

THE  
QUICKSCRIPT  
ALPHABET

THE QUICKSCRIPT ALPHABET

: 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : 10 :

KEYWORD & as in No.	P-ea up 1	B-ay be 2	T-ea to 3	D-ay do 4	K-ey can 5	G-ay go 6	TH-aw think 7	TH-ey the 8	F-ee for 9	V-ie of 10
---------------------------	-----------------	-----------------	-----------------	-----------------	------------------	-----------------	---------------------	-------------------	------------------	------------------

: 11 : 12 : 13 : 14 : 15 : 16 : 17 : 18 : 19 : 20 :

KEYWORD & as in No.	S-ee so 11	Z-oo is 12	SH-e show 13	J'ai vision 14	Cheer which 15	J-ay just 16	Y-e you 17	W-ay we 18	H-e have 19	WH-y what 20
---------------------------	------------------	------------------	--------------------	----------------------	----------------------	--------------------	------------------	------------------	-------------------	--------------------

: 21 : 22 : 23 : 24 : 25 :

KEYWORD as in No.	-ing ink 21	M-ay me 22	N-o and 23	L-ow will 24	R-oe are 25
-------------------------	-------------------	------------------	------------------	--------------------	-------------------

: 26 : 27 : 28 : 29 : 30 : 31 : 32 : 33 : 34 : 35 :

KEYWORD & as in No.	I-t busy 26	EA-t even 27	E-t ever 28	EIGH-t able 29	A-t as 30	I my 31	A-h calm 32	AWE haul 33	O-x on 34	OY oil 35
---------------------------	-------------------	--------------------	-------------------	----------------------	-----------------	---------------	-------------------	-------------------	-----------------	-----------------

: 36 : 37 : 38 : 39 : 40 :

KEYWORD No.	U-tter in: <u>us</u> , <u>murmurous</u> in: <u>among</u> , <u>girder</u> 36	OU-t <u>how</u> <u>now</u> 37	OWE <u>toe</u> <u>dough</u> 38	f-OO-t <u>pull</u> <u>good</u> 39	OO-ze <u>truth</u> <u>boot</u> 40
----------------	--	--	---	--	--

For the y/oo sound in 'Ewe, Use, Few' combine Nos. 17+40: write

h :

For the sounds of ai/r in 'Pair, Dare, There', Nos. 29+25: write

e :

# Quikscript

ITS ALPHABET AND MANUAL

with a general introduction  
to reformed alphabetic writings



Devised and issued by

KINGSLEY READ

Abbots Morton  
Worcester  
England

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 Quicksript.

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

'QUICKSCRIPT' will be Surface Mailed anywhere on receipt of  
3s. 6d. or 50 cents - (by Airmail @ 5s.6d. or 80 cents)  
From: Kingsley Read, Abbots Morton, Worcester, England.

## INTRODUCTORY REVIEW

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 Quicksript.

Here is a brief review of alphabetic problems and possibilities in general, preparatory to considering Quicksript 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 pre-supposed. Innumerable schemes of digraphic spelling are proposed. They 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 any 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, while 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 advantage 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 processes 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 how he likes. This he must do to read at 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, any 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 as spelling. Letters can always be enlarged or decorated 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 or 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 sujested', America says 'It has bin 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 or colloquialism. We can decide to spell as though every word written is emphatic; but as nobody ever speaks in that way, such spelling ceases to be phonetic.



The raw beginner, unaware of these problems, is 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 if it is nobody's English, it will be the sooner noticed and corrected.

But as soon as words are not 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 % - -  
 - or with Contractions of 'the,of,and,to,for,it,is,be' ... 20 % - -  
 - or contracting a few affixes and 50 more words ... 30 % - -

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 only) ... 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.

. . .

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 a 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 to 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 COAd, 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 finish higher and rightwardly to write Nos.18, 20, 22, 24, 30, 31, 32, 36, 37. 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

At Rome, Jack met Mr Harold Jones

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 ...  $\phi$  .

The Ll-sound in 'Llan' may be spelt with Short...  $\psi$  .

## SECTION I: HOW TO WRITE JUNIOR QUICKSCRIPT

Unfold the Alphabet Sheet for constant reference as you read, and study page 8 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 Quicksript. For example, the words So, Is, Sure, Vision have four different sounds of S, requiring letters numbered 11, 12, 13, 14. The O-sound in On, No, Who, Or are to be spelt with Nos. 34, 38, 40, 33. The vowels in Case, Cat, Calm, Call need Nos. 29, 30, 32, 33. Spell Cell with 11, not with the 5 used for Can. Spell Gem with 16, not with 6. Write 7 for Thigh, but 8 for Thy. Write 14 in Measure, Rouge, Garage if you pronounce them with the French J-sound (J'ai). Write Church with 15, Chaos with 5, Charlotte with 13. Write Whole and Whose with 19, not 20; Ingle, Anger, Hunger with two letters 21/6; Singing with only one, No. 21; Anchor, Uncle with two letters 21/5.

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 Nos. 3 and 23 (for T and N sounds) and the first five of the vowel letters, Nos. 26 to 30. 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 No. 26 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 --

ſ = saw, ſ̄ = sore; ſ̄ſ̄ = alms, ſ̄ſ̄ = arms; (r) = hut, (r) = hurt.

## VOWELS + R

The vowel letter No.36 serves both 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, Huri; 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 No.36.

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 R-letter No.25. This is a habit to encourage early.

Nos.32/25 ſ = are, 33/25 ſ̄ = or, 36/25 ſ̄ = word-ending -er, as in

Baker, Gather, Hotter, Author, Colour, Pillar, Kaffir, Centre, Martyr, besides occurring frequently as a first syllable -- Arrange, Arrive, Arrears, Arose, where the vowel is stressless. Notice the changed vowel which distinguishes between --

ſ̄ſ̄ = Arose, ſ̄ſ̄ſ̄ = 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 any smaller requires more practice.

Choose a pen or pencil with which the small loops of letters 29, 31, 35, 37 are easily and cleanly formed. Cultivate the light touch which



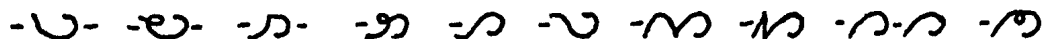


SECTION II: HOW LETTERS MAY BE JOINED

Letter joining is not a virtue in itself, but where it can be done without added strokes of the pen it avoids the slight but cumulative actions of lifting the pen and moving the hand to a fresh starting point.

It will not have escaped notice that in the written examples one letter often ends almost where the next letter begins. They are recognizable still if they end-and-begin at the same point without a break or penlift. Such connections may occur on the writing-line; or on the upper parallel at Short letter height; or higher still by joining the tops of two Tall letters. These are the only points at which joining is allowed, and done without meaningless and confusing link-strokes. A few examples will enable such opportunities to be foreseen and taken with many other letters but not with all. Never attempt connections midway between the parallels: breaks are less confusing.


Several vowel letters join almost irresistably with a following letter No.25, which is designed to be written upwards as well as downwards: as in

merry Mary marry mire mar more moor mere murder sour  


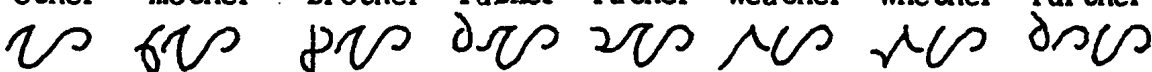
While many connections forward from the M-letter (as well as those forward to it) require its normal low start, foresight will sometimes suggest writing it downwards from the top, so as to connect forward from it along the writing line—as below in 'Marry, mire, mar'; but avoid connection where the next letter immediately leaves the writing-line (in Moor, mere).




Notice the connected -der of Murder. Write 'Dear' connectedly: .

'Fear'  has a penlift. 'Career'  and 'Carrier'  have breaks.

Letter No.8 may connect on the writing-line by an allowable extension upward and forward to that level (as in Nos.10 and 12), to write:

Other mother brother father rather weather whether further  


Connections producing a right-angle or wider angle are slower than acute-angled connections. Detachment is often better. But do not hesitate to join with acute angles or where a continuous curve is formed. Here are combinations of two consonants which should become habitual:

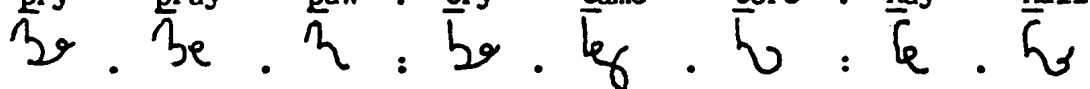
br bl dr gr gl pl kl kr kt fr ts st sp sk skr  


Little practice is needed to write Tall-S upwardly (from left to right) as well as downwardly, and both ways are equally handy in making joins. As always, the secret is a light touch.

So far, letters have not been modified by connection: we now go further.

**6 HALF LETTERS** make extremely useful and frequent connections.

As the lower halves of letters n, l, f are alike, it is clear that the top halves suffice for spelling. To end them on the upper parallel is useful in joining them to letters which begin there. Examples are:

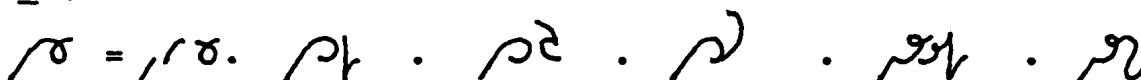
pry    pray    paw : try    tame    tore : hay    hall  


(Instinctively these connections become acute-angled).

Similar joinings are convenient on the writing-line with three Deep letters.

'W' is halved to be written only below the writing-line in --

won/one      word      work      worth      wild      wise



At the end of words (or syllables) halved d (D) and halved z (Z) are often (not always) useful: they serve frequently for tenses, plurals, possessives:

aid    dead    said    gnawed : haze    pays    laws    cause    says



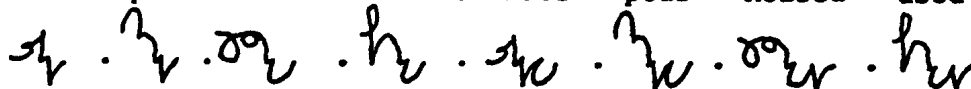
In some halved connections a tiny zig-zag or 'step' breaks confusing continuity. There is a step needed on the upper parallel in --

till    pill    hill : tell    pet    head :



Examples of: \_\_\_\_\_ 'Steps' \_\_\_\_\_      \_\_\_\_\_ Double halvings \_\_\_\_\_

lid    pod    noise    use : lids    pods    noised    used



**4 ALTERNATIVE LETTER-SYMBOLS** help to make connections.

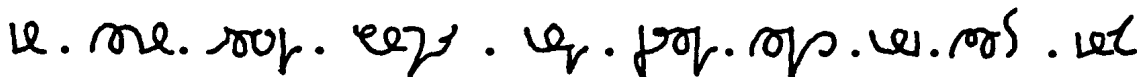
Of all consonants, the N-sound is most frequent. If it were possible we should give it an X-like letter with four points of connection. Our 'normal' N-letter has one rearward and one forward connection but none on the writing line. So where a writing-line connection is foreseen, it is usually convenient to reverse the letter upside down -- the 'alternative'.

no (but) now,    neck (but) knock,    (k)nave (but) knife,    nod -- need



Any preceding letter determines the sort of N:

in    anon    anode    angel    end    bind    under    any    ounce    inch





There is an alternative, C (written downwards), to upwardly written C. This letter No.36 is frequently followed by consonants beginning on the writing-line, s, r, l; and j, g which may also be begun at that level.

Consider where the 'alternative' vowel letter C is the better choice. In some words the normal upward letter C ends with a penlift which is foreseeable and avoidable by substituting its alternative:

ally averse us uncle among : lull love fuss must

ae . aers . u . dds . uel : lu . lue . du . fu

In these last words, a penlift is saved by using alternative C. In the next examples, either form of the vowel involves a penlift and either may be written — with slight preference for the alternative form on grounds of appearance only, despite its earlier penlift.

dull gull above shovel tusk thus just junk chunk

lu . gu . ju . lu . lu . lu . lu . lu . lu

Standard syllables -ally -ous -ful(as an adj.) invariably:

-a . -u . -du

Letter X, in Orthodox, is a labour-saving way of writing two sounds at once. To compete with it, Senior Quickscript substitutes

a Tall X for U sounds : a Deep X for G sounds

— but only where Orthodox spells these sounds with X.

Correct use of these labour-saving substitutes is as follows:

X for Excite, Extreme, Expect with an initial vowel easier than i.

X for Examine, Example, Exhibit

Beware of adding a superfluous S-letter for the C in Excite, Excess etc, it is covered already by the X-letter.

X in Next, Vex, Sex; but U in Necks,

X in Tax, Fix, Ox, Buxom — with various vowels: but —

U in Tacks, Licks, Locks, Bucks; and G in Tags, Legs, Logs, Hugs.

Z in Xylophone, Xenophon, Xarvia; and only one X in Xerxes.

Common words listed overleaf show to what advantage these various letter connections are applied in standard word-outlines.

COMMON WORDS to be fully spelt, with their Standard word-outlines:

a, an	1. 10	may	50	their	10. 102
about	70	might	50	then	10
after	100	more	100	there	10
all	10	most	100	they	10
always	100	must	100	those	100
am	10	mine	100	too, two	10
at	10	my	10	under	100
by	10	new/s	100. 100	unless	100
day/s	10. 100	no	10	use (n)	10
does	10	none	100	use/d (v)	100. 100
done	100	not	10	used-to	100
even	100	now	10	was	10
first	100	off	10	way/s	10. 100
had	10	one, once	10. 100	were	10
has	10	or	10	when	10
her/s	10. 100	other/s	100. 100	where	10
how	10	our	10	who	10
I	10	over	100	whose	10
if	10	said	10	why	10
in	10	say/s	10	word/s	10. 100
know/n	10. 100	some	10	work/s	10. 100
last	100	take/n	100. 100	world/'s	100. 100
long	10	that*	10	year/s	10. 100

\*that, spelt in full only when demonstrative; otherwise — 10.

SECTION III: Senior Quickscript's STANDARD CONTRACTIONS and AFFIXES.CONTRACTIONS, for common words not previously listed:

also	ʌs	never	ne
are	ə	often	ɔdn
as	ʌ	on	ɔn
be/ing/en	f. fl. fe	only	ɔni
because	fɛ	people	pipl
before	fɔ	perhaps	pɜps
but	bʌ	shall, should	ʃɔ ʃɔ
can/'t/not	c. ɔn. ɔn	she	ʃi
come/s/ing	ɔm. s. ɔm	so	sɔ
could/n't	ɔd. ɔn	than	ðən
do, did	di. di	that*	ðæt
don't, didn't	dn. dn	these	ði:z
ever, every	ev. ev	think/ing, thought	θɪŋk. θɪŋk
from	fɹɒm	this	ðɪs
go/ing/ne	gɔ. ɔn. gɔ	time/s	taɪm. taɪm
good	gʊd	very	vɛri
have/n't	hæv. ɔn	we	wi
he, him, his	hi. hi. hi	what/ever	wɒt. wɒt
into	ɪntu	which	wɪtʃ
its, it's	ɪts. ɪts	will, 'll	wɪl. wɪl
little	lɪtl	with/out	wɪð. wɪð
make/ing, made	meɪ. ɔn. meɪ	would/n't	wʊd. ɔn
me	mi	you/r/rs	jʊ. jʊ. jʊ
much	mʌtʃ	*that, if demonstrative --	ðæt

It is known that our 70 commonest words, constantly repeated, account for half the total of words in English writings as a whole. Most of these repeatable words have been simplified on pages 12 and 17. Adding the standardized full spellings on page 16, we already extend well beyond the commonest 70. These lists are arranged for reference as need arises, not to be memorized all at once.

Less than half of the words to be written, though the longer ones, remain; and phonetic spelling deals with their stressed root syllables. Only a few much used affix syllables are contracted with advantage, but as their unstressed vowels may be variably pronounced, some standard usage must be established.

TERMINAL -es, -ed

How — or why — should we spell any sound of e in such words as:

races kisses wages loses churches' Jones's  
treated ended fitted loaded guarded seated

Is it uttered like the e in 'egg', the i in 'it', or the u in 'upon'? Its sound is not spelt at all in "Jones's": in 'joined', its spelling is not sounded, nor is it in countless other words. It is only heard as a mere separator of consonants which cannot be pronounced together. Between these — SZ, ShZ, ChZ, JZ, ZZ, DD, TD -- some kind of vowel has to be uttered. But what is its sound to be? And who will miss it if it is omitted in spelling? It is a frequent and profitable omission:

kisses dishes switches bridges pleases added fitted

end: -ʒ -ʒ -ʒ -ʒ -ʒ -ʒ -ʒ

Notice that the -Z ending of plurals and tenses becomes an -S sound where it follows certain consonants:

cubs, (but) cups, maids (but) mates, rags --- racks, sheaths

ʒʒ . ʒʒ . ʒʒ . ʒʒ . ʒʒ . ʒʒ v.-ʒ n.-ʒ

After seven consonants, the -d tense ending changes to a T sound: as in — tipped, licked, frothed, roughed, fussed, rushed, clutched. All these D's are pronounced as T, and they will be spelt with a T-letter.

ʒʒʒʒ clearly means "Mr Jones's": with one name-dot, no apostrophe.

TERMINAL -ing

Provided it is an affix and not a root, omit vowel-i. See examples: calling writings lovingly bringing wing things Epping

ʒʒʒ . ʒʒʒ . ʒʒʒʒ . ʒʒʒʒ . ʒʒʒʒ . ʒʒʒʒ . ʒʒʒʒ

Root Contractions plus Affix allow: ʒ = being, ʒ = doing, ʒ = thinking, but spell the root fully after a prefix or with somewhat changed meaning: e.g., in — beings, undoing, unthinkingly, willingness, canning.

Spell -ing in full after roots ending in -y: ʒʒʒʒ = carrying,

TERMINAL -al, -el, -le, -il.

Where an L-sound is final, the general rule is to omit any unstressed vowel sound between L and the preceding consonant: examples will explain.

Omit the vowel struck out in:

Tribal, Final, Oral, Animal, Inital, Offical, Missal, Rival,  
Level, Bevel, Rifle, Couple, Eagle, Easel, Devil, Civil, Cavil.

Where another syllable is added, the vowel sound before this L must be clearly pronounced and spelt in most cases: as it must be in --

Finally, Orally, Animality, Initially, Officially, Levelling, Devilry,  
Caviller, Rif(u)leman, (Couplet and Coupling lose all trace of the diminished and negligible vowel-sound which may precede L in Couple: it certainly does not follow the L-sound.)

While L needs no preceding vowel in Spaniel =  $\text{Spaniel}$ , one is clearly needed wherever -al follows on a vowel-sound (phonetically), as in --

burial =  $\text{burial}$ , visual =  $\text{visual}$ , loyal =  $\text{loyal}$ .

TERMINALS -ally, -able, -ably, -ible, -ibly.

These terminals should always be written as shown, even if a preceding penlift results. Notice the choice for first letters:

-ally                      -able & -ible (alike)                      -ably & ibly (alike)

$\text{-al}$                        $\text{-al}$                        $\text{-al}$

TERMINALS -tion, -ssion, -shion, -cean, sion, -gion, -ation, -asion.

'Alternative' N-letter is joined to preceding consonant, omitting vowel.  
action    mission    fashion    ocean    vision    region    vocation    occasion

$\text{-t}$      $\text{-t}$      $\text{-t}$      $\text{-t}$      $\text{-t}$      $\text{-t}$      $\text{-t}$      $\text{-t}$

TERMINAL -en, -on.

Written invariably as  $\text{-en}$ ; no contraction, no alternatives. Note convenient acute angle or continuous line which results in most cases:

happen    ribbon    eaten    wooden    taken    waggon    python    heathen    heaven

$\text{-en}$      $\text{-en}$      $\text{-en}$      $\text{-en}$      $\text{-en}$      $\text{-en}$      $\text{-en}$      $\text{-en}$      $\text{-en}$

lesson    fasten    prison    ashen    pigeon

$\text{-on}$      $\text{-on}$      $\text{-on}$      $\text{-on}$      $\text{-on}$

(Note the listed contraction,  $\text{-on}$  = often, as an exception).

TERMINALS -ent, -ant, -ence, -ance.

Written invariably with  $\text{-ent}$  followed by a penlift:

present, distant (alike) with  $\text{...-ent}$ ; presence, distance  $\text{...-ent}$ .

TERMINAL -land, -ment, -man, -men.

The unstressed vowel is omitted for convenient joining except in -men.  
England highland; settlement payment; seaman, (but) seamen.

·l̄ḡr̄ . -r̄ . -f̄ol̄ . -f̄ol̄ . -f̄o : -f̄e

Stressed vowels will be appropriately written: Overland, cement, unman.

TERMINAL -us, -ous, -cious, -scious, -tious.

The 'alternative' vowel-letter joined to S, invariably:

circus, discus, chorus, porous, various, serious ---- with -ſ.

precious, conscious, contentious ---- " -ſ

TERMINALS -ess, -est, -less, -ness.

Distinguished from the -us, -ous terminal by writing vowel No.28 ʌ.

hostess highest hopeless goodness

-ʌ . -ʌ . -ʌ . -ʌ .

TERMINAL -er (etc.)

Always -r̄; plural always -r̄ with a penlift. Neither the vowel nor the consonant-R can ever be omitted (sounded or not). Orthodox spellings of this terminal vary greatly, including:

pillar, maker, weaker, Kaffir, author, licquor, colour, martyr, mitre.

TERMINAL -ier, -ior. (etc.)

If unstressed, -r̄; if stressed, -r̄. Examples illustrate:

happier, carrier, furrier, senior, junior (unstressed)...r̄

appear, career, fusiler, pler, dear, here, (stressed)...r̄

Though these are not all affixes, the distinction needs pointing out.

TERMINAL -ia, -ea, -ian, -ean, -ion.

Austria, India, Virginia, area (unstressed) ...r̄; Indian ...-r̄.

Korea, Judea, Caesarea, idea (stressed) ...r̄; Korean, Ian...-r̄.

onion, minion, pillion, million (with a Y-sound) ... -r̄.

TERMINAL -y, -ey, -ie, -e, -ily, -ity.

Though the actual sound of terminal -y varies in pronunciation, it certainly must be constant in spelling. The dictionary suggests letter-l No.26, and leaves A No.27 for distinction where the terminal is stressed.

happy, carriy, money, lassie, simile, coffee (unstressed) ... with -l

legatée, lessée, payée ... (stressed) ... with -l

happily, merrily ... with -l̄ : sanctity, crudity ... with -l̄

(city, pity, committee ... also with -l̄).

TERMINAL -ain.

Certain, curtain, mountain, fountain, captain (unstressed) ... - $\sigma$ .  
 Maintain, obtain, attain, retain, detain (stressed) ... - $\epsilon$ .

TERMINAL -age.

manage, baggage, wattage, village, tonage, cabbage ... .. - $\gamma$ .  
 But distinguish the terminal after marriage, carriage ... - $\eta$ ,  $\gamma$ .  
 i.e., after root words ending in -y.

TERMINAL -ward, -wards.

Contracted: Eastward =  $\sigma\eta$ , forward =  $\sigma\eta$ , onwards =  $\epsilon\eta$   
 (the stressed syllables 'for---, on---,' should not be contracted).

TERMINAL -ful, -fully.

careful, fearful, (adj.) ... with - $\sigma$ ; carefully (adv.) ... - $\sigma\eta$ .  
 But: spoonful, mouthful (n.) ... with - $\sigma\eta$ .

PREFIXES -Con-, Com-,

A valuable distinction is made (whatever their pronunciation) between  
 c $\sigma$ ntent (adj), c $\sigma$ ntents (noun): c $\sigma$ ntrast (verb), c $\sigma$ ntrast (noun)

$\epsilon$ - .  $\epsilon$ - .  $\epsilon$ - .  $\epsilon$ -  
 c $\sigma$ nvention, convent: c $\sigma$ nf $\epsilon$ r, conference: c $\sigma$ nf $\sigma$ rm, c $\sigma$ nformation, etc.

Similarly, distinction is made between:

c $\sigma$ mp $\sigma$ sed, c $\sigma$ mp $\epsilon$ ss, c $\sigma$ mp $\sigma$ unded, c $\sigma$ mp $\sigma$ nd ... all with - $\epsilon$ .  
 c $\sigma$ mp $\sigma$ st, c $\sigma$ mp $\epsilon$ ss (n.), c $\sigma$ mp $\sigma$ nd (n.), c $\sigma$ mp $\sigma$ nt ... with - $\epsilon$ .

No other contracted prefixes are used, because a word's first syllable  
 is less automatically read than the last syllable. But it is necessary  
 to standardize their spelling and form.

PREFIX Un-

unless, until, under, untried, unfortunate etc ... always with  $\sigma$  - .

An initial N-sound in the root word following 'un-' (meaning 'not') brings  
 two N-sounds together. Both are spelt in: unnecessary, unknown ...  $\sigma\sigma$  - .

PREFIXES An-, Al-, Ar-

In effect only the vowel-sound is the prefix to a root word in:

announce, annul, annuity: allot, allure, alike: arrive, arrange, around  
 ... with  $\sigma$  - ... : ... with  $\epsilon$  - ... : ... with  $\sigma$  - ...

Note, where the initial sound is stressed, ... annual, allocate, arrows

— spelling changes with changed sound ...  $\sigma$  - .  $\eta$  - .  $\sigma$  -

PREFIXES Ob-, Of-

objct, obtain, observe, obscure (unstressed prefix) ... with  $\text{ʃ-}$   
object (noun), obstacle, obviate (stressed prefix) ... with  $\text{ʒ-}$   
official, offend ... with  $\text{ɔ-}$ : office, offer ... with  $\text{ɔ-}$ .

PREFIXES Be-, De-, Re-

begin, behind, behead ...  $\text{d-}$ : decide, defend, desertion ...  $\text{r-}$ :  
receive, refuse, result ...  $\text{d-}$ . But there is a vowel change in  
stressed prefixes: définite, déference, défile (n.), résonance, rébuild.

PREFIXES Pre-, Pro-

preserve, prevent, precluded, present (verb)...(unstressed) with  $\text{p-}$ .  
Compare stressed prefix in: préservation, prélude, présoppose, présent(n)  
produce (v.), protest (v.), pronounce ... (unstressed) with  $\text{p-}$ .  
Compare stressed prefix vowels in: próduce (n.), prótest (n.), prónoun.

PREFIXES Per-, Pur-

persuade, perfume, pursue, purchase (stressed or not) with...  $\text{p-}$ .

PREFIXES In-, En- (alike unless stressed)

inquire, enquiry, inform, enlarge, enrage, enclose, endeavour ...  $\text{ɪ-}$ .

## NOTE

Examples of Junior Quickscript on page 26 are in separated letters as they would be in type. Of the time required to write in that manner, as much as a quarter may be saved by the writing and spelling facilities of Sections II and III. These Senior facilities are of course impossible as a first stage in children's writing. Once Junior script is mastered, it becomes quite easy to introduce the standard practices of Senior script gradually, taking two or three of them at a time. They quickly become habitual. Their proper use should be studied in Senior examples on pages 23 to 25.

Only contractions listed as standard should be used in communication, and even for personal use little further economy can be made in this way. It will be found that standard usages of Senior Quickscript reduce any divergent spellings to two or three letters (average) in a hundred. This causes no hesitation in reading. Quickscript spelling should be regarded as a convenience, not as a cultural fetish.

The choice of standard spellings is convenient for writing and reading. It implies no preference in pronunciation.

Various styles of script are shown in following pages. The last three pages were kindly written by Mr James MacCormaic.





As written in Orthodox script: 3 lines.

This is one of the ways in which we do our writing and you will be able to compare it with any other kind of script to see what you think it is worth.

As written in Junior Quicksript: 2 lines.

Handwritten text in Junior Quicksript script, consisting of two lines of cursive Hebrew characters.

As written in Senior Quicksript: 1½ lines.

Handwritten text in Senior Quicksript script, consisting of one and a half lines of cursive Hebrew characters.

Passage from 'Rip van Winkle'

Handwritten passage from 'Rip van Winkle' in Quicksript script, consisting of ten lines of cursive Hebrew characters.



