

SEUSSISMS AND VIOLATIONS TO UNIVERSAL LANGUAGE CONSTRAINTS

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INTRODUCTION

This paper will take an in depth view of Dr. Seuss' form of neologisms. Are his writings simply for the entertainment of children or is there a deeper purpose and structure to his use of language? Appropriately stated in *On Beyond Zebra*, "You'll be sort of surprised what there is to be found, once you go beyond Z and start poking around!" (Geisel, 1983, p. 6).

Theodor Seuss Geisel "brought significant changes to the world of children's book publishing in late 1957, when he released *The Cat in the Hat*. [It] challenged the idea that primers for young readers were limited to dull stories by . . . restricted vocabulary." (Hedblad, ed. 1999, v. 100, p. 106). *The Cat in the Hat* consisted of 223 "easy words, swift rhymes and batty nonsense [which] convinced thousands of . . . children that reading could be fun . . ." (Hedblad, ed., p. 107).

Geisel wrote and illustrated forty-four children's books and two adult fiction books under the pseudonym of Dr. Seuss. The same pseudonym bore six additional titles illustrated by other artists. Geisel also wrote under the pseudonyms of Theo. LeSieg and Rosetta Stone, each bearing twelve titles and one title respectively.

With "a compulsive search for perfection in word, rhythm and drawing" (Morgan, 1995, p. xvii), Geisel said that he "stay[ed] with a line until the meter [was] right, and the rhyme [was] right even if it [took him] five hours . . . the core of his spirit was a child's sense of fun and curiosity." (Morgan, p. xix). This curiosity lead him to create such words as thwerll (Geisel, 1978c, p. 21), zlock (Geisel, 1974b, p. 5), and gwark (Geisel, 1978c, p. 50). But, what do these new words really teach children about their language? Prescriptively speaking, nothing! Phonologically speaking, volumes!

The focus of this paper will be to determine whether "seussisms" are (1) lexical holes in the English language lexicon, (2) possibilities in any human language lexicon or (3) violations of Universal Language Constraints. Part I of this paper will define the English language segment structure and syllable structure constraints. Part II will briefly discuss Universal Language Constraints. Part III will analyze "seussisms" for possible violations to these constraints. And, finally, Part IV will identify some phonotactic rules used to create "seussisms."

PART I: ENGLISH SEGMENTS AND SYLLABLE STRUCTURE

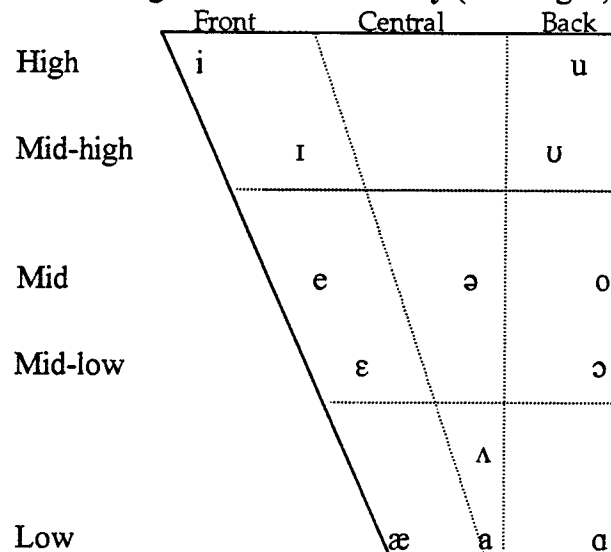
The English language segment inventory represents 23 consonantal phonemes, with place of articulation ranging from bilabial to glottal. Nearly half of these phonemes are produced along the alveolar ridge and represent 5 manners of articulation: stop, nasal, fricative, glide and liquid.

Additionally, there are 13 vowels represented in this inventory.

The following charts (expanded from Ladefoged) illustrate all possible phonemes in the English language.

English Consonant Inventory (Ladefoged, 1993, p. 37)

	Bilabial	Lab-Dent	Dental	Alveolar	Pal-alveo	Palatal	Velar	Glottal
Nasal	m			n			ŋ	
Stop	p b			t d			k g	ʔ
Fric.		f v	θ ð	s z	ʃ ʒ			h
Glide				r		j	w	
Liquid				l				

English Vowel Inventory (Ladefoged, p. 38)

The English syllable system consists of 11 syllable structures. These structures are phonological units which organize segments in terms of sonority. (Blevins, 1996, p. 207).

The following chart identifies all possible English syllable structures.

English Syllable System (Blevins, p. 217)

V	CV	CVC	VC	CCV	CCVC	CVCC	VCC	CCVCC	CVCCC	CCCVC
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Based on these syllable structures, the following constraints placed upon English segments create a sharp rise in sonority from the syllable onset to the nucleus and a gradual fall from the nucleus to the coda (Clements, 1988):

(1) Word or syllable-initial consonant clusters must not share place of articulation, specifically *[[labial][labial]], *[[coronal][coronal]] and *[[strident][strident]]. e.g. *[pw], *[tl], *[fv]. The coronal [ɹ], however, violates this rule by “freely combining with coronals [t, d, θ]. (Kenstowicz, 1996, p. 257). e.g. [tɹ], [dɹ], [θɹ]

(2) Word or syllable final consonant clusters must share place of articulation, as in ring [rɪŋg], lift [lɪft] and lint [lɪnt].

PART II: UNIVERSAL LANGUAGE CONSTRAINTS

The universal language segment inventory, illustrated by the appended IPA chart, consists of 58 known consonantal segments, 86 possible consonantal segments and 32 humanly impossible consonantal segments. Additionally, there are 28 vowels represented in this inventory.

The universal language syllable inventory can be simply illustrated by the following chart.

Universal Syllable Inventory (Clements, 1998, p. 67)

Univer.	CV			
	CV	V		
	CV	CVC		
	CV	V	CVC	VC

(1) closed syllables implies corresponding open syllables
 (2) vowel-initial implies consonant initial type

(3) non-occurring: *V, VC; *CVC, VC; *CV, C, VC;
 *CV, CVC, VC

This chart states that “all languages have CV syllable . . . structures” (Blevins, 1996, p. 217).

And, “all languages exhibit the following property: if clusters of *n* Cs are possible syllable-initially, then clusters of *n*-1 Cs are also possible syllable-initially, and if clusters of *n* Cs are possible syllable-finally, then clusters of *n*-1 Cs are also possible finally” (Blevins, p. 217). Additionally, if a language, such as English, allows syllables consisting solely of V, then it allows V-initial syllables (Blevins, p. 217).

These universal syllable structures are governed by a universal syllable constraint, namely the Sonority Sequencing Constraint (SSC). This universal is based on the symmetry of “the initial and final segments of a syllable structure with regard to their degree of sonority” (Tropf, 1986, p. 175). Each syllable consists of a vowel, the sonority peak, and peripheral segments. These peripheral segments are “ordered in such a way that . . . sonority declines from the syllable peak” (Tropf, p. 175) out-ward. “Sonority violations [will] occur almost exclusively at the margins of the word . . .” (Kenstowicz, 1996, p. 262). The following scale defines the Sonority Sequencing Constraint.

Sonority Sequencing Scale (Tropf, 1986, p. 176)

Stop←Fricative←Nasal←Liquid←Glide←←Vowel→→Glide→Liquid→Nasal→Fricative→Stop

In addition, the Obligatory Contour Principle (OCP) constrains universal syllable structures by prohibiting adjacent identical elements at the phonological level (Ingram, 1995, p. 68). Violations to the OCP are language specific. Should an OCP violation arise in a language, phonotactic rules such as deletion, epenthesis or metathesis are triggered (Yip, 1988, pp. 73-74).

Examples of OCP violations would be: *[[place][place]] as in sg. bus→pl. [bʌsəz]

Where a schwa is epenthesized between two fricatives and, *[root][root] as in next time [nekstəm], where one of the dental stops is deleted.

PART III: SEUSS ANALYSIS

definition: "neologism *n.* 1. A new word or phrase or an existing word used in a new sense" (Webster, 2nd ed., p. 877).

Defining the word neologism also defines a "seussism." "Seussisms" are often colorful nonsensical words used to gain a child's interest in reading. This paper will determine what percentage of "seussisms" are lexical holes in the English language lexicon, what percentage are possibilities in any human language lexicon and what percentage are violations of Universal Language Constraints.

Sixty-five books, authored by Theodor Seuss Geisel, have been examined for this study. Over eight hundred neologisms were found. And, one "seussism" has been accepted into the English language lexicon.

To facilitate analysis, the "seussisms" have been divided into nine categories: (1) phonetic English, (2) fleen, (3) fneen, (4) fteen, (5) OCP triggered phonotactic rules, (6) inflectional morphology, (7) derivational morphology, (8) minimal pairs, and (9) miscellaneous word play. The first four categories are of immediate interest and will be addressed first.

(1) **Phonetic English:** Neologisms in this category are orthographically incorrect versions of lexical items that have the same phonetic representation as their correct counterparts. Geisel, for example, would use Webster's phonetic transcription as orthographic representation. e.g. "goulash" (goo'lash) (Webster, 2nd ed., p. 561) becomes the neologism "goolash" (Geisel, 1967a, p. 4). The IPA transcription [gʊlɒʃ] is phonetically the same for both "goolash" and goulash. See Appendix B for a complete listing of neologisms under this category.

(2) **Fleen:** Neologisms in this category are not English words, but could be. There are no English language specific violations of segment or syllable constraints, nor are there violations of Universal Language Constraints. These are lexical holes in the English language lexicon. For example, "flepped" [flept] (Geisel, 1965b, p. 26) consists of segments contained in the English language segment inventory and adheres to the syllable structure constraint of CCVCC. Additionally, the segments within the onset consonant cluster do not share place of articulation and adhere to the SSC. Segments within the syllable final consonant cluster, however, do share place of articulation as allowed in English.

Another example, “quirkles” [kwɪkɪlz] (Geisel, 1970, p. 4), has the syllable structure of CCVCC and also adheres to these constraints. See Appendix C for a complete listing of neologisms in this category.

(3) Fneen: Neologisms in this category do not adhere to English language constraints and therefore, must be considered possible lexical items in other languages. For example, zlock [zɒk] (Geisel, 1974b, p. 5) has the syllable structure CCVC and violates the English syllable structure constraint by having two adjacent coronals in the onset cluster. It does, however, respect the Sonority Sequencing Constraint. See Appendix D for a complete listing of neologisms in this category.

(4) Fteen: Neologisms in this category can be classified as possible lexical items found in non-human language lexicons. These words violate not only language specific constraints, but Universal Language Constraints governed by Universal Grammar (UG). Take for example, the word “glnbokk” [glnbɒk] (Morgan, 1995, p. 69). Despite adherence to universal segment and syllable structure inventories, “glnbokk” violates the SSC. The violation occurs within the syllable initial consonant cluster [glnb]. The first two segments [gl] adhere to the SSC while the following two segments [nb] direct acoustic energy away from the sonority peak and, therefore, violates the SSC by reversal.

Another example of this type of neologism is “humpf” [hʌmpf], as in “humpf-humpf -a-dumpfer” (Geisel, 1983, p. 13). There are no universal segment or syllable structure inventory violations, yet the reversal of the acoustic energy between the two final segments of the coda creates aberrance in sonority and violates the SSC. The result of this violation is “an inarticulate expression resembling a snort or grunt”, as defined by Webster (p. 636). See Appendix E for a complete listing of neologisms in this category.

PART IV: PHONOTACTIC RULES, MORPHOLOGY AND WORD PLAY

Neologisms “flourish most where official academic bodies cannot repress [them] . . . (Yaguello, 1998, p. 41), specifically in children’s minds. “Seussisms”, like all neologisms, actualize the morphological composition of a word (Yaguello, p. 41) and energizes the imagination of a child. “Seussisms” are, in the words of Gertrude Stein, “intellectual recreation” (Yaguello, p. 86). This section will identify examples of OCP triggered phonotactic rules, inflectional morphology, derivational morphology, minimal pairs and miscellaneous word play.

Phonotactic Rules: Most of the phonotactic rules noted in Geisel’s writings are author motivated as opposed to resultant OCP violations. Some of the output remains the same, however. One example from *The Butter Battle Book* shows where syllable initial *[coronal][coronal] begs deletion: “snatch them” [snætʃ ðəm] becomes “snatchem” [snætʃ em] (Geisel, 1984, p. 17). Epenthesis can be seen in the example “squiggles” [skwɪglɪz], where the onset cluster [gl] is broken apart: “squiggilies” [skwɪglɪz] (Geisel, 1970, p. 6). Paragogy can be seen in an example from *Bartholomew and the Oobleck*, where Geisel enriches minimal pairs: “fist, wist, mist” becomes “fista, wista, mista” (Geisel, 1977, p. 8). See Appendix F for complete listing of neologisms in this category.

Inflectional Morphology: At least 15 morphemes were identified, ranging from prescriptively accepted prefixes and suffixes such as *un-*, *-ed*, *-er*, *-est*, *-ish*, etc. to manufactured suffixes such as *-oo*, *-ie* and *-ses*. Geisel often used morphology “illegally” in order to create “seussisms.” For example, “best” [*best*] became “bested” [*bestəd*] (Geisel, 1984, p. 11) and “quack” [*kwæk*] became “quacker-oo” [*kwækəru*] (Geisel, 1991a, p. 40). See Appendix G for a complete listing of neologisms in this category.

Derivational Morphology: “The figurative use of language . . . results in shifts of meaning” (Yaguello, 1998, p. 110). Geisel often used derivational morphology to illegally shift from one word class to another. For example, “slingshot (*n.*)” became “slingshotted (*v.*)” (Geisel, 1984, p. 11) and “bigger” (*adv.*) became “biggered” (*v.*) (Geisel, 1971, p. 39) and “biggering” (*v.*) (Geisel, 1971, p. 39). In another example, Geisel implies a change in word class by assigning the adjective “atrocious” to a NP, making it a N -- “a spotted atrocious” (Geisel, 1956, p. 36). The majority of derivational “seussisms” are best described on the syntactic level, whereby two Ns combine to form a larger NP as in “zooski” (Geisel, 1978c, p. 44) or an A combines with an V to form an AP, as in “woozy-snoozing” (Geisel, 1987, p. 13), and so on. See Appendix H for a complete listing of neologisms in this category.

Minimal Pairs: Geisel’s writings reflect his “compulsive search for perfection in word [and] rhythm . . .” (Morgan, 1995, p. xvii). He uses minimal pairs to “color” verse with imagination, rhyme and meter, as in “donuts, dumplings, blueberry bumlings” (Geisel, 1967a, p. 5)

and “Shuffle, duffle, muzzle, muff Fista, wista, mista-cuff” (Geisel, 1977, p. 8). Others examples, which are for the youngest of readers are: “Pup in cup” (Geisel, 1991b, p. 4) “Mouse on house” (Geisel, 1991b, p. 6) and “Pat sat on hat” (Geisel, 1991b, p. 27). See Appendix I for a complete listing of neologisms in this category.

Miscellaneous Word Play: Geisel “took words and juggled them, twirled them, bounced them off the page . . . [his] message was clear . . . words are fun . . .” (Morgan, 1995, p. 290). He created neologisms “when English seemed too skimpy” (Morgan, p. 290). His writings, rich in rhyme, were imbedded with “subtle messages on issues important to him, from internationalism to environmentalism” (The Associated Press, 9/26/91). They “maintained [a] universal cry for fairness, wonder and love” (Morgan, p. 291). Through frivolous verse and rhyme, Geisel brushed away negative learning filters, encouraging children to read and enjoy themselves -- morality and language acquisition was subliminal. Often, Geisel injected advanced vocabulary into his writings, where it remained undetected. The following examples are some of his tricks.

Advanced Vocabulary:

“The Assosee-eye-ation has built just for you a railway with very particular boats that are pulled through the air by Funicular Goats.” (Geisel, 1959, p. 14)

Advanced Vocabulary and Minimal Pairs:

“I was racing pell-mell when I heard a voice yell” (Geisel, 1984, p. 30). Here, minimal pairs “yell” and “pell-mell” are encapsulated in rhyme and meter. At first glance, “pell-mell” might appear to be a neologism, but it is not.

Onamodepoedia:

“Dibble, dibble, dibble, drip, drip, drip!” (Geisel, 1967a, p. 35) mimics rain drops.

Slips of the Tongue:

“One Buffalo Bill. And one Biffalo Buff” (Geisel, 1961a, p. 41).

Paronymic Sequence:

“... there are no better pets than the Time-Telling Fish that Gitz gets and Getz gets” (Geisel, 1959, p. 32).

The following chart illustrates the % categories where the over eight hundred “seussisms” are found.

	%
Phonetic English	7%
Fleen	51%
Fneen	.8%
Fteen	1.5%
Phonotactics	1.6%
Infl.Morphology	6%
Der.Morphology	24%
Minimal Pairs	6%
Word Play	2%

See Appendix J for a complete listing of neologisms in this category.
 See Appendix K for complete listing of all neologisms gathered.

CONCLUSION

In the early stage of language acquisition, a child can articulate an overwhelming number of sounds which never come together in a single language (Yaguello, 1998, p. 52). At some point, children lose sounds which are foreign to the language they are acquiring, as well as some belonging to their target language (Yaguello, p. 53). Despite temporary regression, children recognize lost phonemes, but must relearn how to articulate them (Yaguello, p. 53). The child must learn to "identify . . . subtle boundaries between sounds . . . and [how] they generate differences in meaning. Phonemes closely resembling one another are difficult to distinguish, and therefore, word games such as tongue twisters help children learn to make these distinctions (Yaguello, p. 53). Geisel recognized children's inherent sensitivity to the sounds of language and thus based his writings on minimal pairs, paronymic sequences, onomatopoeia, etc. His writings dispelled popular belief that children could only learn to read from stiff "Dick and Jane" primers. And, he recognized that children unknowingly draw upon Universal Grammar in acquiring their language -- nothing needed to be memorized. Geisel's nonsense verse proved that "grammaticality is a fuzzy-edged concept" (Yaguello, p. 118).

What may be prescriptively incorrect may be descriptively correct.

In conclusion, "seussisms" prescriptively teach children nothing! Phonologically, they teach children volumes about their language! For example, "syllable onsets in English are defined by a combination of Universal [Grammar] and language-particular information" (Kenstowicz, 1996, p. 259). Children have inherent knowledge of how a language works and know when a Universal Language Constraint is violated. "Seussisms" help them recognize these violations as well as help them parameterize English language segment and syllable structure constraints.

This study found that "seussisms" typically do not violate English language or Universal Language segment and syllable structure inventories, but do violate English language and Universal Language syllable structure constraints. There is, however, one example from "*The Idioms of Iceland at a Glance*": "mnpf" [mnpf] (Morgan, 1995, p. 69), where a Universal Language Syllable structure violation occurs. All human language syllables must contain a V.

The following chart identifies what percentage of "seussisms" violate the English language and Universal Language Constraints.

	English Segment	Eng.Syl.Violation	Univer.Segment	SSC
Phonetic English	0	0	0	0
Fleen	0	0	0	0
Fneen	0	.8%	0	0
Fteen	0	0	.1%	1.4%
Phonotactics	0	0	0	0
Infl.Morphology	0	0	0	0
Der.Morphology	0	0	0	0
Minimal Pairs	0	0	0	0
Word Play	0	0	0	0

These violations were not the result of Geisel's inability to draw upon Universal Grammar, but by personal design.

Post Script
(General Interest)

- (1) Theodor Seuss Geisel's "contributions to . . . language [are] cited in two reference books published in 1992: *The Oxford Companion to the English Language* uses fourteen lines from *Fox in Socks* when discussing "compounds in context"; the sixteenth edition of *Bartlett's Familiar Quotations*, edited by Justin Kaplan, includes references from *Horton Hatches the Egg* and *The Cat in the Hat*" (Morgan, 1995, pp. 291-292).

- (2) One neologism has been accepted in the English language: "grinch".

Webster's definition:

grinch (grinch), *n.* a person or thing that spoils or dampens the pleasure of others. [1965-70; from the *Grinch*, name of a character created by Dr. Seuss (Theodore Seuss Geisel)] (Webster, 2nd ed., p. 572).

- (3) Geisel used three pseudonyms: Dr. Seuss, Theo LeSieg and Rosetta Stone. Le Sieg is Geisel spelled in reverse.

- (4) Out of Print Books:

Geisel, T. S. 1976. *Hooper Humperdinck . . . ? by Theo. LeSieg [pseud.]*. New York: Random House, Inc.

Geisel, T. S. 1999. *Please try to Remember the First of Octember! by Theo. LeSieg [pseud.]*. New York: Random House, Inc. RE-ISSUE 4/15/99

Geisel, T. S. 1975. *Would You Rather Be a Bullfrog? by Theo. Le Sieg [pseud.]*. New York: Random House, Inc.

- (5) Geisel wrote for many magazines in the late 1920s. *Life*, a humor magazine was published from 1883 to 1936. Reference in this paper to "*Idioms of Iceland*" came from issue July 26, 1929. It may be possibly be found in *Life*, Vol.1 AP101.16 from Library of Congress.
- (6) *The Cat in the Hat*, the first book Geisel wrote specifically for beginning readers did not contain any neologisms.
- (7) "*Green Eggs and Ham* is the third-largest selling book in the English language. Ever" (Retrospective Exhibition Catalogue, 1986, p. 17)

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APPENDIX A

APPENDIX B

Phonetic English

(Neologisms: orthographically incorrect, but phonetically correct)

<u>NEOLOGISM</u>	<u>ENGLISH</u>	<u>IPA</u>	<u>WEBSTER</u>
<i>The 500 Hats of Bartholomew Cubbins</i>			
<u>didd</u> 1	did	[dɪd]	
<u>snipps</u> 20	snips	[snɪps]	
<u>g-r-r-zapp</u> 29	zap	[zæp]	
<u>klay</u> 31	clay	[kleɪ]	
<i>The Butter Battle Book</i>			
kick-a- <u>poo</u> 20	pooh	[pu]	
poo-a- <u>doo</u> 20	do	[du]	
<u>witz</u> 22	wits	[wɪtz]	
<u>miz</u> 33	Ms.	[mɪz]	
<i>The Cat in the Hat Songbook</i>			
<u>goolash</u> 4	goulash	[gʊləʃ]	(goo'lash)
<u>stroodles</u> 5	strudels	[strudlz]	(strood'l)
<u>woosh</u> 53	whoosh	[wʊʃ]	(woosh)
<i>Did I Ever Tell You How Lucky You Are?</i>			
<u>bumm</u> 6	bum	[bʌm]	
<u>snoor</u> 13	snore	[snɔːr]	
<u>goor</u> 13	gore	[ɡɔːr]	
<u>krock</u> 44	crock	[krɔk]	(krok)
<i>Dr. Seuss's ABC</i>			
<u>doo</u> 12	do	[du]	
<u>lopp</u> 28	lop	[lɒp]	
<u>knox</u> 54	knocks	[nɒks]	
<u>offt</u> 38	oft	[ɔft]	
<i>Dr. Seuss's Sleep Book</i>			
<u>mercedd</u> 14	Merced, CA	[mɛrɛd]	
<u>krox</u> 28	crocks	[krɔks]	
<u>dofft</u> 38	doffed	[dɔft]	
<i>Happy Birthday to You!</i>			
<u>hi-sign-and-shake</u> 6	high	[haɪ]	
<u>getz</u> 32	gets	[getz]	
<i>Horton Hatches the Egg</i>			
<u>mayzie</u> 1	mazy	[meɪzi]	
<u>toodle-oo</u> 4	tootle	[tuːl]	
<u>ooh</u> 34	oh	[oʊ]	
<i>How the Grinch Stole Christmas!</i>			
<u>grinch</u> 3	grinch	[ɡrɪntʃ]	
<u>crumpit</u> 38	crumpet	[krɪmpɪt]	
<i>I'm Not Going To Get Up Today!</i>			
<u>brmnng</u> 2	bring	[brɪŋ]	
<i>I Can Draw it Myself by Me, Myself</i>			
<u>hoo-fish</u> 7	who	[hu]	
<u>stine</u> 8	stein	[stɛɪn]	
<u>chantz</u> 12	chance	[tʃænts]	

<u>NEOLOGISM</u>	<u>ENGLISH</u>	<u>IPA</u>	<u>WEBSTER</u>
<i>I Can Lick 30 Tigers Today! and Other Stories</i>			
<u>katz</u> 17	cats	[kæts]	
<u>fooie</u> 23	phooey	[fuwi]	(foo'e)
<u>klunker-klunk</u> 44	clunk	[klʌŋk]	
<i>If I Ran the Circus</i>			
<u>frumm</u> 14	from	[fɹʌm]	
<u>lassoo</u> 18	lasso	[læsou]	
<u>super-stoo-pendus</u> 28	stupendous	[stʊpɛndəs]	(stoo pen'das)
<i>If I Ran the Zoo</i>			
<u>chuggs</u> 33	chugs	[tʃʌgz]	
<i>The King's Stilts</i>			
<u>binn</u> 2	bin	[bm]	
<i>The Lorax</i>			
<u>nitch</u> 29	niche	[nitʃ]	
<i>Brown Can Moo! Can You?</i>			
<u>klopp</u> 5	clop	[klɒp]	
<u>splatt</u> 13	splat	[splæt]	
<i>Oh, Say Can you Say?</i>			
<u>finney</u> 2	finny	[fɪni]	
<u>dinn</u> 4	din	[dɪn]	
<u>slinky</u> 14	slinky	[slɪŋki]	
<u>stinkey</u> 14	stinky	[stɪŋki]	
<u>briggs</u> 20	brigs	[brɪgz]	
<u>klotz</u> 25	clots	[klɒtʒ]	(klot)
<i>Oh, the Places You'll Go!</i>			
<u>footsy</u> 8	footsie	[fʊtzi]	
<i>On Beyond Zebra!</i>			
<u>nitches</u> 18	niches	[nitʃəz]	
<u>spazzim</u> 26	spasm	[spæzəm]	
<u>gekko</u> 38	gecko	[ɡɛko]	
<u>nubb</u> 42	nub	[nʌb]	
<i>Scrambled Eggs Super!</i>			
<u>grinch</u> 10	grinch	[ɡrɪntʃ]	
<u>stroodej</u> 18	strudel	[strudl]	
<u>klamming</u> 32	clammering	[klæməɪŋ]	
<i>The Sneetches and Other Stories</i>			
<u>klonked</u> 9	clonked	[klɒŋt]	
<u>butt</u> 41	but	[bʌt]	
<i>Thidwick: The Big-Hearted Moose</i>			
<u>skat</u> 17	scat	[skæt]	
<i>The Tooth Book</i>			
<u>klucks</u> 19	clucks	[clʌks]	

APPENDIX C

Fleen
(Lexical holes)

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>The 500 Hats of Bartholomew Cubbins</i>			
cubbins 1	[kʌbmz]	derwin 2	[dərwin]
flupp 17	[flup]	alaric 19	[ælərik]
screebees 22	[skriibiz]	nadd 23	[næd]
g-r-r-zibb 29	[gəʒzib]	g-r-r-zopp 29	[gəʒzɒp]
malber 31	[mɔlbəɪ]	balber 31	[bɔlbəɪ]
tidder 31	[tɪdər]	tudd 31	[tʌd]
winkibus 31	[wɪŋkɪbʌs]	tinkibus 31	[tɪŋkɪbʌs]
fotichee 31	[fɒtɪʃi]	gleap 31	[glɪp]
<i>Bartholomew and the Oobleck</i>			
oobleck 10	[oʊblek]	neeka-tave 11	[nikətərv]
glugg 24	[glʌg]	gloing 25	[glouŋ]
<i>Because a Little Bug Went Ka-choo!</i>			
ka-choo 2	[kətʃu]		
<i>The Butter Battle Book</i>			
yooks 4	[juks]	zooks 4	[zuks]
yookeroo 12	[jukəru]	gupp 17	[gʌp]
yookie-ann 33	[jukiæn]	sala-ma-goo 34	[salamagu]
yookery 37	[jukəri]	lopulous 40	[lɒpʊləs]
bopulous 40	[bɒpʊləs]	klupp-klupp 41	[klʌpklʌp]
klupped 41	[klʌpt]		
<i>The Cat in the Hat Comes Back!</i>			
voom 57	[vum]		
<i>The Cat in the Hat Songbook</i>			
wuzzled 4	[wʌzld]	poobers 4	[pubəɪz]
wush 5	[wʌʃ]	flum 6	[flʌm]
zum 18	[zʌm]	zummer 18	[zʌməɪ]
booper 19	[bupeɪ]	boop 19	[bu:p]
hoo-to 33	[hu:tu]	foo-to 33	[fu:tu]
boo-to 33	[bu:tu]	dobble 35	[dɒbəl]
bicklebaum 39	[bɪkəlbu:m]	spingel 42	[spɪŋgəl]
spungel 42	[spʌŋgəl]	sporn 42	[spɔ:rn]
<i>The Cat's Quizzer</i>			
zossfozzel 1	[zɒsfɔ:zəl]	zizzy 1	[zɪzi]
<i>Daisy-Head Maysie</i>			
sneetcher 5	[sni:tʃər]	mayzie 7	[me:zi]
<i>Did I Ever Tell You How Lucky You Are?</i>			
drize 3	[dri:z]	ga-zayt 8	[gə:zɛɪt]
zayt 8	[zeɪt]	throm-dim-bu-lator 13	[θrɔ:mdɪmbulətər]
gick 13	[gɪk]	skrux 13	[skɪɹʌks]
snux 13	[snʌks]	piffulous 15	[pɪfʊləs]
dooklas 15	[du:klas]	grooz 17	[gru:z]
bix 18	[bɪks]		

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>Dr. Seuss's ABC</i>			
fiffer-feffer-feff 16	[fɪfəɹfɛfəɹfɛf]	kerchoo 27	[kəɹtʃu]
quincy 40	[kwɪnsɪ]	tuttle-tuttle 46	[tʌɹ tʌɹ]
ubb 48	[ʌb]	vinn 50	[vɪn]
yorgenson 57	[jɔʊɹɛnsən]	zizzer-zizzer-zuzz 63	[zɪzəɹzæzəɹzʌz]
<i>Dr. Seuss's Sleep Book</i>			
herk-heimer 8	[hɛɹkhaməɹ]	krupp 10	[kɹʌp]
hinkle-horn 14	[hɪŋk hɔʊm]	frink 17	[frɪŋk]
biggel-ball 18	[bɪg bɔɹ]	plup 18	[plʌp]
redd-zoff 20	[ɹɛdzɔf]	mupp 26	[mʌp]
ticker 29	[tɪkəɹ]	tocker 29	[tɔkəɹ]
mophaile 32	[mɪkfeɹ]	foona-lagoona 34	[funʌlagʊnʌ]
jedd 37	[dʒɛd]	va-vode 44	[vʌvɔd]
zizzer-zoof 44	[zɪzəɹzʊf]	zoofing 45	[zʊfɪŋ]
foodle 48	[fudl]		
<i>Fox in Socks</i>			
tock 14	[tɔk]	bim 36	[bɪm]
blibber 44	[blɪbɛɹ]	tweetle-beetle 49	[twɪɹ bɪtɹ]
duddled 59	[dʌɹ d]	wuddled 59	[wʌɹ d]
<i>Great Day for Up!</i>			
Dill-ma-dilts 15	[dɪlmədɪltz]		
<i>Happy Birthday to You!</i>			
katroo 1	[katru]	zorn 1	[zɔʊm]
cawnt 9	[kɔnt]	shawnt 9	[ʃɔnt]
who-bubs 17	[hʊbʌbz]	snop 17	[snɔp]
snoppers 17	[snɔpɛɹz]	nop 17	[nɔp]
hippo-heimers 18	[hɪpɔuhʌmɛɹz]	zum 38	[zʌm]
zummers 38	[zʌmɛɹz]	zumming 38	[zʌmɪŋ]
derring's 41	[deɹɪŋz]	dutter 43	[dʌɹɛɹ]
hiffer-back 46	[hɪfəɹbæk]	gitz 32	[gɪtz]
gits 32	[gɪtz]	kloppers 35	[klɔpɛɹz]
<i>Hooray for Diffendoof Day!</i>			
zizendorf 44	[zɪzəndɔʊɹf]	zoofendorf 44	[zʊfəndɔʊɹf]
diffendoof 49	[dɪfəndʊf]	ziffendoof 49	[zɪfəndʊf]
vacu-bike 50	[vækjʊbʌk]	finkel 52	[fɪŋk]
winkel 52	[wɪŋk]		
<i>Horton Hatches the Egg</i>			
horton 2	[hɔʊɹtən]		
<i>Horton Hears a Who!</i>			
nool 1	[nuɹ]	beezele-nut 38	[bɪzɪnʌt]
boom-pahs 49	[bʊmpʌz]	bipping 52	[bɪpɪŋ]
jo-jo 54	[dʒɔʊdʒɔʊ]	yopp 57	[jɔp]
<i>How the Grinch Stole Christmas!</i>			
chimbley 23	[tʃɪmbli]		
<i>Hunches in Bunches</i>			
ga-fluppted 14	[gʌflʌpt]	gee-hossa-flat 19	[dʒɪhɔsflæt]
schlupp 22	[ʃlʌp]	barg-ued 37	[bʌɹgʊd]

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>I'm Not Getting Up Today!</i>			
zizz-zizz 13	[zɪz]	zazz 13	[zæz]
zuzz 13	[zuz]		
<i>I Can Draw it Myself by Me, Myself</i>			
sneggs 2	[snɛgz]	quirkles 4	[kwɪk z]
zidd 5	[zɪd]	zidds 5	[zɪdz]
gish 7	[gɪʃ]	yill-iga-yakk 17	[jɪlɪgajæk]
dee 6	[di]		
hamika-snamika-bamika-bunt 18	[hæmikasnæmikabæmɪkə]		
<i>I Can Lick 30 Tigers Today!</i>			
looie 17	[lui]	katzen-stein 18	[kætzenstam]
kooie 23	[kui]	chooie 25	[tʃui]
hooie 26	[hui]	blooie 26	[blui]
prooie 26	[pɹui]	zooie 28	[zui]
katzen-bein 28	[kætzenbam]	blooie's 33	[bluɪz]
hooie's 33	[huɪz]	chooie's 33	[tʃuɪz]
kooie's 33	[kuɪz]	looie's 33	[luɪz]
glunk 37	[glʌŋk]	blunk 44	[blʌŋk]
texa-kota-cutt 48	teksəkɔtəkʌt]	glunker 49	[glʌŋkɚ]
spuggle 49	[spʌg]	glunking 50	[glʌŋkɪŋ]
schnutz-berry 52	[ʃnʌtsberi]	schnutz 52	[ʃnʌts]
<i>I Can Read with My Eyes Shut!</i>			
snoo 21	[snu]	foo-foo 21	[fufu]
hut-zut 31	[hʌtzʌt]		
<i>I Had Trouble in Getting to Solla Sollew</i>			
vung 1	[vʌŋ]	quilligan 6	[kwɪlɪgən]
skritz 10	[skɪrtz]	skrink 10	[skɪŋk]
wubble 12	[wʌb]	solla 12	[sɔlə]
sollew 12	[soʊlu]	wubbed 14	[wʌbd]
wubble-some 14	[wʌb sʌm]	gleeks 20	[glɪks]
jicker 25	[dʒɪkɚ]	flepped 26	[flɛpt]
flubulous 30	[flʌbulʌs]	poozer 35	[puzɚ]
pompelmoose 35	[pɒmp mʊs]	poozers 39	[puzɚz]
sfindex	[sfɪndɛks]	slippard 53	[slɪpɚd]
boola 54	[bʊlə]		
<i>I Wish I Had Duck Feet</i>			
kerchoo 40	[kɚtʃu]		
<i>If I Ran the Circus</i>			
sneelock's 1	[sni:lɔks]	mcgurk 1	[mɪgɚk]
mcgurkus 4	[mɪgɚkʌs]	jorn 11	[joʊn]
olf 13	[oʊlf]	mysolf 13	[maɪsɔlf]
snumm 14	[snʌm]	foon 16	[fu:n]
waloo 18	[wʌlu]	brigger-ba-root 23	[brɪgɚ:bʌrʊt]
stoo-mendus 28	[stʊmɛndʌs]	stoo-roarus 28	[stʊrʊʊɚs]
organ-mcorgan-mcgurkus 28	[oʊgən mɪgɔʊgən mɪgɚkʌs]		

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>If I Ran the Zoo</i>			
mcgrew 1	[mɪɡru]	skeegle-mobile 12	[skɪɡlɪmoubɪl]
zomba-ma-tant 14	[zɒmbamatant]	flustard 14	[flʌstɑːd]
motta-fa-potta-fa-pell 14	[mɒtəfəpɒtəfəpɛl]	joats 18	[dʒɔʊts]
lunks 21	[lʌŋks]	zind 26	[zɪnd]
snarl 32	[snɑːl]	yerka 34	[jɛkɑː]
tizzle-topped 34	tɪz tɒpt]	gootch 38	[ɡʊtʃ]
nantasket 38	[nantæskət]	kartoom 40	[kɑːtʊm]
<i>The King's Stilts</i>			
birtram 1	[bɛrtɹəm]	droon 2	[druːn]
nizzards 5	[nɪzəːdz]	nizzardly 10	[nɪzəːdli]
droonish 26	[druːnɪʃ]	g-r-r-itch 32	[gəɪtʃ]
<i>The Lorax</i>			
grickle-grass 1	[ɡɪk ɡrɑːs]	lorax 1	[ləʊræks]
lerkim 4	[ləɪkɪm]	miff-muffered 4	[mɪfɪmʌfəd]
moof 4	[mʊf]	snuvv 9	[snʌv]
gruvvulous 9	[ɡruvələs]	whisper-ma-phone 9	[wɪspəːmɑːfəʊn]
slupp 10	[slʌp]	slupps 10	[slʌps]
once-ler's 10	[wʌnslɛːz]	snergelly 10	[snɛɪɡɛli]
swomee-swans 12	[swɒmɪswɒnz]	truffula 12	[tɹʌfʊlə]
bar-ba-loots 14	[bɑːbəlʊts]	rippulous 15	[ɪpələs]
humming-fish 15	[hʌmɪŋfɪʃ]	ga-zump 20	[ɡɑːzʌmp]
sitch 29	[sɪtʃ]	snarggled 40	[snɑːɡld]
cruffulous 40	[kɹʌfələs]	smogulous 40	[smɒɡələs]
gluppity-glupp 44	[ɡlʌptɪ]	scholoppity-schlopp 44	[ʃlɒptɪ ʃlɒp]
glumping 47	[ɡlʌmpɪŋ]		
<i>Marvin K. Mooney, Will You Please Go Now!</i>			
zike-bike 8	[zaɪkbaɪk]	crunk-car 13	[kɹʌŋkɑː]
zumble-zay 17	[zʌmb zɛɪ]	ga-zoom 20	[ɡɑːzʊm]
<i>Maybe You Should Fly a Jet! Maybe You Should Be a Vet!</i>			
foice 38	[fɔɪs]		
<i>McElligot's Pool</i>			
umbross 8	[ʌmbɹɪəs]	sneeden's 9	[snɪdɛnz]
glurk 44	[ɡlʌk]	thing-a-ma-jigger 48	[θɪŋɑːmɑːdʒɪɡɛɪ]
<i>Mr. Brown Can Moo, Can You?</i>			
dop 8	[dɒp]		
<i>Oh, Say Can You Say?</i>			
pinner 5	[pɪnɛɪ]	blinn 5	[blɪn]
shin-pin 5	[ʃɪnpɪn]	grox 10	[ɡrɒks]
groxes10	[ɡrɒksɛz]	fuddnuddler 14	[fʌdnʌdlɛɪ]
bipper 14	[bɪpɛɪ]	jipper 14	[dʒɪpɛɪ]
hud 14	[hʌd]	fud 14	[fʌd]
lud 14	[lʌd]	dinwoodie 14	[dɪnwʊdi]
schnacks 14	[ʃnaks]	glotz 25	[ɡlɒts]
klotz 25	[klɒts]	skrope 30	[skɹoʊp]
blispers 36	[blɪspɛɪz]	bliskers 36	[blɪskɛɪz]

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>Oh, the Places You'll Go!</i>			
hakken-kraks 36	[hækenkræks]	bauxbaum 44	[bɔksbaum]
bixby 44	[bɪksbi]		
<i>Oh, the Thinks You Can Think!</i>			
schlopp 7	[ʃlɒp]	krauss 11	[kraʊs]
bloogs 12	[blʊgz]	na-nupp 14	[nɑnʌp]
da-dake 16	[dɔdeɪk]	zong 21	[zɔŋ]
jibboo 25	[dʒɪbu]	vipper 32	[vɪpə]
vipp 32	[vɪp]	bef 44	[bef]
<i>The Pop-Up Mice of Mr. Brice</i>			
bimmy 2	[bɪmi]	quackenbush 3	[kwækənbuʃ]
brice-mice 16	[brɪsmɪs]		
<i>On Beyond Zebra!</i>			
yuzz-a-ma-tuzz 6	[jʌzɑmɑtʌz]	wumbus 9	[wʌmbʌs]
umbus 10	[ʌmbʌs]	fuddle-dee-duddle 14	[fʌrɪdɪdʌrɪ]
fuddle-dee-duddle's 14	[fʌrɪdɪdʌrɪz]	muddle-dee-puddles 14	[mʌrɪdɪpʌrɪz]
glikker 16	[glɪkər]	nutches 18	[nʌtʃəz]
mos-keedle 20	[mɔskɪdʌ]	sneedle 18	[sni:d]
nazzim 26	[næzɪm]	bazzim 26	[bæzɪm]
floob-boober-bab-boober-bubs 28	[flʊbbʊbərɒbbʊbərɒbz]		
zatz-it 31	[zætzɪt]	jogg-oons 33	[dʒɔŋʊnz]
funnel 35	[flʌnəl]	o'grunth 35	[oʊgrʌnθ]
fun-th 35	[fʌnθ]	tun-th 35	[tʌnθ]
one-th 35	[wʌnθ]	yekko 38	[jekou]
yekkos 38	[jekouz]	gargel-orum 42	[gɑrɡəlɔrʌm]
yupster 42	[jʌpstər]		
<i>One Fish, Two Fish, Red Fish, Blue Fish</i>			
wump 18	[wʌmp]	gump 19	[ɡʌmp]
zans 37	[zanz]	gox 38	[gɔks]
ying 40	[ɪŋ]	yink 42	[ɪŋk]
yop 44	[jɒp]	ish 56	[ɪʃ]
gack 58	[gæk]	zeep 62	[zi:p]
<i>Scrambled Eggs Super!</i>			
sala-ma-goox 4	[salamaguks]		
sala-ma-goox's 5	[salamaguksəz]		
tizzle-topped 7	[tɪz tɒpt]		
super-dee-dooper-dee-booper 12	[supərɪdɪdʊpərɪdɪbʊpər]		
kweet 16	[kwɪt]	beezenut 16	[biz nʌt]
kwigger 21	[kwɪgər]	kwong 23	[kwɔŋ]
fa-zoal 24	[fəzɔl]	kata-ma-side 24	[kɑtɑmɑsɪd]
grice 24	[grɪs]	squitsch 24	[skwɪtʃ]
zummzian 29	[zʊmzɪən]	zuks 29	[zʊks]
zumms 29	[zʊmz]	strookoo 30	[strʊku]
ham-ikka-schnim- ikka-schnam-ikka-schnopp 34	[hɑmɪkɑʃnɪmɪkɑʃnɑmɪkɑʃnɒp]		
grickily 38	[grɪkɪli]	gractus 38	[græktʌs]
ziffs 40	[zɪfz]	zuffs 40	[zʌfs]
sneth 42	[snɛθ]	dawf 44	[dɔf]
zinzibar-zanzibar 44	[zɪnzɪbərɒnzɪbər]	jill-ikka-jast 44	[dʒɪlɪkɑdʒæst]

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>The Shape of Me and Other Stuff</i>			
blogg 23	[blɔg]		
<i>The Sneetches and Other Stories</i>			
sneetches 1	[snitʃəz]	thars 1	[θaɪz]
chappie 7	[tʃæpi]	sneetch 8	[snitʃ]
bonked 9	[bɒŋkt]	berked 27	[bɔkt]
prax 27	[præks]	zax 27	[zæks]
bodkin 41	[bɒdkɪn]	hoos-foos 41	[huzfuz]
snimm 41	[snɪm]	blinke 41	[blɪŋki]
ziggy 41	[zɪgi]	sneepy 41	[snipi]
zutt 41	[zut]	boliver 41	[bɒlɪvəɪ]
roover 50	[ruvəɪ]	brickel 52	[brɪkəl]
brickels 52	[brɪkəlz]		
<i>There's a Wocket in My Pocket</i>			
wocket (cvr)	[wɒkət]	findow (cvr)	[fɪndəʊ]
gase (cvr)	[geɪs]	wasket 1	[wæskət]
nureau 2	[nuɪəʊ]	woset 3	[wɒsət]
jertain 4	[dʒɜrtən]	zlock 5	[zlɒk]
zelf 6	[zɛlf]	nink 8	[nɪŋk]
zamp 9	[zæmp]	yot 10	[jɒt]
yottle 11	[jɒtl]	zable 12	[zɛɪbəl]
ghair 12	[geɪr]	bofa 13	[boʊfə]
nupboards 14	[nʌpbɔɪdɪz]	nooth 15	[nuθ]
grush 15	[grʌʃ]	vug 16	[vʊg]
quimney 18	[kwɪmni]	zall 19	[zəl]
yeps 6	[jɛps]	tellar 22	[tɛləɪ]
nellar 22	[nɛləɪ]	gellar 22	[gɛləɪ]
dellar 22	[dɛləɪ]	bellar 22	[bɛləɪ]
wellar 22	[wɛləɪ]	zellar 22	[zɛləɪ]
geeling 24	[gɪlɪŋ]	zower 25	[zəʊəɪ]
ziller 26	[zɪləɪ]		
<i>Thidwick: The Big-Hearted Moose</i>			
winna-bango 1	[wɪnəbʌŋgəʊ]	thidwick 2	[θɪdɪkwɪk]
bingle 2	[bɪŋgəl]	zinn-a-zu 6	[zɪnəzʊ]
thidwick's 8	[θɪdɪkwɪks]		
<i>The Tooth Book</i>			
queek 18	[kwɪk]		
<i>Yertle the Turtle</i>			
sala-ma-sond 1	[sələməsɒnd]	yertle 1	[jɜrtl]
lolla-lee-lou 31	[lələli:ləʊ]	dake 32	[deɪk]
zang 38	[zʌŋ]	whuffed 59	[wʌft]
snaff 59	[snæf]		

<u>NEOLOGISM</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<i>You're Only Old Once!</i>			
fotta-fa-zee 3	[fɒtɒfəzi]	tutt-a-tutt 3	[tʌtʌtʌt]
optoglymics 5	[ɒptɒʊɡlɪmɪks]	dermoglymics 5	[dɜːmɒʊɡlɪmɪks]
winick 8	[wɪnɪk]	norval 14	[nɒʊrɪv]
nooronetics 14	[nɒʊrɒnɛtɪks]	whelden 24	[wɛldən]
stethed 27	[stɛθt]	smoot 27	[smʊt]
wuff-whiffer 32	[wʌwɪfəɹ]	spreckles 35	[sprɛk z]
blinn 35	[blɪn]	ballew 35	[bælu]
timpkins 35	[tɪmpkɪnz]		

APPENDIX D

Fneen

(Possibilities in other human language lexicons)

NEOLOGISMIPA*Dr. Seuss's Sleep Book*

vleck 1

[vlek]

Horton Hears a Who!

vlad 24

[vlæd]

vlad-i-koff 24

[vlædikɒf]

*"The Idioms of Iceland at a Glance" from Dr. Seuss & Mr. Geisel*ewth 69¹

[ewθ]

*The Lorax*Thneed 18²

[θnid]

Thneeds 30

[θnidz]

There's a Wocket in My Pocket!

zlock 5

[zlɒk]

English Syllable Violations:

- (1) No [+voice] fricative is allowed syllable initially in CC. e.g. [vl], [zl].
- (2) No [θn] is allowed in syllable initial CC.

¹Gloss: sweatshop snowball factory.

²Gloss: a "fine-something-that all-people-need": a shirt, sock, glove, hat, carpet, pillow, sheets, curtain, cover for bicycle seats.

APPENDIX E

Fteen

(Violations to Universal Language Constraints)

<u>NEOLOGISM</u>	<u>IPA</u>	<u>VIOLATION</u>
<i>"The Idioms of Iceland at a Glance" from Dr. Seuss & Mr. Geisel</i>		
glnbokk 69 ¹	[glnbɔk]	SSC by reversal
mnpf 69 ²	[mnpf]	Universal Language Syllable Structure SSC by plateau
<i>If I Ran the Zoo</i>		
tobsk 42 ³	[tɔbsk]	SSC by reversal
nobsk 42 ⁴	[nɔbsk]	SSC by reversal
obsk 42 ⁵	[ɔbsk]	SSC by reversal
thing-a-ma-bobsk 42 ⁶	[bɔbsk]	SSC by reversal
corn-on-the-cobsk 42 ⁷	[kɔbsk]	SSC by reversal
mobsk 42 ⁸	[mɔbsk]	SSC by reversal
jobsk 42 ⁹	[dʒɔbsk]	SSC by reversal
<i>On Beyond Zebra!</i>		
swampf 13 ¹⁰	[swʌmpf]	SSC by reversal
humpf 13 ¹¹	[hʌmpf]	SSC by reversal
swumpf 13 ¹²	[swʌmpf]	SSC by reversal
humpf-humpf-a-dumpfer 13 ¹³	[hʌmpfhʌmpfədʌmpfəɪ]	SSC by reversal

¹Gloss: old-fashioned tusking bee.²Gloss: one who went visiting on St. Swithin's Day.³Gloss: name of a mountain range.⁴Gloss: name of a river.⁵Gloss: an animal-bird.⁶Gloss: akin to species type.⁷Gloss: a food.⁸Gloss: description of many people.⁹Gloss: a job.¹⁰Gloss: type of swamp.¹¹Gloss: an orthographic letter.¹²Gloss: another type of swamp.¹³Gloss: a word spelled with the letter "humpf".

APPENDIX F

Phonotactic Rules

<u>ENGLISH</u>	<u>IPA</u>	<u>NEOLOGISM</u>	<u>IPA</u>
<u>Paragoge</u>			
<i>Bartholomew and the Oobleck</i>			
fist	[fɪst]	fista 8	[fɪstə]
wist	[wɪst]	wista 8	[wɪstə]
mist	[mɪst]	mista-cuff 8	[mɪstə]
<u>Epenthesis</u>			
<i>The Butter Battle Book</i>			
prickly	[prɪkli]	prickely 9	[prɪkəli]
<i>The Cat in the Hat Songbook</i>			
ought	[ɔt]	ort 25	[ɔrt]
thieves	[θɪvz]	thievers 52	[θɪvərz]
<i>Happy Birthday to You!</i>			
association	[əsoʊsɪeɪʃn]	asso-see-eye-ation 3	[əsoʊsɪeɪʃn]
palace	[pæləs]	pal-alace 35	[pælələs]
<i>I Can Draw it Myself by Me, Myself</i>			
squiggles	[skwɪglɪz]	squiggilies 6	[skwɪglɪz]
<i>If I Ran the Circus</i>			
bumbling	[bʌmblɪŋ]	bummbəling 28	[bʌmbəlɪŋ]
<u>Deletion</u>			
<i>The Butter Battle Book</i>			
figure	[fɪgʊr]	figger 13	[fɪgɪ]
snatch them	[snætʃ ðem]	snatchem 17	[snætʃem]
<i>I Can Lick 30 Tigers Today! And Other Stories</i>			
democratic	[dɛmɒkɹætɪk]	democatic 34	[dɛmɒkætɪk]
<i>You're Only Old Once!</i>			
finicky-finicky	[fɪnɪki fɪnɪki]	finicky-finick 8	[fɪnɪki fɪnɪk]

APPENDIX G

Inflectional MorphologyNEOLOGISM*The Butter Battle Book*

blue-gooer 31

boomeroo 34

top-est 35

Did I Ever Tell You How Lucky You Are?

duckie 5

boober 6

glad-ish 41

Dr. Seuss's ABC

quacker-oo 40

Dr. Seuss's Sleep Book

snortiest 32

Happy Birthday to You!

cloppers 17, all-er 30, snookers 43, you-er 43

Hooray for Diffendofer Day!

different-er 42

Horton Hears a Who!

whooped 49

oom-pahs 49

I Can Draw it Myself by Me, Myself

toeses 9

mcGrew 10

I Can Lick 30 Tigers Today! And Other Stories

un-thinks 40, un-think 46

thunked 44

If I Ran the Circus

bloops 31

eyeses 40

mcgurk 1, mcorgan 28, mcgurkus 28,

If I Ran the Zoo

un-usual 4

mcgrew 1, mcgrewski 44, mcgrewses 50

Maybe You Should Fly a Jet! Maybe You Should be a Vet!

tromboner 14, hiver 25, vester 36

Oh, Say Can You Say?

finney's 2, dinn's 4

quacker 16

flapped-jack 26

Oh, the Places You'll Go!

un-slumping 19

weirdish 23

breaknecking 23

winning-est 31

On Beyond Zebra!

o'dell 1, o'grunth 35

popping-corn 26

Scrambled Eggs Super!

hooper 1

The Sneetches and Other Stories

mcmonkey 7, mcbean 7, mccave 37, mccave's 41

un-budged 35

o'gravel 41

Thidwick: The Big-Hearted Moose

freezy 19

APPENDIX H

Derivational MorphologyENGLISH*The Butter Battle Book*N → Vslingshot (*n.*)A → Vbest (*adj.*)N → Abits (*n.*)secret (*n.*)*The Cat in the Hat Songbook*V → Nplink (*n.*)*The Cat's Quizzer: Are You Smarter than the Cat in the Hat?*V → Azig (*v.*)*Did I Ever Tell You How Lucky You Are?*A → Advmuch (*adj.*)N → Apunker (*n.*)guck (*n.*)*Dr. Seuss's Sleep Book*V → Ndraw (*v.*)snore (*v.*)N → Vhoop (*n.*)*Fox in Socks*N → Aglue (*n.*)freeze (*n.*)*Happy Birthday to You!*N → Aeast (*n.*)west (*n.*)best (*n.*)all (*n.*)*Horton Hears a Who!*N → Vhumpf (*n.*)N → Afall (*n.*)NEOLOGISMslingshotted (*v.*) 11bested (*v.*) 24bitsy (*adj.*) 34secret-est (*adj.*) 35plinker (*v.*) 16ziggy (*adj.*) 1muchly (*adv.*) 5punkerish (*adj.*) 47gucky (*adj.*) 43draw-er (*n.*) 10snorer (*n.*) 32hooping (*v.*) 23gluey (*adj.*) 31freezy (*adj.*) 47east-est (*adj.*) 26west-est (*adj.*) 26best-est (*adj.*) 26all-est (*adj.*) 26humped (*v.*) 10fall-ish (*adj.*) 60

