

NOTE: In the early years (1980s) only one journal and one English-language paper featured a story about the *PWP* program—and that story appeared in a community paper and dealt with *PWP*'s early community sponsor, the Uptown Chicago Commission. UCC donated books for the Truman College classroom development process and later umbrellaed the grant request from the Government of Puerto Rico's community group to Budget Rent A Car.

By contrast, foreign-language groups are still interested in the simplification of phonetics as exemplified by *PWP*. That's why the remaining reviews appear in foreign languages: the foreign-born appreciate simplification of our language as Americans do not.

Although the computer has identified over 1,100 ways by which to write the 40 basic sounds of English, the educational establishment is sold on "sound-out" and has not attempted to simplify that rules-and-memory system. Foreign nationals don't like the guesswork that's inherent in "sound-out." The rules we learn do not cover the variations in our sounds: should the O-U-G-H combination sound like *through*, *although*, *bough*, *rough*, or *ought*? Does E-A-R, sound like *fear*, *bear*, *early*, or *heart*? Learn the rules—then guess! Many of their languages are absolutely specific in sound/spelling matches. For instance, in Spanish, only 6 sounds for 6 vowels (plus several printed codes); in English, 19 sounds for the same six vowels (A-E-I-O-U-Y plus the artificial *schwa*). German has rigid rules for pronunciation. In the Ethiopian language, 100 syllables are comprehensive: if you can say the word, you can spell it.

Underlying this problem is the acknowledgment by the US military language schools that English is alone in a fifth category of language difficulty. It's not and needn't be. English language grammar is simple (because it does not assign genders to gender-less things and so needn't decline verbs in many arbitrary-standard ways). English phonetic rules are the problem, not the solution, when seeking to use a language that was accreted over many centuries and under several invaders.

The overall learning problem with English is not slang alone (which is a contributor to difficulties) but also the fact that Americans don't use many grammatical function words that we teach to all learners (American-born and foreign). Then they can't recognize language-function because they can't see or hear the missing function words. For instance: "She said (that) she went home." Few Americans would use the word "that" in that circumstance; yet "that" should indicate a subordinate clause. But the students also learn that one proper sentence does **not** contain two subjects and two verbs: *she said* and *she went*. So our teaching methods do not match immigrant/student public experience. No wonder students are failing. So we deserve but cannot afford the language problems that are rife in our nation today.

Cavalier attempted to provide corrections of our simple language via volunteer tutors— who don't already know that simplification is *not possible*, as certificated teachers already know. Teachers who have never themselves been language handicapped can categorize their students' problems (this person needs verbs; that one needs adjectives; that one. . .) but cannot understand those personal problems. So they teach as they learned: sound-out. But sound-out is deficient.

Now, 25 years after it was developed, *PWP* enjoys unrelated findings (conducted at University Milan/Bicocca of a study re: dyslexia) that support his original ideas and program; see *Science Journal* for March 16, 2001 (two articles, by E. Paulesu *et al*; and L. Helmuth).

The dictionary indicates all the 40 key sounds with only 45 codes—and those address the one (or two) accepted pronunciations very specifically. *PWP* teaches those codes. . .and a whole lot more practical knowledge. Once the dictionary codes are mastered, the teen/adult learner can pronounce every word in the dictionary acceptably-to-perfectly. In use, the learner seeks any term needed (for creative theory, if not found in print) in his/her own language's bilingual dictionary, gets the English spelling, and then can pronounce that word correctly. . .without asking friend or teachers, "How do you say this word?" Friends aren't always correct, and teachers aren't always available. Learners enjoy immediate independence and confidence with a skill that lasts a lifetime!

Your community organization or corporation can benefit from this book/program, both as an aid to individuals and as a boon to the surrounding community. For immediate assistance with specific promotional approaches for your specific purposes, simply read the materials that follow. Choose. Then use these models intact or varied, as your needs dictate.

Total book costs, only \$100 retail (in 2008) for one *PWP* and *11American Heritage* dictionaries (tutor plus 10 learners). Classroom needs: learners, books, and chalkboard plus a writing table. Any person who speaks/reads/writes standard American-English can tutor, because *PWP* is a self-help tutor's script and workbook. All needed script, drills, and discussion materials are provided or stipulated (including newspapers and a few photocopied book pages for distribution/discussion).

You might be able to read only one or two of the *PWP* newspaper stories reprinted here, but you can be sure that *PWP* has been tested and proved in both classroom and community. Use it with confidence!

Immediately following are letters to targeted groups that can be adjusted to local needs and be used for press releases and requests for funding.



Portion of original funding request to Budget Rent A Car Corporation, funder of the field test of "Practical Word Power" for the Commonwealth of Puerto Rico, Dept of Community Affairs.

November 8, 1991

Dear Ms. DeRe:

Many thanks for your quick interest in the "Practical Word Power" program now being developed in the hispanic community by the Commonwealth of Puerto Rico Department of Puerto Rican Community Affairs.

The preliminary materials you asked to see are enclosed: the press release from the Department and related items. I'm also enclosing the original draft proposal to obtain funding to print "PWP"--which is now in print via a commercial publisher. While the \$10,000 basic cost of printing no longer applies, all the other information is essentially valid.

The UCC will be pleased to umbrella the request for a grant to the Department of Puerto Rican Community Affairs; and its Director, Hector Luis Diaz, will write a cover letter for the application. As discussed, a grant from Budget at \$1,000 would buy about 35 sets of tutors' books--enabling that number of community organizations to get involved. Adults will have to buy their own \$5 dictionaries. For teens, even the dictionaries should be provided, and the cost per set would then be about \$75.

If you can let me know what approximate funding figure is appropriate for this project, we will prepare a detailed application for funding. UCC's new Executive Director, Charles Daas, understands these things, and I suggest you talk proposals with him and "PWP" programming with me (reach me at 312/784-3636).

I hope the Commonwealth and UCC will be on your list of grants soon.

Cordially

A handwritten signature in cursive script that reads "Dick".

Richard Cavalier

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A Not-For-Profit 501 (C) (3) Tax-Exempt Community Organization

8/10/92

Re: author's TV
interview on
"Orgullo Latino"
(Hispanic interest,
English language)

Dick,

Thanks a million
for the recognition.
(we never looked so
good!)

The show is terrific,
and you're an on-
air natural!!!

I'll talk to you
soon.
Diane