

## Simplicity

### ■ William Zinsser

*William Zinsser was born in New York City in 1922. After graduating from Princeton University, he worked for the New York Herald Tribune, first as a feature writer and later as its drama editor and film critic. During the 1970s he taught writing at Yale University. A former executive editor of the Book-of-the-Month Club, Zinsser has also served on the Usage Panel of the American Heritage Dictionary. Currently, he is the series editor for the Writer's Craft Series, which publishes talks by writers, and teaches writing at the New School University in New York. Zinsser's own published works cover many aspects of contemporary American culture, but he is best known as the author of lucid and accessible books about writing, including Writing to Learn (1988), Inventing the Truth: The Art and Craft of Memoir (1998), with Russell Baker and Jill Ker Conway, and On Writing Well, a perennial favorite for college writing courses as well as the general population, published in a twenty-fifth anniversary edition in 2001. In the following piece, he reminds us, as did Henry David Thoreau before him, to "simplify, simplify." As you read each paragraph, notice the clarity with which Zinsser presents its main idea, and observe how he develops that idea with adequate and logically related supporting information. You should also note that he follows his own advice about simplicity.*

### FOR YOUR JOURNAL

Sometimes we get so caught up in what's going on around us that we start to feel frantic, and we lose sight of what is really important or meaningful to us. At such times it's a good idea to take stock of what we are doing and to simplify our lives by dropping activities that are no longer rewarding. Write about a time when you've felt the need to simplify your life.

**C**lutter is the disease of American writing. We are a society struggling in unnecessary words, circular constructions, pompous frills, and meaningless jargon.

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Who can understand the clotted language of everyday American commerce: the memo, the corporation report, the business letter, the notice from the bank explaining its latest "simplified" statement? What member of an insurance or medical plan can decipher the brochure explaining his costs and benefits? What father or mother can put together a child's toy from the instructions on the box? Our national tendency is to inflate and thereby sound important. The airline pilot who announces that he is presently anticipating experiencing considerable precipitation wouldn't think of saying it may rain. The sentence is too simple—there must be something wrong with it.

But the secret of good writing is to strip every sentence to its cleanest components. Every word that serves no function, every long word that could be a short word, every adverb that carries the same meaning that's already in the verb, every passive construction that leaves the reader unsure of who is doing what—these are the thousand and one adulterants that weaken the strength of a sentence. And they usually occur in proportion to education and rank.

During the 1960s the president of my university wrote a letter to mollify the alumni after a spell of campus unrest. "You are probably aware," he began, "that we have been experiencing very considerable potentially explosive expressions of dissatisfaction on issues only partially related." He meant the students had been hassling them about different things. I was far more upset by the president's English than by the students' potentially explosive expressions of dissatisfaction. I would have preferred the presidential approach taken by Franklin D. Roosevelt when he tried to convert into English his own government's memos, such as this blackout order of 1942:

Such preparations shall be made as will completely obscure all Federal buildings and non-Federal buildings occupied by the Federal government during an air raid for any period of time from visibility by reason of internal or external illumination.

"Tell them," Roosevelt said, "that in buildings where they have to keep the work going to put something across the windows."

Simplify, simplify. Thoreau<sup>1</sup> said it, as we are so often reminded, and no American writer more consistently practiced what he preached. Open *Walden* to any page and you will find a man saying in a plain and orderly way what is on his mind:

<sup>1</sup>Henry David Thoreau (1817–1862): American essayist, poet, and philosopher-activist. *Walden*, his masterwork, was published in 1854. [Eds.]



I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.

How can the rest of us achieve such enviable freedom from clutter? The answer is to clear our heads of clutter. Clear thinking becomes clear writing; one can't exist without the other. It's impossible for a muddier thinker to write good English. He may get away with it for a paragraph or two, but soon the reader will be lost, and there's no sin so grave, for the reader will not easily be lured back.

Who is this elusive creature, the reader? The reader is someone with an attention span of about 30 seconds—a person assailed by other forces competing for attention. At one time those forces were relatively few: newspapers, magazines, radio, spouse, children, pets. Today they also include a “home entertainment center” (television, VCR, tapes, CDs), e-mail, the Internet, the cellular phone, the fax machine, a fitness program, a pool, a lawn, and that most potent of competitors, sleep. The man or woman snoozing in a chair with a magazine or a book is a person who was being given too much unnecessary trouble by the writer.

It won't do to say that the reader is too dumb or too lazy to keep pace with the train of thought. If the reader is lost, it's usually because the writer hasn't been careful enough. The carelessness can take any number of forms. Perhaps a sentence is so excessively cluttered that the reader, hacking through the verbiage, simply doesn't know what it means. Perhaps a sentence has been so shoddily constructed that the reader could read it in several ways. Perhaps the writer has switched pronouns in midsentence, or has switched tenses, so the reader loses track of who is talking or when the action took place. Perhaps Sentence B is not a logical sequel to Sentence A; the writer, in whose head the connection is clear, hasn't bothered to provide the missing link. Perhaps the writer has used a word incorrectly by not taking the trouble to look it up. He or she may think “sanguine” and “sanguinary” mean the same thing, but the difference is a bloody big one. The reader can only infer (speaking of big differences) what the writer is trying to imply.

Faced with such obstacles, readers are at first tenacious. They blame themselves—they obviously missed something, and they go back over the mystifying sentence, or over the whole paragraph, piecing it out like an ancient rune, making guesses and moving on. But they won't do this for long. The writer is making them work too hard, and they will look for one who is better at the craft.



Writers must therefore constantly ask: what am I trying to say? 11  
 Surprisingly often they don't know. Then they must look at what  
 they have written and ask: have I said it? Is it clear to someone  
 encountering the subject for the first time? If it's not, some fuzz  
 has worked its way into the machinery. The clear writer is someone  
 clearheaded enough to see this stuff for what it is: fuzz.

I don't mean that some people are born clearheaded and are there- 12  
 fore natural writers, whereas others are naturally fuzzy and will never  
 write well. Thinking clearly is a conscious act that writers must force  
 upon themselves, as if they were working on any other project that re-  
 quires logic: making a shopping list or doing an algebra problem. Good  
 writing doesn't come naturally, though most people obviously think it  
 does. Professional writers are constantly bearded by people who say  
 they'd like to "try a little writing sometime"—meaning when they re-  
 tire from their real profession, like insurance or real estate, which is  
 hard. Or they say, "I could write a book about that." I doubt it.

Writing is hard work. A clear sentence is no accident. Very few 13  
 sentences come out right the first time, or even the third time. Re-  
 member this in moments of despair. If you find that writing is hard,  
 it's because it *is* hard.

#### QUESTIONS FOR STUDY AND DISCUSSION

1. What exactly does Zinsser mean by "clutter" (1)? How does Zinsser believe we can free ourselves of clutter?
2. Identify the main idea in each of Zinsser's thirteen paragraphs. How is each paragraph related to Zinsser's topic and purpose?
3. In what ways do paragraphs 4–6 serve to illustrate the main idea of paragraph 3? (Glossary: *Illustration*)
4. In paragraph 11, Zinsser says that writers must constantly ask themselves some questions. What are these questions, and why are they important?
5. How do Zinsser's first and last paragraphs serve to introduce and conclude his essay? (Glossary: *Beginnings and Endings*)
6. What is the relationship between thinking and writing for Zinsser?

#### VOCABULARY

Refer to your dictionary to define the following words as they are used in this selection. Then use each word in a sentence of your own.