination-forming words, they must still please the eye. The letters of some types are beautiful to see alone; pleasant to the eye in word combinations; but intolerable when making up an entire page. The Deseret characters alone lacked grace...When together forming words they are displeasing to the eye...and an entire page in Deseret print not only tires the eyes, but is very unpleasant to look at. It simply violates this principle of good book type.

> Perhaps one of the reasons for the obtrusiveness of the Deseret characters was that they lacked serifs. Types displaying no serifs can be used effectively for chapter headings as the type is often agreeably sharp, vivid, and legible; but used for entire pages and books it becomes monotonous, tiresome to the eyes, and almost illegible. Here

again the Deseret designers failed. Serifs were deliberately left off the characters; those tiny essential additions might have made reading more easy. With them material in the alphabet would have been more legible; without them Deseret type must be classed as poor type for the purpose to which it was put.

Still another characteristic of good type is the proper proportioning of letters. Undue height as compared to narrowness and inversely undue narrowness as compared to height makes poor type. The proportion of the characters must be right; they must please the eye and be consistent throughout the type. The proportions of Deseret type are bad...Most types have ascenders and descenders; in good type they can neither be too long nor too short in relation to the type body; but they must exist. They relieve the monotony of a line of type and make reading considerably easier. Deseret type has no ascenders or descenders...

The monotonous, tailless, uneven characters of the Deseret Alphabet violates the principles of good book type. Consequently, they tire the reader's eyes, are difficult to read, and generally do not appeal to the reader. It is small wonder that the inhabitants of early Utah were reluctant to accept them in place of the traditional Roman characters. The Mormons had no one trained in the art of designing type; consequently, the results obtained by eager but unknowing individuals were not the most desirable (pp. 18-21).

Not only are the letters monotonous and the words difficult to distinguish, but the lessons contained in the Deseret readers were "not exactly thrilling" (Frisby & Lee, 1947, p. 241), if indeed not downright puerile. "One can scarcely imagine a frontier youngster held spellbound by such exciting lessons as these: 'I see a fly. May I get the fly? Yes, you may get it, but it will fly off. It bit an ox. The ox can run. Can the fly run? Yes, the fly can run up on the high wall" (p. 241).

The final blows to any hope of reviving the Deseret Alphabet came with the demise of its creators and proponents. Parley P. Pratt, a member of the committee which devised the Alphabet, was assassinated on May 13, 1857 (Stanley, 1937). Robert Lang Campbell, University Regent,

Territorial Superintendent of Common Schools, and vociferous supporter
of the Alphabet, died April 11, 1872 (Jensen, 1901). W.W. Phelps, a
member of the original committee which devised the Deseret Alphabet,
died March 7, 1872 (Grover & Cranney, 1982). George Darling Watt,
who stimulated interest in spelling reform among the Mormons and
created the Alphabet, was excommunicated from the Mormon Church on May
3, 1874, whereupon he virtually dropped from sight until his death in
1881 (R. Watt, 1977). The death knell of the Deseret Alphabet came on
August 29, 1877 with the demise of Brigham Young (Smith, 1973). He had
been the driving force behind the Alphabet, and although the active
promotion of it had ceased some years earlier, Young's death assured
its abandonment (Christensen, 1955; Monson, 1954; Monson, 1953).

Writing some years later, on February 24, 1885, Thomas W.
Ellerbeck, secretary to Brigham Young, offered this:

> I do not think it was officially discarded but was found
> in practice that the economical idea for the benefit for
> enduring qualities of the type did not answer well for the
> eyes—the monotony of the lines of type without tops or tails
> made it more difficult for the eyes to follow than the old
> style. —Busier times coming on, the characters of the
> Deseret Alphabet gradually disappeared (cited in Carter,
> 1939, p. 4).

According to Walker (1974), the Deseret Alphabet is responsible
for many of the pronunciations and colloquialisms typical of Utah.
Older Utahns, especially, pronounce horse, corner, and Mormon as
harse, carner, and Marman.

> Aside from archival and museum objects, this accent is really
> the only tangible remnant of Brigham Young's quarter century
> of persistence with his phonetic alphabet (p. 57).

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter examines the arguments which are posited for the

retention of the traditional orthography, the reasons for the

non-acceptance of English spelling reform, and the future of

orthographic simplification. Finally, suggestions of future directions

for research and further examination are given.

This study has shown that proposals for spelling reform of the

English language have been made for centuries, with several new

proposals presented each year (Ives, 1979). Many people have supported

these efforts and the arguments in favor of reform have had strong

appeal. Pei (1952) has appraised the need for spelling reform in these

words:

> English spelling is the world's most awesome mess. The
> Chinese system of ideographs is quite logical, once you
> accept the premise that writing is to be divorced from sound
> and made to coincide with thought-concepts. The other
> languages of the West have, in varying degrees, coincidence
> between spoken sounds and written symbols. But the spelling
> of English reminds one of the crazy-quilt of ancient, narrow,
> winding streets in some of the world's major cities, through
> which modern automobile traffic must nevertheless in some way
> circulate (p. 280).

To remedy this state of affairs, numerous proposals to reform

English spelling have been devised, the alleged advantages and benefits

of which have included:

1. Education would become more efficient
2. English would be easier to learn
3. Foreigners would be Americanized more easily
4. English would gain appeal as a world language
5. Spoken English would improve in quality
6. The proper pronunciation of words would be made sure
7. Logical thinking would be encouraged
8. Students would learn to read more quickly
9. Dyslexia and other reading disorders would diminish
10. Savings in time, space, and materials would be realized
11. World communication, understanding, and peace might be promoted (Barnard, 1977; Yule, 1976; Tauber, 1958).

Refutation has counterbalanced the claims of the spelling reformers, and despite numerous and enthusiastic campaigns to effect orthographic change, the resistance has been formidable. The arguments in opposition to change in spelling have apparently been compelling, for little in English orthography has changed.

Arguments Against Spelling Reform

Orthographic Change Would Be Prohibitively Expensive

A serious objection to changing spelling is the costliness of such a venture, especially if that change required the introduction of new characters or symbols. Any amendment of spelling that would make older books and written records inaccessible or would neccessitate the reprinting of previous literature would be enormously expensive, as the Mormon proponents of the Deseret Alphabet came to realize. In 1859, in a meeting of Mormon officials, it was estimated that it would cost $1,000,000 to furnish even a meager library of books in Deseret

characters for the small populace of the Utah Territory (JHC, January 31, 1859).

Additionally, students would have to be taught to read in the traditional, as well as the old orthography, and adults would need to be retaught the new spelling. The cost in money, time, and effort could hardly make the effort worthwhile.

> Orthographic reform is relatively simple where the majority of the population is illiterate, as was the case in Kemal's Turkey [where a successful spelling reform had taken place]. It becomes a terrific problem where the majority is literate, as in...Britain or America. The older generations must learn all over again, while the younger cannot be separated at one blow from the previous tradition, save by the well-nigh impossible expedient of burning all past records and creating them anew (Pei, 1952, p. 287).

Even slight modifications in current spelling that would slow up current printing or typing processes would raise the cost of printing and publishing appreciably. Dr. William A. Craigie, an editor of the Oxford English Dictionary, who was later knighted for his distinguished services, argued that the cost of retraining proofreaders, printers, and linotypists would be prohibitive (Craigie, 1944). If new letters or characters were added to the present alphabet, or if a non-romanic script was adopted, all existing typewriters, computers, and printing cases would need to be remodeled, readjusted, or replaced, all at considerable expense.

Confusion Would Result

If spelling reform was not introduced at the same time and to the same extent in all English-speaking countries, "the resulting confusion

would be worse than the present irregularities" (Craigie, 1944, p. 48). The universal acceptance of any reform scheme could not be attained without its imposition by some pan-national authority, and the numerous English-speaking democracies would probably challenge any attempt to usurp their autonomy.

> It is difficult to see by what machinery this universal consent could be secured, or by what authority the result could be imposed on the printer, the publisher, and the reading public, in the event of these disapproving the change. It may be argued that the way could be prepared by efficient presentation of the necessity and advantages of the change, but this implies a considerable waiting time for even the most energetic propaganda to take effect, and past experience is not encouraging in this respect (Craigie, 1944, pp. 48-49).

Scragg (1974) has pointed out that successful spelling reform would remove the international character of many written words, especially those with cognates in the Romance languages. In addition, homophones would become indistinguishable homographs in print, confounding the confusion (Tauber, 1958). Of this problem, Craigie (1944) wrote:

> The question of the possibility or advantage of change becomes more difficult when the normalized spelling would reduce to a common form those homophones which at present are differentiated and on that account are immediately recognizable. If the postal _mail_ were respelled as _male,_ the meaning of _male carriers_ might well be in doubt in certain contexts, and if _sew_ became _sow_ it would not only eliminate a useful distinction but would add a third homograph to the noun _sow._ This problem, of course, applies to all homophones with distinctive spellings, whether these have etymological justification or not. They form indeed one of the features of the English vocabulary which have to be taken seriously into account before it can be decided whether the present orthography can be usefully modified or replaced by one on a more phonetic basis (cited in Mencken, 1948, p. 312).

An accepted reform would also necessitate the revision of all
existing dictionaries not just from the point of view of spelling, but
in the organization of the related words and derivitives. Dictionaries
of English and a foreign language would also require a revision, as
would other aids to learning English, thus creating confusion and
expense for foreign as well as native interests.

Spelling Would Lose Stability

It is contended that pronunciation as the basis for phonetic
spelling is an imperfect and impractical criterion. First, reformers
would need to determine which particular form of pronunciation would be
adopted as the standard. If the American, British, or Australian
dialects were chosen (much to the chagrin of other nationals), which
regional pronunciation would be accepted as standard? In the United
States, for example, would Brooklynese, a Southern drawl, or a Midwest
twang be accepted as the basis for spelling? Some opponents claim that
if phonetic spelling reform was adopted, Britons, Americans, and
Australians would be compelled to use glossaries to read phonetic
transcriptions of each other's spoken tongue (Pei, 1952; Mencken,
1948).

Additionally, changes in pronunciation go on, as history has
shown. If writing were to change periodically to conform to the spoken
language, printed records would lose their permanence (Lindgren, 1969).

Etymological Values Would Be Lost

If spelling conformed exclusively to phonetic values, etymologic

clues would be lost, making the sources of English words indecipherable
(Lindgren, 1969). Also, Gibson and Levin point out that "current
English spelling preserves the morphological similarity of words:
<u>telegraph,</u> <u>telegrapher.</u> Reformed spelling does away with this more
abstract representation of words" (Gibson & Levin, 1975, p. 187). As
Craigie stated, "No language can free itself from its history" (1944,
p. 50).

Present Spelling Has Aesthetic Superiority

Aesthetic objections have been raised to any modification of
English spelling on the grounds that reformed spelling appears "uncouth
and even ridiculous" (Mencken, 1945, p. 402). The monotonous,
repetitious pattern would rob the language of its freshness,
originality, and surprises. Partridge and Clark (1951) stated that
"The English speaking peoples, particularly Americans, take a perverted
pride in the intricate and mysterious anomolies of the spelling of
their language; it makes them feel superior to foreigners" (cited in
Pei, 1952, p. 286).

Simplified Spelling Would Not Promote World Use of English

English has spread throughout the world in spite of its
orthography, opponents to change point out (Craigie, 1944). Others
argue that an international language is a hopeless and fantastic dream.
To change English orthography on the premise of making the language
more universally acceptable is, at best, an uncertain risk (Tauber,

1958). Of this subject, Pei (1952) wrote:

> For some incomprehensible reason, [spelling reformers]
> choose to link their activities with the two largely
> unrelated problems of the adoption of English as an
> international language and the preservation of world peace.
> "Simplify English spelling," many of them say, "and you will
> abolish the major obstacle to the adoption of English as a
> world tongue; then, when we have an international language,
> and this language is English, there will be no more quarrels
> among the nations, and no more wars."
>
> One might say that this logical sequence is so illogical
> that one should take no notice of it. Yet it is widespread.
> The three disiderata (phonetization of English, adoption of a
> universal tongue, and world peace) are each of them such
> worthy causes that it is a pity to see them thrown together
> in a stew-pot of confusion (p. 285).

Spelling Reform Is Not Necessary

Many critics have argued that even if spelling reform were

possible, phonetic spelling is not at all necessary or desirable.

There is no proof that phonetic consistency would aid or speed up

reading. In fact, tampering with the present orthography would

inevitably lower the reading competency of over ninety percent of the

population already accustomed to the present system.

Defenders of the orthographic status quo see no real significance

in the unphonetic character of English spelling. They point to the

generations who used the language before, learned to read and write it,

and thrived. The survival of spelling in its present form is eloquent

proof of its serviceability. Why tamper with our orthographic heritage

which has served so well for hundreds of years? Craigie (1944) argued

that "the failure of so many attempts...is a clear indication that

there is no general desire for change" (p. 47).

H.L. Mencken (1948) has expressed doubt about the extravagant

claims for spelling reform:

> The argument that phonetic spelling would be easier to
> learn than the present spelling is not supported by the known
> facts. In some cases it no doubt would be, but in plenty of
> other cases it would certainly not. Moreover, the number of
> "hard" words in English is always greatly over-estimated (p.
> 306).

Mencken also ridiculed the economic arguments for spelling reform:

> Some of the favorite arguments of the reformers are so
> feeble as to be silly - for example, the argument that the
> new spelling would greatly reduce the labor of writing and
> the cost of paper and printing (1948, p. 305).

Henry Bradley, in a paper entitled "On the Relations between

Spoken and Written Language, with special reference to English" (cited

in Scragg, 1974, pp. 114-115) stated:

> Many of the advocates of spelling reform are in the
> habit of asserting, as if it were an axiom admitting of no
> dispute, that the sole function of writing is to represent
> sounds. It appears to me that this is one of those spurious
> truisms that are not intelligently believed by any one, but
> which continue to be repeated because nobody takes the
> trouble to consider what they really mean.

Bradley went on to argue that writing's capacity for conveying

meaning does not depend on its accuracy as a reflection of speech, and

that such accuracy may even be a disadvantage in the case of homonyms.

Features of written English, such as capitalization and punctuation,

are phonetically useless, and do not form part of the spoken language,

but serve as indispensible aids to the reader. Written English is

partly ideographic, to the advantage of "the educated adult" (Scragg,

1974, p. 115). Chomsky and Halle (also cited in Scragg, 1974), consider

"that English orthography, despite its often cited inconsistencies, comes remarkably close to being an optimal orthographic system for English" (p. 117). In essence, the non-phonemic writing system of English has the power to express important linguistic relations that are missing from a more directly phonemic spelling, thus permitting intelligent reading and writing (Smith, 1980; Gibson & Levin, 1975). An example of this concept can be seen in words containing the Greek root psych, meaning mind, as in the words psychology or psychiatry. A competent reader, the argument goes, recognizes and utilizes the clue (in this case, psych) to infer the derivation and meaning of the written word, thus improving the reader's comprehension of the printed page.

Reasons for Non-acceptance of Spelling Reform

The real reasons for the rejection of spelling reform should be considered. As with any social phenomenon, basic motives, involving emotional and cultural factors, operate independently of the stated reasons, which are often rationalizations. The arguments just cited in opposition were expressed by the outstanding defenders of the orthographic status quo. As Lounsbury (1909) pointed out, from an insight into the psychological and sociological forces that operate, we come to understand that powerful compulsions not necessarily articulated exert additional pressures.

Social Inertia Exerts
a Powerful Influence

The chief obstacle to spelling reform is inertia. According to Craigie (1944), adults accustomed to reading and writing in conventional orthography are distressed by any strange or new arrangement of letters or symbols on a page. Pei (1952) wrote, "We think that is beautiful which is familiar" (p. 287). Lounsbury (1909), in the same vein, wrote, "We are governed by the cheap but all powerful sentiment of association. We like the present orthography because we are used to it....We simply like the spelling to which we are accustomed; we dislike the spelling to which we are not accustomed" (pp. 10-11). As Theodore Roosevelt discovered, people stubbornly defend their old usages against what they think is an encroachment of the untried new — even when it is really a restoration of the tried old. We are unwilling, without the most compelling reasons, to undertake any change so basic to our lives and cultural pattern. Only the most pressing needs could outweigh these feelings.

Our Orthography Becomes
a Precious Tradition

The whole machinery of education is constantly at work to sustain and strengthen our adherence to orthodox spelling, adding another powerful deterrent to change. Any attempted reform of English spelling which completely or extensively alters the appearance of the written and printed language has little chance of being adopted by common consent, because we have been conditioned against it (Yule, 1976).

This basic consideration explains the reluctance to accept even minimal changes. The traditional spelling of the language is given an aura of almost religious sanctity (Lounsbury, 1909).

Conventional Orthography
Bears the Stamp of Authority

Another factor that has militated against spelling reform stems from our attitude towards authority. Custom and convention play important roles in our lives, including our language activities. An illustration of this fact can be seen in our reliance upon "the dictionary." After the appearance of Samuel Johnson's _Dictionary_ in 1755, the cure for spelling ills could be placed firmly in the dictionary. A manual of correct letter-writing, _The London Universal Letter-Writer_, published in 1800, maintained that spelling "was of the highest importance" and stated:

> Ignorance in this particular is always considered a mark of ill-breeding, defective education, or natural stupidity. To attain [correct spelling] it is necessary to observe the method followed by the best writers of the present day, and to consult some good modern Dictionary (cited in Scragg, 1974, p. 91).

The average person relies upon dictionary authority as a guide to proper spelling. For this reason, any change must have an authority at least as formidable.

Only Children or Beginning
Learners Require Reform

Most of the problems of spelling are encountered by children or those who have not succeeded in "the system." Successful adults are not often impressed by the difficulties encountered by children or

foreigners learning to read. Usually, only the educator is preoccupied with the problem. Adults are not affected so much by what simplifying spelling would do for the education of children, or foreigners, or illiterate adults, as by the confusion, irritation, and annoyance it would cause them (Tauber, 1958).

The Reputation of Reformers is Poor

The widespread belief that spelling reform is supported by cranks, eccentrics, visionaries, or crackpots has served to impede the likelihood of a spelling reform gaining momentum. Reformers have a reputation as impractical people, and spelling reformers are no exception. H.L. Mencken described spelling reformers as

> advocates of other and even more dubious reforms. It is, indeed, rare to find a reformer who is content with but one sure-cure for the ills of humanity. Henry Holt, the publisher, one of the stout pillars of the Simplified Spelling Board, was also a spiritualist, and at no pains to conceal it. Sir George Hunter was a Scotch wowser who also whooped up Prohibition. George Bernard Shaw supported a dozen other arcana, ranging from parlor Socialism to vegetarianism. H.G. Wells toyed with Socialism, technocracy and basic English. And so on down the line. As long ago as 1892 the old Spelling Reform Association was constrained to issue a warning that some of its members had "zeal without knowledge." "One of the favorite fallacies of the human mind," it said sadly, "is that whoever means well or engages in a good work is therefore entitled, no matter how incompetent, to the sympathy and aid of all good men" (1948, p. 305).

Spelling reformers are often given to hyperbole in overstating their claims, often contributing to a lack of confidence in their allegations. This propensity for exaggeration can be seen in the titles given to spelling reform works, such as *Our Accursed Spelling*

(Vaile, 1901), <u>English Spelling: Roadblock to Reading</u> (Dewey, 1971) and "English Orthography: A Case of Psychological Child Abuse" (Citron, 1978). One reformer has even gone so far as to ask, "Where is the Messiah to lead us out of the spelling wilderness?" (Bowyer, 1970, p. 12).

Spelling reformers have not always shown that they have considered the practical difficulties which must be reckoned with, and which need to be overcome, or at least sufficiently alleviated, before any change could be effected. Reformers often minimize or ignore these difficulties, considering them to be temporary inconveniences, well worth the end in view. The oft-quoted letter of Benjamin Franklin on spelling reform, found in Chapter III, is a an example of this minimization of difficulties.

Reformers Do Not Agree Among Themselves

While reformers have been prolix in developing individual schemes, they rarely unify to support one scheme or another. Not only are they not supportive of one another's proposals, but often reformers are vitriolic in their scorn of opposing schemes. For example, Godfrey Dewey went to great lengths to lampoon current spelling and to praise his World English Spelling plan. He did not stop there, however, but went on to demonstrate what he considered the manifest superiority of WES over i.t.a. and Nue Spelling (Dewey, 1971). Numerous reformers engage in similar mudslinging. This behavior does not impress the public with their good sense or dependability (Tauber, 1958).

In addition to the above reasons for the non-acceptance of

spelling reform, Reed (1972) cites the lack of positive publicity and even misrepresentation on the part of the press and others, the vested interests of businessmen, and an unfavorable attitude of the government toward orthographic change as further obstacles to reform. For all these reasons, the centuries old effort to reform English spelling has failed to make headway. H.L. Mencken has expressed unconcealed contempt in his ridicule of spelling reform:

> The spelling reform movement in both the United States and England, in its early days, had the support of many of the most eminent philologists then in practice in the two countries, and also of many distinguished literati, but it has never made any progress, and there is little evidence that it will do better in the foreseeable future....The advantages of spelling reform have always been greatly exaggerated by its exponents, many of whom have been notably over-earnest and under-humorous men (1948, p. 287).

The Future of Orthographic Reform

There is absolutely no consensus on the part of educationists, linguists, other scholars, and the public in general on the future of spelling reform. Critics, such as Mencken, just cited, and Craigie (1944) argue that if spelling reform was truly desired or desirable, it would have been accomplished years ago. They paint a bleak, if not entirely black, picture of the future for spelling reform. To those of their bent, orthographic reform "is a treason against our language and country, and not merely an offence against taste" (cited in Lounsbury, 1909, pp. 18-19).

On the other hand, many spelling reformers, especially contributers to the current reform periodical, Spelling Progress Bulletin, are sanguine, and even often giddy, in their prospects for spelling reform. With missionary zeal, they seek to convince the English-speaking world of their bondage to orthographic darkness, anarchy, and tyrrany (Evans, 1978); thralls of a "fallen-away" Latin orthography. As soon as people comprehend their miserable situation, they will clamor to bask in the warmth and splendor of regularized, rationalized, reformed, simplified, augmented, or phoneticized (take your pick) spelling Light (Citron, 1978; Stevenson, 1971).

Despite the polemics and boosterism, Hildreth (1975) posited that the English spelling reform movement appeared to be settling down to a choice between an Initial or Transition Spelling System for beginning readers (such as the i.t.a. or Leigh's Pronouncing Print), and a system of regularized or simplified spelling (such as Wijk's Regularized Inglish, or Lindgren's SR1). Experience, however, has shown that while Initial Teaching Media are accepted and hailed as panaceas for a brief period of time, initial enthusiasm soon wanes, and they are relegated to the "educational junk-heap" (Auckerman, 1984). Regularized Inglish, World English Spelling, and other reforms of this nature, while in many ways logical and desirable, are just too much, too soon (Tauber, 1958).

If English spelling is to be reformed, it must be done slowly, carefully, and with great thought. Such a scheme must be well publicized, have the support of recognized authority, as well as the

reading public, and will require considerable financial support. If possible, it should have legislative support on an international scale. It must not greatly offend the sensibilities of the literate, nor must it be expensive, either in terms of making current works outdated, nor in terms of time to learn the new system. Little, if any, relearning, is a requisite. It should be a simple system, requiring no new characters for the alphabet and no new letters for individual words. Some proponents of spelling reform state that it now appears that of current spelling reform proposals, Harry Lindgren's Spelling Reform One probably has the best chance for success (Tauber, 1977; Yule, 1976).

In the light of the long history of failure on the part of authors, statesmen, educators, and other scholars to bring about English spelling reform, it is only natural to wonder whether such a monumental task can ever be accomplished. As Edmund Burke Huey (1910) has written: "Thus far the work of the reformers has succeeded only in multiplying the number of proposals for reform" (p. 358).

Recommendations for Future Research

Several areas for future research suggested by this study are:

1.   Investigation of the social and educational advantages, if any, which have resulted from successful spelling reforms in such countries as Turkey, China, or the Soviet Union, as well as how these reforms came about.

.

2. An intensive investigation of the relation between spelling and reading (encoding and decoding) should result in a better understanding of both. This relevant and practical information on the most efficacious methods and materials for teaching spelling and reading should be shared with pre-service and in-service teachers at all levels.

3. Sampling should be undertaken to determine if successful readers would approve of spelling reform, what type of reform, and to what extent the reform should be implemented. This should be undertaken in all English-speaking countries.

4. Investigate the practical questions and difficulties of spelling reform, as well as identify some possible solutions.

REFERENCES

Aikman, L. (1966). We the people: The story of the United States capitol. Washington, DC: United States Capitol Historical Society.

Alder, D., Goodfellow, P., & Watt, R.G. (1984). Creating a new alphabet for Zion. Utah Historical Quarterly, 52, 275-286.

Arrington, L.J. (1952). Coin and currency in early Utah. Utah Historical Quarterly, 20, 56-76.

Asay. D. (1978, March). The Deseret Alphabet. New Era, pp. 36-39.

Ashton, W.J. (1950). Voice in the West: Biography of a pioneer newspaper. New York: Duell, Sloan & Pearce.

Aukerman, R.C. (1984). Approaches to beginning reading (2nd ed.). New York: John Wiley & Sons.

Bancroft, H.H. (1890). History of Utah. San Francisco: The History Company.

Barnard, H. (1977). a condensed summary of reasons for and against orthography simplification. Spelling Progress Bulletin, 17 (2), 14-15.

Barnhart, C.L. (Ed.).(1963). The American college dictionary. New York: Random House.

Beesley, K.R. (1975). The Deseret Alphabet: Can orthographical reform for English succeed? Provo, UT: Brigham Young University Honors Program.

Beesley, K.R. (1976). The dialect of Orson Pratt. Provo, UT: Brigham Young University Department of Languages.

Bell, A.M. (1883). Visible speech reader. Cambridge, MA: Moses King Publishers.

Bennion, M.L. (1939). Mormonism and education. Salt Lake City: Deseret News Press.

Betts, E.A. (1976). On spelling reform. Spelling Progress Bulletin, 16 (1), 6-19.

Birkinshaw, S.B. (1981). The legacy of Utah's country schools: 1847-1896. Ogden, UT: Weber State College. (ERIC Document Reproduction Service No. ED 211 272)

Booth, W.S. (1907, January 24). Bacon on spelling reform. The Nation, p. 79.

Bowyer, H. (1970). Upsetting the alphabet cart. Spelling Progress Bulletin, 10 (1), 11-12.

Brook, G.L. (1958). A history of the English language. Fair Lawn, NJ: Essential Books.

Brooks, J. (1944). The Deseret Alphabet. Utah Historical Quarterly, 12, 98-102.

Bryant, M.M. (1948). Modern English and its heritage. New York: Macmillan.

Bullokar, W. (1580). Booke at large. Reprinted in 1977. Delmar, NY: Scholars' Facsimiles & Reprints.

Bullokar, W. (1586). Bref grammar for English. Reprinted in 1977. Delmar, NY: Scholars' Facsimiles & Reprints.

Burton, R.F. (1862). The city of the Saints (2nd ed.). London: Longman, Green, Longman, and Roberts.

Campbell, R.L. (1868a). Annual report of the Superintendent of common schools for the year 1867. In Journals of the Legislative Assembly of the Territory of Utah. Salt Lake City: Geo. Q. Cannon, Public Printer.

Campbell, R.L. (1868b). Annual report of the Territorial Superintendent of common schools. Salt Lake City: George Q. Cannon.

Campbell, R.L. (1869). Annual report of the Territorial Superintendent of common schools. Salt Lake City: George Q. Cannon.

Cannon, G.Q. (1869, November 6). Editorial thoughts. The Juvenile Instructor, 180.

Cannon, G.Q. (1875, October 2). Editorial thoughts. The Juvenile Instructor, p. 234.

Carter, K.B. (1939). Four outstanding activities of the pioneers. Daughters of the Utah pioneers historical pamphlet, October, 1939.

Carter, K.B. (1968). Our pioneer heritage. (Vol. 11). Salt Lake City: Daughters of the Utah Pioneers.

Chamberlin, R.V. (1960). The University of Utah: A history of its first hundred years, 1850-1950. Salt Lake City: University of Utah Press.

Chaucer, G. (1957). Works. Boston: Houghton-Mifflin.

Christensen, E.L. (1955). Noble linguistic experiment: A universal tongue? The International Shorthand Review, 3, 5-10.

Citron, A. (1978). English orthography: A case of psychological child abuse. Spelling Progress Bulletin. 18 (3), 2-5.

Clark, J.R. (Ed.).(1965). Messages of the First Presidency of the Church of Jesus Christ of Latter-day Saints. Salt Lake City: Bookcraft.

Coins and medals. (1874, February 14). Juvenile Instructor, p. 39.

Conis, J.M. (1968). A phonemic alphabet for English: From theory to practice. Madison College Studies and Research, 28 (3), 89-97.

Craigie, W.A. (1944). Problems of spelling reform. New York: Garland Publishing, Inc.

Culkin, J.M. (1981). The new age of reason. Science Digest, 89 (7), 90-93.

Cumming, J. (1965). The Deseret primer. American Book Collector, 15 (8), 8-10.

Dedera, D. (1969, January 18). Strange language of Deseret. The Deseret News Church Section, p. 4.

Deighton, L.C. (1971). The encyclopedia of education. New York: Macmillan.

The Deseret Alphabet. (1854). Flier explaining Deseret Alphabet (In Roman and Deseret characters.)

Deseret first book. (1868). New York: Russell Brothers.

The Deseret News. Salt Lake City.

Deseret second book. (1868). New York: Russell Brothers.

Dewey, G. (1968). World English Spelling for better reading. Lake Placid, NY: Simpler Spelling Association.

Dewey, G. (1971). English spelling: Roadblock to reading. New York: Teachers College Press.

Dewey, G. (1978). World English Spelling (WES): An alternative initial learning medium. Spelling Progress Bulletin, 18 (1), 3-5.

The Doctrine and Covenants of The Church of Jesus Christ of Latter-day Saints. (1969). Salt Lake City: The Church of Jesus Christ of Latter-day Saints.

Dornbush, C.H. (1961). American spelling simplified by presidential edict. American Speech, 36, 236-238.

Downing, J.A. (1964). The initial teaching alphabet reading experiment. Chicago: Scott Foresman & Co.

Downing, J.A. (1978). The probability of reading failure in i.t.a. and t.o. Spelling Progress Bulletin, 18 (2), 12-15.

Dwyer, R.J. (1971). The Gentile comes to Utah. Salt Lake City: Western Epics.

Ebel, R.L. (Ed.).(1969). Encyclopedia of educational research (fourth ed.). New York: Macmillan.

Edwards, D. (1952). Meihem in ce klasrum. In J.W. Campbell (Ed.), The astounding science fiction anthology (pp. 247-249). New York: Simon and Schuster.

Elliott, A. (1981). Melvil Dewey: A singular and contentious life. Wilson Library Bulletin, 55, 666-671.

Ellis, A.J. (1848). The alphabet of nations. London: Fred Pitman.

Ellis, A.J. (1848). A plea for phonetic spelling. London: Fred Pitman.

Ellsworth, S.G. (1973). The Deseret Alphabet. American West, 10 (6), 10-11.

Evans, K. (1978). A discussion of spelling reform. Spelling Progress Bulletin, 18 (3), 5-9.

Extracts from the minutes of the meeting held August, 1975. (1975, October). Spelling Action, p. 5.

Foreign correspondence. (1856, April 19). The Millenial Star, pp. 252-254.

Foreign correspondence. (1856, May 24). The Millenial Star, pp. 330-332.

Foster, F. (1933, September). Money of the valley. Improvement Era, pp. 656-657, 678.

Francis, W.N. (1963). The history of English. New York: W.W. Norton and Co.

Franklin, B. (1972). The papers of Benjamin Franklin. (W.B. Willcox, Ed.). New Haven, CT: Yale University Press.

Frisby, L.R. & Lee, H. (1947). The Deseret Readers. Utah Humanities Review, 1, 240-244.

Furness, E.L. (1977). Spelling for the millions. New York: Thomas Nelson.

G.W. (1703). Magazine, or animadversions on the English spelling. Reprinted in 1958. Los Angeles: The Augustan Reprint Society.

Gates, S.Y. (1931). The life story of Brigham Young. New York: Macmillan.

Gibson, E.J., & Levin, H. (1975). The psychology of reading. Cambridge, MA: The MIT Press.

Gill, A. (1618). Logonomia Anglica. Reprinted in 1972. Stockholm: Almquist and Wiksell.

Gilstad, J.R. (1979, April 24). Methodology of historical research of reading instruction: Principles and criteria. Paper presented at the annual meeting of the International Reading Association held in Atlanta, GA. (ERIC Document Reproduction Service No. ED 173 761)

Goodfellow, P. (n.d.). The Deseret Alphabet and other American spelling reform movements. Logan: Utah State University Honors Program.

Groff, P. (1976). Why there has been no spelling reform. The Elementary School Journal, 76, 331-337.

Grover, S.H. & Cranney, A.G. (1982). Reading on the Utah frontier, 1850-1877: The history of the Deseret Alphabet. Provo: Brigham Young University. (ERIC Document Reproduction Service No. ED 226 325)

Gunther, M. (1964, June 20). Cracking the grown-ups' code. Saturday Evening Post, pp. 34-35.

Haas, W. (1969). Alphabets for English. Manchester: University Press.

Hanna, P.R., et al. (1966). Phoneme-grapheme correspondences as cues to spelling improvement. Washington, DC: U.S. Department of Health, Education, and Welfare.

Harris, T.L. & Hodges, R.E. (Eds.).(1981). A dictionary of reading and related terms. Newark, DE: International Reading Association.

Harrison, J.L. (1961). 100 GPO years, 1861-1961: A history of United States public printing. Washington, DC: Government Printing Office.

Harrison, M. (1964). Instant reading. London: Sir Isaac Pitman and Sons, Ltd.

Harrison, M. (1965). Story of the ITA. New York: Pitman.

Heinerman, J. (1982). The Mormon meetinghouse: Reflections of pioneer religious and social life in Salt Lake City. Utah Historical Quarterly, 50, 340-353.

Hildreth, G.H. (1975). Which way in spelling reform? Spelling Progress Bulletin, 15 (1), 14-16.

Howells, J. (1662). Of divers superfluous letters in the English orthography. London: n.p.

Huey, E.B. (1910). The psychology and pedagogy of reading. New York: The Macmillan Company.

Iles, B.L.A. (1965). A study of selected systems of augmented alphabets and simplified spellings and their application to the teaching of reading, 1850 to 1965. Unpublished masters thesis, Lamar State College of Technology, Lamar, TX.

Ives, K.H. (1979). Written dialects N spelling reforms: History N alternatives. Chicago: Progresiv Publishr.

Ivins, S.S. (1947). The Deseret Alphabet. Utah Humanities Review, 1, 223-239.

Ivins, S.S. (1954). Free schools come to Utah. Utah Historical Quarterly, 22, 321-342.

Jefferson, T. (1904). The writings of Thomas Jefferson. (A.A. Lipscomb, Ed.). Washington, DC: The Thomas Jefferson Memorial Association of the United States.

Jenson, A. (1901). Latter-day Saint biographical encyclopedia. Salt Lake City: Deseret News.

Jenson, A. (1941). Encyclopedic history of the Church of Jesus Christ of Latter-day Saints. Salt Lake City: Deseret News Publishing Company.

Jesse, D.C. (Ed.).(1974). Letters of Brigham Young to his sons. Salt Lake City: Deseret Book.

Johnson, S. (1755). A dictionary of the English language. London: J. Johnson.

L.D.S. Journal History. Salt Lake City: Church Historian's Office.

Language. (1854, April 29). The Millenial Star, pp. 257-260.

Laubach, F.C. (1960). Learn English the new way. New York: New Readers Press.

Laubach, F.C. (1968). A phonetic code used in Hong Kong for teaching English. Spelling Progress Bulletin, 8, (2), 8

Leigh, T. (1967). i.t.a. in the classroom. Edinburgh: W. & R. Chambers Ltd.

Lindgren, H. (1969). Spelling reform. Sydney: Alpha Books.

Lounsbury, T.R. (1909). English spelling and spelling reform. New York: Harper and Brothers.

Lundwall, N.B. (1946). Masterful discourses and writings of Orson Pratt. Salt Lake City: N.B. Lundwall.

Lyon, T.E. (1932). Orson Pratt - early Mormon leader. Unpublished masters thesis, University of Chicago, Chicago, IL.

Maiben, J.B. (1872, August 31). Correspondence. The Juvenile Instructor, p. 144.

Malone, J.R. (1962, May). The larger aspects of spelling reform. Elementary English, 39, 435-446.

March, F.A. (1893). The spelling reform. Washington, DC: Government Printing Office.

McGavin, E.C. (1940, January 6). The Deseret Alphabet—an experiment in phonography. The Deseret News Church Department, p. 3.

Mencken, H.L. (1945). The American language (4th ed.). New York: Alfred A. Knopf.

Mencken, H.L. (1948). The American language: Supplement II. New York: Alfred A. Knopf.

Message of Governor Brigham Young. (1854, April 8). The Millenial Star, pp. 211-217.

Message of His Excellency Governor Brigham Young. (1855, April 28). The Millenial Star, pp. 260-266.

Moffitt, J.C. (1946). The history of public education in Utah. Salt Lake City: Deseret Press.

Monroe, P. (Ed.).(1915). A cyclopedia of education. New York: Macmillan.

Monson, S.C. (1947). The Deseret Alphabet. Unpublished master's thesis, Columbia University, New York, NY.

Monson, S.C. (1953). The Deseret Alphabet. Utah Academy Proceedings, 30, 23-29.

Monson, S.C. (1954). Representative American phonetic alphabets. (Doctoral dissertation, Columbia University,) Dissertation Abstracts International, 14, 1405.

Municipal Election—People's Ticket. (1876, February 14). Election flier printed in Deseret characters. Salt Lake City: n.p.

Nash, W.V. (1957). The Deseret Alphabet. Urbana: University of Illinois Library School.

The needful attempt, to make language and divinity plaine and easie. (1711). London: J. Borphew.

Neff, A.L. (1940). History of Utah. Salt Lake City: Deseret News Press.

New, D.A. (1984). The Deseret Alphabet. Unpublished manuscript.

Norton, G. (1907, January 3). An early spelling reform. The Nation, p. 9.

O'Connor, M. (1976). The great 'spelling reform one' rumpus. Meanjin Quarterly, 35, 158-166.

O'Halloran, G. (1973). Teach yourself i.t.a. Belmont, CA: Fearon Publishers.

Olsen F.S. (1952). Early nineteenth century shorthand systems and possible similarities between any of them and the Deseret Alphabet. Unpublished master's thesis, Utah State Agricultural College, Logan, UT.

Paine, H.G. (1920). Handbook of simplified spelling. New York: Simplified Spelling Board.

Pei, M. (1952). The story of English. New York: Fawcett.

Pei, M. (1965). The story of language (2nd ed.). Philadelphia: J.B. Lippincott.

Peterson, C.S. (1971). The Hopis and the Mormons, 1858-1873. Utah Historical Quarterly, 39, 179-194.

Peterson, C.S. (1980). A new community: Mormon teachers and the separation of Church and State in Utah's territorial schools. Utah Historical Quarterly, 48, 179-194.

Pitman, B. (1855). First phonetic reader. Cincinnati: American Phonetic Publishing Association.

Pitman, B. (1910). A solution to the alphabetic problem. Cincinnati: Benn Pitman.

Pitman, I. (1837). Stenographic shorthand. London: Isaac Pitman.

Pitman, J. & St. John, J. (1969). Alphabets and reading: The initial teaching alphabet. London: Pitman Publishing Corporation.

Pottinger, D. (1941). Printers and printing. Cambridge, MA: Harvard University Press.

Powell, W. (1968). A chronicle of the Deseret Alphabet. Salt Lake City: n.p.

Pratt, O.(Ed.).(1869). The Book of Mormon. (In Deseret characters.) New York: Russell Brothers.

President Roosevelt and spelling reform. (1906, November). The American Monthly Review of Reviews, pp. 611-612.

Ray, J. (1691). A note on the errours of our alphabet. London: n.p.

Reed, W.J. (1972). Factors which have hitherto led to failure of attempts to reform English spelling. Spelling Progress Bulletin, 12 (3), 6-13.

Remy, J. (1861). A journey to Great Salt Lake City. (J. Benchley, Trans.). London: W. Jeffs.

Richards, F.D. (n.d.). The Deseret Alphabet. Letter to H.H. Bancroft. Pacific Manuscript F 66, in Bancroft Library, University of California, Berkeley.

Richards, S.W. (1868, March 7). Letter of F.D. Richards, dated February 2-3, 1868. The Millenial Star, p. 157.

Riemer, G. (1964, October). A bizarre alphabet teaches Johnny to read. Ladies Home Journal, pp. 70-71.

Ripman, W., & Archer, W. (1948). New spelling. London: Sir Isaac Pitman and Sons.

Roberts, B.H. (1965). A comprehensive history of the Church of Jesus Christ of Latter-day Saints. Provo, UT: Brigham Young University Press.

Rowe, G.N. (1978, March). Can you read Deseret? Ensign, pp. 60-61.

Rudd, S. (1755). Prodromos: Or, observations on the English letters. Reprinted in 1967. Menston, England: The Scolar Press Limited.

Scragg, D.G. (1974). A history of English spelling. New York: Barnes & Noble.

Shaw, G.B. (1950, October). The problem of a common language. Atlantic Monthly, 186, 61-62.

Shaw, G.B. (1962). The Shaw edition of Androcles and the lion. New York: Penguin.

Shaw's alphabet: Ploys unpleasant? (1962, November 24). The Economist, p. 3.

Simmonds, A.J. (1969, November). Utah's strange alphabet. True Frontier, pp. 28-30, 56-57.

The Simplified Spelling Society (1945). Dhe litl red hen. London: Heffer and Sons, Ltd.

Smith, G.A. (1854, September 16). Foreign intelligence—Deseret. The Millenial Star, pp. 583-584.

Smith, G.A. (1867, October 9). Remarks. Journal of Discourses, 12, pp. 138-143.

Smith, J.F. (1877, September 30). Discourse. Journal of Discourses, 19, pp. 187-190.

Smith, J.F. (1973). Essentials in church history (26th ed.). Salt Lake City: Deseret Book.

Smith, N.B. (1965). American reading instruction. Atlanta: The International Reading Association.

Smith, P.T. (1980). In defence of conservatism in English orthography. Visible Language, 14, 122-136.

Smith, T. (1568). De recta et emendata linguae Anglicae scriptione, dialogus. Reprinted in 1968. Menston, England: The Scolar Press Limited.

Smoker, B. (1970). GBS and the ABC. Spelling Progress Bulletin, 10 (2), 2-4.

Stanley, R. (1937). The archer of paradise: A biography of Parley P. Pratt. Caldwell, ID: Caxton Printers.

Stegner, W. (1942). Mormon country. New York: Duell, Sloan & Pearce.

Stevenson, G. (1971). What must we change? Spelling Progress Bulletin, 11 (1), 16.

Stringham, I.W. & Flack, D.D. (1958). England's first "Mormon" convert: The biography of George Darling Watt. Salt Lake City: n.p.

Sudweeks, L.L. (1954, November). The Deseret Alphabet. Improvement Era, pp. 804-807.

Sweet, H. (1902). Handbook of phonetics. Oxford: The Clarendon Press.

Tauber, A. (1958). Spelling reform in the United States. (Doctoral dissertation, Columbia University,) Dissertation Abstracts International, 19, 387.

Tauber, A. (Ed.).(1963). Shaw on Language New York: Philosophical Library.

Tauber, A. (1977). Simplified English spelling for international usage. Spelling Progress Bulletin, 17 (2), 17-19.

Thackray, D.V. (1971). Readiness for reading with i.t.a. and t.o. London: Geoffrey Chapman.

Thornton, W. (1793). Cadmus, or a treatise on the elements of written language. Philadelphia: R. Aitkins and Sons.

Vaile, E.O. (1901). Our accursed spelling. Oak Park, IL: E.O.Vaile.

Vaile, E.O. (1904). The National Education Association and the spelling question. Educational Review, 27, 510-520.

Vallins, G.H. (1954). Spelling. London: Andre Deutsch Ltd.

Venezky, R.L. (1970). The structure of English orthography. The Hague: Mouton.

Vivian, J.H. (1979). Spelling an end to orthographical reforms: Newspaper response to the 1906 Roosevelt simplifications. American Speech, 54, 163-174.

Vizetelly, F.H. (1915). A dictionary of simplified spelling. New York: Funk and Wagnalls Company.

Walker, E.C. (1974, Autumn). Brigham Young's Deseret Alphabet. Montana, the Magazine of Western History, pp. 55-57.

Watt, G.D. (1851). Exercises in phonography. Salt Lake City: W. Richards.

Watt, R.G. (1976, March 20). Man of talents [Geo. D. Watt]. Church Section of the Deseret News, back page.

Watt, R.G. (1977). Sailing "the old ship Zion": The life of George D. Watt. BYU Studies, 18, 48-65.

Watt, R.G. (1983, September-October). English convert used phonography skills in development of original Deseret Alphabet. Pioneer, 30, pp. 8-9.

Webster, N. (1789). <u>Dissertations on the English language.</u>
Reprinted in 1951. Gainesville, FL: Scholars' Facsimiles &
Reprints.

Weller, S. & Reid, K. (1958, September–October). The Deseret
Alphabet. <u>True West,</u> pp. 14–16.

Werner, M.R. (1925). <u>Brigham Young.</u> New York: Harcourt.

Whitney, O.F. (1893). <u>History of Utah.</u> Salt Lake City: George Q.
Cannon & Sons.

Widtsoe, J.A. (1944, January). What was the purpose of the Deseret
Alphabet? <u>Improvement Era,</u> pp. 33, 63.

Wijk, A. (1959). <u>Regularized English.</u> Stockholm: Almqvist and
Wiksell.

Wijk, A. (1977). <u>Regularized English/Regularized Inglish.</u>
Stockholm: Almqvist and Wiksell.

Wingfield, F.S. (n.d., a) <u>Constitutional principles: Fonetic
Crthqgrafi.</u> n.p.

Wingfield, F.S. (n.d., b) <u>Fonetic crthqgrafi questions and answers.</u>
n.p.

Wingfield, F.S. (n.d., c) <u>Rules for systematized spelling.</u>
Chicago: The Fonetic Bureau.

Wingfield, F.C. (1978). Too radical. <u>Spelling Progress Bulletin</u> <u>18</u>
(1), 2.

Wintersteen, L.R. (1970). <u>A history of the Deseret Alphabet.</u>
Unpublished master's thesis, Brigham Young University, Provo, UT.

Young, B. (1852, April 8). Education. <u>Journal of Discourses,</u> <u>1,</u>
pp. 66–71.

Young, B. (1868, October 8). Remarks. <u>Journal of Discourses,</u> <u>12,</u>
pp. 297–301.

Yule, V. (1976). Spelling and spelling reform: Arguments pro and
con. <u>Spelling Progress Bulletin,</u> <u>16,</u> (1), 11–19.

Zachrisson, R.E. (1932). <u>Anglic: A new agreed simplified spelling.</u>
Stockholm: Almquist and Wiksell.

Zachrisson, R.E. (1966). The advantages of an international language. Spelling Progress Bulletin, 16, (1), 23.

Zobell, A.L. (1967, July). Deseret Alphabet manuscript found. Improvement Era, pp. 9-10.

APPENDICES

Appendix A

Appendix A

Dissertations Dealing with the Initial Teaching Alphabet

Completed Before August, 1984

Beauchamp, J.M. (1967). The relationship between selected factors associated with reading readiness and the first grade reading achievement of students instructed in the initial teaching alphabet. (Doctoral dissertation, Syracuse University,) Dissertation Abstracts International, 28, 1200.

Carner, R. (1971). The relative effectiveness of the initial teaching alphabet and traditional orthography on reading, spelling, and writing achievement of first and second grade children. (Doctoral dissertation, University of Miami,) Dissertation Abstracts International, 32, 5486.

Coati, J.C. (1971). A comparison of opinions held by heads of families in selected occupational groups prior to and following pupil instruction in the initial teaching alphabet. (Doctoral dissertation, University of Northern Colorado,) Dissertation Abstracts International, 32, 1912.

Cody, D.B. (1973). Initial teaching alphabet (ITA) and traditional orthography reading achievement, Hueneme School District, California, 1970-1971. (Doctoral dissertation, Brigham Young University,) Dissertation Abstracts International, 33, 4788.

Dailey, C.M. (1975). A comparison of the spelling performance of children taught traditional orthography (T.O.) with that of children taught the initial teaching alphabet (I.T.A.) in the Crawfordsville Community Schools, grades three through six. (Doctoral dissertation, Indiana University,) Dissertations Abtracts International, 36, 5677.

Davenport, I.E. (1980). A cross-sectional comparison of spelling achievement of grade five children taught traditional orthography (T.O.) with that of selected grade five children taught the initial teaching alphabet (I.T.A.) in the C-6 School District. (Doctoral dissertation, Saint Louis University,) Dissertation Abstracts International, 42, 1392.

Dittmar, D.E. (1969). Initial teaching alphabet versus traditional orthography one, two, three, and four years after beginning instruction. (Doctoral dissertation, Northern Illinois University,) Dissertation Abstracts International, 30, 3630.

Eichel, A.J. (1966). A study of the effect of the initial teaching alphabet on reading achievement. (Doctoral dissertation, New York University,) Dissertation Abstracts International, 27, 3611.

Fair, P.R. (1969). Comparative effects of using initial teaching alphabet and traditional orthography mediums in intial reading instruction. (Doctoral dissertation, University of Arkansas,) Dissertation Abstracts International, 30, 948.

Fleetwood, D.A. (1969) Teaching communication skills to preschool hearing-impaired children using the initial teaching alphabet. (Doctoral dissertation, University of Alabama,) Dissertation Abstracts International, 30, 3188.

Holland, A.R. (1967). A comparative study of three first grade reading programs, initial teaching alphabet, words in color, and a traditional basal reading approach. (Doctoral dissertation, Case Western Reserve University,) Dissertation Abstracts International, 28, 2896.

Iles, B.L.A. (1974). Traditional alphabet and Pitman's initial teaching alphabet: Their effects on the reading and spelling skills of two groups of elementary school children. (Doctoral dissertation, McNeese State University,) Dissertations Abstracts International, 35, 4047.

King, M.L. (1968). A comparison of first year reading achievement using two different reading programs, one based on the initial teaching alphabet and the other based on traditional orthography. (Doctoral dissertation, Columbia University,) Dissertation Abstracts International, 29, 3527.

Loflin, K.H. (1969). A two year study of the efficacy of the initial teaching alphabet as a medium for beginning reading with culturally disadvantaged negro children. (Doctoral dissertation, University of Southern Mississippi,) Dissertation Abstracts International, 30, 5169.

Mathias, D.C. (1967). Teaching reading to retardates: A comparison of initial teaching alphabet with traditional orthography. (Doctoral dissertation, The University of Wisconsin,) Dissertation Abstracts International, 29, 69.

Mendenhall, P. (1967). The relative value of the initial teaching alphabet (ITA) and traditional orthography (TO) in teaching reading to selected classes of first grade students. (Doctoral dissertation, Purdue University, Dissertation Abstracts International, 28, 4385.

Montesi, R.L. (1967). A comparison of the effects of the initial teaching alphabet and traditional orthography on achievement in beginning reading. (Doctoral dissertation, University of Connecticut,) Dissertation Abstracts International, 28, 2905.

Mousley, W.V. (1971). The effect of learning to read with the initial teaching alphabet and traditional orthography on the spelling achievement on bilingual and monolingual children. (Doctoral dissertation, University of California, Berkeley,) Dissertation Abstracts International, 32, 88.

Penner, D.I. (1981). Using the Stanford Achievement Test in the initial teaching alphabet: A study of the subtest score data. (Doctoral dissertation, Columbia University Teachers' College,) Dissertation Abstracts International, 42, 4280.

Peveto, S.K. (1969). A longitudinal study of the initial teaching alphabet. (Doctoral dissertation, East Texas State University,) Dissertation Abstracts International, 30, 2426.

Robinson, B.E. (1969). Use of the initial teaching alphabet in English as a second language classes for spanish speaking adults. (Doctoral dissertation, University of California, Los Angeles,) Dissertation Abstracts International, 30, 1806.

Rolf, F.J. (1968). Transfer effects from traditional orthography to Pitman's initial teaching alphabet. (Doctoral dissertation, University of Kentucky,) Dissertation Abstracts International, 29, 819.

Sandel, L. (1970). A comparison of oral and written language of third grade children instructed in initial teaching alphabet (ITA) or traditional orthography (TO) in first grade. (Doctoral dissertation, Hofstra University,) Dissertation Abstracts International, 31, 313.

Schoolfield, W.R. (1977). A study to investigate possible superior long-lasting effects of the initial teaching alphabet as the initial entry approach to reading instruction. (Doctoral dissertation, Saint Louis University,) Dissertation Abstracts International, 39, 1247.

Settles, I.L. (1967). The effects of instruction with the initial teaching alphabet on the written composition of primary students. (Doctoral dissertation, Washington State University,) Dissertation Abstracts International, 28, 2459.

Stufft, H.E. (1970). The initial teaching alphabet: A comparison of its effectiveness in a reading program in relation to a program using traditional orthography. (Doctoral dissertation, The George Washington University,) Dissertation Abstracts International, 31, 2799.

Trost, D.M.A. (1971). Attitudes, writing fluency, reading achievement: A comparisonm between initial teaching alphabet and traditional orthography trained children. (Doctoral dissertation, University of Michigan,) Dissertation Abstracts International, 32, 6114.

Ward, B.J. (1967). A comparison of the reading achievement of first graders taught using the initial teaching alphabet, basal linguistic, and modified linguistic reading programs. (Doctoral dissertation, Syracuse University,) Dissertation Abstracts International, 28, 1219.

Wilford, R.E. (1968). An analysis of three instructional strategies applied to mediating transition of concepts from the initial teaching alphabet to the traditional orthography. (Doctoral dissertation, Arizona State University,) Dissertation Abstracts International, 29, 1077.

Williams, L.E. (1969) A comparison of the compatibility of Pitman's initial teaching alphabet and Malone's single sound alphabet with traditional orthography. (Doctoral dissertation, University of Michigan,) Dissertation Abstracts International, 31, 690.

Appendix B

Appendix B

The Letter of Franklin D. Richards, L.D.S. Church Historian,

to Hubert Howe Bancroft

The preparation and use of the Deseret Alphabet was a favorite project of Brigham Young. It was started at his suggestion and afterwards was adopted by the Regency of the University of Deseret. It was designed with the view of enabling young people to learn more easily to read and spell.

This alphabet was designed and arranged principally by George D. Watt, a phonographic reporter in the employ of Brigham Young. The forms of some of the letters were originated by Mr. Watt, those of others were selected by him from some of the ancient alphabets found in the front part of Webster's unabridged dictionary as published about thirty years ago.

With a view to make the type wear well, neither top nor tail extensions were incorporated in the forms of the letters.

The alphabet was used phonetically, modified somewhat after Pitman's style and arrangement of pronunciation.

In June 1859, this alphabet was commenced to be used in keeping Brigham Young's ledger, by Thomas W. Ellerbeck and was continued in such uses by him about one year.

This alphabet was also used to some extent in the Historian's

Office in this (Salt Lake) City, in journalizing, and in compiling history, during a similar period in 1859 and 1860.

The alphabet and brief articles in the character were published in the Deseret News, sometimes weekly, and at others occasionally, during a similar period in 1859 and 1860.

Then, other matters demanding attention, the Deseret Alphabet went out of use by a kind of tacit neglect, or by general distaste for it.

The subject, however, was subsequently revived, though many persons favored Pitman's phonotype, as being but slightly varied from the common alphabet, and therefore easier for most persons to learn, and affording a readier transition to and from the ordinary Roman character, than was the case with the Deseret Alphabet. The Regency of the University of Deseret actually voted to adopt Pitman's characters. But on the 2nd of Feb'y, 1868, the Regency rescinded that vote, and voted to adopt the Deseret Alphabet, and to ask the Legislature for an appropriation of $10,000 to print school books in that character.

April 18, 1868, Orson Pratt commenced to prepare school books in the Deseret character.

In November of the same year the Regency employed Orson Pratt to transcribe the Book of Mormon into the Deseret character.

In that year also the Deseret Primer, 38 pages, illustrated, was published by the Deseret University in the Deseret character.

In 1869, the Book of Mormon, Part 1, 116 pages, was published in New York, in the Deseret character. The same year the Book of Mormon entire was published in that character in the same city. Both these publications were under the auspices of the Deseret University, to be used for educational purposes.

Some efforts were made to teach and use the character in various schools in the Territory. But it was an uphill task. It was found that the tailless characters, however economical in the wear and tear of type; were inimical to the eye, the monotonous evenness of the lines making it more difficult for the eye to follow and distinguish the words than when set in the ordinary type. It was also difficult to insure uniform pronunciaton and consequently uniform orthography with the Deseret character. As is the case in other communities, the people generally did not take kindly to the new characters, so that in a short time the Deseret alphabet fell into desuetude, from which it has never been resurrected, and no desire for its use appears now to exist. Besides busier times came on, and railroads, mining, and other business interests pressed upon the attention and absorbed much of it, so that the Deseret Alphabet was soon found to have been practically and virtualy discarded, lost sight of, and almost forgotten.

However, an effort was made subsequently to have the Book of Mormon printed in Pitman's phonotype, and with that view Orson Pratt left Salt Lake City for England in July, 1877, and when there began to make arrangements to accomplish that work. But the death of Brigham

Young in August of that year necessitated the return of Mr. Pratt to Salt Lake City, and the project of publishing the Book of Mormon in Pitman's phonotype was abandoned. Since that time, there has been no effort at authorized publication of books in the English language in any other than the common type, in or for Utah.

The type used by the Deseret News in 1859 and 1860 in printing articles in the Deseret character was made in this city by John H. Humell. That used in printing the Book of Mormon in New York in 1869 was procured by him while in that City.

Dr. J.R. Park, principal of the University of Deseret, might be able to inform you of the number of the editions of books which have been published in the Deseret character, unless he has already done so in the communication forwarded to you sometime since by me.

Appendix C

Appendix C

Bibliography

Books and Theses

Adams, J. (1799). The pronunciation of the English language. Edinburgh: J.Moir.

Aikman, L. (1966). We the people: The story of the United States capitol. Washington, DC: The United States Capitol Historical Society.

Alexander, H. (1940). The story of our language. New York: T. Nelson and sons.

Allen, F.S. (1906). Apropos of spelling reform. New York: The Badley-White Co.

Allen, F.S. (1907). Principles of spelling reform. New York: The Bradley-White Co.

Allen H.B. (1964). Readings in applied English linguistics. New York: Appleton - Century - Crofts.

Allen, J.B. & Leonard, G.M. (1976). The story of the Latter-day Saints. Salt Lake City: Deseret Book.

Alston, R.C. (Ed.).(1969). The needful attempt to make language and divinity plain and easy, 1711. Menston, England: Scolar Press Facsimile.

Ambercrombie, D. (Ed.).(1961). In honour of Daniel Jones. New York: Longman.

Anderson, N. (1966). Desert Saints: The Mormon frontier in Utah. Chicago: University of Chicago Press.

Arlotto, A. (1971). Introduction to historical linguistics. New York: Houghton Mifflin.

Asher, R.E. (1981). Toward a history of phonetics. Edinburgh: University Press.

Ashton, W.J. (1950). Voice in the West: Biography of a pioneer newspaper. New York: Duell, Sloan & Pearce.

Aukerman, R.C. (1984). Approaches to beginning reading (2nd ed.). New York: John Wiley & Sons.

Balmuth, M. (1982). Roots of phonics: A historical introduction. New York: McGraw-Hill.

Bambas, R.C. (1980). The English language: Its origin & history. Norman: University of Oklahoma Press.

Bancroft, H.H. (1890). History of Utah. San Francisco: The History Company.

Barnett, L.K. (1964). The treasure of our tongue. New York: Knopf.

Barnhart, C.L. (1963). The American college dictionary. New York: Random House.

Barron, H.H. (1977). Orson Hyde: Missionary, apostle, colonizer. Salt Lake City: Horizon.

Barrows, S.T. (1930). An introduction to the phonetic alphabet. Boston: Expression Co.

Baugh, A.C. (1957). A history of the English language (2nd ed.). New York: Appleton – Century – Crofts.

Bell, A.M. (1883). Visible Speech reader. Cambridge, MA: Moses King Publishers.

Bennion, M.L. (1939). Mormonism and education. Salt Lake City: Deseret News Press.

Bloomfeld, M. (1955). A linguistic introduction to the history of English. New York: Knopf.

Bolton, W.F. (1982). A living language. New York: Random House.

Bradley, H. (1925). The making of English. New York: Macmillan.

Bridges, R. (1913). A tract on the present state of English pronunciation. London: Oxford University Press.

Brook, G.L. (1958). A history of the English language. Fair Lawn, NJ: Essential Books.

Bryant, M.M. (1948). Modern English and its heritage. New York: Macmillan.

Bullokar, W. (1580). Booke at large. Reprinted in 1977. Delmar, NY: Scholars' Facsimiles & Reprints.

Bullokar, W. (1586). Bref grammar for English. Reprinted in 1977. Delmar, NY: Scholars' Facsimiles & Reprints.

Burton, R.F. (1862). The city of the Saints (2nd ed.). London: Longman, Green, Longman, and Roberts.

Campbell, R.L. (1867). Annual report of the Superintendent of common schools. In Journals of the Legislative Assembly of the Territory of Utah. Salt Lake City: Geo. Q. Cannon, Public Printer.

Campbell, R.L. (1868). Annual report of the Territorial Superintendent of common schools. Salt Lake City: George Q. Cannon .

Campbell, R.L. (1869). Annual report of the Territorial Superintendent of common schools. Salt Lake City: George Q. Cannon.

Carter, K.B. (1968). Our pioneer heritage. (Vol. 11). Salt Lake City: Daughters of the Utah Pioneers.

Chamberlin, R.V. (1960). The University of Utah: A history of its first hundred years, 1850-1950. Salt Lake City: University of Utah Press.

Chaucer, G. (1957). Works. Boston: Houghton-Mifflin.

Claiborne, R. (1983). Our marvelous native tongue: The life and times of the English language. New York: New York Times Books.

Clark, A.C. (1914). A dicshunary of reformed and simplified spelling. New Haven, CT: Tuttle, Morehouse, and Taylor.

Clark, B.B. (1970). Brigham Young on education. Provo, UT: Brigham Young University Press.

Clark, J.R. (Ed.).(1965). Messages of the First Presidency of the Church of Jesus Christ of Latter-day Saints. Salt Lake City: Bookcraft.

Clodd, E. (1900). The story of the alphabet. New York: D. Appleton and Co.

Cowley, M.F. (1909). Wilford Woodruff. Salt Lake City: The Deseret News.

Craigie, W.A. (1944). Problems of spelling reform. New York: Garland Publishing, Inc.

Crasnoff, V.N. (1951). The case of the lost postulate. New York: The William-Frederick Press.

Creer, L.H. (1947). The founding of an empire: The exploration and colonization of Utah, 1776-1856. Salt Lake City: Bookcraft.

Davis, L.G. (1969). stAbul inglish (for forunurs). New York: Carlton Press.

Deighton, L.C. (1971). The encyclopedia of education. New York: Macmillan.

Deseret first book. (1868). New York: Russell Brothers.

Deseret second book. (1868). New York: Russell Brothers.

Dewey, G. (1923). Relativ frequency of English speech sounds. Cambridge: Harvard University Press.

Dewey, G. (1968). World English Spelling for better reading. Lake Placid, NY: Simpler Spelling Association.

Dewey, G. (1971). English spelling: Roadblock to reading. New York: Teachers College Press.

Diamond, A.S. (1959). The history and origin of language. New York: Philosophical Society.

The Doctrine and Covenants of The Church of Jesus Christ of Latter-day Saints. (1969). Salt Lake City: The Church of Jesus Christ of Latter-day Saints.

Downing, J.A. (1964). The initial teaching alphabet reading experiment. Chicago: Scott Foresman & Co.

Downing, J.A. (1967). Evaluating the initial teaching alphabet. London: Cassell.

Downing, J.A. (1968). ITA symposium. London: National Foundation for Educational Research in England and Wales.

Dwyer, H.V. (1922). American phonetic alphabet. The Author.

Dwyer, R.J. (1971). The Gentile comes to Utah. Salt Lake City: Western Epics.

Ebel, R.L. (Ed.).(1969). Encyclopedia of educational research (fourth ed.). New York: Macmillan.

Edwards, D. (1952). Meihem in ce klasrum. In J.W. Campbell (Ed.), The astounding science fiction anthology (pp. 247-249). New York: Simon and Schuster.

Ellis, A.J. (1848). The alphabet of nations. London: Fred Pitman.

Ellis, A.J. (1848). A plea for phonetic spelling. London: Fred Pitman.

Ellis, A.J. (1889). On early English pronunciation. London: Asher & Co.

Elphinston, J. (1795). A minniature ov Inglish orthoggraphy. Reprinted in 1967. Menston, England: The Scolar Press Limited.

Emerson, O.F. (1894). The history of the English language. Detroit: Book Tower.

Fant, G. (1973). Speech sounds and features. Cambridge, MA: MIT Press.

Follick, M. (1965). The case for spelling reform. London: Sir Isaac Pitman and Sons Ltd.

Foster, B. (1968). The changing English language. New York: Macmillan.

Francis, W.N. (1958). The structure of American English. New York: Ronald Press Co.

Francis, W.N. (1963). The history of English. New York: W.W. Norton and Co.

Franklin, B. (1972). The papers of Benjamin Franklin. (W.B. Willcox, Ed.). New Haven, CT: Yale University Press.

Fries, C.C. (1963). Linguistics and reading. New York: Holt, Rinehart and Winston.

Furness, E.L. (1977). Spelling for the millions. New York: Thomas Nelson.

G.W. (1703). Magazine, or animadversions on the English spelling. Reprinted in 1958. Los Angeles: The Augustan Reprint Society.

Gates, S.Y. (1931). The Life Story of Brigham Young. New York: Macmillan.

Gayford, O.M. (1970). i.t.a. in primary education. London: Initial
Teaching Publishing Co. Ltd.

Georgiades, N.J. (1969). The initial teaching alphabet in remedial
reading groups: An experiment. London: George D. Harrap & Co. Ltd.

Gibson, E.J., & Levin, H. (1975). The psychology of reading.
Cambridge, MA: The MIT Press.

Gill, A. (1618). Logonomia Anglica. Reprinted in 1972. Stockholm:
Almquist and Wiksell.

Gordon, J.D. (1972). The English language: An historical introduction.
New York: Crowell.

Haas, W. (1969). Alphabets for English. Manchester: University Press.

Handlin, W.W. (1909). Gramar and reder ov the American language. New
Orleans: Henry J. Brauer Co., Ltd.

Hanna, P.R., et al. (1966). Phoneme-grapheme correspondences as cues to
spelling improvement. Washington, DC: U.S. Department of Health,
Education, and Welfare.

Hanna, P.R., Hodges, R.E., & Hanna, J.S. (1971). Spelling: Structure
and strategies. Washington, DC: University Press of America.

Harris, T.L. & Hodges, R.E. (Eds.).(1981). A dictionary of reading and
related terms. Newark, DE: International Reading Association.

Harrison, J.L. (1961). 100 GPO years, 1861-1961: A history of United
States public printing. Washington, DC: Government Printing Office.

Harrison, M. (1964). Instant reading. London: Sir Isaac Pitman and
Sons, Ltd.

Harrison, M. (1965). Story of the ITA. New York: Pitman.

Howells, J. (1662). Of divers superfluous letters in the English
orthography. London: n.p.

Huey, E.B. (1910). The psychology and pedagogy of reading. New York:
The Macmillan Company.

Iles, B.L.A. (1965). A study of selected systems of augmented alphabets
and simplified spellings and their application to the teaching of
reading, 1850 to 1965. Unpublished masters thesis, Lamar State College
of Technology, Lamar, TX.

Ives, K.H. (1979). Written dialects N spelling reforms: History N alternatives. Chicago: Progresiv Publishr.

Jefferson, T. (1904). The writings of Thomas Jefferson. (A.A. Lipscomb, Ed.). Washington, DC: The Thomas Jefferson Memorial Association of the United States.

Jensen, C.J. (1931). A study of how the Church of Jesus Christ of Latter-day Saints attempted to meet the educational needs of its members for the period of time A.D. 1830-1900. Unpublished master's thesis, Brigham Young University, Provo, UT.

Jenson, A. (1901). Latter-day Saint biographical encyclopedia. Salt Lake City: Deseret News.

Jenson, A. (1914). Church chronology. Salt Lake City: Deseret News.

Jenson, A. (1941). Encyclopedic history of the Church of Jesus Christ of Latter-day Saints. Salt Lake City: Deseret News Publishing Company.

Jesperson, J. (1923). Growth and structure of the English language. New York: D. Appleton and Co.

Jesse, D.C. (Ed.).(1974). Letters of Brigham Young to his sons. Salt Lake City: Deseret Book.

Johnson, S. (1755). A dictionary of the English language. London: J. Johnson.

Johnston, H. (1913). Phonetic spelling. Cambridge: University Press.

Jones, J. (1701). Practical phonography. Reprinted in 1969. Menston, England: The Scolar Press Limited.

Kimball, S.B. (1981). Heber C. Kimball: Mormon patriarch and pioneer. Chicago: University of Chicago Press.

Kluh, J.M. (1922). The etymologic cipher alphabet. Chicago: J.M. Kluh.

L.D.S. Journal History. Salt Lake City: Church Historian's Office.

Larisun, C.W. (1887). Spelling Reform Gems. Ringos, NJ: Fonic Publishing House.

Laubach, F.C. (1960). Learn English the new way. New York: New Readers Press.

Lee, D.W. (1963). English language reader. New York: Dodd, Mead.

Leigh, T. (1967). i.t.a. in the classroom. Edinburgh: W. & R. Chambers Ltd.

Lindgren, H. (1969). Spelling reform. Sydney: Alpha Books.

Linn, W.A. (1923). The Story of the Mormons. New York: Macmillan.

Lounsbury, T.R. (1909). English spelling and spelling reform. New York: Harper and Brothers.

Lundwall, N.B. (1946). Masterful discourses and writings of Orson Pratt. Salt Lake City: N.B. Lundwall.

Luthy, C.T. (1918). Simplification of English spelling. Peoria, IL: Chas. T. Luthy.

Luthy, C.T. (1918). The universal alphabet. Peoria, IL: Chas. T. Luthy.

Lyon, T.E. (1932). Orson Pratt - early Mormon leader. Unpublished masters thesis, University of Chicago, Chicago, IL.

Mackintosh, D. (1797). A plain, rational essay on English grammar. Reprinted in 1969. Menston, England: The Scolar Press Limited.

March, F.A. (1893). The spelling reform. Washington, DC: Government Printing Office.

Mathews, M. (1966). Teaching to read: Historically considered. Chicago: University of Chicago Press.

Matthews, B. (1909). The American of the future and other essays. New York: Charles Scribner's Sons.

McGuffey, W. (1880). McGuffey's eclectic readers. (7 vols.). Fairfax, VA: American Book Company.

Mencken, H.L. (1945). The American language (4th ed.). New York: Alfred A. Knopf.

Mencken, H.L. (1948). The American language: Supplement II. New York: Alfred A. Knopf.

Monroe, P. (Ed.).(1915). A cyclopedia of education. New York: Macmillan.

Monson, S.C. (1947). The Deseret Alphabet. Unpublished master's thesis, Columbia University, New York, NY.

Monson, S.C. (1954). Representative American phonetic alphabets. (Doctoral dissertation, Columbia University,) Dissertation Abstracts International, 14, 1405.

McNiff, W.J. (1972). Heaven on earth: A planned Mormon society. Philadelphia: Porcupine Press.

Moffitt, J.C. (1946). The history of public education in Utah. Salt Lake City: Deseret Press.

The needful attempt, to make language and divinity plaine and easie. (1711). London: J. Borphew.

Neff, A.L. (1940). History of Utah. Salt Lake City: Deseret News Press.

Noory, S. (1965). Dictionary of pronunciation. New York: A.S. Barnes.

O'Halloran, G. (1973). Teach yourself i.t.a. Belmont, CA: Fearon Publishers.

Olsen F.S. (1952). Early nineteenth century shorthand systems and possible similarities between any of them and the Deseret Alphabet. Unpublished master's thesis, Utah State Agricultural College, Logan, UT.

Paine, H.G. (1920). Handbook of simplified spelling. New York: Simplified Spelling Board.

Paulsen, V. (1970). A bi-lateral press release. San Francisco: TORKSKRIPT Publishers.

Paulsen, V. (1978). TORKSKRIPT, London 75. San Francisco: TORKSKRIPT Publishers.

Peck, H.T. (1972). What is good English? Freeport, NY: Books for Libraries Press.

Pei, M. (1952). The story of English. New York: Fawcett.

Pei, M. (1965). The story of language (2nd ed.). Philadelphia: J.B. Lippincott.

Pike, K.L. (1947). Phonemics, a technique for reducing languages to writing. Ann Arbor: University of Michigan Press.

Pitman, B. (1855). First phonetic reader. Cincinnati: American Phonetic Publishing Association.

Pitman, B. (1910). A solution to the alphabetic problem. Cincinnati: Benn Pitman.

Pitman, I. (1837). Stenographic shorthand. London: Isaac Pitman.

Pitman, I. (Ed.).(1845). The fonotypic Bible. London: Isaac Pitman.

Pitman, J. & St. John, J. (1969). Alphabets and reading: The initial teaching alphabet. London: Pitman Publishing Corporation.

Poll, R.D., et al. (1978). Utah's history. Provo, UT: Brigham Young University Press.

Pottinger, D. (1941). Printers and printing. Cambridge, MA: Harvard University Press.

Powell, W. (1968). A chronicle of the Deseret Alphabet. Salt Lake City: n.p.

Pratt, O.(Ed.).(1869). The Book of Mormon. (In Deseret characters.) New York: Russell Brothers.

Putman, E.K. (1907). Spelling reform and authority in language. Davenport, CT: The Author.

Ray, J. (1691). A note on the errours of our alphabet. London: n.p.

Remy, J. (1861). A journey to Great Salt Lake City. (J. Benchley, Trans.). London: W. Jeffs.

Rich, R.R. (1972). Ensign to the nations. Provo, UT: Young House.

Ripman, W., & Archer, W. (1948). New spelling. London: Sir Isaac Pitman and Sons.

Roberts, B.H. (1965). A comprehensive history of the Church of Jesus Christ of Latter-day Saints. Provo, UT: Brigham Young University Press.

Rohner, T. (1966). Fonetic English spelling. Evanston, IL: Fonetic English Spelling Association.

Romney, T.C. (1955). The life of Lorenzo Snow, fifth president of the Church of Jesus Christ of Latter-day Saints. Salt Lake City: Sugarhouse Press.

Rudd, S. (1755). Prodromos: Or, observations on the English letters. Reprinted in 1967. Menston, England: The Scolar Press Limited.

Sceats, J. (1968). ITA and the teaching of literacy. New York: Pitman.

Scragg, D.G. (1974). A history of English spelling. New York: Barnes & Noble.

Shaw, G.B. (1962). The Shaw edition of Androcles and the lion. New York: Penguin.

Sheridan, T. (1761). A dissertation. Reprinted in 1967. Menston, England: The Scolar Press Limited.

Sheridan, T. (1786). Elements of English. Reprinted in 1968. Menston, England: The Scolar Press Limited.

Skeat, W.W. (1906). The problem of spelling reform. London: Oxford University Press.

Smith, J.F. (1973). Essentials in church history (26th ed.). Salt Lake City: Deseret Book.

Smith, N.B. (1965). American reading instruction. Atlanta: The International Reading Association.

Smith, T. (1568). De recta et emendata linguae Anglicae scriptione, dialogus. Reprinted in 1968. Menston, England: The Scolar Press Limited.

Smith, W. (1795). An attempt to render the pronunciation of the English language more easy. Reprinted in 1969. Menston, England: The Scolar Press Limited.

Stanley, R. (1937). The archer of paradise: A biography of Parley P. Pratt. Caldwell, ID: Caxton Printers.

Stegner, W. (1942). Mormon country. New York: Duell, Sloan & Pearce.

Story, C.A. (1907). The fonetic primer. New York: Isaac H. Blanchard Co.

Stringham, I.W. & Flack, D.D. (1958). England's first "Mormon" convert: The biography of George Darling Watt. Salt Lake City: n.p.

Sweet, H. (1902). Handbook of phonetics. Oxford: The Clarendon Press.

Tadlock, J.M. (1920). Studies in modernizing English spelling. Olympia, WA: The Author.

Tauber, A. (1958). Spelling reform in the United States. (Doctoral dissertation, Columbia University,) Dissertation Abstracts International, 19, 387.

Tauber, A. (Ed.).(1963). Shaw on Language New York: Philosophical Library.

Thackray, D.V. (1971). Readiness for reading with i.t.a. and t.o. London: Geoffrey Chapman.

Thornton, W. (1793). Cadmus, or a treatise on the elements of written language. Philadelphia: R. Aitkins and Sons.

Tuffley, N.H. (1960). A study undertaken to point the way towards a more regular spelling. Unpublished masters thesis, University of Puget Sound, Tacoma, WA.

Tuite, T. (1726). The Oxford spelling book. Reprinted in 1967. Menston, England: The Scolar Press Limited.

Vachek, J. (1973). Written language. The Hague: Mouton.

Vaile, E.O. (1901). Our accursed spelling. Oak Park, IL: E.O.Vaile.

Vallins, G.H. (1954). Spelling. London: Andre Deutsch Ltd.

Venezky, R.L. (1970). The structure of English orthography. The Hague: Mouton.

Vizetelly, F.H. (1915). A dictionary of simplified spelling. New York: Funk and Wagnalls Company.

Warburton, F.W. & Southgate, V. (1969). i.t.a.: An independent evaluation. London: Newgate Press Limited.

Watt, G.D. (1851). Exercises in phonography. Salt Lake City: W. Richards.

Webster, N. (1789). Dissertations on the English language. Reprinted in 1951. Gainesville, FL: Scholars' Facsimiles & Reprints.

Wemyss, S. (1950). The languages of the world. Philadelphia: Stanley Wemyss.

Werner, M.R. (1925). <u>Brigham Young.</u> New York: Harcourt.

Whipple, G.M. (1911). <u>Relative efficiency of phonetic alphabets.</u> Baltimore: Warwick and York.

Whitney, O.F. (1893). <u>History of Utah.</u> Salt Lake City: George Q. Cannon & Sons.

Wijk, A. (1959). <u>Regularized English.</u> Stockholm: Almqvist and Wiksell.

Wijk, A. (1977). <u>Regularized English/Regularized Inglish.</u> Stockholm: Almqvist and Wiksell.

Wingfield, F.S. (n.d.) <u>Constitutional principles: Fonetic Crthqgrafi.</u> n.p.

Wingfield, F.S. (n.d.) <u>Fonetic crthqgrafi questions and answers.</u> n.p.

Wingfield, F.S. (n.d.) <u>Rules for systematized spelling.</u> Chicago: The Fonetic Bureau.

Wintersteen, L.R. (1970). <u>A history of the Deseret Alphabet.</u> Unpublished master's thesis, Brigham Young University, Provo, UT.

Wister, O. (1907). <u>How doth the simple spelling bee.</u> New York: Macmillan.

Wride, G.T. (1947). <u>The first phonetic printer.</u> Los Angeles: International Language League.

Zachrisson, R.E. (1932). <u>Anglic: A new agreed simplified spelling.</u> Stockholm: Almquist and Wiksell.

Articles and Reports

Alder, D., Goodfellow, P. & Watt, R.G. (1984). Creating a new alphabet for Zion. <u>Utah Historical Quarterly,</u> <u>52,</u> 275-286.

Alter, J.C. (1940). The State of Deseret. [Special issue]. <u>Utah Historical Quarterly,</u> <u>8</u> (2,3,4).

Arrington, L.J. (1952). Coin and currency in early Utah. <u>Utah Historical Quarterly,</u> <u>20,</u> 56-76.

Asay. D. (1978, March). The Deseret Alphabet. <u>New Era,</u> pp. 36-39.

Barnard, H. (1977). A condensed summary of reasons for and against orthography simplification. Spelling Reform Bulletin, 17 (2), 14–16.

Barnitz, J.G. (1978). Interrelationship of orthography and phonological structure in learning to read. (Technical Report No. 57). Urbana: University of Illinois. (ERIC Document Reproduction Service No. ED 150 546)

Barnitz, J.G. (1980). Linguistic and cultural perspectives on spelling irregularity. Journal of Reading, 23, 320–326.

Beesley, K.R. (1975). The Deseret Alphabet: Can orthographical reform for English succeed? Provo, UT: Brigham Young University Honors Program.

Beesley, K.R. (1976). The dialect of Orson Pratt. Provo, UT: Brigham Young University Department of Languages.

Betts, E.A. (1976). On spelling reform. Spelling Progress Bulletin, 16 (1), 6–19.

Birkinshaw, S.B. (1981). The legacy of Utah's country schools: 1847–1896. Ogden, UT: Weber State College. (ERIC Document Reproduction Service No. ED 211 272)

Blumenfeld, S.L. (1974). Why America has a reading problem. The Education Digest, 40 (2), 23–27.

Booth, W.S. (1907, January 24). Bacon on spelling reform. The Nation, p. 79.

Bowyer, H. (1970). Upsetting the alphabet cart. Spelling Progress Bulletin, 10 (1), 11–12.

Boyd, E. (1977). Ten years with i.t.a. in California. Spelling Progress Bulletin, 17 (2), 9–11.

Brooks, J. (1944a). The Deseret Alphabet. Utah Historical Quarterly, 12, 98–102.

Brooks, J. (1944b). Journal of Thales Haskell. Utah Historical Quarterly, 12, 69–98.

Brown, R. (1972). The history of writing and disputes about reading. Spelling Progress Bulletin, 12 (1), 10–16.

Buchanan, F.S. (1982). Education among the Mormons: Brigham Young and the schools of Utah. History of Education Quarterly, 22, 435–459.

Cannon, G.Q. (1869, November 6). Editorial thoughts. The Juvenile Instructor, p. 180.

Cannon, G.Q. (1875, October 2). Editorial thoughts. The Juvenile Instructor, p. 234.

Carter, K.B. (1939). Four outstanding activities of the pioneers. Daughters of the Utah pioneers historical pamphlet, October, 1939.

Chaplin, M. (1975). Illiteracy: Is English spelling a significant factor? Spelling Progress Bulletin, 15 (4), 11-16.

Christensen, E.L. (1955). Noble linguistic experiment: A universal tongue? The International Shorthand Review, 3, 5-10.

Citron, A. (1978). English orthography: A case of psychological child abuse. Spelling Progress Bulletin. 18 (3), 2-5.

Coins and medals. (1874, February 14). Juvenile Instructor, p. 39.

Conis, J.N. (1968). A phonemic alphabet for English: From theory to practice. Madison College Studies and Research, 28, 89-97.

Correspondence of G.B. Shaw relative to simplification and rationalization of spelling. (1979). Spelling Progress Bulletin, 19 (3), 3-4.

Culkin, J.M. (1981). The new age of reason. Science Digest, 89 (7), 90-93.

Cumming, J. (1965). The Deseret primer. American Book Collector, 15 (8), 8-10.

Danylchuk, D. (1979). Back to the basics is bunk, says UVic prof. Spelling Progress Bulletin, 19 (2), 7-8.

Dedera, D. (1969, January 18). Strange language of Deseret. The Deseret News Church Section, p. 4.

The Deseret Alphabet. (1854). Flier explaining Deseret Alphabet (In Roman and Deseret characters.)

Desert Alphabet readers become collectors items. (1958, December 20). The Deseret News Church Section, pp. 5, 14.

The Deseret News. Salt Lake City.

Dewey, G. (1978). World English Spelling (WES): An alternative initial learning medium. Spelling Progress Bulletin, 18 (1), 3-5.

Dickerson, W.B. (1975). Decomposition of orthographic word classes. Linguistics, An International Review, 163, 19-34.

Dornbush, C.H. (1961). American spelling simplified by presidential edict. American Speech, 36, 236-238.

Downing, J.A. (1971). British and B.C. teachers agree i.t.a. is better. Spelling Progress Bulletin, 11 (2), 9-12.

Downing, J.A. (1978). The probability of reading failure in i.t.a. and t.o. Spelling Progress Bulletin, 18 (2), 12-15.

Elliott, A. (1981). Melvil Dewey: A singular and contentious life. Wilson Library Bulletin, 55, 666-671.

Ellsworth, S.G. (1973). The Deseret Alphabet. American West, 10 (6), 10-11.

Evans, K. (1978). A discussion of spelling reform. Spelling Reform Bulletin, 18 (3), 5-9.

Extracts from the minutes of the meeting held August, 1975. (1975, October). Spelling Action, p. 5.

Foreign correspondence. (1856, April 19). The Millenial Star, pp. 252-254.

Foreign correspondence. (1856, May 24). The Millenial Star, pp. 330-332.

Foster, F. (1933, September). Money of the valley. Improvement Era, pp. 656, 657, 678.

Frisby, L.R. & Lee, H. (1947). The Deseret Readers. Utah Humanities Review, 1, 240-244.

Gassner, W. (1978). The essential requirements for a reformed spelling. Spelling Progress Bulletin. 18 (3), 16-18.

Gilstad, J.R. (1979, April 24). Methodology of historical research of reading instruction: Principles and criteria. Paper presented at the annual meeting of the International Reading Association held in Atlanta, GA. (ERIC Document Reproduction Service No. ED 173 761)

Goodfellow, P. (n.d.). The Deseret Alphabet and other American spelling reform movements. Logan: Utah State University Honors Program.

Groff, P. (1976). Why there has been no spelling reform. The Elementary School Journal, 76, 331-337.

Grover, S.H. & Cranney, A.G. (1982). Reading on the Utah frontier, 1850-1877: The history of the Deseret Alphabet. Provo: Brigham Young University. (ERIC Document Reproduction Service No. ED 226 325)

Gunther, M. (1964, June 20). Cracking the grown-ups' code. Saturday Evening Post, pp. 34-35.

Haas, W. (1971). On 'spelling' and 'spelling reform'. Spelling Progress Bulletin, 11 (4), 8-11.

Hall, R.A. (1960). Thorstein Veblen and linguistic theory. American Speech, 15, 123-130.

Heinerman, J. (1979). Early Utah pioneer cultural societies. Utah Historical Quarterly, 47, 70-89.

Heinerman, J. (1982). The Mormon meetinghouse: Reflections of pioneer religious and social life in Salt Lake City. Utah Historical Quarterly, 50, 340-353.

Hildreth, G.H. (1975). Which way in spelling reform? Spelling Progress Bulletin, 15 (1), 14-16.

Hildreth, G.H. (1976). The case for spelling reform. Spelling Progress Bulletin, 16 (2), 18.

Hough, C.M. (1960). Two school systems in conflict: 1867-1890. Utah Historical Quarterly, 28, 112-128.

How Johnny can be taught to read—a new alphabet. (1964, May 18). U.S. News & World Report, pp. 76-77.

Howard, M. (1976). The problem of spelling. English Journal, 65 (8), 16-19.

Iles, B.A. (1974). The effects of t.o. and i.t.a. on reading and spelling skills of elementary school children. Spelling Progress Bulletin, 14 (4), 2-15.

Ivins, S.S. (1947). The Deseret Alphabet. Utah Humanities Review, 1, 223-239.

Ivins, S.S. (1954). Free schools come to Utah. Utah Historical Quarterly, 22, 321-342.

Johnson, C.W.L. (1903). Must spelling reform necessarily be phonetic? Educational Review, 26, 517-525.

Katula, R.A. (1977). Anonymous jingles and why Johnny can't spell. Language Arts, 54, 297-300.

Language. (1854, April 29). The Millenial Star, pp. 257-260.

Laubach, F.C. (1968). A phonetic code used in Hong Kong for teaching English. Spelling Progress Bulletin, 8, (2), 8

Lounsbury, T.R. (1907). Confessions of a spelling reformer. Atlantic Monthly, 99, 614-631.

Lounsbury, T.R. (1972). The problems before us in reforming our spelling. Spelling Progress Bulletin, 12 (4), 11-15.

Maiben, J.B. (1872, August 31). Correspondence. The Juvenile Instructor, p. 144.

Martin, J.H. (1977). A decade of achievement with i.t.a. Spelling Progress Bulletin, 17 (2), 9.

Malone, J.R. (1962, May). The larger aspects of spelling reform. Elementary English, 39, 435-446.

Mazurkiewicz, A.J. (1973). The early to read i.t.a. program: Effects and aftermath. Spelling Progress Bulletin, 13 (1), 13-14.

McGavin, E.C. (1940, January 6). The Deseret Alphabet—an experiment in phonography. The Deseret News Church Department, p. 3.

Message of Governor Brigham Young. (1854, April 8). The Millenial Star, pp. 211-217.

Message of His Excellency Governor Brigham Young. (1855, April 28). The Millenial Star, pp. 260-266.

Monson, S.C. (1953). The Deseret Alphabet. Utah Academy Proceedings, 30, 23-29.

Mulder, W. (1959). The Mormons in American history. Utah Historical Quarterly, 27, 58-77.

Municipal Election—People's Ticket. (1876, February 14). Election flier printed in Deseret characters.

Nash, W.V. (1957). The Deseret Alphabet. Urbana: University of Illinois Library School.

The new alphabet. (1854, May 13). The Millenial Star, pp. 293-294.

New, D.A. (1984). The Deseret Alphabet. Unpublished manuscript.

The new Mormon alphabet. (1857, September 5). Harper's Weekly, p. 4.

Norton, G. (1907, January 3). An early spelling reform. The Nation, p. 9.

O'Connor, M. (1976). The great 'spelling reform one' rumpus. Meanjin Quarterly, 35, 158-166.

O'Connor, M. (1976). The scholarly case against spelling reform: Does it exist? Spelling Progress Bulletin, 16 (2), 6-9.

Peterson, C.S. (1971). The Hopis and the Mormons, 1858-1873. Utah Historical Quarterly, 39, 179-194.

Peterson, C.S. (1980). A new community: Mormon teachers and the separation of Church and state in Utah's territorial schools. Utah Historical Quarterly, 48, 293-312.

Peterson, C.S. (1983). The limits of learning in pioneer Utah. The Journal of Mormon History, 10, 65-78.

Pitman, J. (1975). The drawbacks of traditional orthography. Spelling Progress Bulletin, 15 (3), 12-14.

President Roosevelt and spelling reform. (1906, November). The American Monthly Review of Reviews, pp. 611-612.

Proudfit, C.L. (1968). Landor's hobbyhorse: A study in romantic orthography. Studies in Romanticism, 7, 207-217.

Rampton, G.O. (1967). The Deseret Alphabet: An experiment in early Utah curriculum. Logan: Utah State University Department of History.

Reading all of a sudden. (1963, November 1). Life, pp. 45-47.

Reed, W.J. (1972). Factors which have hitherto led to failure of attempts to reform English spelling. Spelling Progress Bulletin, 12 (3), 6-13.

Reutzel, D.R. (1981). American reading instruction: Pre-revolutionary religious influences. (ERIC Document Reproduction Service No. ED 211 969)

Richards, F.D. (n.d.). The Deseret Alphabet. Letter to H.H. Bancroft. Pacific Manuscript F 66, in Bancroft Library, University of California, Berkeley.

Richards, S.W. (1868, March 7). Correspondence. The Millenial Star, p. 157

Riemer, G. (1964, October). A bizarre alphabet teaches Johnny to read. Ladies Home Journal, pp. 70-71.

Rowe, G.N. (1978, March). Can you read Deseret? Ensign, pp. 60-61.

Scott, C.P.D. (1907, October 12). Efforts at spelling reform. The Nation, pp. 395-396.

Seerley, H.H. (1908). The attitude of the leaders of public education toward simplified spelling. Educational Review, 36, 180-189.

Sessions, M.D. (n.d.). The Deseret Alphabet. n.p.

Shaw, G.B. (1950, October). The problem of a common language. Atlantic Monthly, 186, 61-62.

Shaw's alphabet: Ploys unpleasant? (1962, November 24). The Economist, p. 3.

Shorey, P. (1909, November 1). Spelling reform in extremis. The Dial, pp. 321-323.

Simmonds, A.J. (1969, November). Utah's strange alphabet. True Frontier, pp. 28-30, 56-57.

Simmonds, A.J. (1976, April 2). Brigham's strange experiment: The Deseret Alphabet. Herald Journal Valley Magazine. p. 10.

Smith, B.E. (1906, November). The future of spelling reform. The Forum, pp. 367-375.

Smith, G.A. (1854, September 16). Foreign intelligence—Deseret. The Millenial Star, pp. 583-584.

Smith, G.A. (1855, April 28). Foreign correspondence. The Millenial Star, pp. 269-270.

Smith, G.A. (1867, October 9). Remarks. Journal of Discourses, 12, pp. 138-143.

Smith, H.A. (1930, September 13). Try to spell by this alphabet. The Deseret News, p. 4.

Smith, J.F. (1877, September 30). Discourse. Journal of Discourses, 19, pp. 187-190.

Smith, P.T. (1980). In defence of conservatism in English orthography. Visible Language, 14, 122-136.

Smoker, B. (1970). GBS and the ABC. Spelling Progress Bulletin, 10 (2), 2-4.

Stevenson, G. (1971). What must we change? Spelling Progress Bulletin, 11 (1), 16.

Sudweeks, L.L. (1948, May). When Zion wanted a new alphabet. The Desert Magazine, pp. 27-29.

Sudweeks, L.L. (1954, November). The Deseret Alphabet. Improvement Era, pp. 804-807.

Tauber, A. (1977). Simplified English spelling for international usage. Spelling Progress Bulletin, 17 (2), 17-19.

They still won't teach the ABC's the modern way. (1967, May). Ladies Home Journal, pp. 78-79, 141.

Towery, G.M. (1979). Spelling instruction through the nineteenth century. English Journal, 68 (4), 22-27.

Tune, N.W. (1970). A gradual means of making a minimal change in our spelling. Spelling Progress Bulletin, 10 (1), 16-19.

Tune, N.W. (1971). A guide for spelling reformers. Spelling Progress Bulletin, 11 (1), 1, 3.

Tune, N.W. (1976). On spelling reform. Spelling Progress Bulletin, 16 (4), 13-18.

Tune, N.W. (1978). Spelling reform: Not only why, but which, when, how, where, and by whom. Spelling Progress Bulletin, 18 (3), 9-10.

Tune, N.W. (1979). Which spelling reform is easiest to learn? Spelling Progress Bulletin, 19 (1), 18-19.

Turner, G. (1976). Some technical and social problems of spelling reform. Spelling Progress Bulletin, 16 (2), 2-5.

Vaile, E.O. (1904). The National Education Association and the spelling question. Educational Review, 27, 510-520.

Vivian, J.H. (1979). Spelling an end to orthographical reforms: Newspaper response to the 1906 Roosevelt simplifications. American Speech, 54, 163-174.

Walker, E.C. (1974, Autumn). Brigham Young's Deseret Alphabet. Montana, the Magazine of Western History, pp. 55-57.

Watt, R.G. (1976, March 20). Man of talents [Geo. D. Watt]. Church Section of the Deseret News, back page.

Watt, R.G. (1977). Sailing "the old ship Zion": The life of George D. Watt. BYU Studies, 18, 48-65.

Watt, R.G. (1983, September-October). English convert used phonography skills in development of original Deseret Alphabet. Pioneer, 30 pp. 8-9.

Weller, S. & Reid, K. (1958, September-October). The Deseret Alphabet. True West, pp. 14-16.

Widtsoe, J.A. (1944, January). What was the purpose of the Deseret Alphabet? Improvement Era, pp. 33, 63.

Wingfield, F.C. (1978). Too radical. Spelling Progress Bulletin 18, (1), 2.

Young, B. (1852, April 8). Education. Journal of Discourses, 1, pp. 66-71.

Young, B. (1868, October 8). Remarks. Journal of Discourses, 12, pp. 297-301.

Yule, V. (1976). Spelling and spelling reform: Arguments pro and con. Spelling Progress Bulletin, 16, (1), 11-19.

Zachrisson, R.E. (1966). The advantages of an international language. Spelling Progress Bulletin, 16, (1), 23.

Zobell, A.L. (1967, July). Deseret Alphabet manuscript found. Improvement Era, pp. 10, 11.

VITA

Douglas A. New

Candidate for the Degree of

Doctor of Education

Dissertation: History of the Deseret Alphabet and Other Attempts to Reform English Orthography

Major Field: Curriculum Development and Supervision, with a Specialization in Reading Instruction

Biographical Information:

> Personal Data: Born at Staten Island, New York, 27 October 1955, son of Ernest E. and Helen F. New; married VerNene Thurman, 30 October 1975; children—Michael and Matthew.

> Education: Attended St. John the Baptist de La Salle Elementary School in Staten Island, New York, in 1969; graduated with honors from West High School in Salt Lake City, Utah, in 1973; received the Bachelor of Arts degree from the Univerity of Utah, Salt Lake City, Utah, with a major in history in 1980; completed elementary education certification requirements at Brigham Young University, Provo, Utah, in 1981; received the Master of Education degree in the Cultural Foundations of Education in 1982 from the University of Utah; and in 1985 completed the requirements for the Doctor of Education degree in Curriculum Development and Supervision at Utah State University, Logan, Utah.

> Professional Experience: 1980–83, Elementary school teacher in the Granite School District, Salt Lake City, Utah; August–October, 1983, Administrative Intern to Murray Rigby, Principal, North Park Elementary School, North Logan, Utah; 1983–84, Administrative Intern to Dr. James C. Blair, Superintendent, Logan City School District, Logan, Utah; 1984–85, Administrative Assistant to Dean Oral Ballam of the College of Education, Utah State University; 1984–85, Executive Secretary of the Northern Utah Curriculum Consortium, Logan, Utah; January–June, 1985, Instructor in the Department of Elementary Education, Utah State University.