

Complete Guide to Reading and Writing  
the Deseret Alphabet

By

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## PREFACE

When I was sixteen years old, my family traveled to Portland, Oregon to visit my Great Uncle Ted. While in Portland, I purchased Akira Nakanishi's book *Writing Systems of the World: Alphabets, Syllabaries, Pictograms*.<sup>1</sup> The book became a constant companion for me throughout the rest of the trip. Upon return to our home in California, I read the book more closely. On page 110, toward the end of the book, I found the following entry:

፲፱ ሠፊ ቀጋፎ ፲ቀረ፲ ፲ካ ሃ ኃፀቀካ፲፱, ሠ  
ቀጋፎ. ሆፅ ቀጋፎጋፎ ፲ካ ሃ ፅፃገ. ፲ካ ሃ  
ፃ፲ካ-ቀጋፎ, ሃ ይ፲ቀፅፎ ይፅፀ፲ካ ገፀ ፃ፲፱  
ጋካፅ ይፃፀጋፎ: ሃፂ ፃፅፅ ፎጋቀ፲ ፅ ጋካፅ ር  
ፃ፲ካ ፲ፆ ፅ፲ፅ፲፱ ገፀ ፅጋካ ፲ገጋካ ሃጋፅ.  
ሠፀቀፅ ቀፂፆ ጋካ ሃ ፲ቀረ. ሆፅ ፅጋካፆ  
ጋካፅ ፲ገጋካ ሃ ገሠጋካፃ, ጋካፅ ፅ፲ፆፆ ሃጋፅ  
ሃፂቀ ይ፲ፀገ፲.

MORMON SCRIPT. The writing of Mormonism in North America. From the 19th century. (Author's collection)

I was shocked. I had been born and raised DS, how could there be a “Mormon script” without my having heard of it? I brought the book with me to church the following Sunday and asked my teachers if they knew anything about the enigmatic symbols. Not one of them had heard of a “Mormon Script” before. I decided to set the mystery aside and moved the questions to the back of my mind. In the meantime, I studied several of the world’s writing systems including Arabic, Hebrew, Khmer and Georgian.

Shortly after beginning college, I obtained a copy of *The Blackwell Encyclopedia of Writing Systems* by Florian Coulmas.<sup>2</sup> On page 347 I found the following

(mis)information above a chart which ostensibly gave the sound values of these mysterious symbols:

**Mormon alphabet** A script created in the 1830s for English by Joseph Smith (1805-44), founder of the Mormon sect, who claimed that it was revealed to him in 1823 on golden plates by an angel. The characters are arbitrarily designed, although some of them resemble alphabetic letters (table 22). The script represents an attempt at designing a writing system for English which approximates a one-to-one mapping relation between sounds and symbols independent of traditional orthography.

The symbols in the chart were hand-drawn and the phonetic symbols used next to them as a key did not correspond to any accepted system<sup>3</sup>. No source was cited for the table. In other words, the entry was useless. When I tried to use the chart to decode the sample in Nakanishi's book, I found almost no correspondence between the two. It would be years before I learned that the script's true name was the Deseret Alphabet and that Brigham Young had commissioned it the decade after Joseph Smith's death (and it therefore had absolutely nothing to do with visions or gold plates).

About three years after returning from a mission to England, I began studying linguistics at the University of California at Berkeley. While there, I took advantage of the Bancroft library and its superb collection of early Mormon books. I will never forget the first time I held the 1869 Deseret Alphabet Book of Mormon. The book was made of fine materials and truly beautiful. As I leaved through page after page of strange



characters, it struck me how much effort must have been put forth in transcribing the entire Book of Mormon text into this new script and how expensive the whole endeavor must have been for a struggling religious community. I left the experience determined to learn to read and understand the Deseret Alphabet. This book is the product of that experience.

### **The Purpose of this Book**

This book provides all the information a student will need in order to read the classic 1869 version of the Deseret Alphabet properly and to write with it today. It also intends to dispel misinformation about the Deseret Alphabet's origin and purpose. The first chapter gives a brief overview of the origins and purpose of this peculiar Mormon script. Chapter 2 explains the reasons behind the standardized 1869 Deseret spellings and spares no details in introducing the English sound system. Chapter 3 is a complete internal workbook which reintroduces the letters and structure of the 1869 Deseret Alphabet spellings in a hands-on manner. Chapter 4 briefly introduces archaic alternate characters for advanced study. Chapter 5 gives guidelines for using the Deseret script today and proposes resurrecting the alphabet.

The more time I spend studying the Deseret Alphabet, the more I am struck by its hidden beauty and great potential. The ultimate purpose of this book is to share that feeling with the world.

### **What this Book is Not**

This book does not pretend to give a detailed history of the origin and demise of the nineteenth-century Deseret Alphabet. Kenneth R. Beesley has already written about that in *The Deseret Alphabet in Unicode*.<sup>4</sup> The history of the Deseret Alphabet deserves to be written and I look forward to seeing a full account of this remarkable script published in book form. However, I will not be the one to write such a book, as my skills are in linguistics and are not those of a historian.

### **Using this Book**

The student needs to narrow down his goals prior to using this book. If the desire is to read the Deseret Alphabet for research purposes, then the first three chapters are all that is needed. Furthermore, the student who is not familiar with linguistics can skim over chapter 2 and go straight to chapter 3 for the quickest route to Deseret reading competency. If that course is chosen, chapter 2 should be used as a reference to chapter 3 in the event that certain spellings do not make sense. If the student desires to read and compose modern Deseret Alphabet documents, and to do it properly, he should focus on chapters 5 while referring back to chapter 2 for clarifications on English sounds.

I sincerely hope this work will inspire a new generation and help them to respect and cherish this amazing script given us by our forefathers.

## CHAPTER 1

### *an Alphabet is Born*

#### **1.1 Background**

The Church of Jesus Christ of Latter-Day Saints was founded in New York state on April 6, 1830 by the Prophet Joseph Smith. As a youth, Joseph had seen a vision of God the Father and Jesus Christ wherein he was told not to join any other church. Later, as a young man, he was visited by an angel named Moroni who told him of an ancient record on plates of gold hidden in the hill Cumorah. The record, he was told, contained an account of extinguished peoples who once inhabited the New World and their dealings with God. Years after this experience, Joseph Smith was allowed to go to the hill Cumorah and obtain the plates of gold. The Prophet labored for weeks and translated the record by the gift and power of God. The translation, published in Palmyra, New York in 1830, was entitled *The Book of Mormon*.

The remarkable story of Joseph Smith and his strange new book of scripture attracted a great deal of interest and many converts. They also attracted enemies. By the 1840s, Joseph Smith and the members of the church he had founded had been driven across the American states of New York, Ohio, and Missouri to the swampy shores of the Mississippi in Illinois.

Along the great river, the Mormons, as the members of the Church had come to be known because of their belief in the Book of Mormon, erected a city of brick and stone they named Nauvoo (based on a Hebrew word meaning beautiful). Nauvoo had a population of thousands and became one of the most important cities in Illinois. The Mormons built a beautiful temple of carved stone atop a hill and had farms and

businesses. The Prophet's beautiful city was not to last. Angry and jealous neighbors organized themselves into mobs and began to attack the Mormons. Eventually, Joseph Smith and his brother, Hyrum, were brutally killed in Carthage jail while awaiting trial on false charges. With the prophet's death, The Church of Jesus Christ of Latter-Day Saints was expected to dissolve.<sup>1</sup>

Rather than dissolve, the church continued to grow. Before his martyrdom, the Prophet had organized a quorum of twelve apostles. Brigham Young was the president of this quorum and took control of the church. President Young realized that its persecutors would not allow the church to continue in Illinois or anywhere frequented by others. He led the main body of the church on a long and difficult journey of over 1,000 miles across the Great Plains and the Rocky Mountains to the Great Basin in what is now Salt Lake City, Utah. Once established, Brigham Young sent groups of Mormon settlers throughout the west to strengthen the church's presence in the region. Eventually, President Young would personally order the establishment of more than 350 settlements from San Bernardino, California to Idaho.<sup>2</sup>

The LDS settlements were organized according to a pattern first set out by the Prophet Joseph Smith. Each town was to have streets laid out in a grid with a space set aside for a temple in the center. The Mormons supported themselves in the arid lands through the use of irrigation and hard work.<sup>3</sup>

At first, this collection of desert lands and small Mormon settlements was named the Territory of Deseret. President Young ruled Deseret as something of a theocracy for a time before congress rejected it as a territory and created the smaller territory of Utah (with Young as governor).<sup>4</sup>

## 1.2 Birth of the Deseret Alphabet

It was amid this unique social experiment that Brigham Young and his closest associates decided to create and promulgate a new alphabet for English. George D. Watt, the first English convert to the LDS church, had been a student of Pitman shorthand in his native England. He thus had a good understanding of the individual sounds (the phonemes) of spoken English. President Young chose him together with other leading churchmen to design a completely new alphabet for English which would have a letter for every single sound of the language. The alphabet went through many versions and revisions between 1854 and its eventual abandonment in the 1870s.<sup>5</sup> The total number of letters changed as did their shape. At first, the so-called short vowels were to be smaller than the other letters. Early examples of the Deseret Alphabet show it to be very fluid and appropriate for cursive script. Eventually, the Regents of the University of Deseret (now the University of Utah), who were responsible for promulgating the script, created a standard version with 38 letters. This version was used in four books: two reading primers (*The Deseret First Book* and *The Deseret Second Book*), a selection from the Book of Mormon (*The Book of Nephi*) and *The Book of Mormon* in its entirety. In addition to the four printed books, less polished versions of the alphabet were used on some gravestones, store signs, a gold coin issued by Young for use in the territory, in over 70 newspaper articles in the *Deseret News* (mainly scripture quotations) and in numerous personal journals (including a journal from a mission to the Hopi Indians).<sup>6</sup>

Contrary to the assumptions of outside critics, who have claimed that this alphabet was intended to cloak LDS writings from Gentile view and further isolate the Mormons in their mountain retreats, the Deseret Alphabet was intended solely to ease the

burden imposed upon students learning to read and write English.<sup>7</sup> Thousands of new converts were pouring into Deseret for whom English was a new language. A new alphabet with better sound to symbol correspondence could only help these new members learn the English language.

Observers at the time recognized that the new alphabet was in the same tradition as those of Pitman in England. Far from being an attempt to hide things, every appearance of the alphabet in print came with an accompanying table of letter values for all to see. Unfortunately, the members of the DS church never fully accepted the new alphabet. Reasons given for the alphabet's failure include the oppressive cost of reprinting extant literature into a new script for an impoverished people and the esthetically poor shapes of the letters. In particular, the final version of the Deseret Alphabet has been criticized for lacking ascenders and descenders (letters which rise above or fall below the line like **b** and **p**). By the time of Brigham Young's death in 1877, the Deseret Alphabet had been abandoned.<sup>8</sup>

All told, the DS church spent thousands of dollars (at 19<sup>th</sup> century prices) and man-hours trying to create and implement a new alphabet. Nevertheless, a new alphabet was created. The script has survived despite its failure as a practical medium of written communication. Brigham Young's Deseret Alphabet exists in the 21<sup>st</sup> century mainly as a historic curiosity for descendants of early Mormon pioneers and language aficionados. Recently the script has been included in Unicode and some internet sites. Interest in the script continues today and might be greater now than when it was actually in use in the nineteenth century.<sup>9</sup>

## CHAPTER 2

### *The Structure of the Deseret Alphabet*

#### **2.1 The Sounds of English**

There have been occasional attempts to make use of the Deseret Alphabet in recent years. The efforts, though commendable, have suffered from a complete misunderstanding of the script's structure. Part of the problem stems from the poor fit between sound and symbol in current English spelling which many would-be Deseret Alphabet users transfer to the script. The largest source of difficulty; however, comes from ignorance of different types of English pronunciation. In order to understand how to read and write in the Deseret alphabet one must pay very close attention to the information given about pronunciation differences.

Beyond these considerations, the Deseret Alphabet did not differ drastically in its premise from traditional English orthography. Both systems attempt to represent individual phonemes (speech sounds) with individual letters. The Deseret Alphabet comes much closer to this ideal than traditional English orthography which has far fewer letters than there are English sounds.

For example, in English there is a single sound, /k/ (letters between slashes indicate phonemes), which is represented by the letters **c**, **k**, **q**, **ck**, **ch**, **kk** and **kh** in traditional English spelling, as in the words *cot*, *kid*, *quick*, *school*, *trekker* and *khaki*. This state of confusion holds true for most English sounds. A related problem is the existence of multiple sound correspondences for one letter. For example, the digraph (two-letter combination) **ch** can be sounded in at least four ways as in *church*, *chorus*, *champagne* and *yacht*. As a result of this convoluted fit between sound and symbol, an

English schoolchild must learn that /k/ can be spelled in no less than seven ways, five of them quite common, and that the letters **ch** can represent at least four sounds (or lack of sound). In stark contrast to the confusing situation of traditional English spelling, the Deseret Alphabet uses only one letter for the /k/ sound and has no letter with multiple sounds attached to it.

It is necessary to learn something about the articulation of English sounds and how they differ from speaker to speaker over time in order to understand classic Deseret spellings like those used in the Deseret Alphabet edition of the Book of Mormon. English, like all languages, is communicated through the arrangement of various individual sounds into various combinations to form words. All languages, including English, have a finite number of distinct sounds.

Standard English has around forty distinct sounds depending on the accent. Some varieties of English have more distinct sounds than others. American English, as spoken in the Southeast and Northeast of the United States, has more distinct sounds than Canadian and Western American English. Because the creators and promulgators of the Deseret Alphabet were from the Northeast, they chose a standard pronunciation very different from what one now finds in Utah and other western states. This has made it difficult for Utahans and other Westerners interested in the Deseret Alphabet to use and understand the script correctly. To avoid further confusion, and to aid in teaching the relationship of English sounds to one another, the International Phonetic Alphabet will be used in describing the sounds of English as represented by the Deseret Alphabet throughout this book.



### 2.1.1 The International Phonetic Alphabet

The International Phonetic Alphabet (hereafter IPA) is a set of symbols used by the majority of linguists to represent every sound of the world's languages. Each symbol represents a single sound and each sound is represented by a single symbol (or digraph). It is customary to enclose phonemes (distinct sounds) in / /. (Phonetic transcriptions are enclosed in [ ], but this is beyond the scope of this book.)

Table 1 lists all of the sounds of English using the IPA and example words written in regular orthography. It is important to notice that how words are spoken and how they are written differ wildly in regular English. Do not be too worried about memorizing all of these new symbols. All that matters is that the concept of one symbol for one sound be mastered. The examples below can always be consulted, but they are of no use if their premise is misunderstood.

As can be seen from Table 1, the symbols of the IPA differ somewhat in their values from the letters of the regular English alphabet. Notice, for instance, that the IPA /i/ sounds like **ee** as in *see* not as in *sit*. Also, it is important to notice new symbols representing sounds for which English currently has no letters. For example, the IPA uses the symbol /θ/ for the sound spelled **th** in English in words like *thigh*, *thin*, *ether*, *author*, *teeth*, *sheath*. This is a single sound, not a combination of two different sounds. English **th** actually represents another sound as well. Say the words *thy*, *then*, *either*, *other*, *teethe*, *sheathe* aloud and then read the first set of words given as examples for /θ/. The

**Table 1: English phonemes using the IPA**

IPA SYMBO	TRADITIONA ETTERS USED	EXAMP E WORD
/h/	H, h, wh	Help, ahead, who
/k/	K, k, C, c, ck, ch, kk, kh, Q, q, qu	Kid, chaos, kick, mosquito, khaki
/g/	G, g	Go, big
/ŋ/	ng, n	singer, thing, finger
/j/	Y, y	You, lawyer
/tʃ/	Ch, ch, tch, tu, tsch	Church, witch, nature, Deutsch
/ʒ/	J, j, G, g, dge, du	Judge, gem, procedure
/ʃ/	Sh, sh, Ch, ch, sch, ti, si	Ship, chic, Schuller, nation, mansion
/ʒ/	J, j, G, g, si, zi, zh, ge	Jacques, genre, vision, Frazier, beige
/t/	T, t, tw	Too, to, two
/d/	D, d	Do, dog
/n/	N, n, kn, gn	No, new, knew, gnu
/s/	S, s, ss, C, ce, z	Source, sissy, citizen
/z/	Z, z, X, x, s	Zoo, Xerox, rise
/r/	R, r, l	Rare, colonel
/l/	, l	ull
/θ/	Th, th, chth, gh	Thigh, breath, chthonic, Keighley
/ð/	Th, th, the	Thy, breathe
/p/	P, p	Pop
/b/	B, b	Bob
/m/	M, m	Mum
/f/	F, f, ff, Ph, ph, gh, Pf	Fifth, stiff, phone, enough, Pfeiffer
/v/	V, v, f	Very, brave, of
/hw/	Wh, wh	What, awhile
/w/	W, w, o	Want, away, one
/i/	E, e, ee, ea, ei, ie, i, y	E, be, see, leaf, thief
/ɪ/	I, i	It, hit
/ei/	A, a, ai, ay, ey, eig,	A, ate, faith, hay, they, reign
/ɛ/	E, e, ea, a, ai	Ed, met, death, many, again
/æ/	A, a, al	At, hat, salmon
/ai/	I, i, y, ye	I, ice, thy, dye
/ɑ/	O, o, a,	Odd, hot, what, far
/ɔ/	A, a, aw, au, augh, ough, o	All, want, saw, thought, caught, or
/o/	O, o, oa, oe, ow	O, go, oat, roe, mow, more
/u/	u, oo	put, soot
/ʊ/	oo, o	too, to
/ʌ/	U, u	Under, fun
/aʊ/	Ou, ou, ow	Out, foul, now
/ə/	A,a, e, i, o, u	About, sofa, enough, rectify, reunion
/ɔi/	Oi, oi, oy	Oil, coin, toy

second set of words, though spelled with **th** just like the first, actually contains a different sound represented in the IPA with the symbol /ð/. These two English phonemes, /θ/ and /ð/, are both pronounced by placing the tip of the tongue between the teeth. They differ only in one respect; the phoneme /θ/ is voiceless whereas /ð/ is voiced. Voiceless sounds articulated with the vocal folds drawn close together. When the vocal folds are apart, the resultant sound is hissed or whispered. When the folds are drawn together, it creates something of a buzzing sound. Say *breath* and *breathe* aloud. Notice how the **th** in *breath* sounds hushed compared to the **th** in *breathe*. The **th** in *breath* is voiceless and the **th** in *breathe* is voiced. In the IPA, these two words could be written as /brɛθ/ and /brɛð/. This same relationship, that of voiceless to voiced consonant, is also true of the pairs /f/ **f** and /v/ **v**, /p/ **p** and /b/ **b**, /s/ **s** and /z/ **z**, /t/ **t** and /d/ **d**, /tʃ/ **ch** and /dʒ/ **j**, /ʃ/ **sh** and /ʒ/ **zh** (as in *vision*), /k/ **k** and /g/ **g**. Each of these pairs is articulated at the same point in the mouth in the same manner save for the position of the vocal folds. The concept of voiced versus voiceless consonants is not critical to understanding the Deseret Alphabet; however, it does play a small role in the canonical ordering of the script.

### 2.1.2 Practical Phonetic System

It is not necessary to learn the IPA in order to learn the Deseret Alphabet; however, it is necessary to learn to distinguish between each sound of English. Henceforth the IPA, together with a less accurate but more familiar practical system, will be used to explain the sounds of English as represented by the Deseret Alphabet. Table 2 displays the equivalencies between the IPA and the practical system.

**Table 2: IPA and its equivalents in the practical system**

h	k	g	ŋ	j	tʃ	dʒ	ʃ	ʒ	t	d		s	z	ɹ	l	θ	ð	p	b
<b>h</b>	<b>k</b>	<b>g</b>	<b>ng</b>	<b>y</b>	<b>ch</b>	<b>j</b>	<b>sh</b>	<b>zh</b>	<b>t</b>	<b>d</b>	<b>n</b>	<b>s</b>	<b>z</b>	<b>r</b>	<b>l</b>	<b>th</b>	<b>dh</b>	<b>p</b>	<b>b</b>
m	f	v	hw	w	i	ɪ	ei	ɛ	æ	ai	ɑ	ɔ	o	ʊ	u	ʌ	au	ə	ɔi
<b>m</b>	<b>f</b>	<b>v</b>	<b>wh</b>	<b>w</b>	<b>ee</b>	<b>ih</b>	<b>ey</b>	<b>eh</b>	<b>a</b>	<b>ie</b>	<b>ah</b>	<b>aw</b>	<b>oh</b>	<b>OO</b>	<b>oo</b>	<b>u</b>	<b>ou</b>	<b>uh</b>	<b>oy</b>

Table 3 lists twenty-four English words in traditional orthography, the IPA and the practical system. One should at least learn the practical system (and how to refer back to its IPA equivalents) before moving on to descriptions of the Deseret Alphabet.

**Table 3: English words in regular spelling, IPA and the practical system**

1. head /hɛd/ <b>hehd</b>	2. king /kɪŋ/ <b>kihng</b>	3. gone /gɔ / <b>gawn</b>
4. you /ju/ <b>yoo</b>	5. cheap /tʃip/ <b>cheep</b>	6. job /dʒɔb/ <b>jahb</b>
7. show /ʃo/ <b>shoh</b>	8. beige /beiz/ <b>beyzh</b>	9. rise /raiz/ <b>riez</b>
10. thick /θɪk/ <b>thihk</b>	11. them /ðɛm/ <b>dhehm</b>	12. why /hwai/ <b>whie</b>
13. eat /it/ <b>eet</b>	14. fit /fit/ <b>fiht</b>	15. faith /feiθ/ <b>feyth</b>
16. left /lɛft/ <b>lehft</b>	17. cat /kæt/ <b>kat</b>	18. not / ɔt/ <b>naht</b>
19. nought / ɔt/ <b>nawt</b>	20. vote /vot/ <b>voht</b>	21. food /fud/ <b>food</b>
22. foot /fʊt/ <b>foOt</b>	23. son /sʌ / <b>sun</b>	24. sofa /sofə/ <b>sofuh</b>

### 2.1.3 Distinction between /ɔ/ and /ɑ/

At this point, some readers might be feeling overwhelmed by the variety of new symbols. Additionally, some might not recognize the distinctions that have been drawn between certain sounds. Due to dialectal differences, and the inadequacies of conventional English spelling, many English speakers are unaware of the sounds of (so-called) Standard

American English. Table 3 lists a pair of words, *not* and *nought*, which are pronounced differently in Standard American English (as spoken by newscasters, southerners and many in the northeast) but sounded the same in Canada and most of the American west. The vowel sound in *not* is represented by /ɑ/ (**ah** in the practical system) whereas the vowel sound in *nought* is represented by /ɔ/ (**aw** in the practical system). For speakers from Utah and elsewhere in the West (as well as many other states), these words sound the same; however, for the majority of English speakers in the world these two vowel sounds are as different as the /i/ **ee** and /ei/ **ey** in *see* and *the*.<sup>1</sup> The Deseret Alphabet had a separate letter for each of these two vowels and both vowels were consistently distinguished in the books printed in Deseret characters. Table 4 gives examples of words with both /ɑ/ **ah** and /ɔ/ **aw**. Speakers who are not familiar with this sound contrast should pay special attention.

**Table 4: /ɑ/ ah versus /ɔ/ aw**

Words with /ɑ/ ah	Words with /ɔ/ aw
Hot /hat/ <b>haht</b>	Hall /hɔl/ <b>hawl</b>
Not /ɑt/ <b>naht</b>	Nought /ɔt/ <b>nawt</b>
ot /lat/ <b>laht</b>	aud /lɔd/ <b>lawd</b>
Rock /ɹɑk/ <b>rahk</b>	Raw /ɹɔ/ <b>raw</b>
Wok /wɑk/ <b>wahk</b>	Walk /wɔk/ <b>wawk</b>
Sock /sɑk/ <b>sahk</b>	Saw /sɔ/ <b>saw</b>
Tot /tɑt/ <b>taht</b>	Taught /tɔt/ <b>tawt</b>
Hop /hɑp/ <b>hahp</b>	Hawk /hɔk/ <b>hawk</b>

Finally, before introducing each letter of the Deseret Alphabet and its sound value, try to complete the two exercises below. Exercise 1 focuses on IPA understanding. Only the IPA symbols and values used in this book are used. Exercise 2 deals with the practical system already introduced. Both exercises are designed to teach a beginning student with no background in linguistics how to segment the sounds of English. It is vital that the learner become familiar with at least one system before moving on to the description of the Deseret Alphabet.

<b>Exercise 1: IPA practice</b>					
Try to read the words written in IPA then rewrite them in standard English spelling. Refer back to Table 1 if in doubt about a symbol. Remember, it is better to learn slowly and accurately than to rush through without understanding the material!					
Example:     /fæt/ <i>fat</i> /θɔt/ <i>thought</i>					
1. /hɛlp/	_____	2. /kɑt/	_____	3. /gə /	_____
4. /sɪŋ/	_____	5. /juz/	_____	6. /tʃɪp/	_____
7. /tʃɪp/	_____	8. /dʒʌdʒ/	_____	9. /ʃɑp/	_____
10. /fɪʃ/	_____	11. /eɪzə /	_____	12. /vɪzə /	_____
13. /tu/	_____	14. /dɪd/	_____	15. / ai /	_____
16. /sɔt/	_____	17. /zɪp/	_____	18. /ɪk/	_____
19. /ɪɑt/	_____	20. /ɪɑt/	_____	21. /θaɪ/	_____
22. /bɪɛθ/	_____	23. /ðaɪ/	_____	24. /θɪŋ/	_____
25. /pæk/	_____	26. /bɪŋ/	_____	27. /mæ /	_____
28. /fɔl/	_____	29. /væt/	_____	30. /hwɛ /	_____

**Exercise 2: Practical System practice**

Write the following English words in the practical system. Remember, if in doubt, to refer back to the previous examples.

Example:    talk    *tawk*                    block    *blahk*

- |            |       |           |       |             |       |
|------------|-------|-----------|-------|-------------|-------|
| 1. hat     | _____ | 2. kick   | _____ | 3. God      | _____ |
| 4. long    | _____ | 5. ewe    | _____ | 6. chip     | _____ |
| 7. jab     | _____ | 8. shoot  | _____ | 9. vision   | _____ |
| 10. two    | _____ | 11. dough | _____ | 12. knight  | _____ |
| 13. night  | _____ | 14. sock  | _____ | 15. zip     | _____ |
| 16. rope   | _____ | 17. load  | _____ | 18. thumb   | _____ |
| 19. that   | _____ | 20. death | _____ | 21. seethe  | _____ |
| 22. smooth | _____ | 23. path  | _____ | 24. breathe | _____ |
| 25. moth   | _____ | 26. witch | _____ | 27. which   | _____ |
| 28. fight  | _____ | 29. of    | _____ | 30. caught  | _____ |
| 31. leaf   | _____ | 32. say   | _____ | 33. far     | _____ |
| 34. saw    | _____ | 35. so    | _____ | 36. to      | _____ |
| 37. sit    | _____ | 38. met   | _____ | 39. that    | _____ |
| 40. not    | _____ | 41. son   | _____ | 42. book    | _____ |
| 43. kite   | _____ | 44. cow   | _____ | 45. coil    | _____ |

## 2.2 Deseret Alphabet Spelling Conventions

This section describes the structure of the Deseret Alphabet in its final, classic form as used in the 1869 printing of the Book of Mormon. Table 5 gives all thirty-eight letters of the Deseret Alphabet as used in 1869 together with their names and values in IPA and the practical system. Each letter is numbered to show the correct order of the alphabet.<sup>2</sup>

**Table 5: Deseret Alphabet with letter names in the IPA and practical system**

Deseret letters 1-18	IPA Name	IPA Value	Practical System Name	Practical System Value	Deseret letters 19-38	IPA Name	IPA Value	Practical System Name	Practical System Value
⊖	/i/	/i/	ee	ee	᠒	/ti/	/t/	tee	t
⊗	/ei/	/ei/	ey	ey	⊖	/di/	/d/	dee	d
⊘	/a/	/a/	ah	ah	⊗	/tʃi/	/tʃ/	chee	ch
⊙	/ɔ/	/ɔ/	aw	aw	⊘	/dʒi/	/dʒ/	jee	j
⊚	/o/	/o/	oh	oh	⊙	/kei/	/k/	key	k
⊛	/u/	/u/	oo	oo	⊚	/gei/	/g/	gey	g
⊜		/i/		ih	⊛	/ɛf/	/f/	ehf	f
⊝		/ɛ/		eh	⊜	/vi/	/v/	vee	v
⊞	/æ/	/æ/	a	a	⊝	/eθ/	/θ/	ehth	th
⊟		/ɒ/		o	⊞	/ði/	/ð/	dhee	dh
⊠	/ʌ/	/ʌ/	u	u	⊟	/es/	/s/	ehs	s
⊡		/ʊ/		OO	⊠	/zi/	/z/	zee	z
⊢	/ai/	/ai/	ie	ie	⊡	/ɛʃ/	/ʃ/	ehsh	sh
⊣	/aʊ/	/aʊ/	ou	ou	⊢	/ʒi/	/ʒ/	zhee	zh
⊤	/wu/	/w/	woo	w	⊣	/ɜɪ/	/ɪ/	ur	r
⊥	/ji/	/j/	yee	y	⊤	/ɛl/	/l/	ehl	l
⊦		/h/		h	⊥	/ɛm/	/m/	ehm	m
⊧	/pi/	/p/	pee	p	⊦	/ɛ /	/ /	ehn	n
⊨	/bi/	/b/	bee	b	⊧	/ɛŋ/	/ŋ/	ehng	ng



### 2.2.1 Deseret Letter Syllabic Values

Each letter of the Deseret Alphabet had a name except, perhaps, the short vowels  $\text{†}$   $\text{ᄡ}$   $\text{ᄢ}$   $\text{ᄣ}$  and the consonant  $\text{ᄤ}$ . Each consonant symbol had a specific name of one syllable. It is very important to know the name of each consonant. When a consonant symbol appears in isolation, it is to be read as its full name. Thus, the letter  $\text{ᄡ}$  stands for /b/ in combination with other letters as in  $\text{ᄡᄢᄣ}$  /big/ *big*. However, if  $\text{ᄡ}$  stands alone in a sentence it is to be read with its full name as /bi/ **bee** as in  $\text{ᄡ ᄤᄡᄢ ᄢᄣᄢᄣᄢ}$  /bi hir tu ait/ *be here tonight*. In older versions of the Deseret Alphabet, this feature was true within words as well. An 1860 gold piece minted by Brigham Young for distribution in the territory had an inscription in the Deseret Alphabet which read  $\text{ᄤᄣᄢᄣᄢ ᄢᄣ ᄤ ᄣᄡᄢᄡ}$  *Holiness to the ord* where the first word, *Holiness*, is spelled **h-o-l-ih-n-(eh)s** with the letter  $\text{ᄣ}$  being read as /es/.<sup>3</sup> Thankfully, the 1869 version only uses the names of the letters as their value in monosyllabic words. In fact, only the letters  $\text{ᄡ}$   $\text{ᄤ}$   $\text{ᄡ}$   $\text{ᄤ}$   $\text{ᄣ}$ , standing for the words *a*, *ye*, *be*, *the*, *gay* are commonly used in the printed Deseret Alphabet books. Exercise 3 offers practice.

### Exercise 3: Deseret Alphabet Practice

Transcribe the following sentences from Deseret characters into traditional English spelling. Keep an eye out for syllabic letter values!

Example: ᑎᑦ ᙁᑦ ᙁᑦ ᑦ ᑦ ᑦᑦᑦ ᙁᑦᑦ     *May this be a good year*

1. ᑎ ᙁ ᙁᑦᑦᑦᑦ ᑎᙁᑦᑦᑦᑦ. \_\_\_\_\_

2. ᑎᑦᑦ ᑦᑦᑦ ᙁᑦᑦ ᑦᑦᑦ! \_\_\_\_\_

3. ᑎ ᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᙁᑦᑦ. \_\_\_\_\_

4. ᑎ ᑦᑦᑦ ᙁ ᙁᑦᑦ ᑦᑦᑦ ᙁᑦᑦ ᑦᑦ ᑦᑦᑦ. \_\_\_\_\_

5. ᑎ ᑦᑦᑦᑦ ᙁᑦᑦ ᑦᑦ ᙁᑦᑦ ᑦ ᑦᑦᑦ. \_\_\_\_\_

Write the following words using Deseret letters.

Example:     *be*     ᑦ

6. *ye*     \_\_\_\_\_

7. *gay*     \_\_\_\_\_

8. *the*     \_\_\_\_\_

9. *a*     \_\_\_\_\_

10. *thee*     \_\_\_\_\_

### 2.2.2 Distinction between **ɹ**, **ə** and **o**

A great deal of detail concerning English sounds has been omitted up to this point to ease the burden of coping with too much new information. However, before going further, it is necessary to delve deeper into the nuances of English sounds and dialectal differences.

Table 5 has one Deseret character which represents a sound that has not been mentioned yet. This character, **ɹ**, is represented as /ɒ/ in the IPA and **o** in the practical system. This sound is found in British pronunciations of the words *not*, *got*, *Tom*, *off* and *what*. It is not

a sound of Standard American English.<sup>4</sup> In England, where this is a common sound, the sole difference between the words *pot*, *port* and *part* is the nature of the vowel because /ɪ/ is not pronounced after a vowel in British English. These three words, in an English accent, can be written as /pɒt/, /pɔt/ and /pɑt/ in the IPA. In Standard American English, the same three words can be written as /pɑt/, /pɔrt/ and /part/. The situation between /ɒ/ and /ɑ/ is not the same as that between /ɔ/ and /ɑ/. There is not a single word in American English that has become homophonous with another because American English lacks the sound /ɒ/. This is true because, unlike in British English, American English speakers pronounce /ɪ/ in all positions. Compare this to the situation with /ɔ/ where those dialects of American English which have lost the sound now have a large number of homophonous words.

In some dialects of American English, spoken in parts of New England and Virginia, these three words, *pot*, *port* and *part*, could be written as /pɑt/, /pɔt/ and /pɑt/ in the IPA. The creator of the Deseret Alphabet was an Englishman who no doubt sounded the letter ɯ as /ɒ/. Nevertheless, the pronunciation style chosen was not an English one; rather, it seems to have been based along the lines of a New England standard such as would have been familiar to Brigham Young and Noah Webster. If this is the case, then perhaps ɔ and ɯ would be more appropriately transcribed as /ɑ/ and /ɑ/ rather than /ɑ/ and /ɒ/. In this book, however, the current American standard will be used.<sup>5</sup>

Table 6 gives example words containing these vowels together with their British, Standard American and Western American (Utahan) pronunciations written in the IPA.

**Table 6: Words with ə, ʌ and ɒ with IPA transcriptions**

Deseret letters	ə	ʌ	ɒ	IPA Transcription of <i>ot, art, aught, ourt</i>
<b>British Accent</b>	/ɑ/	/ɒ/	/ɔ/	/kɒt/ /kɑt/ <b>/kɔ / /kɒ /*</b>
<b>Standard American</b>	/ɑ/	/ɑ/	/ɔ/	/kɑt/ /kɑɪt/ /kɔt/ /kɔɪt/
<b>Western American (Canadian)</b>	/ɑ/	/ɑ/	/ɑ/	<b>/kɑ / /kɑɪt/</b> <b>/kɑ / /kɔɪt/</b>

\* homophonous pairs are in bold

### 2.2.3 Distribution of /ɑ/ /æ/ /ɔ/ and /ɒ/ in American and British English

As can be seen in Table 6, though British English has an extra vowel sound, Standard American English is the only one without any homophonous pairs. In fact, were in not for one other dialectal quirk, the creators of the Deseret Alphabet might not have bothered with creating the letter ʌ in the first place. Historically, the vowel in words like *last*, *path* and *ask* had the same vowel as in *lack*, *pat* and *at*. In England, the vowel in these words shifted to become like the sound in *lark*, *part* and *art*. In most of America, outside of coastal Virginia and parts of New England, the older pronunciation remained. The creators of the Deseret Alphabet were from England and New England. The speech style they chose included the shift of /æ/ **a** to /ɑ/ **ah** in these words. Consequently, familiar Book of Mormon phrases like “and it came to pass” are sounded out as *and it came to pahss*. The same dialects that underwent this change also experienced another one. Words like *often*, *soft* and *lost* were traditionally pronounced with an /ɔ/ **aw** vowel. In England, these words have changed the vowel from /ɔ/ **aw** to /ɒ/ **o**. In British English, because of these changes, the only difference between the words *last* and *lost* is the distinction

between /ɑ/ **ah** and /ɒ/ **o**. In American English, this distinction is unnecessary because words like *last* retain the older /æ/ **a** vowel and words like *lost* retain the older /ɔ/ **aw** vowel. Thus, solely because they chose a speech style which had undergone these changes, the designers of the Deseret Alphabet were obliged to include the letter ɹ in their spellings. In this book, and for all practical purposes, this letter should be treated as just another way to spell /ɑ/ **ah**. However, British and Australian readers should keep the original pronunciation of this letter in mind.<sup>6</sup>

Table 7 gives examples of English words that are pronounced differently in England and America. Each word is given in traditional orthography, IPA, the practical system and the Deseret Alphabet as used in the publication of the Book of Mormon. The table makes clear how important the distinction between /ɔ/ and /ɒ/ is for British English and how unnecessary it is for Standard American English.

**Table 7: Words which differ between England and America in pronunciation**

<b>Traditional Orthography</b>	<i>orphan</i>	<i>often</i>	<i>lost</i>	<i>last</i>	<i>off</i>
<b>Deseret Alphabet</b>	᠋᠋᠋᠋᠋	᠋᠋᠋᠋	᠋᠋᠋᠋᠋	᠋᠋᠋᠋᠋	᠋᠋᠋
<b>Standard American</b>	/ɔrfə / <b>awrfuhn</b>	/ɔfə / <b>awfuhn</b>	/lɔst/ <b>lawst</b>	/læst/ <b>last</b>	/ɔf/ <b>awf</b>
<b>Western American (Canadian)</b>	/ɔrfə / <b>awrfuhn</b>	/ɔfə / <b>ahfuhn</b>	/last/ <b>lahst</b>	/læst/ <b>last</b>	/ɔf/ <b>ahf</b>
<b>British English</b>	/ɔrfə / <b>awrfuhn</b>	/ɒfə / <b>ofuhn</b>	/lɒst/ <b>lost</b>	/last/ <b>lahst</b>	/ɒf/ <b>of</b>

#### 2.2.4 Distinction between /ə/ and /ʌ/

Astute readers will have already noticed another unexpected feature of the Deseret Alphabet, namely, it does not have a symbol for the vowel /ə/ **uh** as in *sofa*. This vowel, often called the schwa or reduced vowel, is the commonest vowel sound in the English language. It is, at the same time, one of the most problematic ones. It is possible that the creators of the Deseret Alphabet left out a /ə/ **uh** symbol through mistake or misjudgment. It is also possible that they avoided creating a symbol for the unreduced vowel in order to avoid deciding when it was present and when it was not. Many words with a schwa in normal speech have a fuller vowel in careful pronunciation. One can pronounce the word *pronounce* as /pɹɔ̃ ʌʊ s/ **pruhnouns** or as /pɹɔʊ ʌʊ s/ **prohnouns**. Which pronunciation is more correct? The first (with a schwa) is more natural but the second is perfectly acceptable in a formal setting (and writing is necessarily formal). The problem with the reduced vowel extends beyond matters of formality. The schwa is yet another vowel that is different things to different people based upon their dialect of English. In most of the United States (especially the West), the sound of a schwa in the word *sofa* /sofə/ **sohfuh** is identical to the sound of the vowel /ʌ/ **u** in the word *fun* /fʌ / **fun**. This causes considerable confusion for Americans trying to understand Deseret spellings. The same speakers who merge /ʌ/ **u** and /ə/ **uh** have an additional pronunciation peculiarity. For these speakers, the phoneme /ə/ **uh** has two allophones (variant realizations of what is, underlyingly, a single sound): /ə/ **uh** at the beginning and end of a syllable and /ɪ/ **ih** in a closed syllable (one that begins and ends with consonants). (Phonetically this second sound is really more like the high central

unrounded vowel [ɪ]; however, native speakers are more likely to analyze it as /ɪ/ **ih** when sounding words out.) The concept of phonemes and allophones is too complicated for this book. Suffice it say that the reduced vowel, at least for most Americans, is a difficult vowel to pin down.

In Britain, Australia, New Zealand and some parts of America the sound of schwa in a word like *sofa* and the sound of the vowel in a word like *but* are very different. In northern England the /ʌ/ **u** sound in *but* sounds more like the /ʊ/ **OO** of American English *book*. In Southern England the sound of /ʌ/ **u** in *but* sounds more like a Chicago pronunciation of *not*. For these reasons, the choice of the symbol /ʌ/ is somewhat arbitrary. British linguists favor the symbol /ɐ/ for this sound because it reflects Southern British English more accurately. This book uses /ʌ/ because it is a more appropriate placeholder for a World English sound. The Deseret Alphabet uses the symbol **ɾ** expressly for /ʌ/ **u** and not for /ə/ **uh** (the minor exceptions to this rule will be discussed later). It is important that Americans do not attempt to use **ɾ** for schwa. Table 8 displays a sample of words with schwa or /ʌ/ **u** and their spellings in the Deseret Alphabet together with variant regional pronunciations.<sup>7</sup>

**Table 8: Examples of /ə/ and /ʌ/ and their realizations in different accents**

Traditional Orthography	<i>buck</i>	<i>above</i>	<i>idea</i>	<i>Jesus</i>	<i>loveable</i>
Deseret Alphabet	Ɂɾɔ	ʌɁɾɔ	ʌɁɁɁ	ʌɁɁɾɁ	ʌɁɁɁɁɁ
Standard American	/bʌk/	/əbʌv/	/aɪdiə/	/dʒizəs/	/lʌvəbəl/
Western American	/bək/	/əbəv/	/aɪdiə/	/dʒizɪs/	/ləvɪbəl/
British	/bək/	/əbəv/	/aɪdiə/	/dʒizəs/	/ləvəbəl/

### 2.2.5 Deseret Representation of /ə/

How then does the Deseret Alphabet handle /ə/ **uh**? It would be untrue to say that there is an official method of spelling the sound. However, a careful analysis of the preferences shown by those who transcribed the Book of Mormon into Deseret characters reveals a method to the madness. In general, if schwa occurs word finally it is written with the letter ə (which is otherwise to be sounded as /a/ **ah**). This poses no problem for reading because there are no polysyllabic words which end in /a/ **ah** in the dialect represented. If the schwa is word initial, it is written with the so-called short vowel which most closely approximates a hypothetical unreduced form. For example, *about* /əbaʊt/ **uhbout** is written as ʌəʊ with the letter ʌ being chosen because the schwa here was presumably considered to be a blurred /æ/ **a**. Most common English words with an initial schwa begin with a written *a* so most instances of initial schwa in Deseret are written with ʌ. A word like *enough* /ə ʌf/ **uhnuf**, however, would never be written with an initial ʌ. In such a case, the spelling would likely be with ə and reflect the much more formal /i ʌf/ **eenuf**. Some scholars have assumed that these spelling quirks reflect the Deseret Alphabet's reliance on traditional English orthography to come up with spellings for schwa.<sup>8</sup> This is not entirely true. It is true in as much as traditional English orthography had a huge impact on the Deseret Alphabet's creators and their perception of what might be the fuller form of a reduced vowel. Nevertheless, the reduced vowel is not uniformly represented by symbols corresponding to traditional English orthography. When schwa occurs word internally, as in words like *patience* /peɪʃə s/ **peyshuhns** or *Mormon* /mɔːmən / **mawrmuhn**, the sound is usually represented by the letter ɹ or ʀ. In general, the letter ʀ



is only used for /ə/ **uh** word internally in an unstressed syllable which ends in /m/ **m** or / / **n**. The letter **ɹ** is used in the same environment as well, but more commonly it is used to symbolize schwa before other consonants and especially before /ɹ/ **r**. Exercise 4 offers more practice.

**Exercise 4: Reading and Writing /ə/**

This exercise uses Deseret spellings of proper names from The Book of Mormon and DS history. Focus on reading the names in Deseret. Remember, the schwa does not have its own letter.  
 Transcribe the following names from Deseret letters to traditional spellings.

1. 𐑆𐑆𐑆𐑆	_____	2. 𐑆𐑆𐑆	_____
3. 𐑆𐑆𐑆𐑆	_____	4. 𐑆𐑆𐑆𐑆	_____
5. 𐑆𐑆𐑆	_____	6. 𐑆𐑆𐑆	_____

Write out the following names, which are written in the IPA or practical system, using Deseret letters.

1. /iθəɹ/	_____	2. almuh	_____
3. muhrohnie	_____	4. /dʒizəs/	_____
5. /dʒozəf/	_____	6. / əə/	_____

### 2.2.6 Rhotic and Non-Rhotic English

Another complexity of Deseret spelling needs explanation. The sound /ɹ/ **r** is pronounced differently after vowels than before vowels. In most of England and many parts of America, the sound is completely lost after a vowel. In most of America, Ireland and

Scotland, the /ɹ/ r remains after a vowel though it might differ in quality. Linguists term those accents of English which keep postvocalic (after-vowel) /ɹ/ r as rhotic and those which do not as non-rhotic. The Deseret Alphabet designers probably spoke a non-rhotic accent; however, the style of speech they chose to represent preserves all postvocalic /ɹ/ r sounds. In doing so, they created a sort of speech compromise. Their chosen standard kept /ɹ/ r in all positions yet used the vowels of a typical non-rhotic accent with one exception. Those vowels which derive from the loss of postvocalic r were almost entirely ignored. In most of England and many parts of America, new vowel sounds were created in those positions where r was lost. Table 9 gives examples of the new vowel sounds created in Southern British English after the loss of postvocalic r.

**Table 9: New vowels created in British English after loss of postvocalic r**

<b>Example Words</b>	<i>fear</i>	<i>fair</i> *	<i>poor</i>	<i>fur</i>
<b>Southern British English</b>	/fiə/	/feə/	/puə/	/fɜ:/

\*In the speech of most young English people only the vowels in *fear* and *fur* are still pronounced as shown in this table. The vowel in *fair* is now generally /ɪ/ and the vowel in *poor* has merged with /ɔ/.

### 2.2.7 British /ɜ/ and American /ɹ/

In most of America, the /ɹ/ r sound changed to become a vowel sound itself. This is hard to explain and understand so do not expect to grasp it completely on the first try. Think about the fact that no foreign language has an ‘r’ sound like American English. The Spanish roll their ‘r’ with the tip of the tongue, the Germans and French roll it with the back of the tongue. Even the Scots tap or roll their ‘r’ with the tip of the tongue. In American English, there is no contact whatsoever between the tongue and the roof of the mouth during the production of the /ɹ/ r sound. This is why the IPA symbol is /ɹ/ and not

/ɪ/. Like all vowels, American /ɪ/ **r** is produced by modifying the shape of the vocal tract with the tongue and lips without constricting the escaping air. Consider the words *her*, *fur* and *fir*. If one looks only at the traditional spellings, it appears that each of these words is made of three sounds: an initial consonant, a medial vowel and a final consonant. Actually, each of these words begins with one consonant and ends with only one vowel sound. Say each word aloud and try to separate a vowel sound from the /ɪ/ **r** sound. It should be quite impossible for an American English speaker to do such an exercise because, as has already been said, the only vowel in those words is /ɪ/ **r**. This sound, in Standard American English, can be symbolized in the IPA in a number of ways. In this book we will write this single sound with an IPA digraph /ɜɪ/ **ur**. In English non-rhotic accents the corresponding sound is IPA /ɜ/.<sup>9</sup>

### 2.2.8 British /ə/ and American /ɪ/

In American English, this rhotic vowel corresponds not only to British English /ɜ/ but also to British English /ə/ **uh**. Stressed rhotic vowels in American English correspond to the vowel /ɜ/ **uh** in British English and unstressed ones correspond to /ə/ **uh**. Thus a word like *learner* has two different vowels in British English and can be written in the IPA as /lɜ ə/.<sup>10</sup> For British speakers, the difference between these two vowels is one of quality and stress whereas for Americans the difference is only one of stress. Though there is no real difference in quality for most (if not all) American English speakers, the unstressed rhotic vowel will be written with the IPA digraph /əɪ/ **uhr** to better symbolize its Deseret representation. The Deseret Alphabet symbolizes the stressed /ɜɪ/ **ur** vowel with the

combination  $r\text{ɹ}$  and the unstressed  $/\text{ə}\text{ɪ}/$  **uhr** with the combination  $\text{ɹ}\text{ɹ}$ . Table 10 gives examples of the rhotic vowel and its representation in Deseret. (In England and some parts of America there is a difference between the vowel sounds in the words *hurry* and *furry*. This difference is ignored in the Deseret Alphabet spellings for good reason. Words like *hurry* keep a vowel separate from the following **r** whereas words like *furry* are formed by adding a suffix to word which already had a rhotic vowel. No two words are distinguished solely by this difference.)

**Table 10: Examples of  $/\text{ɜ}\text{ɪ}/$  and  $/\text{ə}\text{ɪ}/$  and their realizations in different accents**

Traditional Orthography	<i>burn</i>	<i>burner</i>	<i>stir</i>	<i>stirrer</i>	<i>terminator</i>
Deseret Alphabet	ᑭᑭᑭᑭ	ᑭᑭᑭᑭᑭᑭ	ᑭᑭᑭᑭ	ᑭᑭᑭᑭᑭᑭ	ᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭ
This Book's Standard	$/\text{b}\text{ɜ}\text{ɪ} /$	$/\text{b}\text{ɜ}\text{ɪ} \text{ə}\text{ɪ}/$	$/\text{st}\text{ɜ}\text{ɪ}/$	$/\text{st}\text{ɜ}\text{ɪ}\text{ə}\text{ɪ}/$	$/\text{t}\text{ɜ}\text{ɪ}\text{m}\text{ɪ} \text{e}\text{ɪ}\text{ə}\text{ɪ}/$
General American	$/\text{b}\text{ɪ} /$	$/\text{b}\text{ɪ} \text{ɪ}/$	$/\text{st}\text{ɪ}/$	$/\text{st}\text{ɪ}\text{ɪ}/$	$/\text{t}\text{ɪ}\text{m}\text{ɪ} \text{e}\text{ɪ}\text{ɪ}/$
British English	$/\text{b}\text{ɜ} /$	$/\text{b}\text{ɜ} \text{ə}/$	$/\text{st}\text{ɜ}/$	$/\text{st}\text{ɜ}\text{ə}/$	$/\text{t}\text{ɜ}\text{m}\text{ɪ} \text{e}\text{ɪ}\text{ə}/$

### 2.2.9 Distinguishing $/\text{æ}/$ $/\text{ɛ}/$ and $/\text{e}\text{ɪ}/$ before $/\text{ɪ}/$

The creators of the Deseret Alphabet also contrasted the vowels  $/\text{æ}/$   $/\text{ɛ}/$  and  $/\text{e}\text{ɪ}/$  before  $/\text{ɪ}/$ .<sup>11</sup>

These contrasts are still found in Great Britain, parts of the South and Northeast.

Westerners do not have this contrast, though they might be aware of it from exposure to newscasters. Table 11 gives examples of words with these contrasting sounds.

**Table 11: Examples of /æ/ /ɛ/ and /e/ before /ɹ/**

<b>Traditional Orthography</b>	<i>Harry</i>	<i>hairy</i>	<i>very</i>	<i>fairy</i>	<i>Sarah</i>
<b>Deseret Alphabet</b>	𐒧𐒪𐒧𐒧	𐒧𐒪𐒧𐒧	𐒪𐒪𐒧𐒧	𐒧𐒪𐒧𐒧	𐒪𐒪𐒧𐒧
<b>Standard American</b>	/hæ.ɹ/	/heɪ.ɹ/	/vɛ.ɹ/	/feɪ.ɹ/	/seɪ.ɹə/
<b>Western American</b>	/hɛ.ɹi/	/hɛ.ɹi/	/vɛ.ɹi/	/fɛ.ɹi/	/sɛ.ɹə/

### 2.2.10 Distinguishing /ju/ and /u/ after Coronal Consonants

Finally, before moving on to more intense practice with the Deseret Alphabet, there is one more major dialectal difference that must be discussed. Most Americans pronounce the letters *u* and *ew* as /ju/ **yoo** after consonants that do not involve the tip of the tongue (coronal consonants). Thus, the words *few*, *cute*, *muse*, *hew* and *puke* are always pronounced as /fju/ **fyoo**, /kju/ **kyoot**, /mjuz/ **myooz**, /hju/ **hyoo** and /pjuk/ **pyook** by most Americans whereas the words *tune*, *dew*, *sue*, *crew*, *lewd* and *new*, though spelled with the same vowels, are not pronounced as /ju/ **yoo** but as /u/ **oo**.<sup>12</sup> In the nineteenth century, when the Deseret Alphabet was created, the speech standard included a distinction between words like *dew* and *do*. To an extent, the official pronunciation of American newscasters and most British speakers still maintains this contrast. However, at the time the Deseret Alphabet was being used such contrasts extended to more environments than they do in any standard. For example, today an Englishman might chide an American for pronouncing *toon* and *tune* both as /tu / **toon** rather than as /tu / **toon** and /tju / **tyoon** as is the standard in England. However, few Englishmen today would pronounce *Jew* as /dʒju/ **gyoo** or *blue* as /blju/ **blyoo** as was standard in the nineteenth century. In the Deseret Alphabet, the digraph 𐒧𐒪 was used to represent this /ju/ **yoo** sound. The classic

Deseret spellings include this distinction. Table 12 gives more examples of such pronunciation differences.

**Table 12: Examples of /ju/ after coronal consonants**

<b>Traditional Orthography</b>	<i>dew</i>	<i>new</i>	<i>uke</i>	<i>sue</i>	<i>screw</i>
<b>Deseret Alphabet</b>	ᑑᑦᑦ	ᑦᑦᑦ	ᑦᑦᑦ	ᑦᑦᑦ	ᑦᑦᑦᑦᑦ
<b>This Book's Standard</b>	/dju/	/ ju/	/luk/	/su/	/skɹu/
<b>General American</b>	/du/	/ u/	/luk/	/su/	/skɹu/
<b>British English</b>	/dju/	/ ju/	/luk/ ~ /ljuk/	/su/ ~ /sju/	/skɹu/

### 2.2.11 Distinguishing /ɔ/ and / / before /ɹ/

Nineteenth century English, and the English of a minority of Southern speakers, contrasts words like *for*, *morning*, *bored* from *four*, *mourning* and *board*. Though this contrast is no longer common in modern English dialects, it is rigorously maintained in the nineteenth century Deseret spellings. Maintaining this contrast is actually quite useful in Deseret spellings as it keeps words like *for* and *four* from being spelled the same. Table 13 gives some examples of words with this contrast.<sup>13</sup>

**Table 13: Examples of /ɔ/ and / / before /ɹ/**

<b>Traditional Orthography</b>	<i>four</i>	<i>for</i>	<i>morning</i>	<i>mourning</i>	<i>more</i>
<b>Deseret Alphabet</b>	ᑦᑦᑦ	ᑦᑦᑦ	ᑦᑦᑦᑦᑦᑦ	ᑦᑦᑦᑦᑦᑦ	ᑦᑦᑦ
<b>This Book's Standard</b>	/foɹ/	/fɔɹ/	/mɔɹ ɪŋ/	/moɹ ɪŋ/	/moɹ/
<b>General American</b>	/foɹ/	/foɹ/	/moɹ ɪŋ/	/moɹ ɪŋ/	/moɹ/
<b>British English</b>	/fɔ/	/fɔ/	/mɔ ɪŋ/	/mɔ ɪŋ/	/mɔ/

## CHAPTER 3

### *Deseret Alphabet Workbook*

#### **3.1 About this Chapter**

This chapter is not explanatory like the previous two; rather, it is based on a workbook which was used in a student-initiated linguistics class at the University of California at Berkeley in the spring of 2004.<sup>1</sup> A number of students, none of whom were DS, learned to read and write the Deseret Alphabet in less than two months with the workbook as their principal guide.<sup>2</sup> This version of the workbook incorporates more material into each page and is truer to the 1869 spellings.

##### **3.1.1 Using this Workbook**

Every page of this internal workbook introduces a small number of Deseret consonants and vowels, gives examples and provides a number of words spelled out in the Deseret letters which the student must rewrite into traditional English orthography. The Deseret letters have their names written out in IPA next to them. Each page builds upon the preceding page. Thus, once a student reaches the third page it is assumed that that student has mastered the material of the previous two pages. Work carefully through each page and do not proceed to the next until all the material is fully mastered.

Once this chapter is completed, it should be quite easy to read the Deseret Alphabet Book of Mormon and other publications. However, this workbook does not teach one to write competently in the Deseret Alphabet (that is reserved for another chapter).

### 3.2 Deseret Alphabet Exercises

If skipping chapter 2, focus on the example words given for each set of letters.

Remember, unless otherwise noted, each Deseret letter represents only one sound.

#### 3.2.1 $\omega$ , $\gamma$ , $\tau$ , $\dagger$ and $\omega$

$\omega$  /kei/ as in kick

$\gamma$  /ti/ as in tot

$\tau$  /pi/ as in pipe

$\dagger$  /i/ as in it

$\omega$  /a/ as in hot (British /ɒ/)

#### Examples

$\omega\tau\gamma$

$\omega\tau\omega$

$\gamma\tau\gamma$

$\gamma\omega\tau$

$\tau\omega\tau$

$\omega\omega\tau$

*kit*

*kick*

*tip*

*top*

*pot*

*cop*

Figure out the following words and write them in the blanks.

$\tau\omega\tau$

\_\_\_\_\_

$\tau\omega\tau$

\_\_\_\_\_

$\tau\omega\tau$

\_\_\_\_\_

$\omega\omega\tau$

\_\_\_\_\_

$\omega\omega\tau$

\_\_\_\_\_

$\omega\omega\omega$

\_\_\_\_\_

$\tau\omega\omega$

\_\_\_\_\_

$\tau\omega\tau$

\_\_\_\_\_

$\omega\tau\gamma$

\_\_\_\_\_

$\gamma\tau\omega$

\_\_\_\_\_

$\omega\tau\gamma$

\_\_\_\_\_

$\tau\tau\gamma$

\_\_\_\_\_

$\omega\tau\omega$

\_\_\_\_\_

$\tau\gamma$

\_\_\_\_\_

$\tau\tau\omega$

\_\_\_\_\_

$\tau\tau\omega\tau$

\_\_\_\_\_

#### Notes

The letters  $\gamma$  and  $\tau$  look very similar. A useful mnemonic aid to distinguishing them is “ $\gamma$  is pointed and  $\tau$  is turned”. The vowel  $\omega$ , as was mentioned in the previous chapter, is not a sound of American English.



### 3.2.2 ɓ, ɗ, ɠ, ɡ and ɣ

ɓ /gei/ as in *go*

ɗ /di/ as in *do*

ɠ /bi/ as in *bee*

ɡ /i/ as in *see*

ɣ /ɔ/ as in *saw*

#### Examples

ɗɗ

ɓɓ

ɠɠ

ɗɣ

ɣɓ

ɠɣ

*deed*

*bead*

*beet*

*caught*

*talk*

*taught*

#### Figure out the following words and write them in the blanks

ɓɓ \_\_\_\_\_

ɠɠ \_\_\_\_\_

ɗɗ \_\_\_\_\_

ɠɠ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɗɣ \_\_\_\_\_

ɣɓ \_\_\_\_\_

ɠɣ \_\_\_\_\_

ɗɣ \_\_\_\_\_

ɣɓ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɠɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

ɣɣ \_\_\_\_\_

#### Notes

The letters ɓ, ɗ, ɠ are the voiced counterparts of ɔ, ɣ, ɣ. Say *bagger* and *packer* aloud.

The *b* and *gg* in *bagger* are produced in the same part of the mouth as the *p* and *ck* of *packer*. The only difference between them is that the vocal folds are drawn together and vibrating for *b* and *g*. The letters ɗ and ɓ look the same except for a little hook in ɓ (the voiced one). Words like *cot* and *caught*, which would be written ɗɣɣ and ɗɣ, are distinguished in the South and Northeast but not the West.

### 3.2.3 **ɪ, ɨ, ɔ, ɹ and ɒ**

**ɪ** /ɛɪ/ as in *sing*

**ɨ** /ɛ / as in *nine*

**ɔ** /ɛm/ as in *my*

**ɹ** /ɛ/ as in *red*

**ɒ** /u/ as in *food*

#### Examples

ᑎᑦᑎ

ᑎᑦᑎ

ᑦᑎᑦ

ᑦᑎᑎ

ᑎᑎᑦ

ᑎᑎᑎ

*king*

*kin*

*dim*

*den*

*coot*

*moon*

**Figure out the following words and write them in the blanks.**

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

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ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

ᑎᑎᑎ

\_\_\_\_\_

#### Notes

The letter **ɪ** represents a single sound which is written in traditional orthography with the digraph *ng*. These two letters do not represent two sounds as some pedantic speakers often think. This sound, found in words like *sing* or *wrong*, is a voiced velar nasal and bears the same relationship to *k* and *g* as *n* does to *t* and *d*. The sounds *k*, *g* and *ng* are made with the body of the tongue pressed against the palate and only differ in that *k* is voiceless, *g* is voiced and *ng* is voiced with the air escaping through the nose. The same is true of *t*, *d* and *n* but with the tip of the tongue touching behind the teeth.

### 3.2.4 c, ʃ, l, p, e and ʌ

**C** /tʃi/ as in church    **ʃ** /ɛs/ as in sit    **L** /εθ/ as in thigh    **P** /εf/ as in five

**E** /ei/ as in faith    **ʌ** /ʊ/ as in put

#### Examples

<b>Lʃ</b>	<b>PʃP</b>	<b>ʌʌ</b>	<b>ʃθʃ</b>	<b>cəʃ</b>	<b>cεʃ</b>
<i>thick</i>	<i>fifth</i>	<i>put</i>	<i>sauce</i>	<i>cheap</i>	<i>chase</i>

#### Figure out the following words and write them in the blanks

<b>Pʌʌ</b> _____	<b>ʌʌ</b> _____	<b>εθL</b> _____	<b>Lʃʃ</b> _____
<b>Lʃʃ</b> _____	<b>ʃʃʃ</b> _____	<b>c.ʃʃʌ</b> _____	<b>Pεʃ</b> _____
<b>PεL</b> _____	<b>P.ʃc</b> _____	<b>ʃʃL</b> _____	<b>LəP</b> _____
<b>Pθθ</b> _____	<b>ʃεʃ</b> _____	<b>ʃ.ʃL</b> _____	<b>ʌʌʌ</b> _____

#### Notes

The letter c stands for a single sound, not a combination of sounds. The letter l also represents a single sound, called a voiceless interdental fricative, which is found in words like *think* and *breath* and is different from the *th* sound in words like *thy* or *breathe*.

### 3.2.5 ʒ, ʒ, ʒ, ʒ and o

ʒ /dʒi/ as in *judge*    ʒ /zi/ as in *zoos*    ʒ /ði/ as in *breathe*    ʒ /vi/ as in *very*

ʒ /æ/ as in *ax*    o /o/ as in *oat*

#### Examples

ʒoʒ	ʒo	ʒeʒ	ʒʒʒ	ʒʒʒ	ʒoʒ
<i>those</i>	<i>zoo</i>	<i>jade</i>	<i>vat</i>	<i>that</i>	<i>vote</i>

Figure out the following words and write them in the blanks.

ʒʒʒ	_____	ʒʒʒʒ	_____	ʒoʒ	_____	ʒo	_____
ʒʒʒ	_____	ʒʒʒʒ	_____	ʒʒʒ	_____	ʒeʒʒ	_____
ʒʒʒ	_____	ʒeʒ	_____	ʒeʒʒ	_____	ʒeʒʒ	_____
ʒeʒ	_____	ʒo	_____	ʒo	_____	ʒoʒ	_____
ʒoʒ	_____	ʒʒʒ	_____	ʒʒʒ	_____	ʒʒʒ	_____

#### Notes

The letters ʒ, ʒ, ʒ and ʒ are the voiced counterparts of c, ʒ, ʒ and ʒ. It is important to understand the difference between ʒ and ʒ. The letter ʒ only stands for the voiced interdental fricative found in words like *thy, the, that, brother, either, breathe* and *seethe*.

The letter ʒ only stands for the voiceless interdental fricative found in words like *thigh, thought, author, ether, breath* and *sloth*. The easiest way to learn to distinguish these sounds is to say *thy thigh* (ʒʒ ʒʒ in Deseret) a few times.

### 3.2.6 ሪ, ዐ, ኅ, ሦ and ሓ

/ɛl/ as in lull

ዐ /ɛʃ/ as in ship

ኅ /h/ as in help

ሦ /ʌ/ as in up

ሓ /ai/ as in ice

#### Examples

ዐተ

ሦሪዎ

ኅሪሪ

ሪሓ

ኅገዐ

ሪዎ

*ship*

*flush*

*hull*

*lie*

*hash*

*lush*

Figure out the following words and write them in the blanks.

ኅገዐ

\_\_\_\_\_

ሦተ

\_\_\_\_\_

ዐገዐ

\_\_\_\_\_

ዐዐኅ

\_\_\_\_\_

ኅገዐ

\_\_\_\_\_

ሪተገጽ

\_\_\_\_\_

ሪገዐ

\_\_\_\_\_

ሦሪዐ

\_\_\_\_\_

ኅገዐ

\_\_\_\_\_

ገገዐ

\_\_\_\_\_

ገገሪ

\_\_\_\_\_

ሦሓ

\_\_\_\_\_

ሪሓ

\_\_\_\_\_

ዐገሪ

\_\_\_\_\_

ጸሦኅ

\_\_\_\_\_

ገሦኅ

\_\_\_\_\_

ሦሪሓ

\_\_\_\_\_

ገሓሃ

\_\_\_\_\_

ጸሪሓሃ

\_\_\_\_\_

ሪሓሃ

\_\_\_\_\_

ሪዐሃ

\_\_\_\_\_

ሪሦጽ

\_\_\_\_\_

ሪሦጽ

\_\_\_\_\_

ዐጸሪ

\_\_\_\_\_

#### Notes

The letter ዐ stands for a single sound not a combination of two sounds. The letter ኅ might have had the name /heitʃ/. In the original readers, ኅ was glossed simply as *h*. Some Britons pronounce *h* as /heitʃ/ and the creators of the Deseret Alphabet were careful to give each letter a name that included the sound it represented. It is unlikely that ኅ would be named /eitʃ/ and more likely it was named /heitʃ/ or another unknown name.

### 3.2.7 ʏ, ɜ, ɹ, ʊ, ə and ɔ

ʏ /ji/ as in *you*      ɜ /zi/ as in *vision*      ɹ /ɹi/ as in *run*      ʊ /wu/ as in *we*

ə /ɑ/ as in *father*      ɔ /au/ as in *out*

#### Examples

ɹɔɹ	ɛɛɜ	ʏɔɹ	ʏɔ	ʏɔɹɔ	ʊɛɹ
<i>far</i>	<i>beige</i>	<i>youth</i>	<i>thou</i>	<i>yard</i>	<i>wage</i>

Figure out the following words and write them in the blanks.

ɹɔɹ	_____	ʏɔɹɔ	_____	ʏɔɜ	_____	ɔɜ	_____
ɹɔɹ	_____	ʊɹɔ	_____	ɔɹɔɹ	_____	ɔɹɔ	_____
ɔɹ	_____	ɹɔɹ	_____	ʏɔɹɹ	_____	ɔɹɹ	_____
ʊɔɹ	_____	ʊɔɹɔ	_____	ʊɔɹɔ	_____	ʊɔɹ	_____

#### Notes

The letter ɔ will cause the Western American student quite a bit of trouble in reading nineteenth century publications. Because the dialect represented in those publications is a New England/Southern England compromise, the letter ɔ is only used before ɹ and in positions where American English would use ɹ like in ɹɔɹɹ and ʊɔɹɹ for *past* and *last*. In fact, the word *father* is the only word with ɔ not before ɹ which is actually pronounced as ɔ by Americans.

### 3.2.8 Digraphs ጥሠ, ጦቶ, ጸቶ, ጠቶ and ተፀ

ጥሠ /hw/ as in *white*

ጦቶ /ɜ:ɪ/ as in *burner*

ጸቶ /əɪ/ as in *burner*

ጠቶ /ɔɪ/ as in *boy*

ተፀ /ju/ as in *few*

#### Examples

ጥሠጎገ

ሪጥቶካጸቶ

ገጠቶ

ፀቶፀገ

ሠጥቶሃቶ

ፀቶፀጸቶ

*white*

*learner*

*toy*

*cute*

*worthy*

*bigger*

Figure out the following words and write them in the blanks.

ሪጸገጸቶ \_\_\_\_\_

ጥሠጎሪ \_\_\_\_\_

ጥሠቶሮ \_\_\_\_\_

ጥሠጎሪ \_\_\_\_\_

ፀጠቶሪ \_\_\_\_\_

ገጥቶካጸቶ \_\_\_\_\_

ሠጥቶሪ \_\_\_\_\_

ሠጥቶሃቶ \_\_\_\_\_

ፀጠቶ \_\_\_\_\_

ገቶፀካ \_\_\_\_\_

ጥቶፀ \_\_\_\_\_

ፀቶፀካ \_\_\_\_\_

ካቶፀ \_\_\_\_\_

ዓቶፀ \_\_\_\_\_

ፀጥቶሪ \_\_\_\_\_

ጥሠፀቶ \_\_\_\_\_

#### Notes

The digraph ጸቶ only represents /əɪ/ in unstressed syllables otherwise it represents /ɛɪ/ as in *very* /vɛɪ/. The digraph ጦቶ represents both /ɜ:ɪ/ and /ʌɪ/ as in *furry* and *hurry* (as pronounced by the British and some Americans). The digraph ተፀ only represents /ju/ after a consonant. Thus *you* is ሃፀ but *hew* is ጥቶፀ. (The spelling ሃቶፀካቲፀጸቶፀቶገቶ is, however, seen for *university*.)

### 3.3 Book of Mormon Reading Exercise

What follows is an excerpt from the 1869 Deseret Book of Mormon, Ether 1:6. Though this is only one verse, the student should find it quite challenging and rewarding. Actually, Ether 1:6 in the 1869 Deseret Book of Mormon corresponds to Ether 2:18-25! The original versification, wording and spelling of the 1869 edition are preserved in this excerpt. Modern verse correspondences are provided in brackets, as are corrections. Remember, many words will not be spelled the way an American (particularly from the West) of today would pronounce them.<sup>3</sup>

ፀሊቶ 1:6

[2:18] ህዳ ተገ ወደጋ ገፀ ገፀ ህገ ሃ ይተሃሃቶ ህጋ ያደቀላ ወተሐ ደከገፀ ሃ ፀቀላ, ጸደብ, 0 ፀቀላ ስ ሃጋ ገብተዋዋጋ ሃ ሠቶወ የሠቶ ሃፅ የህገ ወደጋካዳላ ዓፅ, ህዳ ስ ሃጋ ጋደላ ሃ ይፀቀሃጋጋ ህፀቀላቲ ህጋ ሃፅ የህገ ላተቀላወላ ዓፅ. [19] ህዳ ይፅቀላ, 0 ፀቀላ, ቲ ሃጋ ሃደቶ ቲ ካፀ ሌላ, የሠተሃሃቶ ወህ ህጋ ጸገፅ? ህዳ ሀጋፀ ወፅ ወህ ገብተወ, የፀቀ ቲ ሃጋ ህጋ ወህ ህዳላ ይተፅሃ, ጸደጋ ተገ ቲ ሃ ደቶ የሠቶ ቲ ቲ ሃጋ; ሃደቶዋ ወፅ ወህ ገብተወ. [20] ህዳ ሃ ፀቀላ ጸላ ደከገፀ ሃ ይተሃሃቶ ህጋ ያደቀላ, ይፅቀላ, ሃፅ ወህገ ጋደወ ፅ የወሌ ቲ ሃ ገላገ ሃደቶፊ, ህዳ ሀጋፀ ቲ ሃ ይላገጋ ሃደቶፊ [modern editions do not have *thereof*]; ህዳ የሠላካ ሃፅ ወህገ ጸቀሃቶ የፀቀ ደቶ, ሃፅ ወህገ ደካገላገ ሃ የወሌ ሃደቶፊ [modern editions do not have *thereof*], ህዳ ቀፅፅፅ ደቶ. ህዳ ተቶ ተገ ጸፀ ይ [modern editions have *And if it be so*] ህገ ሃ ሠግላቶ ወደጋ ቲ ደገላካ ሃ, ይፅቀላ ሃ ወህ ጸገላገ ሃ የወሌ ሃደቶፊ [modern editions do not have *thereof*], ህገ ሃ ጋደ ካላገ ገብተወ ቲ ሃ ደሌላ. [21] ህዳ ተገ ወደጋ ገፀ ገፀ ህገ ሃ ይተሃሃቶ ህጋ ያደቀላ ላቲ ጸፀ, ህፀቀላቲ ህጋ ሃ ፀቀላ የላ ወደጋካዳላ. [22] ህዳ የፅ ወተሐ ህፀላካ ደከገፀ ሃ ፀቀላ, ጸደብ, 0 ፀቀላ, ይፅቀላ ስ ሃጋ ላካ ላፅካ ህጋ ሃፅ የህገ ወደጋካዳላ ዓፅ; ህዳ



ᐃ ᑦᑕ ᑦᑕᑦᑦᑦᑦ ᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦᑦ, ᑦᑦᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ. ᑦᑦᑦᑦᑦ, 0  
 ᑦᑦᑦ, ᑦᑦᑦ ᑦᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦᑦ? [23] ᑦᑦᑦ ᑦ ᑦᑦᑦ  
 ᑦᑦᑦ ᑦᑦᑦ ᑦ ᑦᑦᑦᑦᑦ ᑦᑦ ᑦᑦᑦᑦᑦ, ᑦᑦᑦᑦ ᑦᑦᑦ ᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦᑦ  
 ᑦᑦᑦᑦᑦ? ᑦᑦᑦ ᑦᑦᑦᑦᑦ, ᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦᑦᑦ, ᑦᑦᑦ ᑦᑦ ᑦᑦᑦ ᑦ ᑦᑦᑦᑦ [spelling error, should  
 be spelled ᑦᑦᑦᑦ] ᑦᑦ ᑦᑦᑦᑦᑦ; ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦ, ᑦᑦᑦ ᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦ ᑦᑦᑦ  
 ᑦᑦᑦ ᑦᑦᑦ; [24] ᑦᑦᑦ ᑦᑦᑦᑦᑦ, ᑦ ᑦᑦᑦ ᑦ ᑦᑦ ᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦ ᑦᑦ; ᑦᑦᑦ ᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦᑦ  
 ᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦ. ᑦᑦᑦᑦᑦᑦᑦᑦᑦ, ᐃ ᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦ ᑦᑦ; ᑦᑦᑦ ᑦ  
 ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦᑦ, ᑦᑦᑦ ᑦᑦᑦᑦ ᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦᑦᑦ ᑦᑦᑦᑦ.  
 [25] ᑦᑦᑦ ᑦᑦᑦᑦᑦ, ᐃ ᑦᑦᑦᑦᑦ ᑦᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦ; ᑦᑦᑦ ᑦᑦᑦᑦᑦ [probably meant to be  
 ᑦᑦᑦᑦᑦ *howbeit*, not found in modern editions of the Book of Mormon], ᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦ  
 ᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦᑦ, ᑦᑦᑦ ᐃ ᑦᑦᑦᑦᑦ ᑦᑦ ᑦᑦᑦᑦᑦ ᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦ ᑦᑦ, ᑦᑦᑦ ᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦ  
 ᑦᑦᑦᑦᑦ, ᑦᑦᑦ ᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦ. ᑦᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦᑦ ᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦ  
 ᑦᑦ ᑦᑦᑦ ᑦᑦᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦᑦᑦᑦᑦ ᑦᑦ ᑦᑦ ᑦᑦᑦᑦ ᑦᑦ ᑦ ᑦᑦ?



## CHAPTER 4

### *Archaic and Alternate Deseret Characters*

#### 4.1 Early Forms of Deseret Letters

The first versions of the Deseret Alphabet did not have all the same letter shapes as the version used in the 1860s. Originally, the so-called short vowels were to be smaller than the long vowels and other letters.<sup>1</sup> Many of the consonants had slightly different shapes than they would in the printed type of the 1860s. These early versions of the Deseret Alphabet were more conducive to cursive writing than later ones.<sup>2</sup> These early variants, with the exception of the variant for  $\epsilon$  used in the Deseret News, were not used in print, but were exclusively handwritten. Table 14 lists early variants together with their equivalents in the final font of the late 1860s.

**Table 14: Early Deseret letters with equivalents**

1869 form	early form	1869 form	early form
$\epsilon$	3	C	C
t	ə	L	L
ɹ	ɹ or ɹ	ʏ	ʏ
ɻ	h	ϕ	ɹ
ɽ	~ or ɹ	ɔ	ɔ
ɿ	ɿ	h	
θ	θ	†⊙	ɹ or ⊙
ʀ	ʀ	ɹ†	ɹ or ⊙



## CHAPTER 5

### *The Modern Deseret Alphabet*

#### **5.1 Revival of Deseret Alphabet**

This book is part of an uncoordinated, but very real, revival of interest in the Deseret Alphabet. In recent years, a number of individuals have studied Deseret Alphabet documents and there has been some limited use of the script in a modern setting.<sup>1</sup> Sadly, few people understand the script well and perhaps no one views it as a viable script for English.

This chapter is based on two positive experiences that, I think, counter negative feelings toward the Deseret script and offer a glimpse at its potential. The first involved teaching college students, none of whom was DS, the Deseret Alphabet in a school setting. The second experience took place within the context of my own family.

In the spring of 2004, I facilitated a student-run linguistics class at the University of California at Berkeley. The class, titled *Alternate English Orthographies*, had the Deseret Alphabet as the principal focus of study. In less than two months, the majority of the students were able to read and write in the script. Students were asked to learn the 1869 spelling standard only. Though the students had little trouble reading the old spellings, I found that their own spellings tended to be different from the 1869 standard but unusually similar to each other's.

Keeping this experience in mind, I helped my wife to learn the script. She also learned to read and write in about two months and her spellings were nearly identical to those of the Berkeley students. Whereas I had drilled the students in a classroom setting, my wife largely learned through reading and writing little notes with the aid of a key.

I have drawn upon the natural spelling trends of the students and my wife to create the spelling standard taught in this chapter. Rather than being an attempt to force a way of spelling upon those interested in the Deseret Alphabet, the spelling guidelines given hereafter offer a standard for future literary use and an easy way for personal writing to remain true to the script's original character. In a way, the Deseret Alphabet came back to life when the students in that Berkeley class wrote brief stories about their families in the script. The revival has truly begun.

### **5.1.1 Objectives**

This venerable script has endless potential. I imagine novels, children's books, poetry, newspapers, plaques, calligraphy, personal correspondence and monuments in the Deseret Alphabet. All are possible. First, however, it is necessary to create a community of interested people capable of creating and enjoying Deseret Alphabet texts. Spreading interest and knowledge of the script must be the principal objective.

### **5.1.2 How to Use this Chapter**

This chapter has been written for two kinds of readers. Those readers who have read and understood all previous chapters will find the explanations and drills that follow quite easy. Readers who have read only the first chapter, thereby skipping the descriptions of the nineteenth-century Deseret Alphabet spellings, must focus a little harder on the examples and explanations that follow. If the reader has not mastered the IPA, those strange symbols enclosed in //, he should ignore them and focus on the examples in the drills.

## 5.2 Structure of the Modern Deseret Alphabet

For historical continuity, all thirty-eight letters of the original have been kept in their canonical ordering. Table 16 lists all individual letters in order followed by the digraphs (two letter combinations).

**Table 16: Modern Deseret Alphabet**

The 38 modern letters in order from left to right and top to bottom								
∅	ee	<i>feed</i>	Ɛ	ai	<i>faith</i>	∅	ah	<i>far</i>
∅	aw	<i>fawn</i>	0	oh	<i>foal</i>	∅	oo	<i>fool</i>
†	ih	<i>fit</i>	∟	eh	<i>fed</i>	∟	a	<i>fat</i>
↘	o	<i>fond</i>	ƚ	u	<i>fun</i>	9	OO	<i>foot</i>
∅	ie	<i>fly</i>	∅	ou	<i>fowl</i>	∟	woo	<i>went</i>
∅	yee	<i>you</i>	∅	h	<i>help</i>	∟	pee	<i>pike</i>
∅	bee	<i>bike</i>	∟	tee	<i>tip</i>	∅	dee	<i>dip</i>
∅	chee	<i>chew</i>	9	jee	<i>Jew</i>	∅	kai	<i>car</i>
∅	gai	<i>gar</i>	∅	ehf	<i>fat</i>	∅	vee	<i>vat</i>
∅	ehth	<i>thigh</i>	∅	dhee	<i>thy</i>	∅	ehs	<i>sip</i>
∅	zee	<i>zip</i>	∅	ehsh	<i>Co fu<u>ci</u>a</i>	∅	zhee	<i>co fu<u>si</u>o</i>
∅	ur	<i>rare</i>		ehl	<i>law</i>	∅	ehm	<i>Mormon</i>
∅	ehn	<i>night</i>	∅	ehng	<i>singer</i>			
The modern digraphs								
∅†	oi	<i>boy</i>	ƚ∅	ur	<i>burner</i>	†∅	yoo	<i>few</i>
∅∟	hw	<i>why</i>						

### 5.2.1 The letter ɹ in the Modern Deseret Alphabet

The letter ɹ is retained in the canonical ordering but is not utilized in any of the new spellings. In most cases, ɹ is replaced by ə. The justification for dropping this letter is two-fold. As discussed in chapter 4, throughout the history of the Deseret Alphabet there have been letters dropped and created to suit the time. The letter ɹ stood for a sound which is specifically British and only needs to be distinguished if the sound /ɹ/ is not sounded after vowels. Americans, together with Irish, Scottish, and Canadian speakers generally preserve /ɹ/ in all positions. Thus, it is unnecessary to maintain the letter in spellings. (Section 2.2.2 gives a more complete explanation of the sound originally represented by ɹ.)

### 5.2.2 The Names of the letters

As discussed in section 2.2.1, each Deseret letter has a monosyllabic name which may double as its full sound value in rare cases. In the modern spellings, this feature is continued. The only change being that the letter ʄ, whose original name has not survived, now has the name /hɑ/.

### 5.2.3 The Modern Deseret Alphabet Representation of /ɔɪ/

The diphthong ɔɪ, which represented the sound *oi* as in *boil* has been replaced by ɔɪ to avoid the letter ɹ and to be truer to actual pronunciation.



### 5.2.4 Representation of /ə/ in the Modern Deseret Alphabet

As explained in 2.2.4 and 2.2.5, the 1869 spellings lacked a single way to represent the sound /ə/ as in *sofa*. The modern spellings use only **ɾ** for all instances. Similarly, the sounds /əɪ/ and /ɜɪ/ are both now spelled **ɾɿ**.

### 5.2.5 The Digraph **ɾw**

Most young speakers of American English no longer distinguish words like *whale/wail* or *where/wear*. For those who do, or those who would like to in print, the digraph **ɾw** has been retained.

### 5.2.6 Distinguishing **o** and **ə** in Modern Deseret Spellings

Many Americans (and all Canadians) do not distinguish words like *cot/caught* or *tot/taught* in their speech. If one does not distinguish these sounds, by which is meant that the aforementioned pairs sound *exactly* the same in one's speech, only the letter **ə** should be used in personal spellings. This is a difficult point to explain. Table 17 gives examples of choosing the proper letter.

**Table 17: How to Choose **o** or **ə****

Do you pronounce <i>cot</i> and <i>caught</i> differently?	
Yes	No
Use <b>o</b> for the sound in <i>caught</i> . Use <b>ə</b> for the sound in <i>cot</i> .	Use <b>ə</b> for the sound in both.

### 5.3 The Exercises

Each exercise should be done in one day. Plenty of blank space has been left on each page for additional writing practice or notes.

#### Exercise 1

Deseret letter	letter Name	Sound	Examples
ð	ee	<b>ee</b> as in <u>fe</u> et	ᄁᄃ <i>sheet</i>
†	ih	<b>ih</b> as in <u>fi</u> t	†ᄃ <i>it</i>
ᄃ	tee	<b>t</b> as in <u>t</u> oo	ᄃᄃ <i>tea</i>
ᄁ	ehsh	<b>sh</b> as in <u>sh</u> ip	ᄁᄃ <i>she</i>
ᄃ	ehth	<b>th</b> as in <u>th</u> igh	ᄃᄃ <i>teeth</i>

#### Read the Following Words

ᄁᄃ ᄁᄃᄃ ᄁᄃᄃ ᄃᄃ ᄃᄃᄃ

#### Write the Following Words in the Deseret Alphabet

TEA \_\_\_\_\_ SHE \_\_\_\_\_

TEETH \_\_\_\_\_ SHEATH \_\_\_\_\_

SHEET \_\_\_\_\_ IT \_\_\_\_\_

EAT \_\_\_\_\_ TEAT \_\_\_\_\_

## Exercise 2

Deseret letter	letter Name	Sound	Examples
Ǝ	ai	<b>ai</b> as in <u>fa</u> ith	ƎƎƎ <i>beige</i>
ᄀ	eh	<b>eh</b> as in <u>fe</u> d	Ǝᄀᄀᄀ <i>breath</i>
Ɔ	bee	<b>b</b> as in <u>bo</u> ot	Ǝᄀ <i>bee</i>
Ɔ	zhee	<b>zh</b> as in <u>be</u> ige	ƎƎƎ <i>beige</i>
Ǝ	dhee	<b>dh</b> as in <u>th</u> y	Ǝᄀᄀ <i>breathe</i>
ᄀ	ur	<b>r</b> as in <u>ru</u> n	ᄀᄀᄀ <i>wreath</i>

### Read the Following Words

Ɔᄀ    Ɔᄀᄀ    ᄀᄀᄀ    ƎƎƎ    ᄀᄀᄀ    Ɔᄀᄀ    Ɔᄀᄀ

ᄀᄀ    ᄀᄀᄀ    ᄀᄀᄀ    Ǝᄀᄀ    ᄀᄀ

### Write the Following Words in the Deseret Alphabet

BET                    \_\_\_\_\_                    SHE                    \_\_\_\_\_

TEETH                    \_\_\_\_\_                    SHEATH                    \_\_\_\_\_

THEY                    \_\_\_\_\_                    BREATHE                    \_\_\_\_\_

BEIGE                    \_\_\_\_\_                    TREAT                    \_\_\_\_\_

### Exercise 3

Deseret letter	letter Name	Sound	Examples
፬	ah	<b>ah</b> as in <u>fa</u> r	ገፆቶገ <i>tarp</i>
፭	a	<b>a</b> as in <u>fa</u> t	ሃ፭ገ <i>that</i>
፮	dee	<b>d</b> as in <u>d</u> o	፩፲፬ <i>dish</i>
፯	pee	<b>p</b> as in <u>p</u> ike	፬፭ገ <i>sheep</i>
፳	ehn	<b>n</b> as in <u>n</u> ight	፲፮ <i>thin</i>

**Read the Following Words**

ገ፳፻    ፬፭ቶገ    ፬፭፻፲    ገ፳፻    ገ፭፻፲

**Write the Following Words in the Deseret Alphabet**

ART                    \_\_\_\_\_                    SHEEP                    \_\_\_\_\_

TENTH                    \_\_\_\_\_                    SHEATHE                    \_\_\_\_\_

DASH                    \_\_\_\_\_                    DRAPE                    \_\_\_\_\_

DEN                    \_\_\_\_\_                    PIN                    \_\_\_\_\_



### Exercise 5

Deseret letter	letter Name	Sound	Examples
0	oh	<b>oh</b> as in <u>foam</u>	ገፀፅ <i>toad</i>
፲	uh	<b>uh</b> as in <u>fun</u>	ፎፐገ <i>shut</i>
፩	jee	<b>j</b> as in <u>job</u>	፪፩፩ <i>badge</i>
፬	kai	<b>k</b> as in <u>kick</u>	፳፭ገ <i>keep</i>
፮	ehng	<b>ng</b> as in <u>singer</u>	፯፲፮ <i>thing</i>
፪	ou	<b>ou</b> as in <u>out</u>	፶፩ <i>thou</i>

**Read the Following Words**

፩፲፭፲    ፬፬    ፩፮    ፳፲፬    ፩፲፫፲፮፯፯    ፶፩

**Write the Following Words in the Deseret Alphabet**

CART                    \_\_\_\_\_                    SHORE                    \_\_\_\_\_

STING                    \_\_\_\_\_                    THUMP                    \_\_\_\_\_

COW                    \_\_\_\_\_                    DREDGE                    \_\_\_\_\_

JUDGE                    \_\_\_\_\_                    THING                    \_\_\_\_\_

### Exercise 6

Deseret letter	letter Name	Sound	Examples
᠐	oo	<b>oo</b> as in <u>fo</u> od	᠑᠐᠎ boot
᠑	OO	<b>OO</b> as in <u>fo</u> ot	᠎᠑᠒ took
᠕	ie	<b>ie</b> as in <u>sky</u>	᠕᠕ lie
᠖	zee	<b>z</b> as in <u>z</u> oo	᠖᠐ zoo
᠘	gai	<b>g</b> as in <u>g</u> o	᠘᠑᠗ good
᠑᠑	ehf	<b>f</b> as in <u>f</u> ix	᠑᠑᠕ fun
᠖᠔	vee	<b>v</b> as in <u>v</u> ixen	᠖᠔᠎ vat

#### Read the Following Words

᠐᠐᠎    ᠎᠑᠎    ᠑᠐᠕    ᠑᠕᠎    ᠖᠐    ᠘᠑᠑    ᠑᠑᠎

᠖᠑᠘    ᠑᠑    ᠑᠐᠖    ᠑᠑᠒    ᠘᠑᠖

#### Write the Following Words in the Deseret Alphabet

FOOD                    \_\_\_\_\_                    CHOOSE                    \_\_\_\_\_

OOK                    \_\_\_\_\_                    MIGHT                    \_\_\_\_\_

AWS                    \_\_\_\_\_                    GET                    \_\_\_\_\_

VERY                    \_\_\_\_\_                    TOOK                    \_\_\_\_\_

### Exercise 7

Deseret letter	letter Name	Sound	Examples
W	woo	<b>w</b> as in <u>w</u> ar	WtH <i>win</i>
Y	yee	<b>y</b> as in <u>y</u> ou	YOL <i>youth</i>
H	h	<b>h</b> as in <u>h</u> old	HJ <i>hi</i>

#### Read the Following Words

WtH    YDHD    HJ L    YOL    YDHL    WOHJL

#### Write the Following Words in the Deseret Alphabet

HEART    \_\_\_\_\_      WEED    \_\_\_\_\_

YE        \_\_\_\_\_      WITH    \_\_\_\_\_

HASH     \_\_\_\_\_      DWE     \_\_\_\_\_



### Exercise 8

Deseret letter*	Sound	Examples
ዎ	<b>hw</b> as in <u>why</u>	ዎህህ <i>while</i>
ቶ	<b>yoo</b> as in <u>few</u>	ዎቶ <i>hew</i>
ዐ	<b>oi</b> as in <u>oil</u>	ዐዐ <i>boy</i>
ሆ	<b>ur</b> as in <u>burn</u>	ሆሆ <i>earth</i>

\*These are not letters; rather, they are *digraphs* (two-letter combinations which stand for a single phoneme) which must be learned as single units.

#### Read the Following Words

ዐሆቶ   ዎህህ   ኃቶዐቶ   ሆ

#### Write the Following Words in the Deseret Alphabet

EAR   \_\_\_\_\_   WHA E   \_\_\_\_\_

PEW   \_\_\_\_\_   HUGE   \_\_\_\_\_

EARN   \_\_\_\_\_   TOY   \_\_\_\_\_

WHY   \_\_\_\_\_   WHIR   \_\_\_\_\_

### Exercise 9

This exercise requires the student to use all the letters he has learned. It is a poem titled *The Summer*. Difficult words have been marked and explained. Work slowly through the poem and read it aloud. The lines have been numbered to mark the order in which they should be read. The rhyming scheme of the poem is given using numbers and letters. For example, the numbers and letters 12345A 12345A mean that there are two lines of six syllables and that both syllables marked A have rhyming vowel sounds.

12345A      12345B

12345B      12345A

12345C

12345D      12345E

12345E      12345D

12345C



Exercise 10

Cut these words out and affix them to the items they describe.

ቀሥጭ	ሠፀ	ገደፃ
ሮደቀ	ፀዐቀ	ዖ ዐቀ
ሠተከፀዐ	ጋተቀሥቀ	ፃሥፀ
ገዐ	ጫደገ	ዖሥክጾ
ፀክ	ጾተህገዐ	ፃሥጊ
ገዐቀሮ	ጫፀሮ	ገጻፀጻ

## Exercise 11

Transcribe the following song into the Deseret Alphabet. Remember, if you do not contrast the vowels ə and ø, use only ə.

### *Stockton*

*Northbound on I-5  
I can hardly wait to get home  
To my kids and wife  
Loading trucks all day long*

*I can see the ship's lights  
In the port by the freeway  
I'd give all that I might  
To get on board and get away*

*But I'm stuck in this town  
I'm trapped in this town  
I'm stuck in this town  
And I'm going down  
I'm going down  
I'm going down*

*I wasn't born here  
But my mother was  
And it's where I met my wife  
But this place ain't for us*

*The winter's full of fog  
I keep promising we're going to leave  
The summer's choked with smog  
Our little one can't hardly breathe*

*But we're stuck in this town  
We're trapped in this town  
We're stuck in this town  
And I'm going down  
I'm going down  
I'm going down*

*Southbound on I-5  
I'm driving past the warehouse  
With my kids and wife  
On our way to a new house*

*I can see the city's lights  
Disappearing behind me  
I ain't never coming back  
But part of me will always be*

*Stuck in this town  
Trapped in this town  
Stuck in this town  
And going down  
Going down  
Going down*



## PPENDIX I

### *n 1869 Deseret-Roman Spelling Wordlist*

A number of the most common words in the 1869 Deseret Alphabet Book of Mormon were spelled differently than most modern Americans would have spelled them. What follows is a small list of some of the more prevalent words. Chapter 2 explains the principles underlying many of these apparent aberrations. However, if a picture is worth a thousand words, some clear examples should prove to be of similar worth. Every word from the reading exercise in 3.3 has also been included.

<p> <b>ə</b>            əbɛ  even            əLɛɪɪ  Ether            əɪɪɪɪ  either    <b>ɛ</b>            ɛɪ  air    <b>ə</b>            ə  a            əɪɪɪɪɪ  after            əɪ  are    <b>ə</b>            əɪ  ought            əɪ  or            əL  all            əLɛɔ  also    <b>o</b>            o  O            oɛɪɪɪ  over            oɪ  ore            oLɛ  old            oɪ  own         </p>	<p> <b>ɪ</b>            ɪɪ  it            ɪɪ  if            ɪɛ  is            ɪɪ  in    <b>ɪ</b>            ɪɪɪɪɪɪ  enter            ɪɪɛ  end    <b>ɪ</b>            ɪɪ  at            ɪɛɔɪɪɪɪ  according            ɪɛɪɪ  again            ɪɛɪɪɪɪɪ  against            ɪɛ  as            ɪɪɔ  arrow            ɪɪɛ  and    <b>ɪ</b>            ɪɪɪ  off            ɪɪɪɪ  oft            ɪɪɪɪ  often            ɪɪɛ  of            ɪɪɪ  on         </p>	<p> <b>ɪ</b>            ɪɪ  up            ɪɪɪɪɪ  upon            ɪɪɪɪɪ  other            ɪɪɪɔ  unto            ɪɪɪɪɪɪɪ  unstop    <b>ɪ</b>            ɪ  I            ɪ  eye    <b>ə</b>            əɪ  out            əɪ  our    <b>ɪ</b>            ɪɛ  we            ɪɛɛɛ  waves            ɪɔɪɪɪɪ  water            ɪɪɪɪɔ  work            ɪɪɪ  with            ɪɪL  will            ɪɪLɪ  wilt            ɪɪɪɛɔɛ  windows            ɪɪɪɛɛ  winds         </p>
---	---	---

ሠላጭ was  
ሠላጭጽጽ wouldst

### ሂ

ሂ ye  
ሂዐ you  
ሂዐቶ your

### ሃ

ሃጻ he  
ሃዐረ hole; whole  
ሃገጭ have  
ሃገጽጽ hast  
ሃሠይረ whale  
ሃሠተሂላቶ whither  
ሃሠተሮ which  
ሃሠላገ what  
ሃሠላከ when

### ገ

ገጻሪ people  
ገጻጽጻጭ pieces  
ገጻጽ pass  
ገጻጽገ past  
ገላቶተዐ perish  
ገላቶተዐጻጻ performed  
ገቶጻጻቶ prepare  
ገቶጻጻቶጻ prepared

### ጸ

ጸ be  
ጸጻተዐረጻ behold  
ጸጻቶጻ barge  
ጸጻቶጻጻ barges  
ጸዐ bow  
ጸላገላገጻ bottom  
ጸጻጻጻ book  
ጸጻ by; bye, buy  
ጸቶጻ breathe  
ጸቶተዘ bring  
ጸቶተሂላቶ brother  
ጸሪጻጻ black

### ገ

ገጻጻ take  
ገጻገ taught  
ገጻ to; too; two  
ገላገ top  
ገቶጻጻ truth

### ጸ

ጸጻገ deep  
ጸጻተጻጻጻጻ darkness  
ጸጻ do  
ጸተጻ did  
ጸተቶጻጻጻጻ directed  
ጸላገጻጻ depths  
ጸጻጻጻ dash  
ጸላከ done

### ሮ

ሮጻጻጻጻ chosen  
ሮጻጻ choose  
ሮላተጻ choice  
ሮቶቶ church

### ዓ

ዓጻጻጻ Jesus  
ዓጻቶጻጻ Jared  
ዓተጻ Jew

### ዐ

ዐጻጻ came  
ዐተረ kill  
ዐከላገ cannot  
ዐተጻ come  
ዐተጻጻጻጻጻ commanded  
ዐቶላጻ cross  
ዐቶጻጻ cried

### ጸ

ጸጻጻ gone  
ጸዐ go  
ጸጻጻጻ ghost  
ጸቶጻጻ great

### የ

የጻጻ for  
የጻጻ -fore  
የጻጻረ forth  
የጻጻጻ fire  
የሪቶጻ flood  
የሪቶጻጻ floods

### ጸ

ጸላጻጻጻጻ vessels  
ጸላቶተሪጻ verily  
ጸቶቶተከ virgin

### ረ

ረተዘ thing  
ረተዘጻ think  
ረተዘጻጻ things  
ረጻጻ thought

### ሂ

ሂ the; thee  
ሂጻጻ these  
ሂጻ they  
ሂጻቶ there; their  
ሂጻቶላጻ thereof  
ሂጻቶየጻጻ therefore  
ሂተጻ this  
ሂተጻጻ them  
ሂተጻጻ that  
ሂጻጻ thou

### ጸ

ጸጻ see; sea  
ጸጻተዘ saying  
ጸጻጻ save  
ጸዐ so; sew  
ጸላጻ said  
ጸላከ sent  
ጸተቶጻ suffer  
ጸሠላረጻጻ swallowed  
ጸገጻቶ steer  
ጸገላገ stop



6

ጊረጊረጊ Zerir

ገ

ገረገገ Chemish

ገረገ shall

ገረገረ shalt

ገረገ should

ገ

ገገገ receive

ገገገ rains

ገገገ right; rite; write

ገገገ wrought

ገገገ last

ገገገ ord

ገገገ lost

ገገገ love

ገገገ light

ገ

ገገ me

ገገ may

ገገገ made

ገገገ make

ገገገገ midst

ገገ my

ገገገ might

ገገገ mouth

ገገገገገ mountain

ገ

ገገገገ neither

ገገገገ no

ገገገገገ nevertheless

ገገገገ not



## PPENDIX II

### *Deseret Alphabet Resources*

The Deseret Alphabet continues to attract interest among diverse groups of people. The internet, in particular, has a multitude of sites with a wealth of information on the script. Not all such sites are wholly accurate and care must be taken in researching anything with only internet resources. Below I have listed several links which should prove worthwhile to anyone interested in the contents of this book.

Undoubtedly, the archives of the Church of Jesus Christ of Latter-Day Saints possess the most materials. However, I have not used them and cannot comment on the ease or difficulty of accessing the Church's holdings.

<http://homepage.mac.com/jhjenkins/>

John H. Jenkins home page has a link to his Deseret kit for Mac users.

<http://www.omniglot.com/writing/deseret.htm>

The textual sample at this site includes many errors. However, the creator is open to suggestions and has already corrected two errors after being informed.

[http://groups.yahoo.com/group/Deseret\\_AB](http://groups.yahoo.com/group/Deseret_AB)

This group is a good place to start if interested in communicating with others who are interested in the Deseret Alphabet. It also includes links.

<http://home.earthlink.net/~sbartok1632/index.htm>.

The Huneybee font (utilized throughout this book) is available here for free download. It is freeware and, to date, the most accessible Deseret Alphabet font.

<http://www.geocities.com/knochengerechtigkeit/deseret/index.html>

This site contains original material in the Deseret Alphabet (much of it tongue in cheek). The creator appears to be English and has therefore had little trouble using the letters *ŵ*, *ø* and *ø* appropriately.

<http://std.dkuug.dk/jtc1/sc2/wg2/docs/n2474.pdf>

Kenneth Beesley has done a tremendous amount of work on the Deseret Alphabet. This link, at the time of writing, provides access to a PDF version of his proposal to add two archaic Deseret characters to Unicode.

<http://www.DeseretAlphabet.com>

This site has links to almost every important Deseret Alphabet resource as well as summaries of relevant information. It also has scanned images of the nineteenth century Deseret readers and is to add more material in the future.

Great libraries are always a good source of information for any subject and this holds true for the Deseret Alphabet. The Bancroft library of the University of California at Berkeley is an excellent resource. It houses more than one copy of the rare 1869 Deseret Alphabet Book of Mormon (only 500 published) as well as additional materials.

The Bancroft library  
University of California, Berkeley  
Berkeley, CA 94720-6000

(510) 642-3781 Administration office  
(510) 642-7589 Fax  
(510) 642-6481 Reference desk

Reference email: [bancref@library.berkeley.edu](mailto:bancref@library.berkeley.edu)

## Key to Exercises

### Chapter 2

#### Exercise 1

- |                  |          |             |           |            |            |
|------------------|----------|-------------|-----------|------------|------------|
| 1. help          | 2. cot   | 3. gone     | 4. sing   | 5. use     | 6. cheap   |
| 7. chip          | 8. judge | 9. shop     | 10. fish  | 11. Asian  | 12. vision |
| 13. to, too, two |          | 14. did     | 15. nine  | 16. sought | 17. zip    |
| 18. lick         | 19. rot  | 20. wrought | 21. thigh | 22. breath | 23. thy    |
| 24. thing        | 25. pack | 26. bring   | 27. man   | 28. fall   | 29. vat    |
| 30. when         |          |             |           |            |            |

#### Exercise 2

- |           |               |              |               |             |            |
|-----------|---------------|--------------|---------------|-------------|------------|
| 1. hat    | 2. kihk       | 3. gahd, god | 4. lawng      | 5. yoo      | 6. chihp   |
| 7. jab    | 8. shoot      | 9. vihzhuhn  | 10. too       | 11. doh     | 12. niet   |
| 13. niet  | 14. sahk, sok | 15. zihp     | 16. rohp      | 17. lohđ    | 18. thum   |
| 19. dhat  | 20. dehth     | 21. seedh    | 22. smoodh    | 23. path    | 24. breedh |
| 25. mawth | 26. wihch     | 27. hwihch   | 28. fiet      | 29. ahv, ov | 30. kawt   |
| 31. leef  | 32. sey       | 33. fahr     | 34. saw       | 35. soh     | 36. too    |
| 37. siht  | 38. meht      | 39. dhat     | 40. naht, not | 41. sun     | 42. bOOK   |
| 43. kiet  | 44. kou       | 45. koil     |               |             |            |

#### Exercise 3

- |                                  |   |
|----------------------------------|---|
| 1. Be ye therefore perfect.      | 2. Put down that gun!                   |
| 3. A gay bird sang to him.       | 4. I tell thee this for thine own good. |
| 5. I told him she would be late. | 6. ♣                                    |
| 7. ♠                             | 8. ♣                                    |
| 9. ♠                             | 10. ♣                                   |

#### Exercise 4

##### *Deseret Alphabet to Traditional Orthography*

- |           |          |           |           |
|-----------|----------|-----------|-----------|
| 1. Jesus  | 2. Alma  | 3. Moroni | 4. Mormon |
| 5. Joseph | 6. Ether |           |           |

##### *IPA or Practical System to Traditional Orthography*

- |           |         |           |          |
|-----------|---------|-----------|----------|
| 1. Ether  | 2. Alma | 3. Moroni | 4. Jesus |
| 5. Joseph | 6. Noah |           |          |

### Chapter 3

#### 3.2.1

- |      |      |      |        |
|------|------|------|--------|
| pot  | pop  | tot  | cot    |
| cop  | cock | pock | pop    |
| opt  | tick | kit  | pit    |
| kick | it   | pick | picked |

**3.2.2**

bead	bid	deed	did
ought	deep	peek	bought
caught	talk	pod	dot
taught/taut	paw	odd	cod
dock	dig	big	God

**3.2.3**

keg	deck	bed	bet
debt	boot	ding	king
doom	mood	men	mean
nick	pawn	mop	gong

**3.2.4**

foot	took	booth	thin
thing	kiss	chest	face
faith	fetch	myth	thief
food	same	Seth	cook

**3.2.5**

job	binge	joke	zoo
zap	booths	vat	gave
that	page	vase	seethe
these	go	though	both
cove	badge	jazz	thatch

**3.2.6**

had	fish	shock	shone/shown
hog	lips	length	float
hood	push	pull	fight
light	shall	sun/son	ton
fly	tithe	blithe	lithe
loathe	love	thug	sheath

**3.2.7**

wreath	hearth	rouge	cow
for	witch	drought	crow
our	power	heart	art
war	wound	wound	walk

**3.2.8**

letter	while	which	wheel
coil	turner	worth	worthy
boy	tune	few	dune
new	Jew	birth/berth	where

### 3.3

*Figure it out! ( look it up in the Book of Mormon)*

#### Chapter 5

##### Exercise 1

she	sheath	sheet	it	teeth
ḡā	ḡā			
ḡāL	ḡāL			
ḡāḡ	ḡā			
āḡ	ḡāḡ			

##### Exercise 2

she	sheath	wreathe	beige	wreath	share	sheet
it	teeth	their/there	bait	they		
ḡāḡ	ḡā					
ḡāL	ḡāL					
ḡā	ḡāḡḡ	ḡāḡḡ	ḡāḡḡ			

##### Exercise 3

pin	sharp	death	tin	tenth
ḡāḡḡ	ḡāḡ			
ḡāḡL	ḡāḡḡ			
ḡāḡḡ	ḡāḡḡḡ			
ḡāḡḡ	ḡāḡḡ			

##### Exercise 4

shawl	cheat	thatch	base	reel/real	shame	meet/meat
tall	sleigh/slay	mail/male		bought	seethe	
ḡāL	ḡāḡḡ					
LḡC	ḡāḡC					
Lḡ	ḡāḡḡ					
ḡāḡḡ	ḡāḡL					

##### Exercise 5

jump	show	long	kick	strength	fowl/foul
ḡāḡḡḡ	ḡāḡḡ				
ḡāḡḡḡ	Lḡḡḡ				
ḡāḡḡ	ḡāḡḡḡḡ				
ḡāḡḡ	Lḡḡḡ				

### Exercise 6

shoot	put	mouth	bite	zeal	game	feet
vague	fowl/foul	move	book	save		
የወጠ	ርዕፍ					
ረገፍ	ጋጋገ					
ረዕፍ	ጨገ ጭ ጩገ					
ፍገጋ	ገገፍ					

### Exercise 7

win	yard	health	youth	hearth	warmth
የወጠ	ሠጻጻ				
ሃገሪ	ሠተሪ ማ ሠተሃ				
የገፈ	ጨገሪ				

### Exercise 8

shirt	wheat	music	foil
የቀሪ	የሠጸሪ		
ገተወ	የተወዳ		
ሪቶቶካ	ገፀተ		
የሠጋ	የሠየቀሪ		

### Exercise 9

#### The Summer

1. The summer, hot and dry
2. Bleak concrete, cracked and gray
3. I'm lost, can't find my way
4. Beneath the sickened sky
5. I board the plane and yearn
7. The thick air soothed my skin
8. Surrounded by my kin
9. I drifted off to dream
10. Of pasts that never were
11. Beward the Wampus Cat
12. They'd said before I'd left
13. Red eyes and fire for breath
14. But fear far more than that
15. The beast will steal your mind
17. I drove toward the trees
18. Palmettos brushed my knees
19. A rifle for good luck
20. I left the light behind
22. I saw it rushing by
24. A solemn, lonesome sound
25. "I wander in despair"
27. Through webs and sharpened leaves
29. I had to make the choice
30. To find it in its lair
32. Its body lithe and strong
34. "Do not believe the lies"
35. It said with toothy smile
37. Climbed back behind the wheel
39. I left the beast for good
40. And yet, despite the miles
42. Inside the Southern shade
44. And shining, blood-stained teeth
41. Each night in dreams I see
43. With claws like sharpened blades
45. The Wampus Cat call me



**Exercise 10**

rug	wall	table
chair	door	floor
window	mirror	bed
pool	gate	fence
lawn	sink	bath
porch	couch	T.V.

**Exercise 11**

ከጭረጭስ ጭ I-5, ት ልሳኑ ማቀላላ ሠይገ ገጠ ልታገ ማጋጋ

ገጠ ጋጱ ልታጭ ሳኑ ሠጱ፣ ጋጭብ ገገገጠጽ ግሪ ጭ ሊግብ

ት ልሳኑ ጸግ ሃ ልታገጽ ሊጱገጽ, ትክ ሃ ገጋገገ ሃጱ ሃ ማቀላላ

ት'ጭ ልታጭ ግሪ ጱገገ ጱ ጋጱገ, ገጠ ልታገ ጭ ሃጋገገ ሳኑ ልታገ ማገጭ

ይታገ ት'ጋ ጱገገጠ ትክ ሃገጽ ገጭ, ት'ጋ ገገገገገ ትክ ሃገጽ ገጭ, ት'ጋ ጱገገጠ ትክ ሃገጽ ገጭ

ሳኑ ልታገ ት'ጋ ልጋብ ጭ, ት'ጋ ልጋብ ጭ, ት'ጋ ልጋብ ጭ

ት ሠጭገ ሃጋገገ ማቀ, ይታገ ጋጱ ጋገገገገ ሠጭ

ሳኑ ገገገ ማገጭ ት ጋገገ ጋጱ ሠጱ, ይታገ ሃገጽ ገሊጽ ጭገ ማቀ ማጽ

ሃ ሠገገገገገገ ማገ ጭ ማገጭ, ት ልጋገ ገገገገገገ ሠገገ ልጋብ ገጠ ሊጭ

ሃ ጱገገገገገ ጋጋገ ሠገ ጱገገገገ, ጭ ሊገሊ ሠገገ ልጭገ ማቀላላ ሃገገ

ይታገ ሠገገ ጱገገጠ ትክ ሃገጽ ገጭ, ሠገገ ገገገገገ ትክ ሃገጽ ገጭ, ሠገገ ጱገገጠ ትክ ሃገጽ ገጭ

ሳኑ ልታገ ልጋብ ጭ, ት'ጋ ልጋብ ጭ, ት'ጋ ልጋብ ጭ

ጭረጭስ ጭ I-5, ት'ጋ ልገገገገ ገገገ ሃ ሠጭገገገ

ሠገ ጋጱ ልታጭ ሳኑ ሠጱ, ጭ ጭ ሠጭ ገጠ ጭ ስገጠ ማጽ

ት ልሳኑ ጸግ ሃ ጱገገገገ, ልገገገገገገ ልገገገገገ ጋጋ

ት ጭገ ስገገገገ ልገገገገ ሳኑ, ይታገ ገገገገ ጭ ጋጋ ሠገ ግሊገገ ጭ ጭ

ጱገገጠ ትክ ሃገጽ ገጭ, ገገገገገ ትክ ሃገጽ ገጭ, ጱገገጠ ትክ ሃገጽ ገጭ

ሳኑ ልጋብ ጭ, ልጋብ ጭ, ልጋብ ጭ

(can't and get have been spelled according to a southern pronunciation style)



## NOTES

### **Preface**

1. Nakanishi, Akira. *Writing Systems of the World: Alphabets, Syllabaries, Pictograms*. (English language edition of *Sekai no Moji*). 4th printing. Singapore. Charles E. Tuttle Co. 1994.
2. Coulmas, Florian. "Mormon Writing". *The Blackwell Encyclopedia of Writing Systems*. Blackwell Publishers. 1996.
3. The symbols given in this table, I later learned, were of an earlier version of the Deseret Alphabet which was never put into print. Many of these symbols bear little resemblance to those used in the 1860s. The phonetic transcription given alongside the symbols in the table does not correspond to the IPA or any Americanist system of which I am aware.
4. Beesley, Kenneth R. "The Deseret Alphabet in Unicode." 22nd International Unicode Conference. San Jose. August 14, 2002.

### **Chapter 1**

1. Hamilton, C. Mark. *Nineteenth-Century Mormon Architecture and City Planning*. New York: Oxford UP. 1995. 3-8.
2. Hamilton 8-11.
3. Hamilton 14-19.
4. Johnson, Jefferey Ogden. "Deseret, State of." *Encyclopedia of Mormonism*. 1992.
5. Monson, Samuel C. "Deseret Alphabet." *Encyclopedia of Mormonism*. 1992
6. Beesley. "The Deseret Alphabet in Unicode." 17-31.
7. Beesley. "The Deseret Alphabet in Unicode." 35-37.

8. Beesley. "The Deseret Alphabet in Unicode." 30-32.
9. Beesley. "The Deseret Alphabet in Unicode." 37-39.

## Chapter 2

1. Kenyon, John S. and Thomas A. Knott. *A Pronouncing Dictionary of American English*. Merriam-Webster Inc. 1953. xxxviii.

2. *ሃ ይገፀ ገፅ ገፀገፀ* . (The Book of Mormon). trans. Joseph Smith Jr. New York. 1869.

(The Deseret Alphabet edition of the Book of Mormon will hereafter be referred to as DBOM in the notes.)

3. Beesley. "The Deseret Alphabet in Unicode." 27-28.

4. Kenyon and Knott xix.

5. Kenyon and Knott xli.

6. While on my mission in Northern England (1997-1999), this vowel difference between British and American standard pronunciations caused confusion on at least two occasions. First, while shopping I asked a store clerk for *floss*, which in America is pronounced as either /flɒs/ or /flʌs/, and the clerk thought I had asked for a *flask* which in England is pronounced as /flʌsk/. The second incident happened in a fish and chip shop. I requested *cod*, which in America is pronounced /kɒd/, and the employees of the shop looked puzzled and explained that they did not sell cards. In England *card* is pronounced as /kɑd/. I finally had to mimic a British accent and ask for /kɒd/ (the English pronunciation of *cod*) before I was able to get a sensible response.

7. Kenyon and Knott xx.

8. Monson. "Deseret Alphabet." *Encyclopedia of Mormonism*. 1992.

9. Kenyon and Knott xxi.

10. Kenyon and Knott xl.

11. Kenyon and Knott xxxix.

12. Kenyon and Knott xlii-xliii.

13. Kenyon and Knott xxxix.

### Chapter 3

1. The class, titled Alternate English Orthographies, was a student-initiated, student-run upper division class sponsored by faculty. Students who initiate and conduct such classes are expressly forbidden from claiming to have taught at UC Berkeley. Ian Maddieson, a professor in Berkeley's linguistics department and a world-renowned expert on phonetics, sponsored this particular class.

2. The class had eight students with the following backgrounds (each student has been assigned an arbitrary number):

Students	Origin	Native language(s)	Major	Religion	Ethnicity
1	China	Mandarin	inguistics	Unknown	Chinese
2	Malaysia	Indonesian Taiwanese Cantonese Mandarin	inguistics	Unknown	Chinese
3	Japan	Japanese	Undeclared	Unknown	Japanese
4	California	English Visayan	Psychology (linguistics minor)	Roman Catholic	Filipino
5	New York	English	Unknown	Jewish	Chinese/Jewish
6	California	English	inguistics	Unknown	White
7	California	English	Unknown	Jewish ?	White
8	California	English	Industrial Engineering	Protestant	White

3. DBOM 409.

#### **Chapter 4**

1. Beesley. "The Deseret Alphabet in Unicode." 18-19
2. Beesley. "The Deseret Alphabet in Unicode." 21
3. Beesley, Kenneth R. "M.J. Shelton to George A. Smith." unpublished manuscript.  
According to Beesley, this variant character was peculiar to Marion Jackson Shelton.
4. Beesley. "The Deseret Alphabet in Unicode." 20-21

#### **Chapter 5**

1. Beesley. "The Deseret Alphabet in Unicode." 37-40