

# Quickscript

Its Alphabet and Manual

with a general introduction  
to reformed alphabetic spelling

Q q C /e l p i.

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# The Quickscript Alphabet

|              |           |           |           |           |            |           |              |            |            |           |
|--------------|-----------|-----------|-----------|-----------|------------|-----------|--------------|------------|------------|-----------|
|              | 𐀀         | 𐀁         | 𐀂         | 𐀃         | 𐀄          | 𐀅         | 𐀆            | 𐀇          | 𐀈          | 𐀉         |
| <i>name</i>  | pea       | bay       | tea       | day       | key        | gay       | thaw         | they       | fee        | vie       |
| <i>as in</i> | <b>up</b> | <b>be</b> | <b>to</b> | <b>do</b> | <b>can</b> | <b>go</b> | <b>think</b> | <b>the</b> | <b>for</b> | <b>of</b> |
| <i>no.</i>   | 1         | 2         | 3         | 4         | 5          | 6         | 7            | 8          | 9          | 10        |

|              |           |           |             |               |              |             |            |           |             |             |
|--------------|-----------|-----------|-------------|---------------|--------------|-------------|------------|-----------|-------------|-------------|
|              | 𐀊         | 𐀋         | 𐀌           | 𐀍             | 𐀎            | 𐀏           | 𐀐          | 𐀑         | 𐀒           | 𐀓           |
| <i>name</i>  | see       | zoo       | she         | j'ai          | cheer        | jay         | ye         | way       | he          | why         |
| <i>as in</i> | <b>so</b> | <b>is</b> | <b>show</b> | <b>vision</b> | <b>which</b> | <b>just</b> | <b>you</b> | <b>we</b> | <b>have</b> | <b>what</b> |
| <i>no.</i>   | 11        | 12        | 13          | 14            | 15           | 16          | 17         | 18        | 19          | 20          |

|              |            |           |            |             |            |  |             |             |               |             |
|--------------|------------|-----------|------------|-------------|------------|--|-------------|-------------|---------------|-------------|
|              | 𐀔          | 𐀕         | 𐀖          | 𐀗           | 𐀘          |  | 𐀙           | 𐀚           | 𐀛             | 𐀜           |
| <i>name</i>  | -ing       | may       | no         | low         | roe        |  | loch        | llan        | axe           | eggs        |
| <i>as in</i> | <b>ink</b> | <b>me</b> | <b>and</b> | <b>will</b> | <b>are</b> |  | <b>loch</b> | <b>llan</b> | <b>expect</b> | <b>exam</b> |
| <i>no.</i>   | 21         | 22        | 23         | 24          | 25         |  | (41)        | (42)        | (43)          | (44)        |

|              |             |             |             |             |           |           |             |             |           |            |
|--------------|-------------|-------------|-------------|-------------|-----------|-----------|-------------|-------------|-----------|------------|
|              | 𐀝           | 𐀞           | 𐀟           | 𐀠           | 𐀡         | 𐀢         | 𐀣           | 𐀤           | 𐀥         | 𐀦          |
| <i>name</i>  | it          | eat         | et          | eight       | at        | aye       | ah          | awe         | ox        | oy         |
| <i>as in</i> | <b>busy</b> | <b>even</b> | <b>ever</b> | <b>able</b> | <b>as</b> | <b>my</b> | <b>calm</b> | <b>haul</b> | <b>on</b> | <b>oil</b> |
| <i>no.</i>   | 26          | 27          | 28          | 29          | 30        | 31        | 32          | 33          | 34        | 35         |

|              |              |            |              |             |             |
|--------------|--------------|------------|--------------|-------------|-------------|
|              | 𐀧            | 𐀨          | 𐀩            | 𐀪           | 𐀫           |
| <i>name</i>  | utter        | out        | owe          | foot        | ooze        |
| <i>as in</i> | <b>among</b> | <b>now</b> | <b>dough</b> | <b>good</b> | <b>boot</b> |
| <i>no.</i>   | 36           | 37         | 38           | 39          | 40          |

For the y/oo sound in *ewe*, *use*, *few* combine nos. 17+40, write: 𐀐𐀫

For the sounds of ai/r in *fair*, *dare*, *there*, nos. 29+25, write: 𐀠𐀍

The front cover has seven words in a new alphabet of 40 letters. Can seven words be written with less labour, in less space, as neatly, using letters that could be typed? The more advantages a new alphabet offers, the greater is its chance of a serious trial and of proving irresistible in course of time.

Without a widespread correspondence in phonetic script, its real needs and facilities are not well understood. The author gratefully acknowledges that such writings from most English-speaking parts of the world have helped to clarify the uses and misuses of a phonetic alphabet, thus evolving a simple and readable Quickscrip.

Is it not time for schools to teach a much simpler script with simpler spelling, as well as our present cumbersome way of writing?

Many reforming alphabets seek only to make Spelling more consistent. A few seek to reduce the *labour of writing* as well. This is the purpose of Quickscrip.

Here is a brief review of alphabetic problems and possibilities in general, preparatory to considering Quickscrip in particular. Its aim is to urge upon educational experts the need for investigation, with experimental trials. Alphabetic reform is no longer rare enough to be ridiculed: it is now so overgrown as to be respectable but bewildering. No conclusions are reached: no action is taken. We are getting nowhere.

To this general stand-still, the Initial Teaching Alphabet (*i/t/a*) is a striking exception if only within self-imposed limits. It repudiates any claim as a reform for adult use. It is content to evade educational disaster among learners of Orthodox spellings, and this it does admirably. Limited though it is to first-year schooling of readers, it will disclose to a generation of children the archaic disadvantages of our Orthodox writing. Within two or three decades these same children will be parents and tax-payers, prepared to adopt means of overtaking alphabetic reforms already made by Russia, China and Japan. Merely to copy these with a consistent spelling of English is no longer enough:

we must do better. Are our authorities prepared for action? No: there are proposals by the hundred, few of them investigated, none adequately put to the test. There is much work to do before any survey can select, test, and recommend a new writing system which, because of its *advantage to the adult community*, should be taught and perfectly acquired in schools.

*Classes of alphabets* now competing are:

0. The Orthodox 26-letter alphabet with Orthodox spelling: no reform.
1. The old 26 letters used for reformed spelling which is therefore often digraphic (i.e., with two letters jointly used for single sounds).
2. Alphabets of 40+ letters, 23 old ones (*c, q & x* usually discarded) and 17+ new letters (instead of digraphs) for remaining sounds of English.
3. 40+ shorthand-style letters, end-joined in fast unabbreviated writing. (Neither typing nor printing from type can be done with such letters.)
4. 40\_ letters specially devised for fast but neat writing, typing, or printing, and with complete definition for reading.

*Class 1* alphabets seek to reform spelling without reforming the old alphabet: a makeshift reform, wasteful of writing, phonetically unsound. For example: The letter *h* may be used, digraphically or singly, for seven different sound-values: *shin, chin, thin, dhen, when, fahdher, lythaus*. Is a child or foreigner to guess that *th* stands for two separate sounds in 'lythaus' (lighthouse); or whether *sh* has two sounds or only one in 'Bishampton' – where the inhabitants are uncertain?

Using the old alphabet, for both Orthodox and Reformed spelling would lead to great confusion unless an impossible overnight change is presupposed. Innumerable schemes of digraphic spellings are proposed. The write more letters than are necessary. They use an unnecessary

second alphabet of CAPITALS which is profitless learning for children and a double outfit of type for printers.

*Class 2* avoids the ambiguities of *Class 1* by dispensing with digraphs. Its 17+ new letters preserve some measure of familiarity in so far as they are made from old letters by adding tails, twists or diacritical markings, or by joining two old letters to be called a single new one. Unequivocal spelling becomes possible. The extra complexity and width of the new letters tend to cancel and economy made by using fewer letters. There is clear advantage in learning to spell, or to pronounce if, in fact, the spelling is phonetic. Economy in adult writing and reading is not the intention. (*i/t/a* belongs to this *Class*.)

Classes 3 and 4 are not content with simplified spelling alone; they seek speedier writing, by means of simplified letters. Clearly, such simpler letters will be new and strange: otherwise they cannot effect that lifelong time-saving by writers which outweighs the short time spent in learning a second alphabet as well as Orthodox. If children (and foreigners) are to use an easier spelling, let it be done in a script which perpetually saves time. Both Classes do this, but differently.

*Class 3*, using 40+ single-stroke shorthand-styled letters, spells words in full, joining letters continuously and wandering from the horizontal, more than *abbreviated* shorthand does. It is therefore not lettering which can be typed or set for printing. (Every other *Class* is printable from type.) Though producing a fast script, letters often differ only in length, angle of direction, or weight of stroke, and are not the easiest sort to write safely or read swiftly. Any *joint* saving by writers-and-readers is questionable.

Such unabbreviated writing can be done with any 40-letter shorthand alphabet. Bernard Shaw wrote his manuscripts in this way to save labour; but advocated a better way.

Kunowski's 'Sprechspur,' of this *Class*, has long been in partial use in German schools by way of first-year training. The subsequent transition to

orthodox German reading and writing is said to be effected in 10 to 30 days. It has the advantages and defects of its *Class* which should be worth investigation after more than 20 years' limited service in schools – and by adults.

*Class 4* alphabets have 40+ letters designed to be more distinguishable than shorthand characters, which being simpler and less space-consuming than *Classes 0, 1, and 2* (i.e., saving material costs as well as time). As neat in appearance as Orthodox. This *Class* and its aims originated with the Shaw Alphabet — devised after his death, to his recommendations. That alphabet produced printers' type in three styles. It produced a cheap portable typewriter. More immediately important, it served for handwritten correspondence spread thinly but widely over four continents, with consequent accumulation of experience on spelling and writing. From this trial by a cross-section of English-writers, marked advances are now formulated in this Quickscrip Manual. (Apart from their having the same designer and similar style, they are different and separate alphabets.) Junior Quickscrip, as written in separate letters by young children, is as printable from type as Orthodox.

It should not be difficult to select or compile one alphabet best representing each *Class*; or to discover which *Class* best serves a writing and reading community. That one, when found, should undoubtedly be taught. It does not have to be taught universally before it will bring lifelong advantages to its learners.

But let us be realistic. No better alphabet will suddenly displace Orthodox, its text-books, its libraries, and its newspapers. If it is ever relegated to second place, that will be done by gradual experience of advantages not to be missed. The first advance will necessarily be *in handwriting*. Without any substantial outlay a new script can be tried in schools, using the old pen and much less paper. Whatever the system chosen, teachers will need no elaborate manual, and children will need none. But let us recognize that Orthodox remains with us, and that any new alphabet in addition to it

must be of marked service to the grown community as well as to first-year schoolchildren.

## Writing and Reading

We must study these as two aspects of one function — Communication. Though alphabets are better when they allow a more consistent spelling, they are hardly ‘best’ without also being inherently more writable and/or readable. The adult reader does not go through the childish process of breaking words down into letters, reassembling their several sounds into pronunciations, and at length recognizing these as meanings. Indeed he does the reverse, instantly recognizing each word-unit as a meaning, and then pronouncing it as he likes. This he must do to read at a tolerable speed and to grasp the connected meanings of a sentence.

We are therefore concerned with the function of letters in building uniquely shaped outlines, each of which is an ideogram, a logogram, a word-graph — call it what you will. It only needs in the end to be conveniently simple to write and familiar to read ‘automatically.’ We write the date ‘1966’ economically and read it instantly; we fumble over the unfamiliar ‘MCMLXVI.’ We read ‘£50 + 10%’ and pronounce it, without spellings. We are content with familiar contractions such as ‘--- & Co Ltd.’ All the practised reader requires or values is a well known graph. Use will make any graph familiar, and spelling readable; but the *getting used to* words is eased by systematic spelling.

If we intend to learn and use two different alphabets, both should be justified by utility. Our Orthodox Capital alphabet serves no real purpose, and we are self-deluded to say that ‘the alphabet’ and ‘THE ALPHABET’ are spelt by the same letters; they are only *matching* letters. They differ in shape. In style they are obviously different alphabets. Can any new alphabet differ more than these do? Capital letters used to begin sentences are purely ornamental. French uses no capitals for its ‘Monday, January, English’ etc. There is no need for a separate alphabet to indicate names; a single indicator such as a preceding dot serves as well for all of them. Capitals do nothing extra for spelling. Letters can always be enlarged or deco-

rated for display, without using basically different shapes.

Certain familiar features are best retained in a new alphabet. It is our habit to read from left to right. It is not our habit to read whole pages in letters all alike in height. It is our unconscious habit to recognize words all the better by such diversified ‘coastlines’ as in the word ‘alphabet’ with its several Tall letters and one Deep one. Orthodox does not vary sufficiently the shape of its prominent heads and tails – h, b, k, l, d, p, q – and is deficient in Deep letters (descenders).

Simple letters should in general be assigned to frequent sounds: the frequent sound of *t* should not require two strokes and a penlift.

Any script will have its scribblers. It will be clearer without the confusion of meaningless link-strokes. A break in a word does no harm.

## Spelling

It is popularly assumed that a phonetic alphabet is useless unless every spelling is a precise representation of speech, without reservations of conveniences. Whose speech, then, is to be so precisely represented? The beginner’s instinct says: My own, the only English I can represent with conviction. ‘It’s how everyone here speaks.’

International correspondence soon discloses that every state, every district, has its almost sacred ways of speaking. Whole cultures are in revolt if ‘pass, last, fasten’ are spelt with an *ah*-vowel, or if ‘what, which, when’ are not spelt with an aspirated-w. Where Britain says, ‘It has been suggested,’ American says ‘It has been sug-jested’ — and so on. Not only do the Oxford and Merriam-Webster dictionaries differ now and again as to pronunciation: in a very great number of words both will give acceptable alternatives.

If some respected model of speech is chosen (as for his alphabet Bernard Shaw chose ‘that recorded of His Majesty our late King George V’) the model speech varies, as our own does, according to context, emphasis, formality, and colloquialism. We can decide to spell as though every

word written is emphatic; but as nobody ever speaks that way, such spelling ceases to be phonetic.

The raw beginner, unaware of these problems, is the least aware of any trouble. For a time he may be left to spell quite phonetically what he believes he should be saying. It will be intelligible; or it is nobody's English, it will be the sooner noticed and corrected.

But as soon as the words are noted to vary in their spelling, how should we spell 'the?' We are faced at once with making an arbitrary decision. To spell 'the' with the vowel used in 'then' is phonetically misleading. The natural pronunciation where a vowel-sound follows is as in 'swarthy' ('the aim, the oak'). But where a consonant follows we say 'thuh' as in 'other' (the gun, the bird). Our decision, though arbitrary, can at least be convenient; and in this case the solution which, from experience, satisfies all writers and all occasions, is to omit the variable vowel entirely. This is labour-saving, and *in context* the remaining consonant can mean nothing else than 'the.' Constant spelling results, without violence to Communication.

Consider, then, how a few such contracted spellings will be justified by their saving of penwork.

## Economy

Compared with the *number* of letters required for Orthodox spelling: Class 1 (26 letters and digraphs) uses about 4% fewer letters. Classes 2, 3, 4 (40 letters) use about 15% fewer — or with Contractions of 'the, of, and, to, for, it, is, be:' 20% fewer — or contracting a few affixes and 50 more words: 30% fewer.

It is not to be supposed that time-saving is fully proportionate to letter-saving. But there are further valuable savings of labour if a *simpler alphabet* is written, besides those made by using fewer letters.

Quickscript makes both savings. It has both *simpler* and *fewer* letters. Given any truly comparable experience of both Quickscript and Orthodox writing, the reduction of penwork should be:

In Junior Quickscript (Section I): 35 to 40%

In Senior Quickscript (Sections II & III): 50%

This *halving of penwork* (and near-halving of ink and paper) seems to be quite possible without detriment to reading.

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This review has dealt with technical issues involved in alphabetic reform. The Manual is the result of widespread experimental writing. It is not addressed to children but to their instructors.

## Will this lead any further?

What unbiased and forward-looking Authority, University, or Trust will take the initiative? Who will investigate, narrow the field, conduct trials? Who will prepare the way for **action**?

## Notes on the Alphabet

### *Familiar features*

We are accustomed to writing such letters as [s e n o r u] all of the same 'Short' height. They are said to be written between 'the parallels' — although the parallel lines are imaginary. That is how Quickscript letters numbered 23 through 40 are written: they are 'Short.'

Our old letters [d h k l] rise above the Shorts. So do Quickscript letters odd-numbered 1 to 21: these are 'Tall.'

Old letters [g q y] go lower than the Shorts. So do even-numbered Quickscript letters 2 to 22: they are 'Deep.'

Shorts and Talls stand on the same level of the 'writing-line' and keep it clearly defined. Shorts and Deeps rise to the same level of the 'upper-parallel' keeping that also well defined. There is nothing new in this. Correct placing and proportioning of letters is important.

Again, we are quite used to distinguishing short *e* from tall *l*; we observe the small additions which make four different letters *g o a d*, and the reversals which distinguish *db pq nu hy*. Letters in Quickscript are as recognizably different as soon as they become equally familiar.

### *A General Rule*

'Finish each letter rightwardly,' if there is more than one way of forming the letter. This means that it is correct to begin low on the left and higher and rightwardly to write */, √, 6, 3, 2, 9, 5, 7, 8*. These habits should be acquired early, in preparation for future connection of letters.

### *Punctuation etc.*

No *Capital Letters* are used in Quickscript. Where a Name will not be easily recognized without special indication, a preceding name-dot is used.

Three name-dots suffice in writing:

At Rome, Jack met Mr Harold Jones

א ם״ה, ך״ל ך״ל ך״ל ך״ל ך״ל

Brackets are (angled) instead of (curved). Possessive apostrophes are usually omitted without loss of meaning. Numerals written among words should be underlined; so should foreign words.

**Sounds** represented are those of first letters or other CAPITALS in the hyphenated Keywords. The true sound is not always enough for safe **naming** of letters, and in such cases the whole Keyword may serve as a letter-name. To refer to a letter in Quickscript, it is written with a name-dot.

Scottish, Welsh and Irish place names, etc. may require these letters:

The Ch-sound in 'Loch' may be spelt with Tall *ϕ*.  
The Ll-sound in 'Llan' may be spelt with Short *ς*.

## Section I: How to Write Junior Quickscript

Unfold the Alphabet Sheet for constant reference as you read, and study the *Notes on the Alphabet* carefully first.

### Spelling

Keywords beneath each letter indicate the kind of sound represented. It must be clearly understood that Orthodox spelling is apt to be very misleading as to sounds spoken, and therefore spelt in Quickscript. For example, the words **so**, **is**, **sure**, **vision** have four different sounds of **s**, requiring letters *ś*, *ʒ*, *ʃ*, *ʒ*. The O-sound in **on**, **no**, **who**, **or** are to be spelt with *ʌ*, *o*, *ʌ*, *ʌ*. The vowels in **case**, **cat**, **calm**, **call** need *ɛ*, *ʊ*, *ɪ*, *ʌ*. Spell **cell** with a *ś*, not with the *ɔ* used for **can**. Spell **gem** with *ʒ*, not with *ɔ*. Write *ʒ* for **thigh**, but *ʃ* for **thy**. Write *ʒ* in **measure**, **rouge**, **garage** if you pronounce them with the French J-sound (J'ai). Write **church** with *ʃ*, **chaos** with *ɔ*, **Charlotte** with *ʃ*. Write **whole** and **whose** with *ʃ*, not *ʒ*; **ingle**, **anger**, **hunger** with the two letters *ʃɔ*; **singing** with only one *ʃ*; **anchor**, **uncle** with two letters *ʃɔ*.

There is no W-sound or letter to write in **write**, **wrap**, **wretch**, **wrong**; nor any H to spell in **honour**, **heir**, **hour**. Though **write** and **right**, **wrap** and **rap**, **hour** and **our**, **heir** and **air** will be spelt alike, experience shows that they cannot be misunderstood in context. Indeed, it is proved so in Orthodox, where such words as **bank**, **mine**, **ball**, **train**, **box** are never in doubt as to their meaning in a particular context.

### Learning Letters

The use of all 15 vowels is soon acquired by a word-making pastime. Take a few letters at a time. Begin with writing and recognizing two consonants *l* and *ɾ* (for T and N sounds) and the first five of the vowel letters: *i*, *ʌ*, *ɔ*, *ɛ* and *ʊ*. Now see what words can be written with these seven letters only. You can write: **at**, **eat**, **tin**, **net**, **tan**, **neat**, **gnat**, **Tate**, **knee**, **eight**, **nay**, **it**, **in**, **tea**, **ten**, **any**. (Write *ʌ* for the final -y in **any** and similar words.

Having put down all you can think of, be sure to **read** what you have written and correct mistakes.

Remember to name-dot **Tate**. Next time you can learn the second five vowels, still with the same two consonants, and then the third five. Always read what you have written.

Consonants need less study. Master them five at a time, with various vowels. When they are all memorized, try writing this: **dead**, **pip**, **baby**, **tight**, **kick**; **thaw**, **gag**, **they**, **fifth**, **vague**; **shoes**, **zoo**, **size**, **chose**, **azure**; **why**, **yea**, **how**, **judge**, **woe**; **lamb**, **nine**, **rare**, **more**, **long**.

Put it aside and try to read it next day, remembering that it will be far easier to read whole sentences, where each word suggests what may follow once the topic is grasped.

### Spell all R s

Most of the English-speaking world utters an R-sound wherever this letter occurs in Orthodox spelling, though an influential minority will frequently omit to pronounce R where followed immediately by a consonant. For the sake of uniform spelling, it will be assumed that a single R is pronounced wherever single or doubled R occurs in Orthodox. That is to say, we all agree to follow the pronunciation of the majority who speak English at home and abroad. This rule enables us to distinguish such spellings as *ʃ* = saw, *ʃɔ* = sore; *ʃɔ* = alms, *ʃɔɔ* = arms; *ʃɾ* = hut, *ʃɾɔ* = hurt

### Vowels + R

The vowel letter *ʌ* serves for **hut** and for **hurt**, for **us**, **upon** and **urge**. It serves for any sounds similar to these which Orthodox may spell differently, e.g., **first**, **Myrtle**, **worth**, **serve**, **heard** are (in most areas) pronounced like **urge** and **hurt**; **worry**, **hurry**, like **us**, **hut**; and the unstressed vowel in **China**, **fauna**, **allow**, **ago**, **better**, **circus**, **vicious** sounds just like the u in **upon**.

Experience shows that any subtle distinctions between these sounds are neither heard nor spelt successfully and consistently by all writers, and that they are best understood as a single category of closely related sound to be written alike with letter *ɾ*.



Though the joining of letters is fully discussed at a later stage, it is worth noting here how easily and naturally certain vowel letters are joined to a following כ. This is a habit to encourage early. כ = are, ו = or, ר = word-ending -er, as in *baker*, *gather*, *hotter*, *author*, *colour*, *pillar*, *Kaffir*, *centre*, *martyr* — besides occurring frequently in the first syllable — *arrange*, *arrive*, *arrears*, *arose*, where the vowel is stressless. Notice the changed vowel which distinguishes between *arose* and *arrows*.

## Writing

Here are a few hints on how to write easily and well.

It is a great help at first to write in lined paper or to use a black-lined backing sheet which can be seen through most plain writing papers. A piece of hard-board with two bulldog clips on its top edge is very convenient for holding both backing sheet and writing paper firmly.

As some inks will not write on a slightly greased surface, it is well to let the hand rest on a loose protecting sheet.

A beginner should not attempt to write smaller than with three lines of writing wholly within an inch of depth. To write clearly and smaller requires more practice.

Choose a pen or pencil with which the small loops of e, g, m, n are easily and cleanly formed. Cultivate the light touch which makes for better and freer writing. If upward strokes seem awkward, it is through excessive pressure on the pen; and particularly bear in mind that over-anxiety is bound to result in pen-pressure. Remember that drawing a letter is not writing it. Try to 'see' on the paper the letter you are about to write (and later, foresee the syllable, the word), so that penstrokes are made swiftly and boldly.

Keep Short letters regular in height. Make Talls and Deeps nearly twice as large. Keep constant watch that these and other distinctions are preserved.

Always re-read after writing. Errors and bad tendencies will at once be noticed; but not all of them. Read a second time when the words are forgotten, and more errors will appear. This self-correction is the only way to learn fast. Whatever you can read easily at the end of a week's lapse of memory will be readable by other Quicksript writers.

Here are examples of Junior Quicksript. This manual is not addressed to children but to their instructors. First steps in childish language are unnecessary. Let us begin with a comparison.

Here are two ways of writing the same words. Which is written with fewer strokes of the pen?

הַבַּיִת הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד

Pen activity is reduced by almost 40% (and further reductions follow). To save that much in length of line would involve reduced word-separating.

The next example embraces every letter of the alphabet. If so advanced a passage is patiently deciphered, only reading practice remains necessary. The indications of stress, not normally used, may help beginners.

הַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד  
וְהַיָּד הַזֶּה הוּא כְּבֹד

## Contractions

Finally, we have to consider what use should be made of shortened spellings in Junior Quicksript. They are not a matter of necessity, but they could be an important convenience.

We write *Mr*, *Mrs*, *Dr*, before a name. Most of us would be at a loss to write *Mrs* otherwise in Or-

thodox: how many S's, what becomes of the letter R? — for we can no longer spell it *Mistress*. These are correct *standard spellings*, conventional though they are; readers expect them, publishers are dropping the dot which once indicated abbreviation.

Unless names are being listed or addresses being written, this is not done for economy but because it is the proper 'spelling,' which is done in Quicksript without a break between the letters:

Ɑ for Mr, Ɱ for Mrs, Ɐ for Dr  
(Notice that it is easier to write the three letters for Dr than two.)

Hundreds of such standard contractions are in every-day use, with meanings no less precise than in fully spelt words, provided they are read in context. We then recognize the letters MS as *manuscript*; we know whether MC means *military cross* or *master of ceremonies*; and withough learning Latin we attach the intended meaning to *etc*, *i.e.*, *e.g.*

None of these contractions occurs often enough to save much writing. For any worthwhile saving, contractions must serve as words liable to be repeated several times in a paragraph or a page; and then the omission of even one letter will, by repetition, save far more than our shortened Mister or Doctor, handy though these may be.

Here are eight words of two or three letters which even writers of Junior Quicksript should soon contract to single letters — which any reader of Quicksript will understand when written in context:

*the of and to it is for be*  
Ɑ Ɱ Ɐ Ɒ ⱱ Ⱳ ⱳ ⱴ

These words occur so very often that their contractions save nearly 7% of letters required in fully phonetic writings. It is hardly necessary to point out that *of* is spoken and written with a V-sound, *is* with a Z-sound; and that Tall and Short letters for *To* and *It* are quite distinct when written in context on the same writing-line. In this example, use of the eight contractions saves (abnormally) 17

letters (40%) with the same sentence in Orthodox, though a full phonetic spelling saves only 6 letters (14%): Ɑ Ɱ Ɐ Ɒ ⱱ Ⱳ ⱳ ⱴ

### *Other Conventions*

Quicksript writers have replaced the Latin *etc* by ⱯⱯⱯ 'and and and'. Other Latin conventions will gradually get converted and accepted. Meanwhile, accustomed Orthodox conventions suffice.

***Further development is entirely optional*** — though valuable in writing.