



Development of a vocabulary-building junior high school workbook-textbook
by Gerald D Sullivan

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION in Elementary Education

Montana State University

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Abstract:

The problem explored in this -thesis was to develop a vocabulary— building junior high school workbook-textbook based on lessons in the derivation and structural analysis of words. While teaching reading in a junior high school, the writer felt that students had little knowledge of the meanings of most common word roots and that accepted methods of building vocabulary skills made few provisions for the transfer of word root meanings between words with similar derivative stems.

A review of literature pointed out that most writers considered structural analysis of words and the study of word derivatives to be relevant to the vocabulary needs of junior high school students= Although there existed many studies on vocabulary growth, the writer found a limited amount of related research specifically dealing with vocabulary-building through structural analysis at the junior high school level= The research was generally conducted at the university level and authorities pointed out questionable procedures in most studies= In establishing criteria for course content in the proposed textbook-workbook, the writer attempted to choose word parts that were prevalent in junior high school vocabulary= Proposed word roots were subjected to Thorndike's "G" index and a list of 85 word roots was developed in which each stem yielded at least three derivatives with an appropriate index. Prefixes and suffixes to be studied were established by noting the occurrences of these affixes in the listed derivatives from the 85 word roots= In extending the word study program, the writer attempted to create an interest in words by developing introductory lessons and concluding" lessons which would allow the student to express his need for vocabulary growth and examine word formation concepts= It was also felt that the use of color and the inclusion of illustrations would enhance the student's learning, direct attention to criteria attributes and add to student interest= Pre-program and post-program -tests were developed and an annotated teacher edition was designed to assist the instructor= Since the materials developed were untested, recommendations ' were made for comparative research and extended materials to be developed for inclusion in junior high school libraries.

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A thesis submitted to the Graduate Faculty in partial
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December, 1970

ACKNOWLEDGMENT

The completion of this thesis depended upon the assistance and cooperation of many persons. The writer wishes to thank the students of Lincoln Junior High School in Livingston, Montana, who patiently allowed him to present his material to them and revise the content and methodology when it failed. He sincerely acknowledges the encouragement extended by his thesis committee: Chairman Dr. Willis Vandiver, Dr. Earl Ringo, Dr. Elnora Old Coyote, Dr. Harry Hausser, Professor Howard Dean, and Dr. Gerald Lapeyre.

The writer wishes especially to express his appreciation to his family, who has so many ways suffered yet supported their father and husband while he studied and worked on this thesis.

Lastly, a sincere "thank you" is extended to Mrs. Ralph Challenger who so patiently and competently typed the thesis.

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ABSTRACT

The problem explored in this thesis was to develop a vocabulary-building junior high school workbook-textbook based on lessons in the derivation and structural analysis of words. While teaching reading in a junior high school, the writer felt that students had little knowledge of the meanings of most common word roots and that accepted methods of building vocabulary skills made few provisions for the transfer of word root meanings between words with similar derivative stems.

A review of literature pointed out that most writers considered structural analysis of words and the study of word derivatives to be relevant to the vocabulary needs of junior high school students.

Although there existed many studies on vocabulary growth, the writer found a limited amount of related research specifically dealing with vocabulary-building through structural analysis at the junior high school level. The research was generally conducted at the university level and authorities pointed out questionable procedures in most studies.

In establishing criteria for course content in the proposed textbook-workbook, the writer attempted to choose word parts that were prevalent in junior high school vocabulary.

Proposed word roots were subjected to Thorndike's "G" index and a list of 85 word roots was developed in which each stem yielded at least three derivatives with an appropriate index. Prefixes and suffixes to be studied were established by noting the occurrences of these affixes in the listed derivatives from the 85 word roots.

In extending the word study program, the writer attempted to create an interest in words by developing introductory lessons and concluding lessons which would allow the student to express his need for vocabulary growth and examine word formation concepts. It was also felt that the use of color and the inclusion of illustrations would enhance the student's learning, direct attention to criterial attributes and add to student interest. Pre-program and post-program tests were developed and an annotated teacher edition was designed to assist the instructor.

Since the materials developed were untested, recommendations were made for comparative research and extended materials to be developed for inclusion in junior high school libraries.

CHAPTER I

INTRODUCTION

In teaching eighth grade reading, the writer found that the students had little knowledge of the meanings of most common word roots. It was further observed that the accepted method of building vocabulary skills made no provision for the transfer of word root meanings between words with similar derivative stems. Greene observed that

To many students it is a revelation to discover that words are combinations of roots that mean something, not mere groups of letters that somehow got together and were assigned meanings, apparently by lot. When students first realize that word meanings need not be memorized but may be discovered through recognition and interpretation of clues within the words themselves, their initial incredulity turns rapidly to delight.¹

Gilmartin made the following comments concerning the manner in which vocabulary skills were being taught:

Perhaps the poor vocabulary results obtained in high school and college students in nationally known achievement tests may be attributed to the apathetic or cursory manner in which the subject had been presented. In many schools the method followed has been: "For dictionary work, bring to class tomorrow these ten words in original sentences." The role of such a teacher was not to acquaint the students with the value that is to be found in a worthwhile vocabulary, but simply to give a lesson assignment.²

A committee report issued by the National Council of Teachers of

¹ Amsel Greene, Word Clues (2nd ed.; New York: Harper & Row, Publishers, 1962), p. 7.

² John G. Gilmartin, Words in Action (New York: Prentice-Hall, Inc., 1954), p. v.

English pointed to the need for a formal word-study program in the school language arts curriculum: "Some kind of formal word-study program is required for adequate vocabulary development in most students; reading, of itself, is not enough..."³

The observed weaknesses of the vocabulary skills program and the expressed poor results of students on vocabulary achievement tests pointed up the problem to be pursued in this study and clearly suggested the need to find a more efficient means of teaching vocabulary skills.

Statement of the Problem

The problem of this study was to establish a more efficient program of vocabulary skill-building, through the use of structural analysis of words, to be incorporated in the junior high school language arts program. It seemed necessary that the program: (1) be based upon the established vocabulary needs of the student, (2) be efficient in terms of instruction, (3) be interesting to the students, (4) fit within the existing curricular offerings of the school, and (5) be of a nature which does not presuppose additional formalized instruction to prepare the teacher to teach the subject.

³The Curriculum Letter, Elementary Section, March, 1969, p. 1.

Procedures

The procedures to be followed in this study are as follows:

1. Survey available literature and research concerning vocabulary development through structural analysis of words.
2. Adopt criteria for selection of word roots.
3. Establish root words, prefixes and suffixes, to be included in the program.
4. Extend the program to include introductory and other additional lessons.
5. Develop a vocabulary-building textbook-workbook suitable for utilization in a junior high school language arts program.
6. Compare the proposed workbook with existing vocabulary development programs.

Limitations

Since the purpose of this thesis was to develop a vocabulary-building junior high school workbook-textbook it should be noted that as yet the program has not been subjected to formal measurement as to its effectiveness. The material found in the notebook was taught to eighth grade students and revised over a period of seven years when subjective judgment or informal measurement dictated changes.

Letters of inquiry, intended to provide information as to the content of existing vocabulary programs, were sent to all bonded firms licensed to sell textbooks in Montana. The review of literature was conducted through materials found in the Montana State University library and the writer's personal library.

Importance of the Study

The most common means of communication that exists today is through use of the written and spoken word. The need to interpret correctly these verbal communications had been frequently cited by educators. One such statement as expressed by Hayakawa was, "Today, the public is aware, perhaps to an unprecedented degree, of the role of verbal communications in human affairs."⁴ Regarding a more specific need in the area of verbal communication, Collins expressed the view that "learners are greatly handicapped because of ignorance of the precise meaning of words."⁵

Greene noted that "words can be most quickly acquired, most accurately understood and longest remembered through the elements that compose them. The most profitable course, therefore, should be designed to acquaint students with the meanings of such elements or roots."⁶

Definition of Terms

For the purposes of this study, the following terms have been used in the context as defined by Gray:

⁴S. I. Hayakawa, Language in Thought and Action (New York: Harcourt, Brace & Co., 1964), p. iii.

⁵Joseph V. Collins, English Words in Latin and Greek Origin (Stephens Point, Wis.: Worzalla Publ. Co., 1939), p. i.

⁶Greene, op. cit., p. 3.

Derived form (also called derivative) - a word that is composed of a root plus a prefix or suffix or both, for example "unhappy," "happiness," "unhappiness."⁷

Inflectional ending - a meaningful element (-s, -es, -'s, -ed, -ing, -er, -est, for example) that is affixed to the ends of words to form plurals and the possessive case of nouns ("boys," "churches," "boy's"); the past tense, the third person singular, present indicative, and the present participle of verbs ("walked," "walks," "walking") and the comparison of adjectives or adverbs ("bigger," "biggest," "sooner," "soonest").⁸

Morpheme - a root word, a prefix, a suffix, an inflectional ending. These meaningful parts of words are often referred to as morphemes, a morpheme being the smallest meaningful unit in the structure of words. For example, "rain," a root word, is a meaningful unit or morpheme. "Rainy" is composed of two morphemes, the root rain and the suffix -y; "raincoats," a compound, is composed of three morphemes, the roots rain and coat and the inflectional ending -s.⁹

Prefix - a meaningful element that is affixed to the beginning of a root word or a derived or inflected form, for example, re- in "repay," un- in "untruthful," pre- in "precooked." A prefix combines its meaning with that of the word to which it is affixed.¹⁰

Root Word - the center or base to which prefixes, suffixes, and inflectional endings may be added. For example, play is the root word in "playing," "played," "plays," "player;" talk in "talkative;" polite in "politeness," "impolitely." The identification of the root word in a derived or inflected form enables a child to associate core or root meaning with that of the affix to determine the meaning of the total form.¹¹

⁷William S. Gray, On Their Own in Reading (New York: Scott, Foresman and Co., 1960), p. 3.

⁸Ibid., p. 4.

⁹Ibid., p. 4.

¹⁰Ibid., p. 5.

¹¹Ibid., p. 6.

Structural Analysis - the means by which a reader identifies meaning units (morphemes) in words and sees relationships between inflected or derived forms and their roots. Structural analysis is concerned with the identification of root words, prefixes, suffixes and inflectional endings.¹²

Suffix - a meaningful element that is affixed to the end of a word (the word may be a root, an inflected form or a derived form). For example, the suffix er is added to "follow" to make "follower;" the suffix -ness is added to "cloudy" to make "cloudiness." A suffix combines its meaning with that of the word to which it is affixed. Most suffixes have a grammatical function; for example, -er added to a verb ("teach") makes a noun ("teacher"); -y added to a noun ("wind") makes an adjective ("windy").¹³

Word - a speech sound or series of sounds having meaning and used as a unit of language. A word may consist of a single morpheme ("joy," "friend") or a combination of morphemes ("joyfully," "unfriendliness").¹⁴

The first procedure in this study was to review related literature and research findings pertaining to the use of word analysis to increase a student's vocabulary. This is discussed in Chapter II.

¹¹Ibid., p. 6.

¹²Ibid., p. 6.

¹³Ibid., pp. 6-7.

¹⁴Ibid., p. 8.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Review of Literature

The subject of developing vocabulary has long been an issue which prompted much educational writing. Strangely enough, though much has been written there still seem to exist problems as to why students employ so few of the words they see and hear in their speech and writing. Deighton noted,

Vocabulary growth begins in the first years of human life and continues until the last months of active intelligence. It occurs in school and out. It is encouraged by parents, siblings, peers, business associates, and teachers. It is implemented by signboards, advertisements, television, radio, and even by comic books. Since the opportunity for vocabulary growth is so general, it is fair to ask why there is a problem. Why do we find such relative poverty of expression among high school students and among their parents?¹

Ehrlich noted the vocabulary needs of junior high students in a reading class:

My eighth-grade class had an excellent reader full of literary gems, one of which was Henry Wadsworth Longfellow's Evangeline. I looked forward to glorious days of leading young people into the many byways of good literature. Consequently, I was shocked to find that the students refused to tackle the poem. They argued that the vocabulary was so far beyond them that they would have to use the dictionary all the time.²

¹Lee C. Deighton, "Developing Vocabulary: Another Look at the Problem," The English Journal (February, 1960), p. 82.

²Ida L. Ehrlich, Instant Vocabulary (New York: Washington Square Press, 1968), p. ix.

One must admit to the fact that even the term "vocabulary" is quite ambiguous. Each of us has many vocabularies. There is at least a speech vocabulary, a writing vocabulary, an aural vocabulary and a reading vocabulary. While there is an overlapping of these four vocabularies, each develops in its own way and seems to have special significance at different times.

Smith commented,

Every person has many vocabularies. Often our grammar and reading books refer to the child's vocabulary. This becomes a confusing concept because all people have many vocabularies rather than one vocabulary. As children acquire words, they categorize them within the memory operation of the brain. Some words they use continually, while others are stored away for special usage. Because language is a social skill, we select from our reservoir of stored up words those which best suit each situation in which we find ourselves. Some words appear in all vocabularies, but many are unique to only one and are used only at one time. A child's comprehension vocabulary may differ from his speaking vocabulary; he can hear and understand words he never uses.

Although there are many different vocabularies, we can sort out three basic ones for the language arts: the speaking, the reading and the writing vocabulary. In a child, the largest of these is the speaking vocabulary. Second largest is the reading vocabulary. Smallest is the writing vocabulary. In adults the largest is the reading vocabulary, next is the speaking vocabulary and smallest is the writing vocabulary.

Adults read many words they never or rarely speak. The adult rarely talks on a literary level, but he can think or read on this level with ease. Somewhere between early childhood and later childhood or adulthood, the individual amasses enough words so that his reading vocabulary becomes greater than his spoken vocabulary. But young children rarely read words meaningfully, if those words are not common to the oral vocabulary.³

³James A. Smith, Creative Teaching of the Language Arts in the Elementary School (Boston: Allyn and Bacon, 1967), p. 52.

While teachers and texts usually proclaim their goals as designed to build all of the student's vocabularies, the nature of the materials and the climate of our school society is often not conducive to experimenting with new words.

For the student, the experimental use of new words leads often to error, and error in the use of words produces laughter. Even the precise use of an unfamiliar word leads to the raising of eyebrows. Moreover, outside the classroom, few audiences in our society place a premium upon careful and colorful speech. It is the hardy soul who is willing to defy the label of "intellectual" for the use of words beyond the limits of the few hundred with which most adults conduct their affairs.⁴

Opportunity for the student to develop his written vocabulary seems limited when one considers that, because of the press of teacher time, students simply are not often required to write. It appears that even when writing is assigned, students don't experiment because of the fear of using a wrong word or misspelling an unfamiliar term. Yet, even with the problem at hand, writers have proposed classroom means of improving the vocabulary development of students.

Brown proposed that "the teacher who emphasizes word study at the elementary level, secondary level, or college level, is by that one move, making students better in four different areas - reading, listening, writing, and speaking."⁵

⁴Deighton, op. cit., p. 82.

⁵James I. Brown, "Vocabulary--Key to Communication," Education (October, 1959), pp. 80-81.

Most authorities agreed that an initial step in building vocabulary was to create an interest in words. Greene suggested,

It is the teacher's enviable office to awaken and develop an interest in words which will begin immediately to pay dividends to every student through increased comprehension in every subject.⁶

Mathews stated that "becoming acquainted with words and finding out interesting things about them prepares one to use them effectively."⁷ Christ appealed to students to "build your vocabulary by becoming word-curious."⁸ Deighton summarized, noting that

Ultimately, the responsibility for vocabulary growth like any other intellectual growth rests with the student. We cannot learn words for him. We cannot with much success impose words upon him. What we can do is to create a climate favorable to vocabulary growth, and we shall find that this climate must persist from day to day. We must make words seem important and interesting all of the time.⁹

Needless to say, there were many methods proposed to increase the student's vocabulary. For the purpose of this thesis, the writer chose to review literature pertaining to the use of structural analysis of words. As early as 1878, Swinton proposed that

⁶Amsel Greene, Word Clues, (2d ed.; Evanston, Illinois: Harper & Row, Publishers, 1962), p. 1.

⁷M. M. Mathews, Words: How to Use Them (New York: Henry Holt & Co., 1956), p. vi.

⁸Henry I. Christ, Winning Words, 2d ed. (Boston: D.C. Heath & Co., 1963), p. 10.

⁹Deighton, op. cit., p. 85.

Theoretically, the study of the English language embraces three departments:

1. The study of the English vocabulary - Word - Analysis.
2. The study of the structure of English - Mixed Grammar and composition.
3. The study of English Form - Grammar.¹⁰

Witty spoke of including word analysis skills in the primary and intermediate grades:

The development of vocabulary should receive continuous attention in the intermediate grades. In addition to learning how to use dictionaries and encyclopedias effectively, pupils need to increase word-analysis skills. Although some pupils acquire adequate skills in word analysis in the primary grades, there are many others who require additional help and review. Moreover, it is desirable to assist middle-grade pupils in attaining greater independence in analyzing words in order that they may read rapidly with a high degree of comprehension.¹¹

Pertaining to teaching reading on the secondary school level, in a list of suggested activities for making the pupil's enriched vocabulary permanent, Crawford suggested having the students "analyze words through detection of familiar stems, prefixes and suffixes."¹²

¹⁰ William Swinton, Word Analysis: A Graded Class-book of English Derivative Words, with Practical Exercises in Spelling, Analyzing, Defining, Synonyms, and the Use of Words (New York: Ivison, Blakeman, Taylor, and Co., 1878), p. 3.

¹¹ Paul A. Witty, Alma M. Freeland and Edith H. Grotberg, The Teaching of Reading, a Developmental Process (Boston: D.C. Heath & Co., 1966), p. 217.

¹² Earle E. Crawford, "Teaching Essential Reading Skills - Vocabulary," Improving Reading in Secondary Schools, ed. Lawrence E. Hafner (New York: MacMillan Co., 1967), p. 146.

Durkin noted,

Even when a school offers year-by-year instruction to expand vocabularies, there still will be times when a child encounters written words whose meanings are unknown. To make vocabulary instruction maximally useful and productive, therefore, some of it should focus on ways to help children figure out on their own the meanings of the many, many words which will never receive explicit attention in school.

Structural analysis, you will recall, is concerned with words comprised of roots plus affixes or inflectional endings or both. When the meaning of such words causes problems for a reader, knowledge of the origin of roots and prefixes can be helpful.¹³

Almost every teaching-of-reading textbook reviewed by the writer acknowledged the significance of including structural analysis training for students whether in the elementary or secondary schools.

Greene pointed to the economy of time and effort in studying vocabulary through word derivation:

To perceive the underlying, essential values of words, you will almost have to know the original meanings of the roots which compose them. Moreover, the study of roots will prove not only the most trustworthy but the most economical method of acquiring vocabulary, since one root may appear in many English words. For instance, Webster's New International Dictionary, Second Edition, lists 112 words beginning with the root anthrop. Words are said to average two roots or word elements. The simplest mathematics, therefore, will indicate that by learning the one root anthrop you will put yourself into the potential possession of one half of 112 words, or 56 words at a single stroke. And the figures do not include the indeterminable number of words, such as philanthropist, in which the root appears as the second element. Many roots are far more productive than anthrop. Count the words in an unabridged dictionary beginning with pseudo. You will find

¹³ Dolores Durkin, Teaching Them to Read (Boston: Allyn & Bacon, Inc., 1970), pp. 335-337.

well over 800. What a vocabulary leap you will make when you learn the meaning of pseudo.¹⁴

Even though many educational writers extolled the virtues of approaching vocabulary through structural analysis of words, it should be noted that many authorities expressed reservations about this method of vocabulary-building. LeFevre commented,

Consider this categorical syllogism:

- a. Students who do well on vocabulary tests also do well in academic work.
- b. The derivational affixing system is an important part of English "vocabulary."
- c. Therefore, students who want to succeed academically should study a subject called "vocabulary," with special attention to derivational affixes.

No, quite the contrary. Strong control of vocabulary is best acquired by comprehending words in meaningful contexts, with access to a variety of dictionaries; students who do well academically and on vocabulary tests are usually successful readers who have mastered their textbooks and assigned readings and have read widely outside formal courses—they have also learned how to write academic papers and examinations. Such students often have educated parents and a home atmosphere conducive to good talk as well as wide reading; their versatile language development comes from a rich soil. It is very doubtful that the best way to duplicate their success is to attack vocabulary head on, as a "subject" in itself.

A study of the English affixing system, however, as a critically important element of the English language system as a whole, related functionally to reading, writing, and the study skills, would no doubt help many students to increase their mastery of the language. But apparently no comprehensive, sequential effort has ever been made to teach this language system in the schools; it tends to be obscured in study of "vocabulary" and "word-attack" skills. And yet what a difference it might make if our students understood the affixing

¹⁴Greene, op. cit., p. 12.

system and attained even a minimal mastery over it,¹⁵

Even though Karlin acknowledged the benefits derived from structural analysis, he cautioned teachers about the complete dependency upon word derivation:

The direct study of words in the materials read by high school students can be of great help in increasing comprehension and extending reading vocabularies. This direct study of words can take several forms, but one that has proved helpful for some students is the study of etymology or the origin and derivation of words. Many commonly used words have their origins in Latin and Greek roots and take on more meaning by the addition of prefixes and suffixes. Knowledge of the more typical roots, together with the context, can assist students in determining the meaning of words.

The teacher should be aware, however, that complete dependency upon origin and derivation of words for meaning is unwise. There are many instances in which English words contain an identical element but have dissimilar origins. Such anomalies are found in these two words:

legislate: - from the Latin lex, legis (law)

legend: - from the Latin legere (to read)

On the other hand, a number of words may derive from a single source:

legal	legislate
legate	legislature
legation	legitimate

Once again, the importance of context cannot be underestimated even when origin of words is being studied. In the sentence

His handwriting was illegible.

the meaning of "illegible" is suggested by the context. Any association with law would be far-fetched. An acquaintanceship

¹⁵ Carl A. LeFevre, Linguistics, English and the Language Arts (Boston: Allyn and Bacon, Inc., 1970), pp. 139-140.

with both "legis" and "legere" would enable the reader to make an intelligent decision regarding its meaning.¹⁶

Deighton mentioned another limitation of word derivation study:

For the chair-fast reader there is a second source of aid in a knowledge of word parts and word-formation. This knowledge can be of real assistance in attacking unfamiliar words, provided that we keep basic principles in mind. Word parts will not yield the whole meaning but only clues to the meaning of a word. The whole of a word is considerably greater than the sum of its parts. We must avoid the simple-minded arithmetic which assumes that prefix plus base word plus suffix gives the meaning of a word. In the first place, it is folly to think of the meaning for most words in common usage. In the second place, prefix, suffix, and base provide only a "literal" meaning, which may be far afield from common contemporary usage.¹⁷

Review of Related Research

While there existed many studies on vocabulary growth, the writer found a limited amount of research findings specifically dealing with vocabulary-building through structural analysis at the junior high school level. Hunt noted, "Although few research studies have been concerned with word-element and structural analysis, it is believed that studying word structure is an important method of developing vocabulary."¹⁸

¹⁶Robert Karlin, Teaching Reading in High School (New York: The Bobbs-Merrill Co., Inc., 1964), pp. 118-119.

¹⁷Deighton, op. cit., p. 87.

¹⁸Jacob Tate Hunt, "The Relation Among Vocabulary, Structural Analysis, and Reading," The Journal of Educational Psychology (April, 1953), 193.

Hunt's study, though performed with university students, had the following conclusions:

(1) Vocabulary, structural analysis, and reading show moderate interrelationships. Structural analysis is related somewhat less to vocabulary and reading than are vocabulary and reading related to each other. (2) Of the four tests of structural ability, context is most closely related to vocabulary and reading. (3) The tests of structural ability are interrelated and tend to have a cumulative effect. (4) The more intelligent students are likely to possess greater ability in using structural analysis than the less intelligent, even among a somewhat select university group. Ability to use structural analysis is more than a matter of general intellectual ability, since it tends to be related to reading and vocabulary even when the effect of intelligence is controlled. (5) Level of comprehension tends to be related more to the analytical skills involved in structural analysis than does speed of comprehension. (6) Latin and modern language study have a low or negligible relationship to structural analysis, reading, or vocabulary. (7) Teaching designed to improve the student's methods of word attack should be encouraged.¹⁹

Barnes, on the other hand, after a study of college freshmen, reported discouraging results from short-term experiments in attempting to see a relation between knowledge of word roots and the current meaning of words. "These results seem to indicate that a knowledge of root meanings alone is not of great value in determining current meanings of English words."²⁰

Brown reported on an approach to word study "suitable for use

¹⁹ Ibid., p. 201.

²⁰ Melvin W. Barnes, "Root Words and Current Meaning," School and Society (December, 1942), 610-11.

from the elementary level right into college."²¹ In an attempt to bring the most important Latin and Greek elements together, he spent fifteen years working through a collegiate dictionary and counting words containing those elements. Out of this research, fourteen master words were developed which contained the most important elements. They contained twenty prefixes and fourteen root elements. Brown claimed that these prefixes and word roots gave insight into 100,000 words in an unabridged dictionary.

Thompson, reporting on research with college students at the University of Minnesota using Brown's master words, reported,

In general, however, the results seem quite clear. Using the "Master Word" approach to vocabulary training, students were able to acquire the ability to retain meanings of key prefixes and root elements, seemingly with ease. Furthermore, they were able to identify the various forms in actual words with considerable accuracy. Moreover, they appeared to be able to use this ability to increase their vocabularies very significantly. A mean gain of 20% was found between the pre-test mean score and the post-test mean score on the portion of the test devoted to the definition of words.²²

Closely akin to the question of whether a student could significantly improve his vocabulary through the study of word parts was the additional related question of whether vocabulary could be more efficiently increased through a course in Latin.

²¹Brown, op. cit., p. 81.

²²Ernest Thompson, "The Master Word Approach to Vocabulary Training," Journal of Developmental Reading (Autumn, 1958), p. 65.

Three somewhat dated studies by Walter,²³ King,²⁴ and Bunyon²⁵ attempted to show that there is a large Latin element in English publications. Greene cited a Henry Bradley quotation: "The Latin element in modern English is so great that there would be no difficulty in writing hundreds of consecutive pages in which the proportion of words of native English and French etymology—would not exceed five percent of the whole."²⁶

Two oft-cited dissertations by Haskell²⁷ and Hamblin²⁸ undertook to explore the claim that Latin will directly and/or indirectly increase one's English word knowledge.

Haskell chose to investigate whether greater vocabulary improve-

²³Louisa V. Walker, "Latin in Current periodicals and Newspapers," (Ph.D. dissertation, University of Wisconsin, 1923).

²⁴R. B. King, "Classical Allusions in Certain Newspapers and Magazines," (Master's thesis, University of Wisconsin, 1922).

²⁵M. F. Bunyan, "Classical Allusions in the English Reading of High School Pupils," (Master's thesis, University of Wisconsin, 1922).

²⁶Greene, op. cit., p. 73.

²⁷Raymond I. Haskell, "A Statistical Study of the Comparative Results Produced by Teaching Derivation in the Ninth-Grade Latin Classes and in the Ninth-Grade English Classes of Non-Latin Pupils in Four Philadelphia High Schools," (Ph.D. dissertation, University of Pennsylvania 1922), p. 13.

²⁸A. A. Hamblin, "An Investigation to Determine the Extent to Which the Effect of the Study of Latin upon a Knowledge of English Derivatives Can Be Increased by Conscious Adaptation of Context and Method to the Attainment of This Objective," (Ph.D. dissertation, University of Pennsylvania, 1925), p. 12.

ment occurred when derivatives were studied in English classes or in Latin classes. He established four groups for testing purposes. The first was comprised of beginning Latin pupils who would not study derivatives; the second contained beginning Latin students who regularly studied derivatives; the third group was made up of non-Latin pupils in English classes who did not study derivations and the fourth was comprised of non-Latin pupils in English classes who studied derivations regularly.

Haskell concluded that the English courses taken by non-Latin students produced slightly higher vocabulary gains if derivations were studied regularly. The Latin course, without emphasis on derivation, produced slightly higher vocabulary scores than either of the English courses. Finally, Haskell found that the Latin course which emphasized etymology produced a "large and significant contribution to the range of English vocabulary."²⁹

Hamblin completed a companion study using the same data. Like Haskell, Hamblin concluded that Latin plus derivation study did a better job of improving students' English vocabulary than did Latin without derivation study. One of the additional objectives imposed on this study was to determine which instructional methods and materials would most readily facilitate learning English vocabulary through derivation study in Latin classes. One of Hamblin's findings of interest to this

²⁹Haskell, op. cit., p. 12.

writer was that satisfactory use of textbook derivations, student notebooks and teachers' derivative lists "are important aids in the teaching of derivatives."³⁰

Sherwin hesitated to accept the findings of either Haskell or Hamblin as conclusive evidence. "The conclusions which Haskell reached are interesting and provocative, but it would be prudent not to regard them as facts." Concerning Hamblin's study, "Unfortunately, it is easy to jump to the conclusion that, since one sort of Latin instruction improved students' English vocabulary, therefore Latin instruction is desirable if the English vocabulary is to be improved. Actually, the study did not say anything directly or by implication - was not designed to say anything - about whether Latin study is more effective than English study in improving vocabulary."³¹

Symonds and Penney noted that Haskell's and Hamblin's conclusions "must not be taken at full value. In both monographs the results are inadequately reported. In no case is the number of cases or reliability reported. Glaring errors in arithmetic are to be found."³²

Carr concluded that Latin was a definite aid in increasing

³⁰Hamblin, op. cit., pp. 48-51.

³¹J. Stephen Sherwin, Four Problems in Teaching English (Scranton, Penn., International Textbook Co., 1969), p. 10.

³²Percival Symonds and Edith Penney, "The Increasing of English Vocabulary in the English Class," Journal of Educational Research (February, 1927), 99.

vocabulary but that this effectiveness "depends largely upon definite instruction and training in the techniques of derivation."³³ It is interesting to note that Carr did not claim that Latin, plus derivation work, was more effective than English, with or without derivation work, in improving the student's vocabulary.

Pond's study found that intelligence was a major factor in vocabulary development. He noted "little, if any, difference in vocabulary knowledge on the part of Latin and non-Latin pupils,"³⁴ if the students were matched on the basis of intelligence, sex, age, semesters in school, and school achievement.

Carroll sought to determine the relative influence of Latin upon morpheme knowledge and vocabulary. He concluded,

Whereas Latin definitely influences the ability to recognize morphemes and the knowledge of their meanings, it has no necessary effect on English vocabulary. This is true in spite of the fact that morpheme recognition ability is partly related to vocabulary.³⁵

Otterman³⁶ attempted to discover whether the teaching of

³³W. L. Carr, "First Year Latin and Growth in English Vocabulary," School and Society (September 17, 1921), 198.

³⁴Frederick L. Pond, "Influence of the Study of Latin on Word Knowledge," School Review, (October, 1938), 618.

³⁵J. B. Carroll, "Knowledge of English Roots and Affixes as Related to Vocabulary and Latin Study," Journal of Educational Research, (October, 1940), 109-110.

³⁶Lois M. Otterman, "The Value of Teaching Prefixes and Word Roots," Journal of Educational Research, (April, 1955), 611-612.

prefixes and word roots in English classes was effective. He divided 440 students into control and experimental groups matched for sex, chronological age, mental age, average reading score, vocabulary and spelling. Each teacher taught one control and one experimental class with the only difference being that the experimental classes were given ten-minute lessons on word parts in addition to the regular English class work.

Following a testing program Otterman concluded that students' general vocabulary, reading comprehension and speed of reading showed no significant improvement due to the study of prefixes and word roots. Students in the experimental group improved significantly in spelling. Those students of high mental age in the experimental group did, however, significantly increase in their ability to interpret new words.

A study by Orleans³⁷ questioned the theory of transferring learnings from Latin classes to applications in English terms of Latin origin. A sampling of English words of Latin origin was submitted to a panel of judges who expressed opinions on the possibility of transfer of learning when considering changes in word form and meaning. He found that judges questioned the possibilities of transfer under classroom conditions. The judges saw greater transfer possibilities for the less common words and smaller transfer possibilities for the more common

³⁷Jacob S. Orleans, "Possible Transfer Value of the Study of Latin to English Vocabulary," School and Society, (Nov. 11, 1922) 559.

words.

Sherwin noted, "Admittedly, there is an obvious limit beyond which one cannot push a study based on judges' opinions, no matter how qualified those judges may be. Nevertheless, Oreleans' findings cannot be brushed aside and, thus, add yet another slender thread to the fabric of doubt about the validity of the argument that Latin study helps to increase one's English vocabulary because English contains a preponderance of Latinate words."³⁸

An experiment conducted by Symonds and Penney was designed "to determine the possibilities of building a pupil's English vocabulary in the English Class."³⁹ Using control and experimental groups they concluded that "time spent in English class on vocabulary is of much greater aid than time spent in the Latin class" and that "a direct attack on vocabulary in the English class may be conducive to better results than with derivative study in either English or Latin classes."⁴⁰

Again, Sherwin noted flaws in the research design. All but three of the 30 girls considered in the experiment were taking Latin at the time of the experiment. "It would have been better to avoid the complication of having to determine the effectiveness of English

³⁸Sherwin, op. cit., p. 16.

³⁹Symonds and Penney, op. cit., p. 93.

⁴⁰Ibid., p. 99.

instruction with students who were simultaneously studying Latin. Of course, the study involved too few students to be conclusive."⁴¹

Summary

The subject of developing vocabulary in school classrooms and the implications of structural analysis in this process have long been issues which prompted educational writing and research. While most authorities in the area of teaching reading agreed that word analysis had a significant function in the school program, some writers warned that derivational study had limitations.

It was found that there were many studies on vocabulary growth but few dealing with the uses of structural analysis at the junior high school level. In general, the majority of the research supported the use of structural analysis using the most prevalent word parts as course material.

Many studies attempted to establish whether English vocabulary may be more effectively improved by taking Latin or studying derivation in English classes. The research appeared to be faulty and the question seemed to remain in doubt.

The next procedure in this paper was to select the prefixes, suffixes and word roots to be included in the proposed program. This is discussed in Chapter III.

⁴¹ Sherwin, op. cit., p. 17

CHAPTER III

SELECTION OF PREFIXES, SUFFIXES, AND WORD ROOTS TO BE INCLUDED IN THE PROGRAM

In organizing a structural analysis program for junior high school students, the writer became aware that criteria were needed for the selection of material to be included in the program.

Sheard warned that, in organizing any word derivation program, "Attention must be directed to words which have established themselves firmly in the language, and stood the test of time, rather than to creations which may be merely ephemeral."¹

Criteria for Selection of Word Roots

In establishing criteria for the selection of word roots, it was found that authorities in the field of etymology had different reasons for arriving at the word roots they had chosen to discuss. Gilmartin² selected his material on the basis of his own teaching experience, using as criteria only that the word roots studied be interesting and profitable to the student. Asimov³ chose scientific terms to be analyzed. He considered that these terms would give the student the

¹J. A. Sheard, The Words We Use (New York: Frederick A. Praeger, 1954), p. 7.

²John G. Gilmartin, op. cit., p. vii.

³Isaac Asimov, Words of Science and the History Behind Them (Boston: Houghton-Mifflin Co., 1959), p. ii.

particular vocabulary skills necessary to overcome the formidable barrier of scientific jargon. In his book, Concerning Words, Norwood⁴ stressed success in college as his goal and adopted criteria to establish this objective.

The following criteria for course material were determined through reading available sources on the subject and from the writer's experience in teaching junior high school youngsters skills intended to increase their vocabulary:

1. The word roots must be prevalent in words normally found in the vocabulary of junior high school students.
2. The meaning of the root word must be clearly defined so as to make possible the retention of the word root meaning.
3. The course material should contain prefixes and suffixes as well as base words.
4. Appropriate introductory and concluding lessons would be developed, designed to interest the student in the word study and present word formation concepts.

Establishment of Word Roots to be Studied

Many assorted lists of word roots were prescribed by various authors in the field of etymology. Stevens,⁵ reporting on the work of

⁴J. E. Norwood, Concerning Words (New York: Prentice-Hall, Inc. 1939), p. iii.

⁵Leonard A. Stevens, "The 14 Words That Make All the Difference," Coronet (August, 1956), p. 82.

Brown,⁶ a leading authority on vocabulary, described a study to find which word roots were most important in the teaching of vocabulary. Brown broke down every word in Webster's Collegiate Dictionary and tabulated the prefixes and word roots in order of their importance. The most important prefixes and word roots are found in what he calls the "14 Master Words." Stevens held that, "If used as directed 15 minutes a day for two weeks, this chart can serve as a key for reasoning out the meaning of an estimated 100,000 words."⁷

Ernst⁸ chose derivative stems from words which would be of interest and enjoyment to the student. She stated, "In our amateur way, then, we want to have fun with them. Don't take them seriously. They are full of changefulness and fickleness as a summer sky; they are packed with history of our mutable manners."⁹

Having a different objective than those of the authors mentioned and limiting the course material to be appropriate at a junior high school level, the writer devised a list of word roots based upon the before-mentioned criteria.

⁶James I. Brown, University of Minnesota.

⁷Stevens, op. cit., p. 5.

⁸Margaret S. Ernst, In A Word (New York: Alfred A. Knopf, 1939) p. viii.

⁹Ibid.

Thorndike's Teacher's Word Book of 30,000 Words¹⁰ provided an authoritative source as to the degree of frequency a word root derivative was used in standard English reading materials. Thorndike tabulated the number of word occurrences in approximately four million words. Thorndike's "G" index was chosen for the purposes of this study as it listed the occurrences of a word per one million words found in readers, textbooks, English classics, magazines, and library books recommended for boys and girls in grades three through eight. A listing of "AA" signified that a word was used one hundred or more times per one million words. "A" meant that the word had at least fifty occurrences per million words. Words that had less than fifty occurrences were designated by a numeral that represented the occurrences per million words. Thorndike suggested that words having an index of "from AA down to six" would be appropriate for grades seven and eight. In order to make vocabulary provisions which included grade nine, the writer extended the index to include "AA to three." Thorndike's list is somewhat dated and was used only as a guideline since the writer knew no more recent source.

Norwood's list¹¹ of derivative stems provided a starting point

¹⁰Edward L. Thorndike and Irving Lorge, The Teacher's Word Book of 30,000 Words (New York: Bureau of Publications, Teachers College, Columbia University, 1944).

¹¹Norwood, op. cit., pp. 9-11, 17-20, 36-46, 49-50.

for accumulation of word roots and their meanings. The writer first applied the Thorndike "G" index to a list of words derived from Norwood's list of word roots. While no claim is made that this list of derivatives was complete, it was felt that this would give some indication of appropriateness for inclusion in the program. It was found that many of the word derivatives had occurrence listings of less than "three," and those derivative stems which did not yield at least three derivative words with an index of "three or more occurrences were rejected."

Using these criteria for selection, thirty-seven of the one hundred base words recommended by Norwood were rejected. Sixty-three base words were accepted.

The same procedure was then applied to those word derivatives stemming from the fourteen word roots found in Brown's chart¹² of master words. Four of the fourteen word roots were found in Norwood's lists. Of the remaining ten word roots, eight were accepted on the basis of three or more word derivatives having an appropriate index. From a list of word roots accumulated from unabridged dictionaries, fourteen additional word roots were added to the list.

The resulting list of eighty-five word roots, their meanings, number of derivative words and the occurrences of these words are found

¹²Stevens, op. cit., p. 81.

in Table 1. (Due to the length of Table 1, only an excerpt of this table will be introduced below. The entire table appears in Appendix A.)

TABLE 1. WORD ROOTS, THEIR MEANINGS AND NUMBER OF DERIVATIVES*

Word Root	Meaning	Number of Derivatives Used	Number of Appropriate Derivatives**
anim	life, breath, soul bad intention	16	4
ann, enn	year	13	4
apt	fit, suited	9	3
arch	ruler, chief, first	14	6
aster, astro	star	16	5
audi	hear, listen	18	5
auto	self	18	4

*See Appendix A for continuation of this table.

**Number of derivatives having a listing of AA to 3 in Thorndike's "G" index.

As mentioned previously, while the list of derivatives did not represent an exhaustive list, the total number of derivatives for the eighty-five word roots was 1200 words. The average number of derivatives per word root was 14.12 words. The word roots vers and vert had the greatest number of derivatives introduced in the proposed textbook-workbook and the word roots rid and ris had the least.

Prefixes and suffixes to be studied were established by noting the occurrences of these affixes in the listed derivatives from the eighty-five word roots. Even though some of the prefixes pertaining to numbers did not have derivatives they were subjectively included. In Table 2 are listed prefixes, their meanings and the number of occurrences in derivatives of the proposed word roots. Table 3 lists the suffixes (by their function), their meanings and number of occurrences in derivatives of the proposed word roots. (Due to the length of Tables 2 and 3, only excerpts of these tables will be introduced below. The entire tables are found in Appendix B and C.)

TABLE 2. PREFIXES*

Prefixes	Meanings	Occurrences**
a-, an-	not	7
a-, ab-	from, away	5
ac-, ad-, ag-, af-, at-	to, for	40
ante-	before	1
anti-	against	4

*See Appendix B for continuation of this table

**Number of occurrences in the list of derivatives of the selected word roots

The prefixes showing the greatest number of occurrences in derivative terms were co-, col-, com- and con-. The suffix showing the

greatest number of occurrences in derivative terms was -al.

In developing the lessons on prefixes, word roots and suffixes for the proposed textbook-workbook, the writer chose to introduce the lessons with a narrative lesson on structural analysis.¹³ The terms "prefix," "word root" and "suffix" were defined and the student introduced to a color key system designed to call his attention to word parts.

TABLE 3. SUFFIXES*

Function	Meaning	Suffix	Occurrences**
Noun Suffixes	Act of	-age	2
		-al	5
		-ance	7
		-ation	44
		-ence	8
		-ery	3
		-ion	57
		-ism	5
		-ment	8
		-sion	4
		-tion	15

*See Appendix C for the continuation of this table.

**Number of occurrences in the list of derivatives of the selected word roots.

Lesson 11¹⁴ introduced the students to prefixes and proposed

¹³See Appendix D, pages 157-158.

¹⁴See Appendix D, pages 159-165.

examples of prefixes in those terms which would best illustrate their meanings. While the student would be expected to use a dictionary to complete Lesson 12, the following lesson on suffixes would allow the student to attack the derivative term without a dictionary and produce a definition based on the meaning of the suffix and use of the word root. For example, knowing that the noun suffix -ery may mean "act of" allowed the student to define "robbery" as the "act of robbing."¹⁵

The format and organization of Lessons 13 to 97 were established first to provide the student with the word root, its meanings, and the language of origin. The more common derivatives are then listed, followed by "Words For the Wise." It is assumed that while most students would complete the definitions to the more common derivatives, only more apt students, or students who had expressed additional interest in the lesson, would complete the "Words For the Wise" section.

In some lessons there are derivatives which have strayed so far from the word root meaning, or form, that additional explanation or research would be necessary to see the relation to the word root meaning. These are included in the "Distant Relatives" section.¹⁶ For example, the word "disaster" is derived from the prefix dis- meaning "separate from," and the word root aster meaning "star." What then would the

¹⁵See Appendix D, pages 168-173.

¹⁶See Appendix D, page 180.

common meaning of "disaster" have to do with being separated from one's star? It seems that when people studied astrology and believed that each of us had a protecting star, nothing evil could happen to us unless we were separated from our star. Thus, the present changed meaning of the term developed.

Each lesson was to include a "Story Behind the Word" section which attempted to provide a narrative examination of the development of the meaning of the word. Whenever possible, the writer attempted to portray situations relating to the student's interest¹⁷ or experience,¹⁸ or subject content normally found in junior high school courses of study.

Lastly, each lesson was to include an illustration which would be designed to portray the meaning of the word or word root.

The next procedure in the development of the word study program was to extend the program to include appropriate introductory and concluding sections as well as tests and teacher annotations. This is discussed in Chapter IV.

¹⁷See Appendix D, pages 228-229.

¹⁸See Appendix D, pages 294-295.

CHAPTER IV

EXTENSION OF THE PROGRAM

Even though the study of word roots, prefixes and suffixes formed the basis for vocabulary enrichment found in the proposed work-book-textbook, there must be more to an effective junior high school program than lists of word parts and their derivatives. The writer proposed that the program must first attempt to create an interest in words. Deighton noted,

It is my belief that nothing substantial can be accomplished in vocabulary development unless the student is infected with a continuing and consuming interest in words for themselves. This kind of interest is not inborn; it is learned. Or more precisely, it is instilled. It is instilled most readily by teachers who are themselves fascinated by this stubborn, illogical, knuckle-headed English language of ours.

Interest can most readily be kindled by giving attention to words, by pointing out what happens to them, by making them seem important.

With the goal of creating interest in words and word study, an introductory section was written to include lessons which allowed the student to express his need for vocabulary growth, examine naming practices, briefly review the history of his language, understand etymology entries in dictionaries, explore words that have changed meanings, realize that our words have come from many different languages, and discover that some words are derived from the names of people and places.

¹Deighton, op. cit., p. 83.

While teaching the materials in the proposed program to eighth grade youngsters, the writer found that effort extended on the introductory lessons resulted in added interest and better understanding of the material which followed.

It was also felt that the use of color and the inclusion of illustrations would enhance learning by arousing interest and focusing attention.

Concluding exercises were intended to introduce other aspects of word formation, discuss the coining of acronyms, explore the application of structural analysis to scientific terminology, and once again to attempt to create an interest in word origins.

Discussions with junior high school language arts teachers led to the realization that provision should be made for a set of tests to accompany the workbook-textbook. It was also noted that an annotated teacher edition would aid the teacher as well as save him needed time and energy.

The vocabulary-building program was then extended to make provisions for the before-mentioned lessons and additions.

Use of Cartoon Illustrations

John Read expressed the point of view that "pictures have always been important aids to the teaching of reading. They are the link

between reality and the new, strange symbols we call words."² Wendt extended Read's position with an added admonishment: "Always it is important to remember that pictures, like words, are merely surrogates for reality, not reality itself."³

While the goal of the proposed workbook-textbook is to increase the student's vocabulary, it is necessarily related to reading as an element of the language arts skills program.

The history of the use of illustrations in student language arts materials can be traced at least to the early colonial teaching tools. Many Hornbooks had a cross at the top of the parchment. This religious symbol expressed the objective for learning to read. One can envision the learning situation taking place in a Dame School kitchen with the pupil studying his Hornbook and the illustrative cross reminding him that the "Deluder Satan" could not overcome him if he learned to read the Bible.

The New England Primer, which replaced the Hornbook, contained woodcuts which illustrated alphabetically rhymed couplets. For example, the letter "A" was shown with a small picture of Adam, a tree, and a serpent. It was drawn opposite the verse, "In Adam's Fall, We Sinned

²John G. Read, "Picture Indices for Basic Readers," Elementary School Journal, (February, 1950), 340.

³Paul R. Wendt, "The Language of Pictures," The Use and Misuse of Language, ed. S. I. Hayakawa (Greenwich: Fawcett Publications, 1958), p. 177.

All." There was usually a frontispiece which, before the Revolutionary War, was an engraved portrait of the reigning monarch of England. During the war, the pictures of the English kings were replaced by engravings of American portraits. Illustrations thus expressed a nationalist objective for reading.

Webster's fabulous "blue-backed Speller" contained pen-and-ink drawings to accompany the fables located near the end of the text, and the inclusion of illustrations also added to the appeal of the popular McGuffey Readers.

Witty⁴ credited the Row-Peterson Alice and Jerry Reading Series of the 1930's with introducing the profuse use of color in illustrations.

In most reading series, the illustration has a more significant role in the pre-reading or readiness books. Scott, Foresman Company named their beginning readiness book appropriately, We Read Pictures. The authors noted that

In the reading readiness program, the interpretive skills are introduced and developed in the interpretation of pictures. Later they will be applied and strengthened in the interpretation of written language.⁵

Read attempted to explain why fewer illustrations are used as the students progress to higher reading levels:

⁴Witty, Freeland, Grotberg, op. cit., p. 28.

⁵Helen M. Robinson, We Read Pictures (Chicago: Scott, Foresman Company, 1962), p. 7.

It is evident that, as the level of the reader moves upward, the picture loses more and more of its importance. This fact is proper and understandable for the child no longer has as much need for the interpretation of the written word by pictures. Somewhere along the way, in fact, the function of the picture changes. Instead of teaching, it becomes a motivating and entertainment device. It may be that this transfer occurs rather suddenly between second and third grade levels, at which point there is a lowering in the picture index.⁶

The picture now has taken on a new semantic value; one which expresses an invitation to the reader to partake in the content of the written selection.

There have been a number of studies conducted to establish students' preferences in illustrations. Research has generally indicated that

Children prefer illustrations that (a) are colored, (b) contain action, (c) tell a story, (d) are related to previous experiences and can be associated with places, objects, persons, events, or animals about which they are familiar; and (e) are larger.⁷

A contrary view toward including pictures in reading materials seemed to be prevalent in texts professing to be linguistically oriented. Fries stated twelve principles which served as the basis for the Merrill Linguistic Readers which he co-authored. Principle Ten dealt with his explanation as to why there were no pictures in his readers:

10. In order to focus the pupil's attention upon the

⁶Read, op. cit., p. 339.

⁷Charles V. Harris (ed.), Encyclopedia of Educational Research (3d ed.; New York: Macmillan Co., 1960), p. 121.

reading materials themselves, pictures must be excluded from the basic series. Experience has consistently demonstrated that (a) pictures constitute a distracting element in the process of learning to read, and (b) because pictures furnish clues to meaning, they lead the pupils to guess at words rather than read them. Incidentally, the absence of pictures permits the release of highly individualized creativity when the pupils are encouraged to illustrate the stories, for they are not hampered by the interpretation of another artist.⁸

Hall also expressed reasons for excluding pictures due to their distracting nature:

Since the only immediate problem in teaching reading is to establish the grapheme-phoneme correspondences, all distracting elements should be kept out of the material used. Any kind of a picture or other illustration, especially, will never help and can often hinder a learning process.⁹

The following statement in the Encyclopedia of Educational Research seemed to express well the findings as to whether pictures are instrumental in increasing the learning of verbal material:

Although there is evidence that pictorial illustrations increase the learning of verbal material, there is also evidence that such may not necessarily be true.¹⁰

In spite of the lack of research supporting the necessity for including illustrations in reading materials, the writer chose to

⁸Charles C. Fries, Rosemary G. Wilson and Mildred K. Rudolph, Merrill Linguistic Readers, Reader 1, Teacher's Edition (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966), p. 6.

⁹Robert A. Hall, Jr., Introductory Linguistics (Philadelphia: Chilton Books, 1964), p. 432.

¹⁰Harris, op. cit., p. 121.

illustrate the proposed workbook-textbook. Based on intuitive feelings gained through experience in working with junior high school students, it was decided to include cartoons to extend concepts, illustrate narrative sections, and portray the meaning of word parts.

Two characters were developed to connote the teacher-learner roles. The "teacher-type" was used to generalize the teacher's role (see Figure 1). The "student-type" was used to generalize the student's role (see Figure 2).

While the physical size of the "student-type" character was not representative of the size of junior high school students, the writer had used this character in presenting materials to junior high school students, and it had proved to be appealing and to serve the intended purposes for its inclusion. It appeared likewise restrictive that the teacher-type and student-type were representative of the male role and caucasian culture. Again, it was the feeling of the writer that the characters were accepted by female students and teachers as well as students from other racial origins. The cartoon quality seemed to allow for a more liberal and generalized role identity.

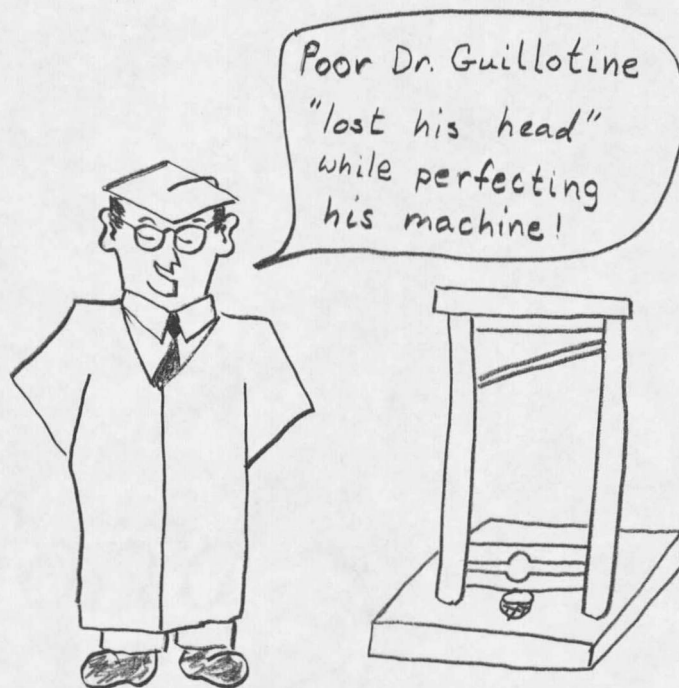


Figure 1. "Professor-Type" Illustration

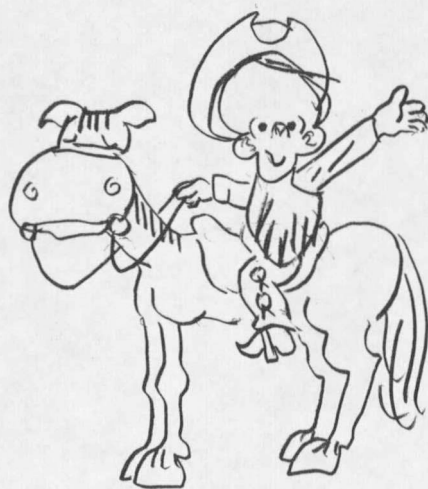


Figure 2. "Student-type" Illustration

Figure 3 was intended to extend the concept of evaluating one's need to increase his vocabulary.



Figure 3. Lesson 1(b) Illustration

Figure 4 was intended to illustrate a narrative section which discussed the derivation of the word "sabotage."

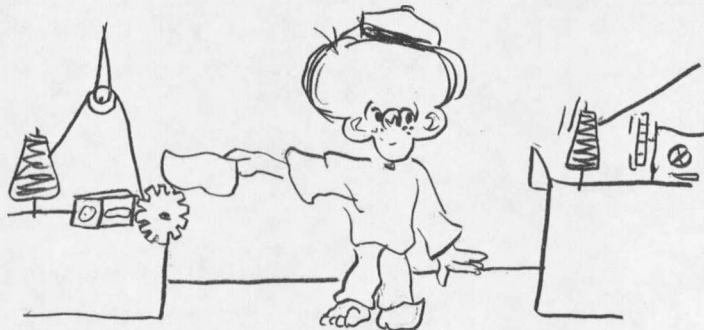


Figure 4. Lesson 85 Illustration

Figure 5 and Figure 6 were drawn to portray the meaning of word parts. There was a revising phase in the development of the illustrations. Originally the writer used a train to illustrate the position of prefixes, word roots and suffixes. The locomotive was intended to illustrate the function of the prefix, the coach stood for the word root and the caboose was used for the suffix. The students were quick to point out that while a word root may stand without a prefix, a train seldom runs without a locomotive.

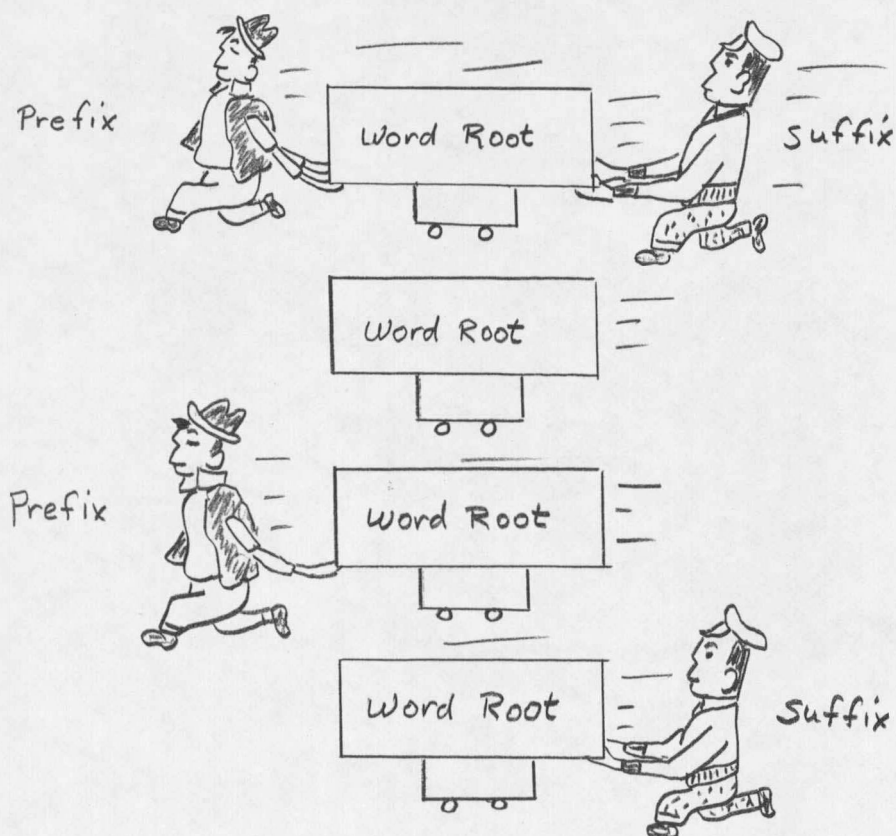


Figure 5. Lesson 10 Illustration

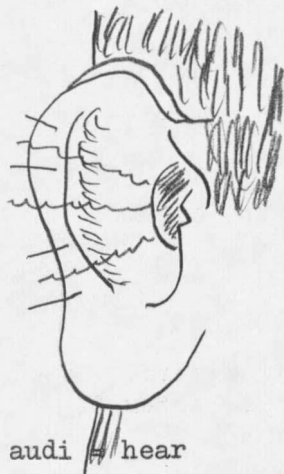


Figure 6. Lesson 18
Illustration

The writer also made an effort to use illustrations that would relate learnings to the experiences of junior high school students. Figures 7 and 8 are examples of cartoons drawn for that purpose.



Figure 7. Lesson 47



Figure 8. Lesson 90

Lastly, in an attempt to allow for student expression, lessons were recommended wherein the student was to draw his own cartoons illustrating the meaning of word roots.¹¹

Use of Color

The writer chose to use color in the workbook-textbook for the purposes of directing the student's attention to important concepts, pointing to the relation of illustrations to narrative, and noting the inclusion of the word part in a derivative. In an effort to make more effective use of color, it was necessary to examine its application to learning theory. Jones noted,

An understanding of the learning process is central to both the discipline of psychology and the profession of teaching. If teachers are to make the best possible use of the knowledge and understanding that psychologists have accumulated through more than sixty years of careful research, they must be aware both of the conclusions reached and the nature of the evidence.¹²

Strangely enough, the topic of directing a student's attention is one which has received little recognition by writers in the field of learning theory. Trabasso commented,

Although attention was a thing or concept accorded textbook status in the late 19th century, it was excluded as a subject of study or even comment by all the major schools that followed. For some 30 years, the dominant (behaviorist)

¹¹See Appendix D, page 320.

¹²Charles J. Jones, Learning (New York: Harcourt, Brace and World, 1967), p. vii.

theories of learning have nothing at all to say about this thing "everybody knows what it is."¹³

Part of the answer concerning the neglect of this area in professional writings lies in the fact that much was said about "attending" in discussions of discrimination. Also, it would seem that the terms "orienting" or "observing responses," in some sense, referred to the subject of attention. It was, however, interesting to note that of the sources reviewed, half did not deem the subject as noteworthy enough to merit an index listing of the term "attention" (or even "observing" or "orienting responses," for that matter).

What, then, is this commonly known thing called attention? Hill defined attention as "a variety of responses that orient the sense receptors toward certain stimuli, as in looking or listening. There may even be scanning, involving searching movements that end when a certain stimulus is perceived."¹⁴ Concerning observing responses, Deese and Hulse noted, "An observing response can be defined as any response that results in exposure to a discriminative stimulus."¹⁵ It is interesting to note that both definitions have their basis in an operation - i.e. a

¹³Tom Trabasso, "Everybody Knows What Attention Is," Psychology Today, Volume 2, Number 5, (October, 1968), 31-32.

¹⁴Winfred F. Hill, Learning, A Survey of Psychological Interpretations (San Francisco: Chandler Publishing Company, 1963), p. 53.

¹⁵James Deese and Stewart H. Hulse, The Psychology of Learning (3d ed.; New York: McGraw-Hill Book Co., 1967), p. 200.

response that occurs.

Reynolds approached the topic in a different manner in that he described responses that would indicate the lack of attention. "It often happens that reinforcement of a response in the presence of a stimulus does not bring all properties of that stimulus into control over the behavior. Variation or elimination of the noncontrolling property has no effect on the behavior; and if the properties are separated, the generalization gradient across values of that property is flat and unchanging. When this happens, the organism is said to be not attending to that property of the stimulus."¹⁶

Supposing that we now can define the term in question of what significance should this have in terms of teaching materials? Mouly warned that "teachers must concern themselves not only with keeping the child's attention on his work, but especially with directing his attention to the important things which need to be noticed."¹⁷ The writer of this thesis felt that a great deal of the characteristics of good teaching involved teaching the student to attend to the relevant cue in the learning problem. This also implied negative adaptations; i.e. the ability of the child to withstand stimuli that are extraneous to the

¹⁶G. S. Reynolds, A Primer of Operant Conditioning (Atlanta: Scott, Foresman and Co., 1968), p. 46.

¹⁷George J. Mouly, Psychology for Effective Teaching. (San Francisco: Holt, Rinehart and Winston, Inc., 1968), p. 324.

task at hand, or prove to be irrelevant details in solving the problem.

Good teachers have been teaching the students to attend to relevant cues for years, but have many of us overlooked the possibilities for improving this teaching skill? Trabasso recounted some of the more significant studies in this area; studies which I feel have an application to teaching strategies. We all know that color is an efficient attention-getting device for all children -- or do we? Rosslyn Suchman and Trabasso found that with nursery-school children, color proved an efficient relevant stimulus feature for those children who preferred color as a stimulus. Likewise, if color was of no use in solving the problem, learning was very slow. Bower, in a series of experiments with college students, found that one's attentional interest in color stimuli sometimes can block or impede learning.¹⁸

The application to teaching strategies could be a warning not to use distracting colors as attention-gaining stimuli when other dimensions are preferred or criterial. Trabasso proposed, "Perhaps we might do better as teachers to impoverish the environment by displaying only those objects, words, or relationships that are to be learned."¹⁹ The writer has observed teachers who, in preparing reading-readiness materials, colored "d's" a different hue from "b's" to help the child

¹⁸Trabasso, op. cit., p. 31.

¹⁹Ibid., p.

discriminate between them. This procedure seemed questionable in that the color was certainly synthetic since the form dimension was the criterial and relevant dimension. On the other hand, the writer has observed many teachers who appeared to shorten the attentional phase by using arrows, underlined segments, colored chalk, etc., thereby directing the student's attention to pertinent attributes or concepts.

The use of attending cues might also have significance in improved learning for the slow learner. Trebasso concluded,

It appears certain that many of the keys to successful teaching or training will be found in the close study of the attentional planes or phases of the learning process. Such study may enable us to build a more productive learning environment and perhaps allow us finally to deal more cleverly with hoary old classroom menaces like the 'slow' reader.²⁰

²⁰ Ibid., p. 36.

English is said to be one of approximately 3000 languages in the world. There is no doubt it is also one of the most important languages. It is categorized as being an Indo-European language; i.e. it is related to some of the other languages of India and Europe. The Germanic tongues remain as our most closely related European language.

Most writers divide the history of the English language into three periods of time - The Old English Period (O.E.), 450-1100 A.D.; The Middle English Period (M.E.), 1100-1500 A.D.; and The Modern English Period (Mod.E.), 1500-present.

Prior to 450 A.D. the British Isles were inhabited by a people called the Celts (kelts). The Romans had previously occupied England, but, with the declining power of the Roman Empire, they were called back to Rome in 410 A.D. The Roman-built towns were destroyed by the Celts and there remained very little Roman effect on the Celtic language.

Figure 9. Use of Color to Direct Attention to Important Facts or Concepts²¹

²¹ Appendix D, pages 126-127.

Undoubtedly, one name in a school of your size would not be enough to avoid confusing situations which would arise from more than one person having the same name. If we had two names, there would be less chance of having the same name as someone else in the school, but even then it may happen.

Suppose that you wished a first name that would show that you were free and indebted to no one. We could name you "Franklin," a Latin name meaning "not in bondage."

Let's also suppose that you live near a field

where roses grow. Your second name could

be "Roosevelt," a Dutch word meaning "a field where roses grow." The completed double name would be "Franklin Roosevelt"; (who knows, someday you may grow up to be president).

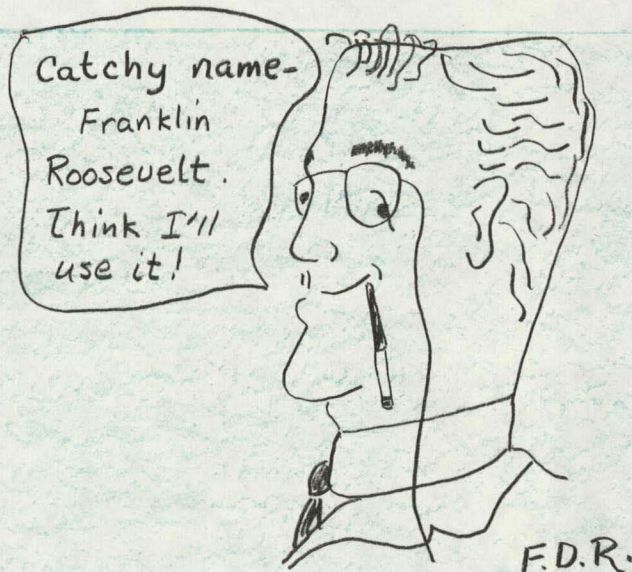


Figure 10. Use of Color to Direct Attention to the Relation of Illustrations to Narrative²²

²²Appendix D, page 123

Prefix - letters or syllables placed at the beginning of a word to shade or change its meaning.

Word Root - the basic part of a word to which prefixes and suffixes may be added to shade or change its meaning. Word roots may be found at the beginning, the middle or at the end of a word.

Suffix - letters or syllables placed at the end of a word to shade or change its meaning.

Example: seclusion - the state of being shut off from others.

(prefix) se - aside; (word root) clus - shut
(suffix) ion - state of

Figure 11. Use of Color to Direct Attention to The Word Parts of a Derivative²³

While the published addition of the proposed textbook-workbook will utilize color in every lesson, for the purposes of this thesis, only selected lessons in the appendix include color.²⁴

²³Appendix D, pages 157-158.

²⁴Appendix D, pages 118-131, 140-154, 157-158, 177-178.

Introductory Lessons

Expression of need for increased vocabulary. The writer chose to start the introductory section of the workbook-textbook with a lesson which would allow the student to express his need for an increased vocabulary. It has long been a basic principle of teaching that a student learns best when he sees an individual need for the knowledge. Gorman developed a list of learning principles which served as a basis for the development of this vocabulary development program:

1. Learners (and teachers) bring with them to the classroom a cluster of understandings, skills, appreciations, attitudes, and feelings that have personal meaning to them and are in effect the sum of their reactions to previous stimuli.
2. Learners (and teachers) are individually different in many ways even when ability grouped.
3. Learners (and teachers) have developed concepts of self, which directly affect their behavior.
4. Learning may be defined as a change in behavior.
5. Learning requires activity on the part of the learner. He should not be passive.
6. Learners ultimately learn what they actively desire to learn; they do not learn what they do not accept or come to accept.
7. Learning is enhanced when learners accept responsibility for their own learning.
8. Learning is directly influenced by physical and social environment.
9. Learning occurs on successively deeper levels.
10. Learning is deepened when the learning situation provides opportunity for applying learnings in as realistic a

situation as is feasible.

11. Learners are motivated when they understand and accept the purposes of the learning situation.
12. Learners are motivated by success experiences.
13. Learners are motivated by teacher acceptance.
14. Learners are motivated when they can associate new learnings with previous learnings.
15. Learners are motivated when they can see the usefulness of the learning in their own personal terms.²⁵

It was the hope of the writer that the teacher could explore the quotations concerning the values of effective vocabulary²⁶ and then, following the written section,²⁷ lead a discussion which would help motivate the students through seeing the personal usefulness of their effort in the forth-coming lessons.

Naming practices. While it has not been common practice in other vocabulary-building programs, the writer inserted an introductory lesson on naming practices. Certainly this lesson is not productive in terms of extension of one's vocabulary. It is, however, an attempt to interest the student in words that are the most directly related to him--his name. This lesson also is intended to allow the student to look

²⁵Alfred H. Gorman, Teachers and Learners, The Interactive Process of Education (Boston: Allyn and Bacon, Inc., 1969), pp. 13-14.

²⁶Appendix D, page 119.

²⁷Appendix D, page 120.

into the history and development of a word.

Wells commented that knowing the history of one's name allows him to say proudly:

There is my name, my representative force in the hearing of those who make up my world, my sound effect, my story and my theme song, my personal slave in the moving history that has made this land.²⁸

In discussing her book, Wells noted,

It is for all those whose minds are curious and who like peering back through the dark, long glass of history, into the secrets of the past four or eight thousand years, in which these names began.²⁹

The same may be said for one of the merits of including a lesson on naming practice.³⁰ While teaching this lesson to junior high school students, the writer also noted that it stimulated dialogue between students and their parents as to why the parents chose the particular names for their children.

History of the English language. Like all lessons in the proposed word study program, the short lesson on the history of the English language was intended to be introductory and exploratory in nature. Much of the grand story of our language is left untold. The reason for

²⁸Evelyn Wells, What to Name the Baby (Garden City, New York: Garden City Books, 1953), p. 3.

²⁹Ibid.

³⁰Appendix D, pages 121-125.

its inclusion is to provide basic learnings which allow the student to understand something of his word heritage and to learn of forces that have been active in transforming words and their meanings.

To the writer, this aspect of one's knowledge of his history has been sorely lacking in school curricular guides and courses of study. It would seem as criterial to understand the development of one's language as to read of sociological and scientific development.

At last, with the emancipation of language scholarship from unrealistic rules and definitions, English emerges as an exciting social force that acts and reacts along with mankind. Its history is the story of invasions, of great battles, of massacres, of plague, of slavery, of invention and literary genius, and of the power of the human spirit to surmount the destructive forces of change and to adjust to the beneficent movements of time. The history of our language is a story whose theme is mutability, whose characters are the people who lived and died during the past fifteen hundred years, whose action evolved the language which today is used throughout the world by more than a billion human beings.

The study of language need no longer be regarded with boredom by the student and disdain by the teacher. Finally it begins to assume its rightful status as vital, investigative, creative, alongside literature, art, philosophy. The history of the English language is a story that can fascinate every boy and girl in our schools. It is a part of their own story, a part of their own lives, past and present.³¹

Conlin did, however, warn that "the presentation of historical involvement of English should be complete enough to be clear and yet not

³¹David A. Conlin, A Modern Approach to Teaching English (New York: American Book Co., 1968), p. 14.

so thorough as to be tedious."³²

Attempts were made to abridge this lesson until it contained the criterial milestones in our language's development. Like all lessons, it's effectiveness would depend on it's presentation by an enthusiastic teacher.

Understanding etymology entries in dictionaries. Mitford M. Mathews, Associate Consulting Editor on Webster's New World Dictionary, commented, "Those who do not look at the etymologies in their dictionaries can hardly imagine how much interesting information they are missing."³³ Yet, very few junior high school language arts texts included lessons which would introduce the students to the skills needed for reading the etymology entries in a dictionary.

The writer attempted to begin this lesson by reinforcing the principle of the dictionary as a descriptive rather than prescriptive tool.³⁴ Burns and Love suggested,

It should be clear to pupils that dictionaries are supposed to be objective reports on how people use the language. They indicate not how words should be spelled, but how writers spell them. They suggest not what the compilers think words ought to mean, but what speakers and writers of

³² Ibid.

³³ Mitford M. Mathews, "An Introduction to the Dictionary," Words, Words, and Words About Dictionaries, ed. Jack C. Gray (San Francisco: Chandler Publishing Co., 1963), p. 42.

³⁴ Appendix D, page 135.

the language use them to mean. They tell not what expressions are elegant and which are inelegant, but which are used in elegant circles and which are not. The dictionary is a record of the changing and living language.³⁵

This exercise also assumed that the child will be introduced to a more advanced dictionary. In his experience in teaching junior high school students, the writer found that most pupils had not had instruction in the use of an unabridged dictionary. While there are many additional skills in dictionary usage not mentioned in this lesson, the exercises will provide at least some basic experiences and explorations in the dictionary.

An attempt was made to choose words for inclusion that had interesting and colorful histories. For example, it was hoped that a student would be interested in finding out that our word "pen" was derived from a Latin word penna which meant "feather." It is then dependent on good teaching to extend the learning by discussing the relation between the word's present meaning and its earlier meaning.

Words which have changed meanings. Closely related to the previous lesson on understanding etymology entries is the exercise on words which have changed meanings. Smith pointed out that there are many misconceptions about language which interfere with its use in the development of effective communication. He felt that to assume that language

³⁵Paul C. Burns and Alberta L. Lowe, The Language Arts in Childhood Education (Chicago: Rand McNally and Co., 1966), p. 219.

is static is a major misconception.

We have seen how language is continually changing. It is not static, it is dynamic, vibrant and alive with change. Change replaces new phrases and words for old ones, gives us new spellings and more realistic language forms, new punctuation forms to coincide with our machines in communicating and even changes the meanings of words.³⁶

Conlin also listed the need for understanding the changes which have occurred in our language as a major objective in the teaching of English. One of his teaching objectives was

to help our pupils understand the changes that have taken place in the English language in the past 1500 years, and to give them the ability to recognize current change.³⁷

This lesson³⁸ was intended to show the student not only that word meanings have changed but that some words have been elevated ("knight") while others have degenerated ("sullen"); and that some words have gained a more generalized meaning ("ship") while others have changed to a more specialized meaning ("ballad").

It is hoped that the teachers and students will ask why changes in word meaning have occurred and hypothesize or study to determine the reasons. For example, why would a term like "pariah," which once meant "an Indian drummer," generalize to mean an "outcast" or "despised person"? Was the caste of Indian drumbeaters high on the social order?

³⁶Smith, op. cit., p. 45.

³⁷Conlin, op. cit., p. 6.

³⁸Appendix D, pages 140-143.

Why did "boor" once refer to a farmer? Is a farmer a boorish person?

Lastly, it is important that the student understand that while word meanings have changed, the changes are still occurring and each of us is in some means bringing these changes about.

Words from different languages. To understand that our words have come to our language from all over the world is to acknowledge a cultural debt to each of the countries that have contributed. Burns and Lowe³⁹ listed the study of words that have been borrowed from other languages as an exercise to encourage vocabulary growth which is appropriate for inclusion in the school curriculum during the intermediate school years.

One of the reasons for including a lesson on words borrowed from other languages is to point out an important characteristic of our language - the tendency to go outside our own linguistic resources and assimilate foreign terms. Baugh summarized that

the English vocabulary contains borrowing from many other languages. Instead of making new words chiefly by the combination of existing elements, as German does, English has shown a marked tendency to go outside her own linguistic resources and borrow from other languages. In the course of centuries of this practice English has built up an unusual capacity for assimilating outside elements. We do not feel that there is anything 'foreign' about the words chipmunk, hominny, moose, raccoon, skunk, all of which we have borrowed from the American Indian. We are not conscious that the words brandy, culler, golf, duck (light canvas), isinglass, measles, selvage, wagon,

³⁹Burns and Lowe, op. cit., p. 220.

uproar are from Dutch. And so with many other words in daily use. From Italian come balcony, canto, duet, granite, opera, piano, umbrella, volcano; from Spanish alligator, cargo, contraband, cork, hammock, mosquito, sherry, stampede, tornado, vanilla; from Greek, directly or indirectly, acme, acrobat, anthology, barometer, catarrh, catastrophe, chronology, elastic, magic, tactics, tantalize, and a host of others; from Russian steppe, drosky, vodka, ruble; from Persian caravan, dervish, divan, khaki, mogul, shawl, sherbet, and ultimately from Persian jasmine, paradise, check, chess, lemon, lilac, turban, borax, and possibly spinach. A few minutes spent in the examination of any good etymological dictionary will show that English has borrowed from Hebrew and Arabic, Hungarian, Hindustani, Bengali, Malay, Chinese, the languages of Java, Australia, Tahiti, Polynesia, West Africa, and from one of the aboriginal languages of Brazil. And it has assimilated these heterogeneous elements so successfully that only the professional student of language is aware of their origin.⁴⁰

The words in this lesson⁴¹ were selected to show the variety of languages which contributed to English. Whenever possible, the writer chose more commonly used terms to illustrate the assimilation.

Words from people's names. Many English words have been derived from the names of persons. While most adults have had occasion to discover that we have adopted words from persons' names, the writer found that most students had not been introduced to this word formation concept.

It was hoped that this lesson in word derivation would be both stimulating and enriching. The word "sandwich" seemed more real when

⁴⁰Albert C. Baugh, A History of the English Language, 2d. ed. (New York: Appleton-Century-Crofts, 1963), pp. 9-10.

⁴¹Appendix D, pages 144-146.

one discovered that it was named for the Earl of Sandwich who, while gambling, put slices of meat between pieces of bread so as not to get grease on the cards. By looking into the derivation of words, the student is often led to information which has relevance to other segments of the school's curriculum. "Pasteurize" and "watt" have implications for the study of science; the derivation of "guillotine," "quisling," and "solon" builds a historical background; the word "cardigan" was named for the man who led the famous "charge of the Light Brigade."

The understanding of literature is enriched by terms such as "quixotic," while "nimrod" has a Biblical history and, of course, "saxophone" tells of the inventor of the musical instrument.

Greenough and Kittredge noted,

One of the most entertaining chapters in the history of our vocabulary deals with words from proper names. These are of every conceivable kind. Some are mere nicknames, originating in slang or the humors of the hour, and perpetuated either because they seem to fill a gap in the language or because they suggest allusions or anecdotes which it tickles our fancy to remember; others are serious technical terms, coined in honor of an inventor or a discoverer. They may come from history or from literature, indifferently. Sometimes their origin is obscure, because the story or the incident to which they allude, though striking enough to attract attention at the moment and thus to give rise to a new word or phrase, has not proved of sufficient importance to be put on record.⁴²

Again, only an introductory list of words was proposed for

⁴²James B. Greenough and George L. Kittredge, Words and Their Ways in English Speech (New York: The Macmillan Co., 1901), p. 372.

student study.⁴³ It was hoped that as the student and teacher studied this lesson, other terms would be added to the exercise.

Words from the names of places. Common English terms that have been derived from the names of places provided one more concept in word formation. "Limerick" was named for Limerick, Ireland, and a "bayonet" received its name from Bayonne, France.

Lesson 8⁴⁴ presented seventeen words as examples of words taken from the names of places. It was hoped that the teacher and student would look more deeply into the relationship between the word's generalized meaning and the place from which it received its name. Why should the word "shanghai" be named for an oriental city? What characteristics of the Maiandros River in Turkey would prompt people to coin the word "meander"? Words with unclear relationships with their place-origins were omitted to avoid unnecessary confusion. For example, while "bikini" is certainly a colorful word, the connection between the swimsuit and the atoll on which an atomic explosion was staged is at best obscure.

The writer could see many related learnings in geography and history developing as students completed this lesson. Again, much was left to be developed during classroom discussion.

⁴³Appendix D, pages 147-151.

⁴⁴Appendix D, pages 152-154.

Concluding Sections

Acronyms. Rarely has the writer seen lessons on acronyms in vocabulary development materials. Yet, the practice of coining acronyms is one of the most interesting and widespread developments of our changing language.

Acronym is the name for a word formed by combining the initial letters of syllables of a series of words, for example Jato (Jet Assisted Take-off) or Basic (British-American Scientific International Commercial) English. It comes from the Greek akros (tip) and onym (name).

The earliest acronyms are not known, though some scholars claim to have located examples in ancient Hebrew scriptures. Acronyms are found among nineteenth-century British and American word coinages but their appearance in profusion dates from World War I, when Anzac (Australian-New Zealand Army Corps) and WAAC (Women's Army Auxiliary Corps) were coined.

The full tide of popularity of acronyms in America, however, came with the advent of the New Deal and World War II. The custom of referring to the "alphabet agencies," such as WPA and NLRB, by their initials undoubtedly accelerated the trend toward naming organizations and offices by pronounceable combinations of letters. The U. S. Navy was especially prolific in coining acronyms, such as Bupers (Bureau of Personnel) and the ill-chosen Cincus (Commander in Chief, U. S. Fleet), which was abruptly changed after the disaster at Pearl Harbor.

During World War II, acronyms ranging from technical labels like Radar (Radio Detection and Ranging) to slang terms like Snafu (Situation Normal; All Fouled Up) became commonplace. During the years since World War II no single classification of word coinages has proliferated so rapidly.⁴⁵

Lesson 98⁴⁶ was inserted as a concluding section in the proposed

⁴⁵William and Mary Morris, Dictionary of Word and Phrase Origins (New York: Harper & Row, Publ., 1962), pp. 1-2.

⁴⁶Appendix D, pages 308-309.

workbook to add another word formation concept. The writer attempted to prepare a list of seventeen of the more commonly used acronyms with which the student may have had experiences yet not know their derivation. Again, it was hoped that teachers and students would add acronyms to the prepared list.

Word roots and combining forms used in scientific vocabulary.

Baugh stated, "Consciously or unconsciously, we have become scientifically minded in the last few generations, and our vocabularies reflect this extension of our consciousness and interest."⁴⁷ This added emphasis, matched with the realization that the tendency is to create new scientific terms from word roots and combining forms, led the writer to develop Lesson 99.⁴⁸

The basis for the selection of the word parts to be studied was established on expressed vocabulary needs of junior high school students and science teachers at Lincoln School in Livingston, Montana. For a period of seven years, the list of combining forms was developed as students and teachers expressed the need for a term in their scientific vocabulary.

This lesson was not intended to represent an exhaustive list of

⁴⁷Baugh, op. cit., p. 359.

⁴⁸Appendix D, pages 310-313.

appropriate word roots and combining forms applicable to scientific terminology. It was the writer's goal in this lesson to provide basic word parts that would help the student attack new scientific terms that he may need in his junior high school science classes.

Words with interesting origins. The writer chose to conclude his textbook-workbook with a lesson intended once again to expose the student to additional interesting word origins.⁴⁹ This lesson could be accomplished through the use of books on word derivations, such as Picturesque Word Origins,⁵⁰ or through teacher directed discussions.

The student is directed to discover some of the color, humor and excitement contained in a word's history. For example, the word "bedlam" was derived from the name of a hospital for lunatics; "curfew" originally meant "cover the fire," and a "caucus" was a powwow of Indian tribal leaders.

It was gratifying to the writer to have students return from other classes and tell of enlightening their teachers as to the background of a term introduced in their other classes.

This final lesson was intended to extend (as did William and Mary Morris) the invitation to students to "dip in and savor for yourself the

⁴⁹Appendix D, page

⁵⁰Picturesque Word Origins (Springfield, Mass.: G. & C. Merriam Co., 1933).

wondrous varieties of the languages we call English and American."⁵¹

Testing

A series of tests was developed by the writer to assist the teacher in measuring student progress in vocabulary growth. The tests were intended to provide pre-program and post-program evaluations as well as unit measurement tools.⁵²

The writer acknowledges certain limitations in the proposed testing program. Since the workbook-textbook is in the developmental stage, validity and reliability of the tests have not yet been determined. The writer also feels that it may be more desirable for each teacher to develop his own tests. Adams noted,

As teachers have achieved a more significant role in planning the educational experiences for their classes, they have also become responsible for appraising the extent to which students are progressing toward the goals of the educational program. Even in those schools where standardized achievement tests are regularly administered, they are usually given only once a year; and they measure only a fraction of the educational outcomes. It is the teacher who is responsible for measuring student achievement day by day and week by week. He must develop his own tests for measuring student progress toward the immediate objectives of instruction.

It is through his own tests that the teacher communicates to students information concerning the knowledges and the intellectual skills that he considers most important. Tests provide students with tangible indications of the outcomes expected from a course even to a greater degree than do the textbook or syllabus.

⁵¹Morris, op. cit., p. vii.

⁵²Appendix E.

Teacher-made tests and other types of teacher evaluation constitute the basis for grading students and reporting to parents. It is largely teacher-made tests that provide students with confirmation or "feedback" concerning the effectiveness of their efforts to learn. The knowledge that a test is to be given provides most students with strong stimulation to study; the types of test questions used in previous tests direct their efforts to learning activities that they believe to be most helpful in improving their test performance. Teacher-made tests have great potentialities for enriching or limiting the students' self-directed study.⁵³

The tests were, however, developed with an understanding of the demands on teacher time and energy. The tests were not intended to be used should the teacher wish to develop his own evaluative tools. Also, the teacher is encouraged to abridge the tests if items are found to be ambiguous or misleading.

The teacher is also urged to use subjective means of evaluation which would give indications of student interest and vocabulary growth. Harrison and Gowin felt that subjective judgment "often omitted or minimized in discussions of evaluation techniques is one of the most common and useful observations."⁵⁴

Objective tests were stimulated by research studies following World War II that seemed to indicate a low reliability of student scores on the traditional essay test. For a period of time the essay test was

⁵³Georgia Sachs Adams, Measurement and Evaluation in Education, Psychology, and Guidance (New York: Holt, Rinehart and Winston, 1966), p. 321.

⁵⁴Raymond H. Harrison and Lawrence E. Gowin, The Elementary Teacher in Action (San Francisco: Wadsworth Publishing Co., 1958), p. 153.

held in disrepute, but today educators have recognized the strengths and limitations of each approach. Adams, among others, noted that there were advantages and disadvantages to both essay and objective tests.⁵⁵

After a survey of the comparative values of objective and essay tests, the writer chose to develop a series of tests which represented a combination of the two approaches. At the same time, an effort was made to improve the effectiveness of each. Again, Adams noted,

Ideally, a teacher uses a combination of the two approaches and is constantly trying to improve his effectiveness in each. In fact, teachers are increasingly combining objective and essay questions in a single test in order to obtain both the advantages of the former in terms of more extensive sampling, higher reliability, and objective scoring and the advantages of the latter in stimulating superior study methods and giving the student opportunity to organize his knowledge and express his own opinions and attitudes.⁵⁶

With the goal of test improvement in mind, the writer reviewed literature pertaining to test construction in order to find applicable guidelines which could be used in developing test items. Remmers and Gage offered suggestions for improving essay questions.

1. Use essay questions to evaluate achievement of only those instructional objectives not as well or better tested by the short-answer forms.
2. Phrase the questions so as to require as precisely as possible the specific mental processes operating on specific subject matter...
3. ...phrase the questions so as to give as many hints

⁵⁵Adams, op. cit., p. 330.

⁵⁶Ibid., p. 332.

concerning the organization of the pupil's answers as are not consistent with the instructional objective at which the questions are aimed....the more specific the essay question becomes, the more similar it becomes to short-answer test items. Carried to an extreme, this technique would rob the essay question of its unique value in testing the pupil's ability to organize and express his answers....We can attempt to elicit as much organizational effort from the pupils as possible while giving them a common set of reference points so that their answers will be comparable.

4. Permit no choice among questions. Only by requiring all pupils to answer all questions can their achievement be compared....The teacher who permits pupils to choose among optional questions can never know whether all of them have taken a test of equal difficulty....

5. Balance the questions in difficulty so that the pupil can actually write adequate answers to all of them within the allotted time if he possesses the required achievement.⁵⁷

The writer attempted to follow these guidelines in developing the following short answer essay questions:

What did John Mortague, Earl of Sandwich, do to cause us to name the word "sandwich" after him?

Why did we name the guillotine for Dr. J. I. Guillotine?

Tell the story behind the word "mortgage."

⁵⁷H. H. Kemmers, and N. L. Gage, Educational Measurement and Evaluation (New York: Harper & Row, 1955), pp. 183-184.

The most widely used recall questions are of the type that asks a direct question that can be answered by a single word or phrase or a simple sentence presented in incomplete form. Adams proposed these suggestions to assist in improving the quality of recall items:

1. In general, use recall items only when the correct response is a single word or brief phrase.
2. In recall questions of the completion type, it is best to omit only one key word or phrase; the omitted word or phrase should preferably be at the end of the sentence.
3. Avoid indefinite statements. Be sure that the kind of response wanted is clearly indicated; for example, "The steamboat was invented in the year _____" rather than "The steamboat was invented in _____". (The locality instead of the date might conceivably be given in response to the second question.)
4. Make minimal use of stereotyped phrases or other "textbook language"; avoid placing a premium on the student's recalling a unique word or phrase when other responses would indicate understanding of the concept.
5. Avoid having the grammatical structure of the question or statement give a clue to the response. Use of the article "a" or "an," for example, will provide students with a clue.
6. Do not give clues to the answer by varying the number or length of the blanks. For example, use "Florida was explored by _____" rather than "Florida was explored by _____." ⁵⁸

Below are listed attempts at constructing recall questions based on Adams' suggestions:

The cordate leaf of philodendron is the shape of a _____
 Equinox refers to the times when the days and nights are
 approximately _____ in length.
 Define the prefix in the term "uniform." uni = _____

⁵⁸Adams, op. cit., p. 335.

Of the various types of questions normally found on teacher-made tests the true-false item appears to be the most widely used and is often the most severely criticized. There are certainly teacher advantages in formulating true-false questions. They appear to be relatively easy to construct and score. There is also an advantage in terms of the number of items that can be reproduced on a single page.

The disadvantages, of course, result from the 50-50 chance of guessing the correct response and from the difficulty in writing questions that are not ambiguous. Adams offered these guidelines for constructing true-false items:

1. The questions should be related to significant fact or generalizations. The best true-false statements require the student to understand a significant fact or generalization presented in a new way.
2. The crucial element in the statement should be readily apparent to the student. Ordinarily it should be placed in the main clause and near the end of the statement. Underlining the crucial word or words may be desirable.
3. Avoid "lifting" true statements directly from the textbook or developing false statements by the mere insertion of the word "not" into such a lifted statement. Not only does such a procedure encourage rote learning, but some textbook statements are ambiguous when removed from their context.
4. Avoid the use of specific determiners, words, or phrases that are usually associated with either a true or a false statement. Such words as "all," "none," "always," "never," and the like are usually associated with false statements; whereas statements containing "some," "generally," "may," "should," and the like are usually true.
5. Avoid making true statements consistently longer than false ones.

6. Have a somewhat larger number of false than true statements. This suggestion is made because the student who does not know the answer is more likely to guess "True" than "False."
7. Avoid statements that are partly true and partly false.
8. Speed up scoring by typing the symbols T and F in a column (preceding or following the questions) so that students can mark their choices, and a lay-over scoring stencil (with holes in the positions for correct responses) can be used. If no answer column has been typed on the test, or if the test questions are dictated, have students write the symbols + and O. These are more easily distinguished in scoring than T and F or + and -; they are also less easily changed by students when self-scoring is used.⁵⁹

The writer followed Adams' guidelines in writing the following true-false items:

True-False: Circle T (true) or F (false)

- T F 11. A rock is an inanimate object.
 T F 12. A sesquicentennial celebration commemorates the 200th anniversary of an event.
 T F 13. A monarchy is ruled by many people.
 T F 14. Aptitude tests are designed to predict or evaluate your ability to learn or perform certain skills.

In multiple-choice test items, two procedures are usually utilized. Either an incomplete statement is followed by several possible completions, or a question is followed by several possible answers. The writer chose to include both types of multiple-choice items.

Normally, a multiple choice question is written with only one correct answer. While acknowledging that variations of this procedure are possible (i.e. selecting the best answer, incorrect answer, or two

⁵⁹Ibid., p. 339.

or more correct answers) the writer chose to follow the more common correct answer format.

Adams noted the following helpful suggestions for improving the quality of multiple choice items:

1. As much of the item content as possible should be put in the stem of the item. If this is done, the informed student will have the answer in mind before he scans the options given. Moreover, space and student time are conserved because repetition of words in the various options is avoided.

2. The inexperienced item writer may find it advisable to use the direct question rather than incomplete sentence form, since the question form forces him to state the problem clearly and also reduces the risk of giving the student clues through grammatical inconsistencies. However, the more experienced item writer will prefer the incomplete sentence, because careful phrasing of the stem may reduce the length of the options.

3. Make all responses plausible. It should be necessary for the student to read and consider all choices presented. The alternative choices should deal with the same family of ideas - that is, should be reasonably homogeneous with respect to period of history, geographic area, or other basis of classification.

4. The correct answer should not be consistently longer than the incorrect ones.

5. Avoid giving clues to the unprepared student through grammatical construction or other means. The incomplete sentence is especially likely to include grammatical clues - use of "a" or "an," use of singular or plural subject or verb, and the like. All options must be grammatically consistent with the stem.

6. Avoid the use of textbook language or stereotyped phrases.

7. The position of the correct answer should be randomized throughout the test.⁶⁰

⁶⁰Ibid., p. 341.

Below are listed two examples which were developed based on Adams' suggestions:

21. If a musical selection were to be played fortissimo, it would be played
 - a. slowly
 - b. rapidly
 - c. quietly
 - d. loudly
22. Which of the following is a sentence fragment?
 - a. About sentence fragments.
 - b. Avoid sentence fragments.
 - c. Don't write sentence fragments.
 - d. Read the sentence fragments.

Matching exercises, in one sense, are merely another format of multiple-choice questions. While the usual multiple-choice question has a single problem with from two to five options, the matching exercise includes several problems with the solution found in an extended list of options. The matching exercise has the advantage of compactness and can expose the student to more questions in a smaller amount of page space.

The writer again turned to Adams for help in revising his matching questions:

1. Do not include too large a number of items in either column. The number should probably vary from a minimum of 5 to a maximum of 12. The use of longer lists requires the student to spend too much time in hunting for the correct responses.
2. In any one question, do not mix items that are highly heterogeneous or dissimilar. For example, do not include in a single matching exercise items that require the matching of men and inventions with others that require matching of battles and dates.
3. The column of responses or options should include more

alternatives than the column of questions or test items, in order to prevent the student from selecting the last response on the basis of elimination.

4. It is frequently advisable to allow certain items in the response column to be used more than once so as to reduce the effect of guessing. If this plan is used, the preceding suggestion becomes unnecessary.

5. If possible, the response column should contain shorter statements than the question column so that the student can scan the possible responses quickly.

6. The items in the response column should be arranged systematically if possible (names in alphabetical order, dates in chronological order, and the like).

7. Double check to make sure that there is only one item in the response column that is the correct answer for each test item (unless the directions indicate that responses may be used more than once).

8. Avoid requiring the student to match parts of incomplete sentences because of the probability of introducing grammatical clues to the correct responses.

9. Be sure that a matching exercise appears on a single page of the test.⁶¹

Below is listed a section of matching questions from Test #5 in the proposed workbook-textbook:

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|---------------------|-----------------------|
| () 1. grav | a. flock, herd, group |
| () 2. greg | b. balance |
| () 3. lapse | c. great |
| () 4. liber, libra | d. warn, remind |
| () 5. lumen | e. light |
| () 6. magn | f. one |
| () 7. manu | g. heavy, burden |
| () 8. moni | h. end |

⁶¹Ibid., p. 344.

- | | |
|--------------|----------|
| () 9. mono | i. slide |
| () 10. mort | j. death |
| | k. hand |

Lastly, the writer attempted to include some situation or problem solving items. The problem-solving question can follow almost any format but must contain the element of personal involvement and novelty without being unrealistic or confusing. This type of question should be challenging and involve critical thinking.

The following test items represent the writer's attempt to develop problem-solving items:

- 23-24. Your sister bought a multicolored dress. Would it contain many colors or be all in the same color? How do you know?
-

- 25-26. Your friend is a bibliophile. Do you suppose he spends much time at the library? Why?
-

- 27-28. You recently read a book that was written under the pseudonym Dr. Seuss. Is Dr. Seuss the author's real name? How do you know?
-

The student's own evaluation of his progress is considered essential by the writer and therefore a histogram was provided wherein he could plot his test scores.⁶² It is the writer's hope that the student

⁶² Appendix E, page 317.

could see improvement and evaluate progress based on the pre-program and post-program tests.

Annotated Teacher's Edition

Since the proposed program was to be of a nature which does not presuppose additional formalized instruction to prepare the teacher to teach the subject, an annotated teacher's edition was developed.

The writer subjectively felt that the busy teacher would appreciate answers in the blanks requiring student responses. It should be noted that the writer took the liberty of abridging definitions and also made no effort to include all appropriate definitions or answer responses. The answers are intended to be guiding information only.⁶³

It was also felt that many teachers object to long, lengthy teacher's guides; therefore, effort was made to keep suggestions to teachers short and pertinent.⁶⁴

Inclusion in Existing Junior High School Language Arts Programs

The proposed vocabulary-building program was intended to be used as an integral part of the existing language arts program in either grade seven, eight, or nine of a junior high school. It was acknowledged that vocabulary study represented only one phase of the language

⁶³Appendix D.

⁶⁴Appendix D, pages 318-323.

arts curriculum and that one semester could be spent within the three-year junior high school course of study which emphasized vocabulary-building.

In an effort to assist the teacher in accumulating extended readings on the subject of etymology, the Annotated Teacher's section also included a limited bibliography of teacher and student materials to further explore the study of words.⁶⁵

The next procedure in this paper was to survey existing junior high school structural analysis programs and compare them with the proposed vocabulary-building program. This survey is discussed in Chapter V.

⁶⁵Appendix D, pages 321-323.

CHAPTER V

COMPARISON OF THE PROPOSED TEXTBOOK-WORKBOOK CONTENT WITH EXISTING VOCABULARY DEVELOPMENT PROGRAMS

In order to determine what vocabulary-building structural analysis materials existed, the writer surveyed all publishing firms bonded to sell textbooks in the State of Montana.¹ The companies were asked to submit titles of said materials and also to express their opinions on utilizing structural analysis lessons in building vocabulary on the junior high school level.²

Of the forty-nine firms surveyed, forty-seven responded to the letter. Nineteen publishers noted that their companies did not publish such materials. In many cases this could well be explained in terms of a company specializing in a limited educational field. For example, the Zaner-Bloser Company published only handwriting materials.

Fifteen other firms noted that lessons were included in their reading series. Two firms included structural analysis lessons in spelling materials and five companies inserted structural analysis lessons in language arts texts.

As an example of a reading series that has included structural

¹Appendix G.

²Appendix F.

analysis skills, The Kaleidoscope Readers³ lists structural analysis skills as being included in every book in their series and in every unit covered in upper grade materials.

The Lippincott Company also noted inclusion of structural analysis skills within its reading series. William Chapman commented,

You will note that BASIC READING, a combination reading-language arts program, includes structural analysis lessons as a basic ingredient of the program. However, emphasis on this important skill is begun in grade 1, where the children are introduced to approximately 2200 words. By the time students reach the junior high levels of our program, emphasis is directed more at the higher reading skills.⁴

Follett Educational Corporation made reference to including structural analysis materials in their spelling program. It was interesting to note that in the scope and sequence chart for their spelling program, reference was made to teaching only three prefixes and eleven suffixes.⁵

The American Book Company appeared to include many structural analysis lessons in their language arts series. The junior high texts

³Bernard R. Belden, The Eighth Day of the Week (San Francisco: Field Educational Publishing, Inc., 1969), p. 4.

⁴Based on personal correspondence between William K. Chapman, Sales Representative for the J. B. Lippincott Company, and the writer.

⁵A New Spelling Program From Follett (Chicago: Follett Educational Corporation, 1970), pp. 10-11.

contained unit lessons on the "English Language and How It Grew"⁶ as well as lessons on prefixes, word roots and suffixes.

While not publishing specific texts in vocabulary development, the Minnesota Mining and Manufacturing Company produced a set of visuals that

...encourages students to be more aware of language. Considers how English has grown through borrowing from other languages, from changing within itself (by slang, by combining words, and by inventions and changes in the physical world.)⁷

The 3M Company also published an extended set of 320 visuals in "Programmed Vocabulary" based on Dr. James Brown's "Master Words" program.⁸

There were few comments listed by respondees to the survey letter other than reference to the inclusion of structural analysis materials in their published items. Robert Page, however, commented,

As I'm sure you know only too well, vocabulary building is very complex. My own opinion is that structural analysis, as you describe it, is an important part of the process—but only a part. There's probably nothing duller than having to learn the meaning of lists of roots, prefixes, and suffixes. It seems to me that more important is getting students interested in language through lessons on language history, interesting etymologies, changing fashions in language, and the

⁶David A. Conlin, George R. Herman and Jerome Martin, Our Language Today 8 (New York: American Book Co., 1970), pp. 3, 156-158.

⁷1970 School Catalogue (St. Paul: Visual Products Division, 3M Company, 1970), p. 31.

⁸Ibid., p. 33.

like. And, of course, there is nothing more important than getting students to do a lot of reading.⁹

While but two publishing firms offered structural analysis vocabulary-building materials specifically designed for use at the junior high school level, three companies suggested materials appropriate for adoption in the junior high school as well as senior high school language arts curriculum.

Winning Words,¹⁰ Programmed Vocabulary,¹¹ and Word Study and Improved Reading¹² were suggested as being appropriate for both high school and junior high school use. Word Wealth Junior¹³ and Words¹⁴ were specifically designated for vocabulary-building on the junior high school level.

In comparing the above-listed materials with the proposed textbook-workbook, My Word, the writer found similarities and differences

⁹Based on personal correspondence between Robert L. Page, Chief Editor, Language Arts Department, Silver Burdett Co., and the writer.

¹⁰Christ, op. cit.

¹¹James I. Brown, Programmed Vocabulary (Chicago: Lyons & Carnahan, Inc., 1965).

¹²A. Allen Robbins, Word Study for Improved Reading (New York: Globe Book Co., 1954).

¹³Ward S. Miller, Word Wealth Junior (New York: Holt, Rinehart and Winston, Inc., 1962).

¹⁴Susan M. Markle, Words (Chicago: Science Research Associates, 1967).

in format and content. Table 4 compared the format and Table 5 compared the content.

Table 4. Comparison of Format of Junior High School Structural Analysis Materials

Test	Consum- able	Paper- back	Pro- gramed	Color	Illus- trated	Grade Level Recom.	Length
My Word	Yes	Yes	No	Yes	Yes	7-9	200 pp.
Winning Words	No	No	No	No	Yes	high school	348 pp.
Programed Vocabulary	Yes	Yes	Yes	No	No	?	128 pp.
Word Study	Yes	Yes	No	No	Yes	remedial high school	100 pp.
Word Wealth Junior	No	No	No	Yes	No	?	370 pp.
Words	Yes	Yes	Yes	No	No	7-8	224 pp.

Table 5. Comparison of Content of Junior High School Structural Analysis Materials

Text	A*	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
My Word	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Winning Words	X	X		X	X	X	X	X		X	X	X		X	X	X
Programmed Vocabulary	X									X	X	X				
Word Study							X			X	X	X				X
Word Wealth Junior	X			X			X	X		X	X	X			X	X
Words	X									X	X	X				

A* Testing program included

B. Introductory lesson in which student expresses need to increase vocabulary.

C. Lessons on naming practices.

D. Lessons on the history of the English language.

E. Lessons on the etymology section dictionary skills.

F. Lessons on words which have changed meanings.

G. Lessons on words from many different languages.

H. Lessons on words from people's names.

I. Lessons on words from names of places.

J. Lessons on prefixes.

K. Lessons on suffixes.

L. Lessons on word roots

M. Lessons on acronyms.

N. Lessons on science word roots.

O. Lessons on words with interesting origins.

P. Additional lessons.

In summary, Winning Words differed from the proposed textbook-workbook in that it was hardbound, and nonconsumable. Almost all lessons contained in My Word¹⁵ were in Winning Words except for lessons on naming practices and acronyms. In the narrative, Winning Words often referred to the needs of high school students and it appeared to the writer that this book would best meet the needs of the high school students.¹⁶

Programed Vocabulary¹⁷ and Words¹⁸ while consumable and paper-backed, had no color or illustrations. The main body of the content dealt specifically with prefixes, word roots and suffixes and lacked introductory and concluding sections designed to interest the student in other aspects of word study. Both texts stressed the importance of presenting their material in programed format.

Word Study for Improved Reading¹⁹ was similar in format to My Word but again appeared to be limited in terms of the type of introductory and concluding sections found in My Word.

¹⁵Appendix D

¹⁶Christ, op. cit.

¹⁷Brown, op. cit.

¹⁸Markle, op. cit.

¹⁹Robbins, op. cit.

Word Wealth Junior²⁰ was different in format, nonconsumable and without color or illustrations. Many of the same topics found in My Word are introduced, but once again, the writer felt that this text might better be used in high school.

²⁰Miller, op. cit.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

While teaching reading in a junior high school, the writer felt that students had little knowledge of the meanings of most common word roots and that accepted methods of building vocabulary skills made few provisions for the transfer of word root meanings between words with similar derivative stems. The observed weaknesses of the vocabulary skills program and the expressed poor results of students on vocabulary achievement tests prompted the writer to attempt to develop a more efficient program of vocabulary skill-building, through the use of structural analysis materials.

The procedures followed in this study were:

1. Survey available literature and research concerning vocabulary development through structural analysis of words.
2. Adoption of criteria for selection of word roots.
3. Establishment of root words, prefixes and suffixes to be included in the program.
4. Extension of the program to include introductory and concluding lessons.
5. Development of a vocabulary-building textbook-workbook suitable for utilization in a junior high school language arts program.
6. Comparison of the proposed workbook with existing vocabulary development programs.

A review of literature pointed out that structural analysis of words was generally thought to be relevant to the vocabulary needs of

junior high school students. Authors also referred to the necessity of awakening interest in words and proposed that extended lessons in derivation would provide stimulating word histories. Most teaching of reading texts acknowledged the significance of including structural analysis training for students whether in the elementary or secondary schools. Some authorities noted the economy of time and effort that existed when vocabulary development was approached through word derivation.

While there were many educational writers who extolled the virtues of teaching structural analysis of words, others expressed reservations as to this method of vocabulary-building. Some of the hesitancy to studying word-attack skills stemmed from the need to comprehend words in meaningful contexts, whereas structural analysis materials often listed words out of context. Other authorities cautioned teachers against complete dependence upon word derivation because of the many instances in which the word meaning has changed from the root meaning and occasions wherein two words contain identical elements with dissimilar origins. Another limitation noted was that word parts will not yield the whole meaning but only clues to the meaning of a word.

Although there existed many studies on vocabulary growth, the writer found a limited amount of related research specifically dealing with vocabulary-building through structural analysis at the junior high school level. Most studies were conducted at the university level and

yielded both conclusions urging the inclusion of word attack skills and conclusions reporting discouraging results in terms of establishing a relation between knowledge of word roots and the current meaning of words.

Closely akin to the question of whether a student could significantly improve his vocabulary through the study of word parts was the related question of whether vocabulary could be more notably increased through a course in Latin. Once again the findings were contradictory and authorities questioned research procedures in most studies.

In establishing criteria for course content in the proposed textbook-workbook, the writer attempted to choose word parts that were prevalent in the junior high school vocabulary. Also, roots were chosen that had clearly defined meanings so as to make possible increased relation and application of the learnings.

Proposed word roots were subjected to Thorndike's "G" index and a list of eighty-five word roots was developed in which each stem yielded at least three derivative words with an index of three or more occurrences. These selected word roots yielded twelve hundred derivatives which were included in the proposed workbook. Prefixes and suffixes to be studied were established by noting the occurrences of these affixes in the listed derivatives from the eighty-five word roots. Lessons on prefixes, word roots and suffixes were developed which included derivatives for study by most students and lists of derivatives

intended to be studied by the more able students. Also a narrative section in each word root lesson attempted to explain the development of a word, or a meaning, related to a junior high school student's experience.

In extending the word study program, the writer attempted to create an interest in words by developing introductory lessons which allowed the student to express his need for vocabulary growth, to examine naming practices, to study the history of the English language, understand etymology entries in dictionaries, explore words that have changed meanings, realize that our words have come from different languages, and discover that some words are derived from the names of persons and places.

It was also felt that the use of color and the inclusion of illustrations would enhance the student's learnings, direct attention to criterial attributes and add to student interest. Concluding exercises were intended to introduce the students to the coining of acronyms, explore with the students the applications of structural analysis to scientific terminology, and once again attempt to leave the students with an interest in words with colorful histories.

Pre-program and post-program tests were developed as well as unit examinations. A progress chart was included in the textbook-workbook so that the student could see and evaluate his progress. Lastly, an annotated teacher edition was designed to aid the teacher and save

needed time and energy.

In order to determine what vocabulary-building structural analysis materials existed, the writer surveyed all publishing firms bonded to sell textbooks in the state of Montana. Many firms did not publish such materials and others included word analysis lessons in their reading, language arts and spelling texts. Of the five programs recommended for junior high use, two appeared to be better suited for high school use and the remaining three seemed to differ in format and content when compared to the proposed textbook-workbook.

Recommendations

The previously stated limitation of developing an untested program still exists. Due to this limitation, the primary recommendation of the writer is that the proposed textbook-workbook be submitted to a publisher and that comparative research be conducted to determine the efficiency of My Word in vocabulary development at the junior high school level. It is recommended that these studies compare not only the proposed program with basic reading and language arts texts but with the other similar word study materials. The study should also include findings of comparative vocabulary growth when structural analysis groups are compared with similar groups taking Latin in junior high school for the same period of time.

It is recommended that the writer institute a program of teacher

evaluation of the materials and that a revised copy of My Word be published taking into consideration any suggested changes.

It seemed that few student materials existed to enrich the learnings introduced in the proposed vocabulary-development program. Therefore, it is recommended that the writer develop individual library books for junior high school students to extend the learnings on such topics as:

History of the English Language

Dictionary Usage

Words With Interesting Origins

Words from the Languages of the World

Words Taken from the Names of People

Words Taken from the Names of Places

Words Which have Changed Meanings

Through the implementation of these recommendations, it is felt that resulting improved materials would better serve the needs of junior high school students and provide the teacher with more functional teaching tools.

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APPENDIX A

APPENDIX A. Word Roots

Table 1. Word Roots, Their Meanings and Derivatives

Word Root	Meaning	Number of Derivatives Presented	Number of Appropriate Derivatives*
anim	life, breath, soul bad intention	16	4
ann, enn	year	13	4
apt	fit, suited	9	3
arch	ruler, chief, first	14	6
aster, astro	star	16	5
audi	hear, listen	18	5
auto	self	18	4
bat, batt	beat	12	10
bene	well, good	14	7
brac	arm	6	4
candid	white, clear, shine	10	4
cap, cip	head	19	12
ced, cess	to go, to yield	23	16
cept, ceiv, ceit	to take, seize, accept	17	13
civic, civil	citizen	11	5
clud, clus	shut	12	7
cor, cord	heart	11	6
cornu	horn	6	4

Table 1 (continued)

Word Root	Meaning	Number of Derivatives Presented	Number of Appropriate Derivatives*
cred	to believe, trust or give credit	13	6
dema, demo	people	10	3
dict	say, tell	13	8
dign	worth, well deserved	7	6
duce, duct, duit	to lead, shape	28	18
equ	level, even, equal just	29	8
erro, erra	wander, stray	6	3
fac	make, do, easy	17	9
fid	trust	10	5
fin	boundary, limit, end	13	6
flu	flow	14	6
form	shape, form, established custom	24	17
fort	strong	10	8
fraot, frag	break	13	4
gram, graph	write, draw	19	12
grav	heavy, burden	9	5
gress, grad	go, step	17	8

Table 1 (continued)

Word Root	Meaning	Number of Derivatives Presented	Number of Appropriate Derivatives*
greg	flock, herd, group	7	3
hosp, host	host, guest, enemy stranger	10	8
labor	labor, work	14	4
lapse	slide	4	4
liber	free	12	3
libr, liber	balance	9	4
lumen	light	10	3
magn	great	18	7
mal	bad	16	5
manu	hand	7	7
miss, mitt	send	22	14
moni	warn, remind	7	3
mono	one	27	7
moral	custom, habit, moral	12	3
mort	death	14	7
mot, mov	move	24	15
multi	many	18	4
nat, nasc	born	16	7

Table 1 (continued)

Word Root	Meaning	Number of Derivatives Presented	Number of Appropriate Derivatives*
nomin, nomen, onym, name	name	23	9
nov	new	10	5
path	feeling, suffering	13	6
pac, peace	peace	10	6
ped, pod	foot	14	4
phil	love	12	5
phon	sound	12	5
polis, polit	city, citizen	13	12
port	carry, door	19	13
pos	place, put	16	11
prim	first	12	5
quad, quart	four, fourth	15	3
reg	rule, royal, king	15	8
rid, ris	laugh	5	3
rupt	break	10	6
scribe, script	write	13	9
sed	sit, settle	7	3
sequ	follow	9	5
sens, sent	feel	22	16

Table 1 (continued)

Word Root	Meaning	Number of Derivatives Presented	Number of Appropriate Derivatives*
sist	stand, endure, exist	14	12
soph	wise, pseudo-wise, "smart"	11	5
spect	look	31	20
stat	stand still	11	7
tact, tang	touch	11	6
ten, tin	hold	12	2
tort, torqu	twist	13	3
tract	draw, pull	23	11
ven	come	7	6
vers, vert	turn, change, unfavorable	37	16
vit, viv	life	18	7
voc, vok	voice, speak, call	21	8
vol	wish, free will	8	5
Total: 85		1200	600
Mean:		14.12	7.06

*Number of derivatives having a listing of AA to 3 in Thorndike's "G" index.

APPENDIX B

APPENDIX B. Prefixes

Table 2. Prefixes

Prefixes	Meanings	Occurrences*
a-, an-	not	7
a-, ab-	from, away	5
ac-, ad-, ag-, af- at-	to, for	40
ante-	before	1
anti-	against	4
bi-	two	4
cent-	hundred	2
circum-	around	3
co-, col-, com-, con-	with, through, completely	64
counter-, contra- contro-	against	4
de-	down, from	29
deca-	ten	0
di-, dis-	aside, separate from, apart not	18
duodec-	twelve	0
e-, ex-	out of, former	32
hept-	seven	1
hetero	other, different	1
homo-	same, like	1

Table 2 (continued)

Prefixes	Meaning	Occurrences*
hyper-	over	1
in-, im-, em-, en-	in, on, into	31
in-	not	35
inter-	between, among	6
intra-, intro-	within, inward	6
mega-	large	1
micro-	small	1
mill-	thousand	1
non-	not	2
nova-, novem-	nine	0
ob-, of-, op-	against	2
oct-	eight	0
pseudo-	false	1
pusill-	small, weak	1
per-	through	13
post-	after	3
pre-	before	15
pro-	forward, for	19
quadr-, quar-	four, fourth	15
quint-	five	0

Table 2 (continued)

Prefixes	Meaning	Occurrences*
re-	back, again	54
retro-	backward	2
se-	aside	11
semi-	half	0
sept-	seven	0
sesqui-	one and a half	1
sex-	six	0
sub-	under	9
super-	over	3
syn-, sym-	together	6
trans-	across	11
tri-	three	1
un-	not	1
uni-	one	3
Total: 52		634
Mean:		12.2

*Number of occurrences in the list of derivatives of the selected word roots.

APPENDIX C

APPENDIX C. Suffixes

Table 3. Suffixes

Function	Meaning	Suffixes	Occurrences*
Noun Suffixes	Act of	-age -al -ance -ation -ence -ery -ion -ism -ment -sion -tion	2 5 7 44 8 3 57 5 8 4 15
	State of, State of being	-acy -ancy -ation -ence -ency -ion -ism -ity -ment -ness -ship -sion -ty -y	3 11 5 7 2 9 5 45 4 5 2 1 7 30

Table 3 (continued)

Function	Meanings	Suffixes	Occurrences*
Noun Suffixes (continued)	One who, the doer of the action	-al	3
		-an	8
		-ant	5
		-ar	2
		-ary	3
		-ee	1
		-eer	1
		-ent	5
		-er	26
		-ess	3
		-ier	2
		-ist	12
		-or	27
Adjective suffixes	Full of, resembling, having, tending to, referring to	-able	7
		-al	64
		-ant	6
		-ary	11
		-ate	7
		-ful	3
		-ic	29
		-ical	8
		-ile	6
		-ive	28
		-ory	5
		-ous	31

Table 3 (continued)

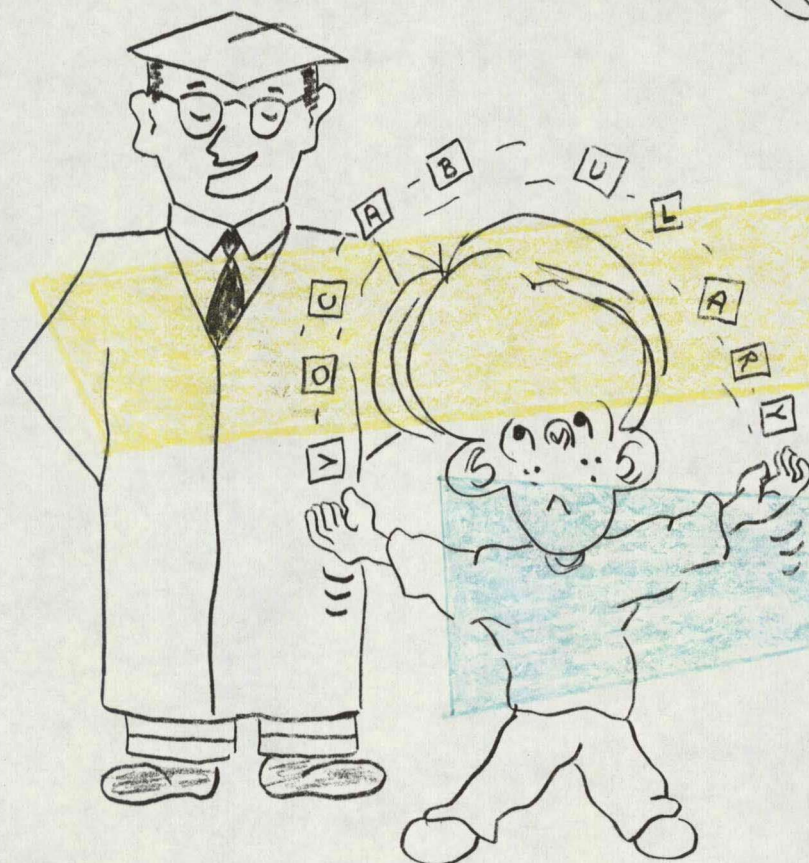
Function	Meanings	Suffixes	Occurrences*
	That maybe, capable of	-able -ible	13 11
Verb Suffixes	to make	-ate -fy -ize	33 7 17
Adverb Suffixes	in a manner	-ly	18
Total:		56	695
Mean:			12.41

*Number of occurrences in the list of derivatives of the selected word roots.

APPENDIX D

Completed Workbook-Textbook

"MY WORD"



A TEXTBOOK-WORKBOOK
IN WORD STUDY AND
VOCABULARY BUILDING

by

Gerald D Sullivan
(with help from his
son Mark)

Lesson 1(a)

"Success and vocabulary go hand in hand.
This has been proved so often that it
no longer admits to argument."

Wilfred Funk

"Great leaders are great leaders
because through their command of
vocabulary power and culture they
are able to make others see and feel
what they see and feel."

Joseph G. Brin

"A word to the wise is sufficient."

Terence

"A word fitly spoken is like apples of
gold in pictures of silver."

Proverbs XXV.II

"How forcible are right words."

Kipling

"Words are the most powerful drug
used by mankind."

Kipling

"It is obvious that we cannot begin to
be citizens in a democracy if we are only
partly capable of understanding our own
language, if we cannot distinguish
critically between truth and falsehood,
between sense and nonsense, if we do not
realize that language and the word are
still more powerful than the atom bomb,
that like a weapon it can be used for or
against us."

Victor Grove

"Add 1800 more words to
your vocabulary and you
can graduate from the
ordinary to the
superior."

John H. Steadman

"If you want your child to achieve success with
his studies in college, look to his vocabulary."

W. D. Templeman

"Words play an enormous part
in our lives and are therefore
deserving of the closest study."

Aldous Huxley

"How long a time
lies in one little
word."

Shakespeare

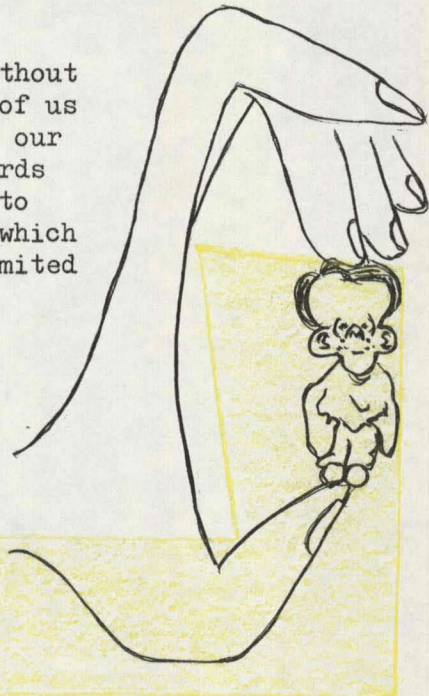
Lesson 1(b)

WHY SHOULD I ATTEMPT TO INCREASE MY VOCABULARY?

There is no material with which human beings work which has so much potential power as words. -- Ernest Elmo Calkins

As a wise philosopher once pointed out, "Without a problem, there will be no action." Many of us realize that we do have problems concerning our vocabulary, that with a limited stock of words we are not always able to say what we wish to say. Often we do not accomplish the goals which we have set for ourselves because of our limited vocabularies.

Before starting on our study of words, let's take the advice of the wise mentor who urged us to recognize our problems which may be met and overcome by an increased vocabulary. On the remainder of this page, put your thoughts on paper answering the question, "Why should I attempt to Increase My Vocabulary?" Remember - don't speak for the other fellow. State reasons applying to your own situation.



Lesson 2

WHAT'S IN A NAME?

Imagine, if you can, what your class would be like if the students didn't have names. How would the teacher call upon a student to answer a question? How could you be sure that you had your own report card? When calling a friend on the telephone, how would you ask to speak to him? Confusing, isn't it?

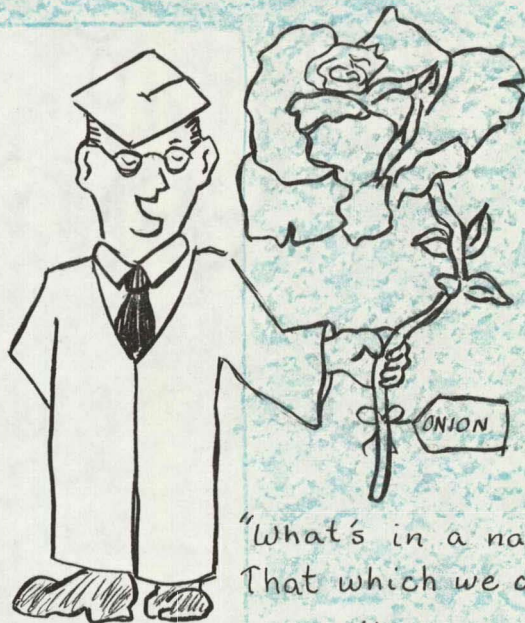
Let's start with you.

Let us assume that you don't have a name and that we must give you one. In your home, or family unit, one name will probably be enough to differentiate remarks made to you

as compared to those made to your parents or other members of your family. As we look back in history, we will probably find that our earliest ancestors had only one name and that sufficed to meet the need for a name.

What name shall we give you then? I have an idea. We'll place a name on you which describes something about your physical make-up (how you look). How about "Long Ears," or if you have blond hair we could call you "Whitehead." Again referring to past history, the practice of placing a label on a person according to a distinguishing characteristic was probably one of the first methods of naming.

Another primitive method of attaching a cognomen might have been to name a person for the locality in which he lived. You may live in a section of the country which has a lot of trees, so let's call you "Woods." Perhaps you live near a river, we then could call you "Rivers." If you lived by a tower in Spain, your name could be "de la Torre," meaning "by the tower." You see that there is no end to this method of naming.



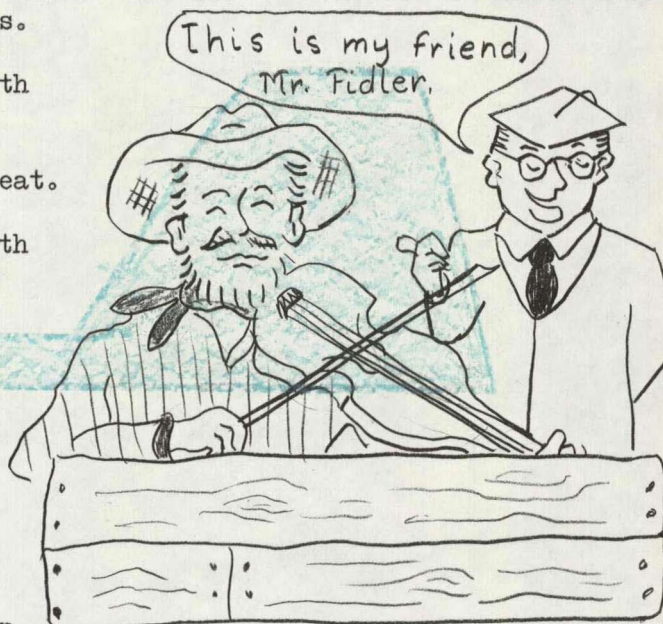
"What's in a name?
That which we call a rose
By any other name
Would smell as sweet."

Perhaps you have accomplished some feat for which you have gained special notice. Because of this accomplishment we than would name you accordingly. For example, let's assume that you single-handedly killed a bear. We could call you "Bearkiller." If you had demonstrated feats of strength, your name could be "Armstrong."

A more common method of naming was to give a child a name which portrayed a character trait. If your parents wanted you to display a peaceful disposition, they might have named you "Irene," from a Greek word meaning peace. Parents who would have their offspring live according to religious principles might call him "Michael," a Hebrew derivative meaning "who is like God."

Calling a person by the name of his occupation was another way of arriving at a name. If you made your living by working in a flour mill your name could be "Miller." Below are listed some of the names that were derived from occupations.

- Archer - One who is armed with a bow.
- Barker - One who tans bark.
- Butcher - One who prepares meat.
- Butler - One who serves.
- Carpenter - One who works with wood.
- Cook - One who cooks.
- Fidler - One who plays a violin.
- Mason - One who builds with stone.
- Naylor - Nail maker.
- Sadler - One who makes saddles.
- Smith - One who has a craft or trade.
- Tanner - One who tans leather.
- Taylor - One who sews.
- Ward - A watchman.
- Webster - One who weaves.



Patronymic naming, naming a person after his father, is an accepted method of naming in this country. Let's assume that your father is the caretaker at the city park and therefore has been named "Parker." We could name you after him and call you "Parkerson," meaning son of

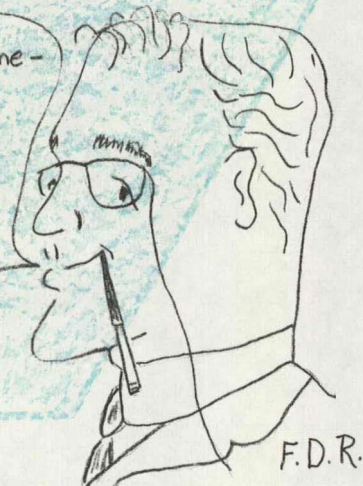
Parker. The practice of attaching an affix to the end of a word to denote "son of" or "descending from" was a common practice in many languages. Here are a few examples of this custom:

<u>Nationality</u>	<u>Example of Name</u>	<u>Affix</u>
English	Johnson, Johns	-son, -s
Danish	Petersen	-sen
Arabic	ibn-Saud	ibn-
Hebrew	Ben Gurion	Ben
Irish	O'Sullivan, Fitzgerald	O'-, Fitz-
Italian	Ricci, Pugliano	-i, -o
Polish	Stravinski	-ski
Russian	Molotov	-ov
Spanish	Juarez	-ez

Undoubtedly, one name in a school of your size would not be enough to avoid confusing situations which would arise from more than one person having the same name. If we had two names, there would be less chance of having the same name as someone else in the school, but even then it may happen. Suppose that you

wished a first name that would show that you were free and indebted to no one. We could name you "Franklin," a Latin name meaning not in bondage. Let's also suppose that you live near a field where roses grow. Your second name could be "Roosevelt," a Dutch word meaning a field where roses grow. The completed double name would be "Franklin Roosevelt." (Who knows, someday you may grow up to be president.)

Catchy name -
Franklin
Roosevelt.
Think I'll
use it!



In some instances people have been named in honor of saints or other religious persons. Many persons named Martin, Peter, Mark or Luke have been so named for religious personalities. Also, some of us

were named in honor of people, famous and otherwise, who were respected by our parents.

It is not uncommon to be named after a color. Surely you've known or heard of people named White, Brown, Green or Black.

Other names are derived from unknown sources based upon whims, fancies or impressions of the namer. Can you imagine the difficulty you would have in tracing the origin of the name "Dulcie" when in actuality the girl's parent, a music teacher, named her for the musical term, "Dolce," meaning soft and sweet. Another fact that has prohibited our finding the derivations of our names is that our ancestors have changed the originals many times in the process of passing them on to us.

Let's summarize now and review the naming practices mentioned on the preceding pages:

1. from a description of a physical characteristic.
2. from a feat accomplished or a trait desired.
3. from a locality where one lived.
4. from an occupation.
5. from a saint or other respected person.
6. from one's father's name.
7. from a color.
8. from an unknown source.

Now see if you can find the derivation of your name and the language from which it was derived.

_____ (First Name)	_____ (Meaning)	_____ (Language)
_____ (Middle Name)	_____ (Meaning)	_____ (Language)
_____ (Last Name)	_____ (Meaning)	_____ (Language)

Lesson 3

A LITTLE HISTORY OF THE ENGLISH LANGUAGE

OR

An Smale Talu of Englistc

I have often heard junior high school students complain, "Why study history? It's boring. There's no excitement in it. Why be concerned with things that happened long ago?"

As to the history of our language, I know of no more interesting and exciting story. Our language has been affected by wars, invasions, Viking raids, even plagues and romances. I must admit that the study of the history of anything takes us to times long past, but the happenings of these olden times have a significance for us this very day in the language we use. We look at the changes that

have occurred in our language to better understand the changes that are now taking place (and even to predict some of the alterations that will occur in the future). To note

one small language change, consider telling a girl that she is "nice" - in Shakespeare's time "nice" meant "foolish."

Why study history? One reason is that we are human beings - animals don't show much interest in their past. Another reason is that we are interested in the things that affect us. The history of our language speaks to us directly of times and events which have shaped our way of speaking and writing.

English is said to be one of approximately three thousand languages in the world. There is no doubt it is also one of the most important languages. It is categorized as being an Indo-European language: i.e., it is related to some of the other languages of India and

Europe. The Germanic tongues remain as our most closely related European language.

Most writers divide the history of the English language into three periods of time - The Old English Period (O.E.), 450-1100 A.D.; The Middle English Period (M.E.) 1100-1500 A.D.; and The Modern English Period (Mod. E.), 1500-present.

Prior to 450 A.D. the British Isles were inhabited by a people called the Celts (kelts). The Romans had previously occupied England, but, with the declining power of the Roman Empire, they were called back to Rome in 410 A.D. The Roman-built towns were destroyed by invading tribes, and there remained very little Roman effect on the Celtic language.

Strangely enough, the history of the English language starts on the European continent, not on the British Isles. Near 450 A.D.,

European tribes called the Jutes, Angles and Saxons migrated across the English Channel and drove the Celts to what is now Wales, Scotland and Ireland. These invaders brought with them their Germanic tongues, and thus "Anglo-Saxon" became the language of "Englaland" (the land of the Angles).



Near 600 A.D., St. Augustine and a group of Christian priests sought to reintroduce Christianity into England. With this Christian movement, the Latin language was reintroduced as the language of religion and learning. The Anglo-Saxon people appropriated many Latin terms - especially in reference to religion ("altar"), education ("master"), and medicine ("cancer").

During the latter 700's, Viking raids, and later settlements, added a Scandinavian influence on the Anglo-Saxon language. Many of our words beginning with the letters "sk" ("sky" and "skin") came to our language as a result of these Norse settlements. While the words "shirt" and "skirt" now have quite different meanings, at one time they were synonymous terms from two different languages - "shirt" being

Anglo-Saxon and "skirt" being Norse. If a student seeks excitement in history, visualize a movie which portrays some of the battles which took place as the Vikings landed on British shores.

Our modern English terms from Old English words that have survived in our language are mostly commonplace terms - "book," "life," "feed," "lord," "lady," "ask." We do not know a great deal about the very early O.E. language since few written records remain prior to 700 A.D. Some of our knowledge of this time has been gained by analyzing the writings in the Anglo-Saxon Chronicle (one of the first attempts at keeping a written record of history) and Beowulf (an epic poem which stars a hero who fights demons). It is interesting to note that a student living in the O.E. period wouldn't have too much trouble with spelling, since the language had no silent letters and the words were spelled as they were pronounced.



Even with this regular spelling, it is not always easy to read O.E. writing since some letters have changed sounds and it contained some symbols which have since been dropped from our alphabet:

þ = "thorn"	}	pronounced like our "th" sounds.
ð = "eth"		
æ = "ash"		pronounced somewhat like ä.
ƿ = "wynn"		"w" is substituted in many words.
ȝ = "yogh"		Sometimes "z" is substituted.

The Middle English Period is usually dated as beginning with the famous "Battle of Hastings" (1066 A.D.). The army of William the Conqueror came from Northern France (Normandy) and defeated King Harold of England. The importance of this victory was that French now became the language of the ruling class in England. The common people continued to speak a form of English but borrowed many French words so

that they could communicate with the nobility. This somewhat explains why our language contains many words of French origin. Many French words pertaining to government ("crown"), law ("justice"), the military ("siege"), and fashion ("petticoat") were borrowed during this period.

This French influence added other factors to our language. Some scholars have noted that there was no rhyme in O.E. poetry before the French rule. Also, French spelling affected the English written forms - for example, the French "qu" spelling replaced the English spelling "cw" in the word "queen."

You might wonder why we have so many synonyms in the English language. Often synonyms resulted from duplication of French, Latin, and English terms - "question" (Fr.), "interrogate" (L), and "ask" (O.E.) all have similar meanings.



French domination of the English language declined as French rulers in England had political differences with French nobility still on the European continent. An enmity with France finally resulted in the Hundred Years War which began in 1337. Another factor which added to the decline of the French language in England was the "Black Death" - the bubonic plague. Almost one-half of the population of the British Isles died of this dreaded disease. As a result, a shortage of laboring people raised the status of those who survived, and consequently raised the status of their language. Even the War of the Roses (1455-1487) between the ruling Houses of York and Lancaster weakened the French hold on the people, since so many nobles were killed.

English gained some status when John Wycliffe (1326-1384) translated the Bible into the vernacular (although it abounded with many Latin borrowings which thus made their way into our language). Our language finally came of age with the literature of Geoffrey Chaucer (The Canterbury Tales). Most of the writers of this time chose to write in the more "learned" languages - French and Latin. Chaucer proposed that he was writing for the English people and should therefore use the

vernacular.

All this time words and our language were changing. Inflectional endings were being dropped and many words were being shortened ("sunne became "sune" and then "sun"). Most words were still spelled as they sounded - for example, in Chaucer's time the "k" and "gh" in "knight" and the "g" in "gnaw" were still pronounced.

The Modern English Period is usually dated from the time of Caxton's printing press (approximately 1475) and roughly coincides with the English Renaissance (rebirth of learning). The perfection of the printing press made it possible for many more people to have a written language available in books. Furthermore, with this demand for printed material came the need for standardization of spelling. Scholars argued about which letters to use to represent which sounds. The people demanded dictionaries partly so that they could learn to read, gain a more sophisticated vocabulary than their own, and thus raise their status in life.

Near the beginning of this Modern English Period, a strange shuffle in vowel sounds took place. This is called The Great Vowel Shift. To mention a few of the sound changes that occurred, the word which is now

"she" was pronounced like our word "shay," "boat" was said like "bought," "cat" like "cot" and "hate" like "hat." The sounds generally moved forward and upward in the mouth.



The Renaissance in England was really a revival in learning, not only for the educated persons but also for the common man. Translation of the literary classics now made the great books available to all who could read English. It was a time of increased national pride, with England emerging as a world power (Defeat of the Spanish Armada - 1588). Up to this time, a major writer might write in English, but usually would apologize for doing so.

The people began to take a national pride in their language as well as their navy. England had a number of outstanding writers - William Shakespeare, Edmund Spenser, Sir Philip Sidney, Christopher Marlowe. We know something of the pronunciation of their words (and can thus infer changes that have taken place) through the analysis of their

rhyming words. For example, "blood" was often used as a rhyming word with "good," and "fiend" with "friend."

In 1755, about a hundred and fifty years later, Dr. Samuel Johnson published his famous Dictionary of the English Language and recorded the English language more fully than ever before. Also, in the 18th century, grammarians tried to standardize the rules of the English language. They were, undoubtedly, partly successful (as noted by the many rules we sometimes meet in English classes). However, with the rapidly changing world came the need for changes in our language.

The scientific advances have brought with them the need for a language to describe them. Words are dying, being born and changing daily. It is interesting to note that only a few years ago the words "astronaut," "retro-rocket" and "blast-off" were not found in dictionaries.

With each political conflict, new terms are born - World War I gave us the words "tank" and "camouflage"; during World War II the words "jeep" and "underground" were coined. Medicine has recently produced "tranquilizer" and "antibiotics." Electronics has brought about the use of terms like "microwaves" and "transistors."

Yes, our language is certainly changing and reflects the events of the past and present. The most interesting point, however, is that you will affect the future of your language and through your progress dictate the changes that are yet to come.

Review Exercises

1. Scholars claim that there are approximately (3000) languages in the world.
2. English is categorized as an (Indo-European) language.
3. The dates which correspond to the three main periods in the history of the English language are:
 Old English Period - (450-1100 A.D.)
 Middle English Period - (1100-1500 A.D.)
 Modern English Period - (1500-present)
4. What historical event or events signal the beginning of each of these periods?
 Old English Period - (The invasion by the Germanic tribes)
 Middle English Period - (Battle of Hastings)
 Modern English Period - (Caxton's printing press)
5. Which language gave us the following words?
 shirt (Anglo-Saxon)
 skirt (Norse)
 petticoat (French)
 altar (Latin)
6. Guess which modern English words came from the following Old English words:

aeppel <u>(apple)</u>	fyrst <u>(first)</u>
sae <u>(sea)</u>	mys <u>(mice)</u>
meolc <u>(milk)</u>	hus <u>(house)</u>
cwen <u>(queen)</u>	wif <u>(wife)</u>

7. During the Middle English Period, French was the language of the educated ruling class and English the language of the common people. Here is a list of somewhat synonymous terms in which one of the terms is of French origin and one of English. Mark (with an X) the word or phrase in the pair that seems to represent more "learned" language; then use your dictionaries to determine the origins of the words.

Do French words seem still to indicate a more "learned" language?
(yes)

- | | |
|----------------|-------------------------|
| hearty welcome | - cordial reception (x) |
| depth | - profundity (x) |
| (x) builder | - carpenter |
| (x) mansion | - house |
| (x) amity | - friendship |

TOPICS FOR FURTHER DISCUSSION AND RESEARCH

1. The Great Vowel Shift
2. Rhyming words from Shakespeare
3. Indo-European languages
4. Beowulf
5. Important persons who have affected our language:

St. Augustine

Bede

Shakespeare

King Alfred

William the Conqueror

Chaucer

Dr. Samuel Johnson

6. Construct a map showing the migration of the Jutes, Angles and Saxons.
7. Make a list of countries and their national languages. Explain why some countries have the same national language.

Lesson 4

UNDERSTANDING THE ETYMOLOGY ENTRIES IN YOUR DICTIONARY

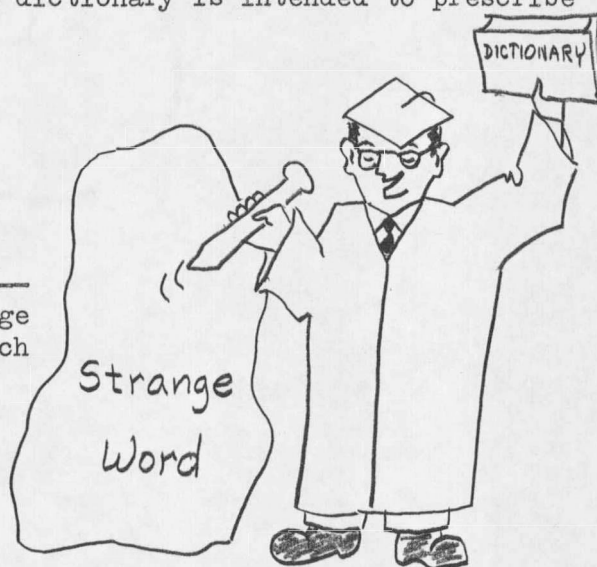
If I were asked to name the tool that has helped me more than any other, without hesitation I would list the dictionary. What a wonderful, indispensable tool to have at my command! When I read, or hear, a strange word, I have a tool to unlock the meaning of this term, and I then know something about what the author, or speaker, was saying to me. I don't, however, believe that a dictionary is intended to prescribe words to be used, but rather to tell me how others have pronounced and used these words. The dictionary is a record of the usage of words.

One of the special features of many dictionaries is the explanation of the word's origin—insofar as it passed from language to language—and the changes which have occurred. This account of the history of a word is called its etymology.

Dictionaries often vary in the manner in which they note the word origins. Most dictionaries enclose etymologies in square brackets. Some dictionaries list the etymology immediately after the part-of-speech notation; some list it after the definitions. Dictionaries usually tell the word story using abbreviations such as:

L.....Latin
G.....German
Gk.....Greek
D.....Dutch
AS.....Anglo Saxon

Fr.....French
fr.....from
OE.....Old English
ME.....Middle English



Since abbreviations do differ between dictionaries, the best procedure is to check the abbreviation and etymology explanatory sections found in the front of most dictionaries. Some authors write the total word out for the student so that abbreviations are not necessary.

Often a dictionary will only list the abbreviation of the language

of origin. This procedure shows that the original form of the word is almost the same as the current form and that no major changes have occurred.

Let's look at a few etymology entries taken from some of the well known dictionaries. The American Heritage Dictionary of the English Language lists the following etymology for the word "mediocre" (meaning neither good nor bad; average; ordinary; commonplace):

[From Latin mediocris, "halfway up the mountain," in a middle state: medius, middle + ocris, mountain, peak.]

Webster's Third New International Dictionary has the following etymological entry for this same word:

[MF, fr. L mediocris, lit., halfway up a mountain, fr. medi- + ocris stony mountain; akin to Umbr ukar mountain, Gk okris mountaintop, edge, MIr ochir, ochair edge, L acer sharp - more at EDGE]

In the above entry, what do the following abbreviations denote?

MF	_____ (Middle French)
fr	_____ (from)
L	_____ (Latin)
lit.	_____ (literally)
Umbr	_____ (Umbrian)
Gk	_____ (Greek)
MIr	_____ (Middle Irish)

Here are some words with interesting histories; use your dictionaries to find their etymology. Note one of the word's present definitions:

Word	Etymology	Definition
apricot	[catalan abercoc, Arabic al-birquq, Greek, praikokion, Latin praecoquum from praecoquere - to ripen early.]	(The juicy, yellow-orange peachlike fruit of the apricot tree.)
atom	[Middle English attome from Latin atomus from Greek atomos indivisible: a, not + temnein to cut.]	(anything considered an irreducible constituent of a specified system.)
bilingual	[Latin bilinguis: Bi (two) + lingua, tongue]	(Able to speak two languages with equal skill)
carnival	[Latin caro (stem carn) flesh + lavare, remove]	(A festival - originally the season before Lent marked by feasting)
chauffeur	[French, stoker, from chauffer, to warm]	(One employed to drive a private automobile)
cosmopolitan	[French, cosmopolitain, from old French from Greek kosmopolites, citizen of the world.]	(At home in all parts of the earth or in many spheres of interest.)
crux	[Latin, cross]	(A critical point)
daisy	[Middle English dayeseye, Old English, day's eye.]	(A flower having a yellow center and white rays.)
debate	[Middle English, from old French debattre from Latin: de, against + battre, to fight, beat.]	(To engage in argument.)

Word	Etymology	Definition
echo	[Middle English from Old French, Latin, Greek <u>ekho</u> , sound]	(Repetition of a sound by reflection of sound waves from a surface.)
electricity	[Latin <u>electrum</u> from Greek <u>elektron</u> , amber]	(Electric current used or regarded as a source of Power.)
gossip	[Middle English <u>godsib</u> , god parent, <u>godchild</u> , close friend from Old English]	(Trivial, chatty talk or writing.)
husk	[Middle English from Middle Dutch <u>huskign</u> , of <u>hus</u> , house, from German]	(The shell or outer covering of anything.)
mercury	[Middle English <u>Mercurie</u> , god, planet, metal, plant from Latin and Greek]	(A silvery-white poisonous metallic element.)
parachute	[French: <u>para</u> , protection against + <u>chute</u> , fall]	(An apparatus to retard free fall from an aircraft.)
pen	[Middle English from Old French, from Latin <u>penna</u> , feather]	(An instrument for writing or drawing with ink.)
punctual	[Medieval Latin <u>punctualis</u> , to the point, from Latin <u>punctum</u> , pricked mark, point]	(Prompt.)
pupil	[Middle English <u>pupille</u> , orphan, ward, pupil from Old French, Latin <u>pupus</u> , boy]	(A student.)

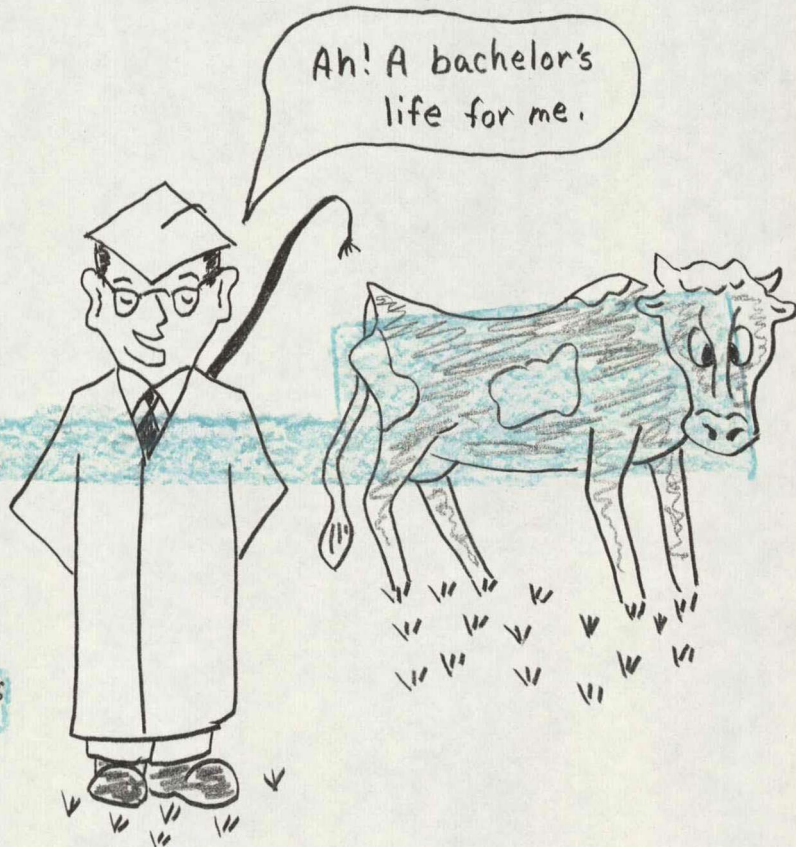
Word	Etymology	Definition
salary	[Middle English from Norman French, from Latin <u>salarium</u> , money to buy salt, from <u>sal</u> , salt]	(Wages)
school	[Middle English, from Latin and Greek <u>skhole</u> , leisure]	(An institution for instruction.)
senior	[Latin, <u>senex</u> , old]	(Of or designating the older of two.)
skunk	[Massachusetts from Proto- Algonquian <u>shekokwa</u> : <u>shek</u> , to urinate + <u>akw</u> , smell mammal]	(An animal with black fur and white markings who ejects a foul-smelling secretion.)
supersonic	[From Latin <u>super</u> , above + <u>sonus</u> , sound]	(Pertaining to a speed greater than the speed of sound.)
telephone	[From Greek: <u>tele</u> , far off and <u>phone</u> , sound, voice]	(An instrument for repro- ducing and sending sounds from a distance by means of wires.)
volcano	[Italian from Latin and Greek <u>Vulcan</u> , god of fire]	(A vent in the earth's crust through which molten lava and gases are ejected)

Lesson 5

THE MEANINGS OF SOME WORDS HAVE CHANGED OVER THE YEARS

Have you ever renewed an acquaintance with someone whom you haven't seen for many years and noticed how he or she had changed, both in appearance and actions? Or, perhaps, you've observed changes in your own looks and behavior over a span of time. Words, too, have often suffered a transformation, both in appearance and definition as they grew older. Below are listed some of the words whose meanings have changed since the words were originally coined. The old, obsolete meanings are in parenthesis following the word; you add the current definitions.

1. angel -
 (old - a messenger)
 (a higher
 supernatural
 being)
2. bachelor -
 (old - a man who herded cows)
 (an unmarried
 man)
3. ballad -
 (old - a dancing song)
 (a simple song
 or story poem)
4. boor -
 (old - a farmer)
 (a rude person)



5. candid - (old - white)

(sincere, honest, impartial)
6. candy - (old - a piece of sugar)

(a sweet confection)
7. clock - (old - a bell)

(a timepiece)
8. college - (old - a boarding house)

(an institution of higher learning)
9. curfew - (old - the time to put out the fires)

(a signal for children to be off the streets)
10. daughter - (old - a girl who milked the cows)

(a female offspring)
11. escape - (old - to take off a cloak or cape)

(to evade capture)
12. figurehead - (old - a carved figure on the bow of a boat)

(a person of high position but little power)
13. fond - (old - a fool)

(affectionate)
14. fool - (old - a bellows or windbag)

(a person who doesn't use good sense)
15. frock - (old - a gown worn by church officials)

(a skirted dress)

16. hello - (old - stop)

(a greeting)

17. journey - (old - one day's travel or work)

(a trip)

18. knight - (old - a boy or youth)

(a member of a special order or society)

19. magazine - (old - a storehouse of goods)

(a publication)

20. manufacture - (old - to make by hand)

(to process in large lots)

21. pariah - (old - an Indian drumbeater)

(an outcast or despised person)

22. queen - (old - wife or woman)

(a king's wife)

23. rehearse - (old - to harrow the soil again)

(to practice a skill)

24. salary - (old - a soldier's allowance of salt)

(a fixed payment for services)

25. sullen - (old - alone)

(sad, gloomy, silent, glum)

26. to ship - (old - to send by boat)

(to send by any means of transportation)

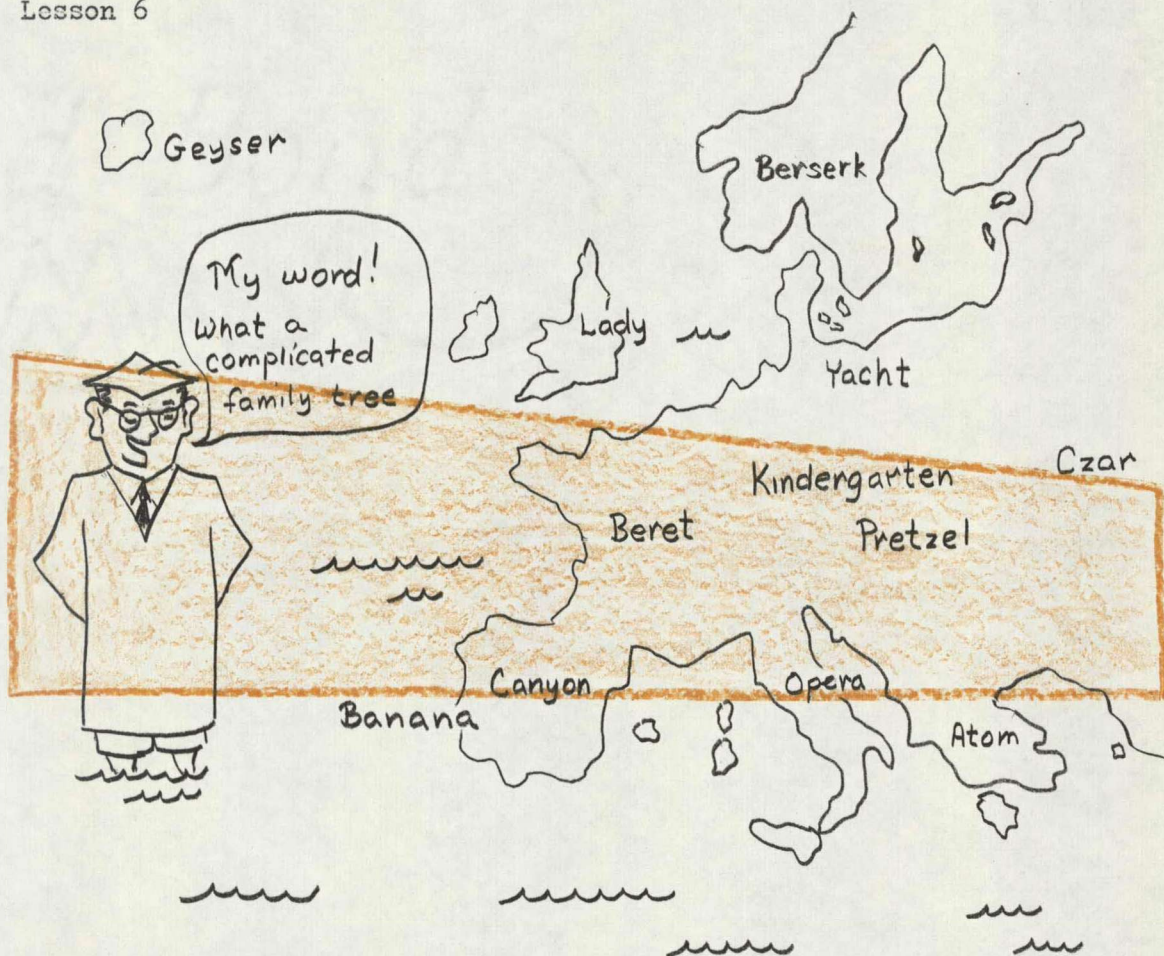
27. travel - (old - to work or labor)

_____ (move from place to place) _____

28. villain - (old - a person who lived in a village)

_____ (a wicked person) _____

Lesson 6



OUR WORDS COME FROM MANY DIFFERENT LANGUAGES

The United States has been described as being a "melting pot" of all nationalities. The people who make up our population have had their ancestral roots in all parts of the world, yet all who have met citizenship requirements are called Americans. This is also true of many of our American (English) words. There is no doubt that our language has been greatly affected by the English mother tongue, yet about half of our words are of Anglo-Saxon origin. Of the remaining percentage, Latin and Greek derivatives play an important role. This lesson should

Vigor

increase our awareness of the contributions to our vocabulary made by other languages. Below are listed some of the American words with their ancestral language noted in parenthesis; you add the common definitions of these words.

- caravan (Persian) (a train of persons traveling together)
- beret (French) (a round, vizorless, felt hat)
- chile con carne (Mexican) (red pepper soup with meat)
- geyser (Icelandic) (an erupting hot water spring)
- canyon (Spanish) (a deep gorge made by a river)
- yacht (Dutch) (an ocean pleasure craft, racing boat)
- kindergarten (German) (a school for preschool age children)
- opera (Italian) (a musical drama)
- czar (Russian) (a former ruler in Russia)
- banana (Portugese) (an elongated yellow fruit)
- tea (Chinese) (a drink made by pouring hot water over leaves)
- hallelujah (Hebrew) (praise the Lord)
- squash (American Indian) (a yellowish gourd of the fruit family)
- atom (Greek) (one of the smaller divisions of matter)
- candidate (Latin) (a contestant for public office)
- pretzel (Austrian) (a hard twisted biscuit)
- zebra (Ethiopian) (a white horse-like animal with black stripes)
- shampoo (Indonesian) (a preparation used for washing hair)
- hoodlum (American) (a rowdy or street tough)
- soda (Arabian) (a soft drink made from carbonated water)

chagrin (Turkish) _____ (vexation due to embarrassment)

ukelele (Hawaiian) _____ (a four-stringed musical instrument)

lady (Anglo-Saxon) _____ (A female, originally a woman of high social
standing)

Lesson 7

SOME COMMON WORDS ARE DERIVED FROM PEOPLE'S NAMES

When we were studying some of the ancient naming practices in a previous lesson, we found that it was often a common procedure to name a person for some notable feat which he had accomplished. Now, we discover that the opposite may be true since some of our common words have been derived from people's names to portray characteristics which the person exhibited or inventions which he perfected.

Perhaps the school in your town was named for a person who made some great contributions to education. It would indeed be an honor to have a school named in one's behalf. However, over a period of time the name might have remained but the acts which prompted the naming would be forgotten. This is also true of many of our common words derived from a person's name. Often, we have retained the word symbol but forgotten both the person and the acts which brought about the accepted meaning of the word. Below are listed some of the words coined from persons' names. A brief statement is given concerning the person and his accomplishment or character trait. You add the common definitions.

guillotine - (Dr. J. I.
Guillotine - 1700's -
a French physician who
perfected a more humane
means of execution)

(a machine used for

beheading a person)

Pullman car - (George Pull-
man - 1800's - an inven-
tor who perfected a
sleeping car for trains
which could be converted
to a day car)

(a railroad car with

berths for sleeping)



pasteurize - (Louis Pasteur - 1800's - a French scientist who found a means of removing some of the harmful bacteria from milk)

(to heat to a temperature high enough to destroy harmful

bacteria without destroying the nourishing value of the liquid)

macadam - (John MacAdam - 1800's - a Scottish engineer who found a better means of surfacing roads)

(a method of road paving using crushed stone)

quisling - (Vidkun Quisling - 1900's - a Norwegian government official who sided with the Nazis during World War II)

(a traitor)

martinet - (Colonel Martinet - 16-1700's - a drillmaster in the French army of Louis XIV)

(an overly strict disciplinarian)

watt - (James Watt - 17-1800's - a Scottish engineer who perfected the steam engine, also first to use the term "horsepower")

(a unit of electrical power)

braille - (Louis Braille - 1880's - a blind French educator who developed a system of printing which could be read by the blind)

(a system of printing, using raised dots, which may be read by

the blind)

mackintosh - (Charles Mackintosh - 18-1900's - a scientist who found a means of waterproofing cloth)

(a raincoat)

boycott - (Captain Boycott - 1800's - a cruel Irish rent collector)

(to band together with others in refusing to do business with

persons, firms, nations, etc.)

derrick - (Thomas Derrick - 1600's - an English hangman)

(a machine used for lifting heavy objects)

silhouette - (Etienne de Silhouette - a French politician who recommended that the government substitute outline drawings for the oil paintings being done of the royal families, the object was to save money)

(an outline drawing, usually filled in with a solid color)

doily - (Mr. Doily - a London cloth merchant)

(a small lace or linen mat)

hoodlum - (Mr. Muldoon - 1800's - a San Francisco gangster - a newspaper reporter was writing a series of articles about Mr. Muldoon and decided to use a fictitious name to represent Muldoon; he coined the name Noodlum - Muldoon spelled backwards - and the printer misread the N for an H and printed the word Hoodlum)

(a street tough, rowdy, gangster)

sandwich - (John Montague, Earl of Sandwich - 1700's - an English gambler who instructed his butler to bring his dinner between two pieces of bread so that his card game would not be interrupted)

(a snack made of meat, or other filling, put between two pieces of bread)

saxophone - (Antoine Sax - 1800's - the inventor of a musical instrument called the Saxhorn)

(a musical reed instrument consisting of keys placed on a metal tube)

dunce - (John Duns Scotus - 1300's - an English philosopher and teacher, his followers who believed his fallacious doctrines were called "Duns's")

(a dull ignorant person)

Derby or derby - (Earls of Derby - 1500's - wore a rounded hard felt hat;
1700's - sponsored a horserace)

(Derby - a horse race)

(derby - a still felt hat with a dome-shaped crown and a
narrow brim)

monkey wrench - (Thomas Monkey - the inventor of this type wrench with
a movable jaw)

(a wrench with an adjustable jaw)

shrapnel - (General Henry Shrapnel - 17-1800's - an English artillery
officer)

(a shell filled with bullets designed to explode and scatter
over a designated area)

Solon - (Solon - 600's B.C. - an Athenian lawgiver)

(a wise man or a legislator)

Nimrod - (Nimrod - a Biblical hunter)

(a hunter)

maverick - (Samuel A. Maverick - 1800's - a pioneer Texas cattleman who
didn't brand his cattle)

(an unbranded cow - a person who does not conform to custom)

thespian - (Thespis - a Greek poet and dramatist - 600's B.C.)

(an actor)

quixotic - (Don Quixote - a character from a novel written by Cervantes-
1600's)

(overly romantic; idealistic; "impractical")

cardigan - (Lord Cardigan - an English cavalry officer who led the famous "Charge of the Light Brigade" 1800's)

(a knitted jacket, usually collarless)

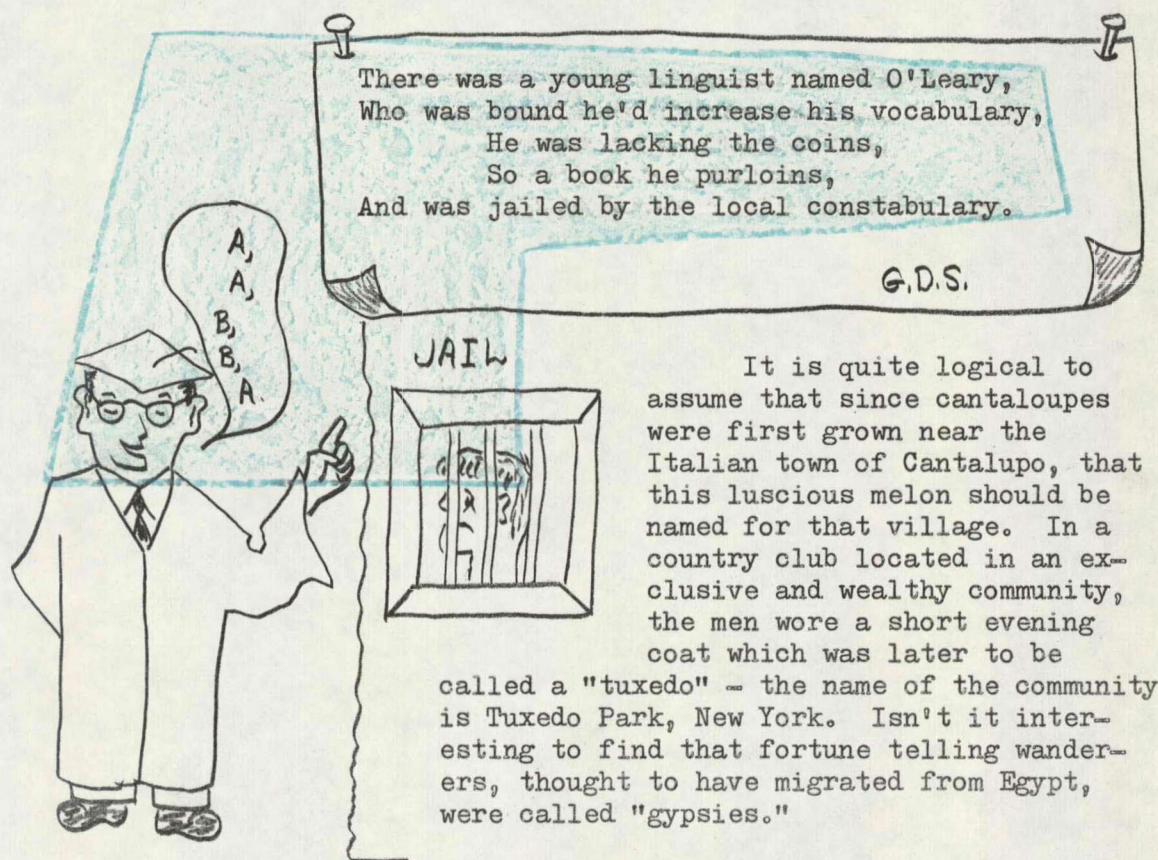
chauvinism - (Nicolas Chauvin - a French soldier in Napoleon's army - 1800's)

(extreme patriotism)

Lesson 8

SOME WORDS HAVE BEEN TAKEN FROM NAMES OF PLACES

When the name of your home town is mentioned, does your mind start reflecting on the many happy events that you experienced there? Or perhaps, a product is manufactured in a particular city and seeing this item brings the city's name to mind. The fact that some common words are taken from names of places is not too difficult to understand as we realize that places do have distinctive personalities and distinguishing characteristics.



Below are listed some other words derived from the names of places. Add their common definitions.

cologne - (Cologne, Germany)

(a perfumed liquid)

limerick - (Limerick, Ireland)

(A humorous verse form having a restricted rhyme scheme)

canter - (Canterbury, England)

(A horse's 3-beat gait resembling a gallop)

frankfurter - (Frankfort, Germany)

(A seasoned sausage)

Gypsies - (Egypt)

(One of a dark caucasian race coming originally from India)

bologna - (Bologna, Italy)

(A large smoked sausage)

oxford - (Oxford, England)

(A low shoe laced over the instep)

jersey - (Isle of Jersey, British Isles)

(A close-fitting knitted garment)

Shetland pony - (Shetland Island, British Isles)

(A small pony)

angora - (Ankara, Turkey)

(Yarn or cloth made from the hair of an Angora goat)

bayonet - (Bayonne, France)

(A daggerlike weapon made to fit on the muzzle end of a rifle)

meander - (Maiandros River, Turkey)

(A winding course)

surrey - (Surrey, England)

(A 4-wheeled-2-seated horse-drawn carriage)

shillelagh - (Shillelagh, Ireland)

(A club)

millinery - (Milan, Italy)

(A business that sells women's hats)

Hereford - (Hereford, England)

(A breed of cattle having a reddish coat with white markings)

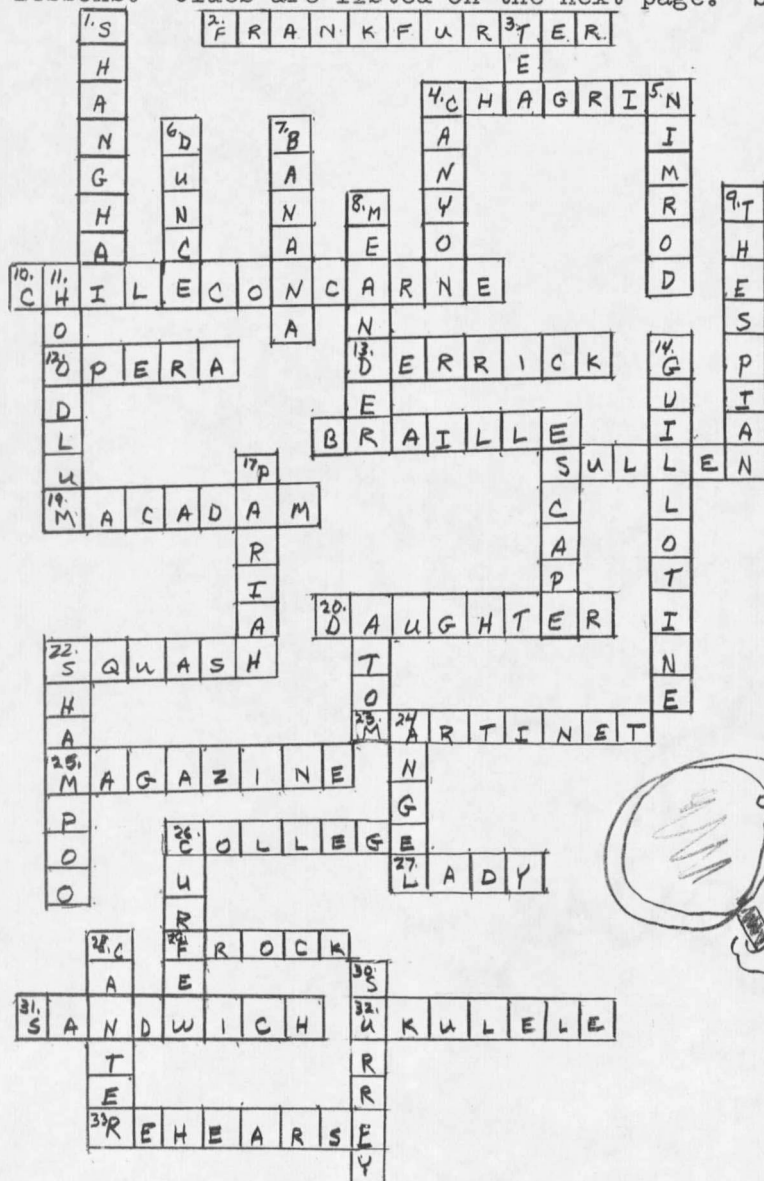
shanghai - (Shanghai, China)

(To trick or force someone into doing something)

Lesson 9

WORD CLUES

Do you enjoy working crossword puzzles? This form of mental activity has a sort of universal appeal to people of all walks of life. Some of our former presidents have been avid crossword puzzle fans. The one charted below is designed to review some of the words in the previous lessons. Clues are listed on the next page. See how well you can do.



CLUES:

Across:

2. a word derived from the name of a city in Germany
4. vexation due to embarrassment
10. red pepper soup with meat
12. a musical drama
13. this word got its name from an English hangman
15. a system of printing, using raised dots, which may be read by the blind
18. sad, gloomy
19. a method of road paving using crushed stone
20. originally this word referred to a girl who milked cows
22. the American Indians gave us this word
23. an overly strict disciplinarian
25. a publication
26. originally this word meant a boarding house
27. a word of Anglo-Saxon origin
29. a skirted dress
31. a snack made of meat, or other filling, put between bread
32. a four-stringed musical instrument
33. to practice a skill

Down:

1. this word was named for a city in China
3. a drink made by pouring hot water over leaves
4. a deep gorge made by a river
5. a hunter
6. a dull, ignorant person
7. a word derived from the Portugese language
8. this word was named for a river in Turkey
9. an actor
11. the name of a San Francisco gangster indirectly caused this word to be coined
14. a machine for beheading a person
16. to evade capture
17. originally this word meant a drumbeater
21. a word of Greek origin
22. a preparation used for washing hair
24. the old definition of this word was "a messenger."
26. a signal for the children to be off the streets
28. a gait resembling a gallop but smoother and slower
30. a four-wheeled, two-seated, horse-drawn pleasure carriage

THE MAJOR PARTS OF A WORD

Lesson 10

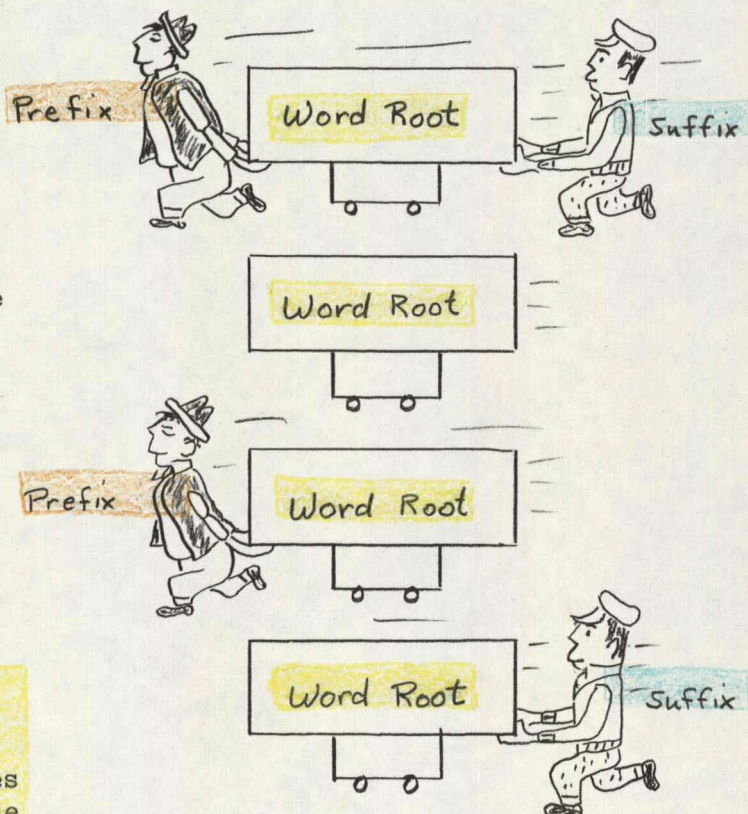
At this juncture in our study of words, we have established certain notable points concerning the background of our language, and it might be well that we review these assorted facts before proceeding further. Most of us came to the conclusion that there are definite reasons for increasing our vocabulary. We found that our names may have meanings, and we read about some of the methods of designating a cognomen to represent a person. It was established that many of our common words have been derived from a variety of foreign languages. Illustrations of words taken from names of people and places were studied, and lastly, we learned that words have often changed in meaning and structure over the years.

Our next adventure in word study will be to learn the meanings of the major parts of a word so that we may attack a new word armed with the knowledge necessary to understand its meaning. There are normally three main parts of a word - the prefix, the word root, and the suffix. All three may be present in a word; however, a word may function efficiently without a prefix or a suffix.

Below are listed common definitions of these major parts of a word. Memorizing these definitions will be of definite value to you later in our study of "My Word."

Prefix - letters or syllables placed at the beginning of a word to shade or change its meaning.

Word Root - the basic part of a word to which prefixes and suffixes may be added to shade



or change its meaning. Word roots may be found at the beginning, the middle or at the end of a word.

Suffix - letters or syllables placed at the end of a word to shade or change its meaning.

Example: seclusion - the state of being shut off from others.

(prefix) se - aside (word root) clus - shut (suffix) ion - state of

Lesson 11(a)

PREFIXES

Without looking back to the preceding page, can you complete the definition of a prefix? Prefix - letters or (syllables) placed at the (beginning) of a word to (shade) or change its meaning.

Isn't it amazing, the amount of power one or two letters may possess in terms of their effect on the meaning of a word. Just by adding the letters "u" and "n" to a word such as "happy", we have completely changed its meaning.

Sometimes the addition of a prefix to a word may more clearly denote the meaning which the word is intended to express. The magician who performs at your school assembly may claim to have extrasensory perception. The addition of the prefix "extra" to the word "sensory" tells us that he claims to have the ability to perceive sensory images beyond the normal ability that a person might possess.

If you met a newspaper boy selling an "Extra-Edition," what characteristic would this periodical have that would qualify the meaning of the prefix "extra" in its title?

The following list is not at all complete, but it does contain most of the commonly used prefixes. Memorize not only the prefixes, but associate the prefix with the meaning of the example. Refer back to this lesson as you continue your studies in this manual.

The prefix, its meaning, and examples of its use in a derivative are given. You underline (or shade) the prefix in the example and add the common definition of the word.



Prefix	Meaning	Example	Definition
a-, an-	not	atheist	(one who does not believe in God)
â-, ab-	from, away from	avert	(to turn aside or away)
ad-, at-	to, for	adhere	(to stick to something)
ante-	before	antecedent	(a preceding event)
anti-	against	antipathy	(a dislike)
bi-	two	bilateral	(having two sides)
cent-	hundred	centimeter	(1/100 of a meter)
circum-	around	circumference	(the perimeter of a circle)
co-, col- com-, con-	with, through thorough	coeducational	(the education of both male and female students in the same institution)
counter- contra-	against	counteract contradict	(to work against, offset) (to deny the truth of)

Prefix	Meaning	Example	Definition
de-	down, from	dehydrate	(to remove liquid from)
deca-	ten	decade	(a period of 10 years)
di-, dis-	aside, separate from apart, not	distract	(to draw attention to a different object)
duodec-	twelve	duodecimal	(based on the number 12)
ex-, e-, former	out of, former	exit ex-governor	(a way out (former governor)
hept-	seven	heptarchy	(Government by seven persons)
hetero-	other, different	heteronym	(One of two words that have the same spelling but different meanings and pronunciations)
homo-	same, like	homonym	(one of two words that have the same sound but differ- ent spellings and meanings)
hyper-	over	hyperacidity	(excessive stomach acidity)

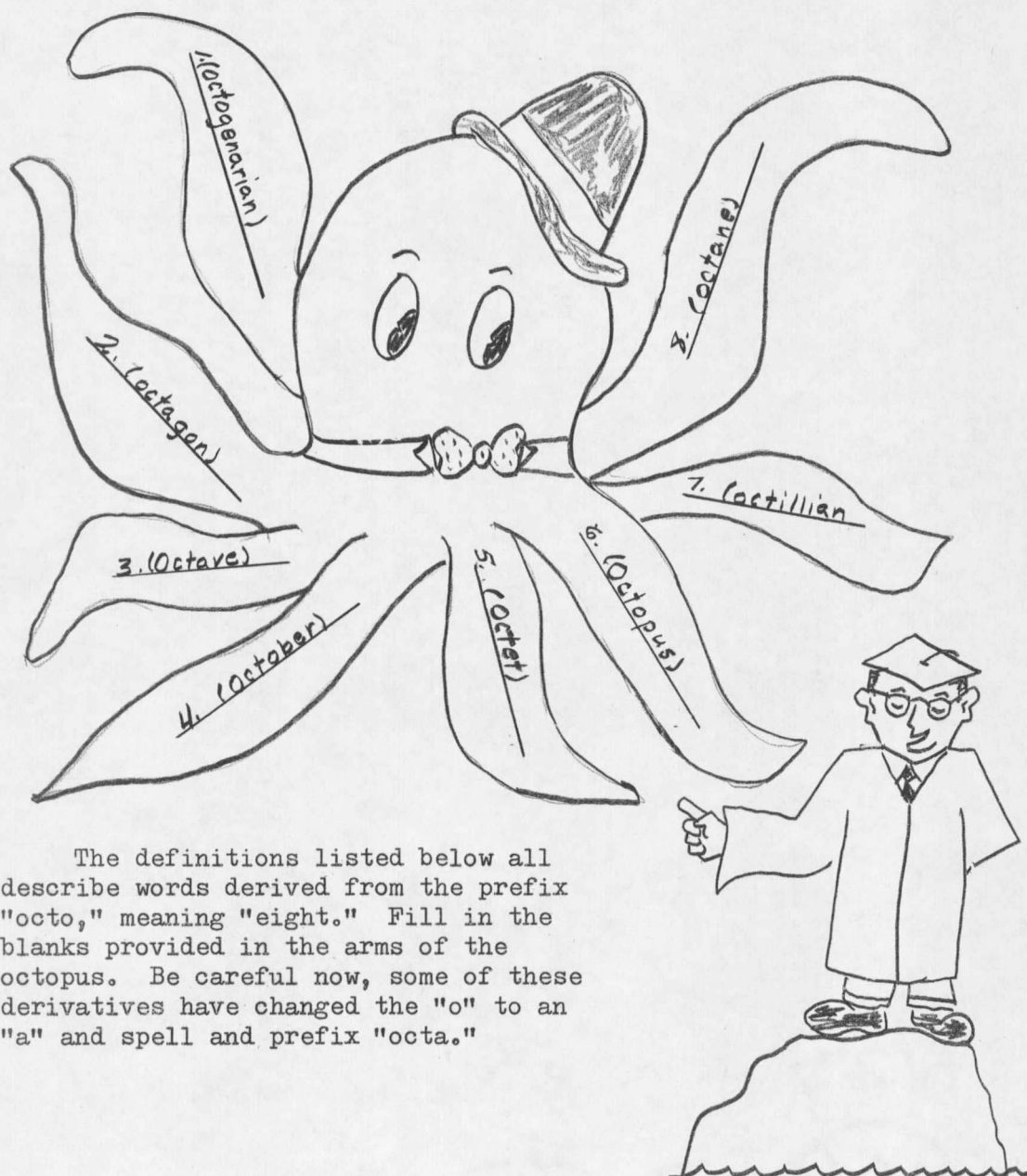
Prefix	Meaning	Example	Definition
in-, im-, em-, en-	in, on, into	inject	(to force into something)
in-,	not, without	infinity	(unlimited extent of time, space or quantity)
inter-	between, among	intercol- legiate	(carried on between colleges)
intra-, intro-	within	intramural introvert	(occurring within the walls or limits) (a person more interested in his own mental life than in the world about him)
mega-	large	megaphone	(a funnel-shaped device used to amplify the voice)
micro-	small	microscopic	(exceedingly small)
mill-	thousand	millennium	(a period of 1000 years)
non-	not	non-Christian	(not professing to be a Christian)
nona- novem-	nine	nonagenarian	(a person who is in his nineties)

Prefix	Meaning	Example	Definition
ob-, of- op-	against	obstruct	(to block by an obstacle)
oct-	eight	octet	(a musical group of 8 members)
per-	through completely	percolate pernicious	(to filter through very destructive)
post-	after	post-graduate	(Studies beyond or after graduation)
pre-	before	prehistoric	(Existing in a period before written history)
pro-	forward, for	proceed pro-American	(continue) (for the American point of view)
pseudo	false	pseudonym	(a fictitious name assumed by an author)
pusill	small, weak	pusillanimous	(cowardly)
quadr- quar-	four, fourth	quadrilateral	(having 4 sides)
quint-	five	quintuplets	(five offsprings born at one birth)

Prefix	Meaning	Example	Definition
re-	back, again	recede revive	(withdraw) (to bring back into use)
retro-	backward	retrograde	(moving backward)
se-	aside	segregate	(to separate a group from the rest of society)
semi-	half	semicircle	(half a circle)
sept-	seven	September	(the ninth month, originally the seventh month before July and August were added)
sesqui-	one and a half	sesquicen- tennial	(pertaining to 150 years)
sex-	six	sextet	(a group composed of six musicians)
sub-	under, in place of	subordinate	(belonging to a lower class or rank)
super-	over	superfluous	(Beyond what is required)

Prefix	Meaning	Example	Definition
syn-, sym-	together	synonym	(a word having a similar meaning to that of another word)
trans-	across	transport	(to carry from one place to another)
tri-	three	triple	(three times as many)
un-	not	unrestrained	(not restrained or controlled)
uni-	one	universe	(all existing things)

Lesson 11(b)

PREFIXES

1. A person who is eighty years old. (octogenarian)
2. A figure having eight angles or eight sides. (octagon)
3. The eighth note above or below a given tone. (octave)
4. The eighth month on the Roman Calendar. (October)
5. Eight singers. (octet)
6. A sea mollusk having eight arms. (octopus)
7. 1,000,000,000,000,000,000,000,000,000. (octillion)
8. A colorless liquid hydrocarbon that occurs in petroleum.
(octane)

Lesson 12

SUFFIXES

Do you remember the definition of a suffix? (letters)

or syllables placed at the (end) of a word to change its meaning.

Of the three major parts of a word, we are probably least prepared to understand suffix meanings. But it is just as important to obtain knowledge about suffixes as it is to learn about prefixes and word roots.

A misplaced or incorrectly used suffix may completely invalidate the intended use of a word. Picture in your mind the confusion which might arise if a man intended to buy a piano and through an error ordered a pianist.

When casting a play, would it make a difference if the producer hired an actress instead of an actor? The addition of the letter "y" changes robber to robbery, and thereby differentiates an act committed from the person committing the act.

By adding or substituting suffixes we are able to create related word groups. Again consider the noun "actor." Now think of this word in connection with some of its related words having different suffixes: act, actress, action, active, activate, reactivation, etc.

Below are listed some of the common suffixes, their usage and meaning, and examples of derivatives. We will change our study procedure in this lesson and attempt to define the example without the use of a dictionary. Merely add the suffix meaning to the root word.



For example - if we know that -ation may mean "act of," what would the word "flirtation" mean? (the act of flirting)

If -esque is an adjective suffix meaning "like" or "resembling,"
define the word "statuesque." (like or resembling a statue)

Useage	Meaning	Suffix	Example and Definition
noun suffixes	act of-	-age	passage (the act of passing)
		-al	dismissal (the act of dismissing)
		-ance	attendance (the act of attending)
		-ation	perspiration (the act of perspiring)
		-ence	reference (the act of referring)
		-ery	robbery (the act of robbing)
		-ion	introduction (the act of introducing)
		-ism	baptism (the act of baptizing)
		-ment	payment (the act of paying)
		-sion	revision (the act of revising)
		-tion	intimidation (the act of intimidating)

Useage	Meaning	Suffix	Example and Definition
Noun Suffixes (Cont.)	State of-, State of being	-acy	primacy (the state of being primary)
		-ancy	infancy (the state of being an infant)
		-ation	desperation (the state of being desperate)
		-ence	equivalence (the state of being equivalent)
		-ency	efficiency (the state of being efficient)
		-ion	union (the state of being united)
		-ism	invalidism (the state of being an invalid)
		-ity	femininity (the state of being feminine)
		-ment	entanglement (the state of being entangled)
		-ness	dimness (the state of being dim)
		-ship	stewardship (the state of being a steward)
		-sion	tension (the state of being tense)

Useage	Meaning	Suffix	Example and Definition
Noun Suffixes (Cont.)	State of-, State of being	-ty	royalty (the state of being royal)
		-y	jealousy (the state of being jealous)
	One who-, The doer of the action	-al	liberal (one who has liberal principles)
		-an	European (One who is from Europe)
		-ant	participant (One who participates)
		-ar	beggar (One who begs)
		-ary	missionary (one who goes on a mission)
		-ee	nominee (One who is named for an office)
		-eer	auctioneer (One who auctions)
		-ent	correspondent (One who corresponds)
		-er	worker (One who works)
		-ess	actress (One who acts)

Useage	Meaning	Suffix	Example and Definition
Noun Suffixes (Cont.)	One who, The doer of the action	-ier	bombadier (one who bombs)
		-ist	pianist (one who plays the piano)
		-or	creditor (one who extends credit)
Adjective Suffixes	Full of, resembling, having, tending to, referring to	-able	reasonable (tending to reason)
		-al	Scriptural (referring to the Scriptures)
		-ant	expectant (tending to expect)
		-ary	planetary (referring to planets)
		-ate	affectionate (full of affection)
		-ent	insistent (tending to insist)
		-ful	playful (tending to play)
		-ic	romantic (full of romance)
		ical	angelical (resembling an angel)

Useage	Meaning	Suffix	Example and Definition
Adjective Suffixes (Cont.)	Full of, Resembling, Having, Tending to, Referring to	-ile	infantile (resembling an infant)
		-ive	excessive (referring to excess)
		-ory	sensory (referring to the senses)
	That may be, Capable of	-ous	gracious (full of grace)
		-able	likable (capable of being liked)
		-ible	edible (that which may be eaten)
Verb Suffixes	To make	-ate	renovate (to make new again)
		-fy	fortify (to make strong)
		-ize	immortalize (to make immortal)
Adverb Suffixes	in a manner	-ly	abruptly (in an abrupt manner)

Lesson 13

WORD ROOT: anim

MEANINGS: life, breath, soul
bad intention

LANGUAGE: Latin

DERIVATIVES:

animal (an organism having locomotion, fixed
stature, limited growth, and nonphoto-
synthetic metabolism)

animal husbandry (the care and breeding of
domestic animals)

animalize (to make coarse and brutal)

animated (filled with life)

animated cartoon (a motion picture consisting
of a photographed series of drawings)

animation (the condition of being animate)

animosity (active hatred)

inanimate (not exhibiting life)



WORDS FOR THE WISE:

anima (the soul)

animadversion (hostile criticism)

animalcule (a microscopic organism)

animator (an artist who prepares an animated cartoon)

animus (a feeling of hatred)

equanimity (the characteristic of being calm)

magnanimous (gracious)

pusillanimous (cowardice)

STORY BEHIND THE WORD: animus

The word "animus" derives its meaning from the early idea of the soul being the passion-producing, driving force in a person. The particular passion emphasized in the word "animus" is the passion to hate or display deep-seated hostility. As a synonym for "animus" we might use the word "antagonism" or "enmity."

Lesson 14

WORD ROOT: ann, enn

MEANING: year

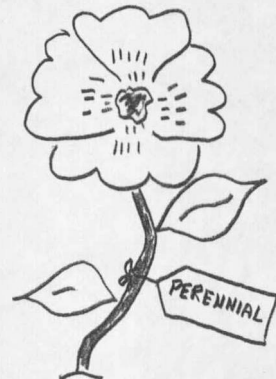
LANGUAGE: Latin

DERIVATIVES:

annals (history of events recorded year by year)
 annalist (a chronicler of yearly events)
 anniversary (returning or recurring each year)
 Anno Domini (in the year of our Lord)
 annual (pertaining to a year, yearly)
 biannual (occurring twice a year)
 biennial (happening every two years)
 centennial (pertaining to the completion of 100 years)
 perennial (having a life cycle lasting two years or more)

WORDS FOR THE WISE:

annuity (a specified income payable at stated intervals for a fixed period)
 biennium (two year period)
 millennium (pertaining to a 1000 years)
 sesquicentennial (a period of a century and a half, 150 years)

STORY BEHIND THE WORD: sesquicentennial

Some of us have had the privilege of taking part in the centennial celebration of our city or state. We know that a centennial fete commemorates the 100th anniversary of the event. Let's put our skill in word derivation to work and arrive at a common definition for the word sesquicentennial:

(sesqui - one and a half) (cent - hundred) (enn - year)

Definition: sesquicentennial - (a period of one and a half hundred years)

In what year did, or will, your state have its sesquicentennial celebration? _____

Lesson 15

WORD ROOT: apt

MEANING: fit, suited

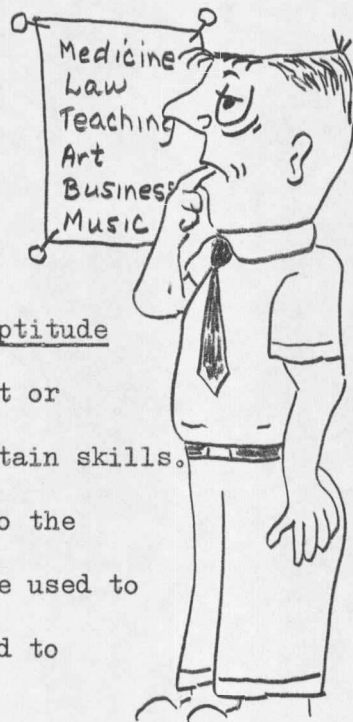
LANGUAGE: Latin

DERIVATIVES:

adapt	(to make suitable, to adjust or modify fittingly)
adaptability	(able to adapt easily)
adaptable	(capable of being adapted)
adaptation	(act of or state of being adapted)
adaptation	(modification of individual and social activity in adjustment to social surroundings)
adaptive	(serving to adapt; showing adaptation)
apt	(suited to the purpose or occasion)
aptitude	(state of being apt)
aptness	(state of being apt)

STORY BEHIND THE WORD: Aptitude Tests

During your school and business careers you will be called on to take many types of standardized tests - intelligence tests, achievement tests, job placement tests, interest inventories, personality tests and aptitude tests. Aptitude tests are designed to predict or evaluate your ability to learn or perform certain skills. The useage of this term is directly related to the meaning of the word root in that the tests are used to determine what skills you are fitted or suited to perform.





Lesson 16

WORD ROOT:

MEANING:

LANGUAGE:

arch

ruler, chief,
first

Greek

DERIVATIVES:

- archangel (a chief or principal angel)
- archbishop (a bishop of the highest rank)
- archdeacon (one who has charge of administration of a diocese)
- archduke (a title of the sovereign princes of the former ruling house of Austria)
- archipelagoes (the island groups in a large body of water)
- architect (the deviser, maker or creator of anything)
- architecture (structure designed by an architect)
- archive (a place where the most important records or historical documents are kept)
- monarch (a ruler of a state, one who holds a dominating or prominent position)
- monarchy (a state in which supreme power is vested in a monarch)

WORDS FOR THE WISE:

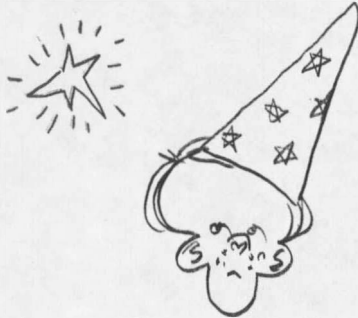
- archetype (a model or first form)
- archon (any ruler, a higher magistrate)
- heptarchy (a government by seven persons)
- monarchist (one who advocates monarchy principles)

STORY BEHIND THE WORD: archipelago

The original meaning for the word "archipelago" was "the chief sea" and referred mainly to the Aegean Sea (arch - chief, pelago - sea). It is quite logical that this term applied to the Aegean Sea since to the early Greeks, the Aegean was considered the greatest body of water and

of extreme importance to their society. The more current definition applies to any large expanse of water containing a number of islands and many writers have used the term only in connection with the islands themselves.

Examples: Grecian, Maylay, and Lofoten Archipelagoes.



Lesson 17

WORD ROOT: aster, astro

MEANING: star

LANGUAGE: Greek

DERIVATIVES:

- aster (a starlike flower)
- asterisk (the figure of a star * used in writing as a reference mark)
- asteroid (one of the starlike planetoids lying between Mars and Jupiter)
- astrology (a study which assumes to interpret the influence of the heavenly bodies on human affairs)
- astronaut (a traveler outside the atmosphere of the earth)
- astronautics (science or art of flight outside the atmosphere of the earth)
- astronomer (one who studies astronomy)
- astronomy (science of the celestial bodies)

WORDS FOR THE WISE:

- asterism (a group of stars; three asterisks placed before a passage to direct attention to it)
- astral (pertaining to or proceeding from the stars, star shaped)
- astrogate (to navigate a spacecraft in space)
- astrolabe (an astronomical instrument for taking the altitude of the sun or stars)

astronomical (very large, like the numbers used in
 astronomical calculations)

astrophile (lover of stars)

astrophysics (astronomical physics - treating of the physical
 properties of celestial bodies)

"DISTANT RELATIVE:"

disaster (any unfortunate event; an unfavorable aspect of a
 star or planet)

STORY BEHIND THE WORD: astronaut

If you were to look in a dictionary published before 1958, chances are that the words "astronaut" and "astronautics" would not appear in that edition. The reason, of course, is obvious; these words did not have common usage until the time of Sputnik, John Glenn and others. This is not to say that the word astronaut did not appear before 1958. The term was used in science-fiction much earlier.

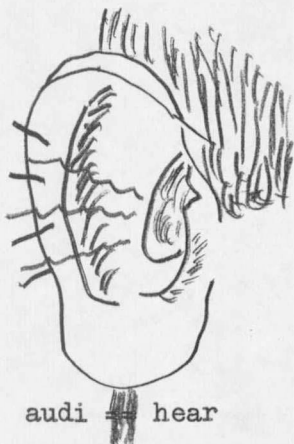
It will be interesting for you to note that by the meaning of the term's word roots (astro and naut) an astronaut is literally a
 S (star) S (sailer) .

Lesson 18

WORD ROOT: audi

MEANING: hear, listen

LANGUAGE: Latin



DERIVATIVES:

audible (capable of being heard)

audience (an assembly of hearers or listeners)

audio (pertaining to audible sound)

audiometer (an instrument used in measuring hearing)

audio-visual (non-textual materials used for presenting visual and auditory instruction)

audition (a hearing given to a musician or speaker to test performance)

auditorium (the space for an audience)

WORDS FOR THE WISE:

audile (one in whose mind auditory images are especially distinct)

audio frequency (the order of audible frequencies of sound waves)

audiophile (a person specially interested in high fidelity sound)

auditory (pertaining to hearing)

audiogram (a graph of hearing ability)

audiology (the study of hearing)

auditory nerve (acoustic nerve)

"DISTANT RELATIVES"

audacious (bold or daring)

audacity (boldness or daringness)

audit (an official examination of records)

auditor (a hearer, listener)

STORY BEHIND THE WORD: audio

Your T.V. crackles and emits cacophonous sounds. The program you are watching is temporarily interrupted by a station announcement similar to the following: "Please stand by! We are experiencing audio difficulties." In this case, one does not have to be an apt student of words to understand that the word "audio" is used to refer to the transmission, reception or production of sound.

It might be of interest to you to note that originally, in Latin, the word audio meant "I hear" and was the first person conjugation of the Latin infinitive audire, meaning "to hear." This practice of using one form of a conjugated infinitive explains in part some of the different spelling forms of words derived from the same word root.

Lesson 19

WORD ROOT: auto

MEANING: self

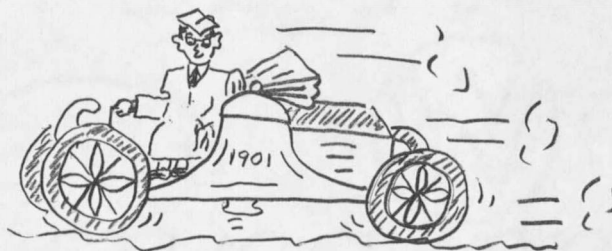
LANGUAGE: Greek

DERIVATIVES:

auto (car - automobile)

autobiography (account
of ones life)

written by himself)

autocrat (an
absolute ruler)autograph (a
person's signature)

Autoharp (a zither played by strumming chords)

automat (a restaurant using devices whereby one serves himself)

automatic (having the power of self motion)

automobile (a vehicle for carrying passengers having its own
power generating mechanism)

automotive (propelled by a self-contained power plant)

autopsy (a post-mortem examination)

WORDS FOR THE WISE:

Autobahn (a German super highway having no speed limit)

autoclave (a heavy vessel in which chemical reactions take
place under high pressure)autocracy (uncontrolled or unlimited authority over others
invested in a single person)

autodidact (a person who is self taught)

autogamy (fertilization of a flower by its own pollen)

autogenous (self-produced)

autonomy (a self-governing community)

autopilot (an automatic pilot)

STORY BEHIND THE WORD: autopsy

An autopsy refers to a clinical and diagnostic examination of lifeless body tissue, usually to determine the cause of death. The meaning of the word root auto in this sense has reference to the doctor "seeing for himself" why a person died. Biopsy differs from autopsy in that a biopsy is performed on living tissue (bios-life).

The second word root used in both of these words is the Greek root opsis, meaning "sight."

Lesson 20

WORD ROOT: bat, batt

MEANING: beat

LANGUAGE: Latin

DERIVATIVES:bat (the club used in
certain games)baton (a staff, club
or truncheon)battalion (a ground
force unit composed
of three or more
companies)batter (to beat
persistently or hard)battery (act of beating or battering)battle (a hostile encounter or engagement between opposing forces)battlement (an indented parapet having a series of openings,
originally for shooting through)battle royal (a fight in which more than two combatants are engaged)battleship (a class of heavily armored warships)combat (to fight or contend against; oppose vigorously)combatant (a person or group that fights)

"DISTANT RELATIVE"

debate (to engage in discussion, to deliberate, consider, discuss
or argue a question)

STORY BEHIND THE WORD: assault and battery

The word "battery" is derived from the Latin word battuere, meaning "to beat." The use of the phrase "assault and battery" usually signifies that two separate offenses have occurred. "Assault" refers to the attempt or threat of bodily violence that could be committed without actually touching a person. "Battery" is the actual striking, beating or injuring of a person.

Lesson 21

WORD ROOT: bene

MEANING: well, good

LANGUAGE: Latin

DERIVATIVES:

benedict (one who has long been a bachelor, a newly married man)
 benediction (act of uttering a blessing)
 benefactor (a kindly helper)
 benefactress (a female benefactor)
 beneficial (helpful in the meeting of needs)
 beneficiary (one who receives benefits, profits or advantages)
 benefit (act of kindness)
 benevolence (desire to do good for others, act of kindness)
 benevolent (desiring to do good for others, intended for benefit rather than profit)

WORDS FOR THE WISE:

Benedictine (a member of an order of Monks founded by St. Benedict)
 beneficent (doing good or causing good to be done)
 benefic (beneficient)
 benefice (to invest with a benefice or ecclesiastical living)
 Benelux (a customs union of Belgium, Netherlands, Luxembourg formed for the benefit of the three countries)

STORY BEHIND THE WORD: benedict, Benedict, Benedick

The word "benedict" was derived from two word roots, bene (well) and dict (tell, speak) and originally meant "one of whom you speak well." This

was later interpreted as "one who is blessed."

Due to the characteristic of the Benedictine order of Monks (named for St. Benedict) to be sworn to celibacy, a "benedict" was used as a descriptive term for a confirmed bachelor.

In his play, Much Ado About Nothing, William Shakespeare created a character named Benedick who, though sworn to bachelorhood, finally entered the ranks of the newly married. Mainly through Shakespearean influence the word "benedict," or "benedick," again changed meaning and now usually refers to a person recently married.

Lesson 22

WORD ROOT: brac-

MEANING: arm

LANGUAGE: Latin

DERIVATIVES:

braces (something that holds parts together or in place)

bracelets (an ornamental band for the wrist or arm)

bracer (one who, or that which braces or makes firm)

brackets (one of two marks used in writing parenthetical matter)

embrace (to take or clasp in the arms)

embraceable (able to be embraced)

STORY BEHIND THE WORD: brace

There are many meanings of the word "brace." A dentist may put braces on your teeth or you may brace yourself before being tackled in football. A certain type of medical splint is called a brace and you can return from a hunting trip with a brace of ducks or wear a brace of guns.



All of these illustrations of the various uses of the word "brace" are derived from the Latin word brachia - meaning arms. Most of the meanings of "brace" have to do with the act of supporting, holding or lifting. This is quite logical according to its derivation since our arms are used for these purposes.

What about a brace of pheasants or guns? This use refers to a pair of something and stems from the fact that we do have two arms.

Lesson 23

WORD ROOT: candid MEANING: white, clear, shine LANGUAGE: Latin

DERIVATIVES:

- candelabra (a pair of ornamental branched candlesticks)
- candid (frank, outspoken, honest, clear, pure, white)
- candidate (one who seeks an office, an honor, etc., contestant)
- candidacy (the act of seeking nomination)
- candid camera (a small camera having a fast lens for unposed pictures)
- candle (a long, usually slender, piece of wax with embedded wick burned to give light)
- candlelight (the light of candle; artificial light)
- candlesnuffer (an instrument to put out candle flames)
- candor (frankness of speech, sincerity)
- incandescent (glowing or white with heat)

STORIES BEHIND THE WORDS: candidate candid camera

The Latin word for "white" is candidus. In ancient Rome, a man who wanted a public office wore a white toga. This indicated that the candidate's motives and character were as spotless and pure as the toga he wore. The colors often bring about a feeling that is associated with them. Truth and honesty have sometimes been portrayed by "whiteness."



In the Dictionary of Word and Phrase Origins, William and Mary Morris attribute the coining of the term "candid camera" to a newspaper account describing Dr. Erich Salomon's use of a 35mm camera to take a series of unposed pictures of statesmen at a League of Nations meeting.

The newspaper used the term "candid" in reference to the honest and frank approach to photography and later the term was accepted by the public for small cameras.

Lesson 24

WORD ROOT: cap-, cip-

MEANING: head

LANGUAGE: Latin

DERIVATIVES:

cap (a covering for the head)

capable (having intelligence or ability)

capacity (power of receiving impressions, mental ability)

capita (head or headlike expansion on a structure)

capital (a city or town which is the official seat of government)

capital punishment (death penalty for commission of a crime)

capitalize (to take advantage of, turn to one's advantage)

capitol (a building occupied by a legislature)

capsize (to overturn or upset)

captain (one who is at the head or has authority over others)

caption (a heading or title, as of a chapter or page)

chapter (a main division)

precipice (a cliff with a vertical or nearly vertical, or over hanging face)

WORDS FOR THE WISE:

capitulate (to surrender unconditionally or on stipulated terms)

capitalism (a system under which the means of production, distribution and exchange are in large measure privately owned)

decapitate (kill by beheading)

precipitate (rush head long or rapidly onward)

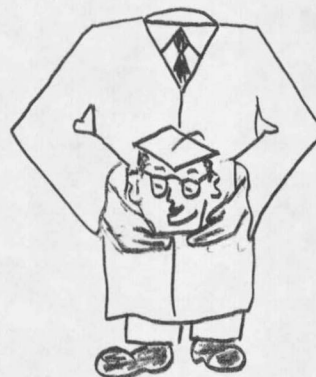
recapitulate (to review by way of an orderly summary)

STORY BEHIND THE WORD: decapitate

Once more, let's "dissect" this word into its basic word parts: prefix: de - from; word root: capit - head; suffix: ate - to make or cause. A general meaning for this word would be to cause the head to

be taken from someone or, easier yet, "to behead."

Can you name an English and French king or queen who were decapitated? It might be of interest to you to find out if decapitation, for punishment for a crime, is still practiced.



Lesson 25

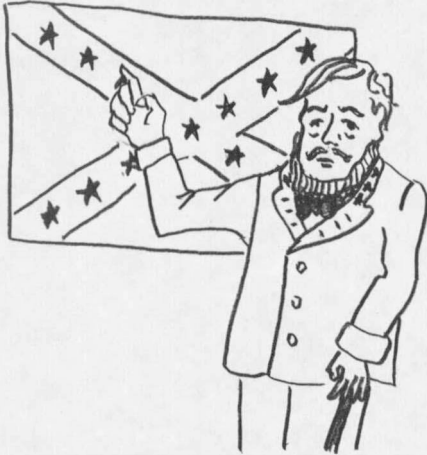
WORD ROOTS: ced, cess MEANING: to go, to yield LANGUAGE: Latin

DERIVATIVES:

accede _____ (to give consent, agree, yield)
 access _____ (act or privilege of coming to; admittance)
 accessible _____ (easy of access)
 cede _____ (to yield or formally resign)
 concede _____ (to admit as true, just or proper)
 exceed _____ (to go beyond the bounds or limits of)
 excess _____ (a going beyond ordinary or proper limits)
 excessive _____ (exceeding the usual or proper limit or degree)
 inaccessible _____ (not accessible)
 intercede _____ (to interpose in behalf of one in difficulty or trouble)
 precede _____ (to go before, as in place, order or rank)
 recede _____ (to cede back, yield or grant to a former possessor)
 secede _____ (go back, withdraw formally from an alliance)
 succeed _____ (to follow or replace another by descent, to come next
 after something else)

WORDS TO THE WISE:

accession _____ (act of coming into the possession of a right)
 accessory _____ (something added or attached for convenience)
 antecedent _____ (a preceding event)
 concession _____ (act of conceding or yielding)
 incessant _____ (continuing without interruption)
 intercession _____ (act of interceding)
 predecessor _____ (one who precedes another in a position)
 recessive _____ (tending to recede, receding)
 secession _____ (act of seceding)

STORY BEHIND THE WORD: secession

The meaning of the word parts of the term "secession" (se - aside, cess - to go, ion - act of) yields a general definition similar to that found in the dictionary. While one may secede from an organization or a group, the term is usually used in connection with the effort of the Southern States to withdraw from the Union in Civil War times.

It is interesting to note that there was nothing necessarily Southern about the doctrine of secession, for many New England Federalists once urged secession in Jeffersonian times. The people of Civil War times coined the word "cecesh" to refer to matters of secession or to the person who believed in the principle.

Lesson 26

WORD ROOTS: cept, ceiv, ceit

MEANING: to take, seize, accept

LANGUAGE: Latin

DERIVATIVES:

accept (to take or receive)
 acceptable (capable or worthy of being accepted)
 conceive (to form a notion, to apprehend in the mind)
 deceive (to mislead by false appearance or statement)
 except (to exclude)
 exception (act of excepting)
 intercept (to take or seize on the way from one place to another)
 receipt (a written acknowledgment of having received)
 receive (to take into one's hand or possession)
 reception (act of receiving, manner of being received)

WORDS FOR THE WISE:

acceptance (act of taking or receiving something offered)
 interceptor (one who or that which intercepts)
 precept (a commandment or direction given as a rule of action or conduct)
 perception (the act of perceiving)
 preconceive (form an idea in advance)
 receivership (condition of being in the hands of a receiver)

STORY BEHIND THE WORD: intercept

"The quarterback receives the snap from the center - fades back - his end executes a button-hook pattern - the pass is in the air - the defensive back intercepts, reverses his field and is brought down on the forty."

The jargon of sports is indeed descriptive, imaginative and colorful. It daily coins new terms and adds new meanings to existing words. The word "intercept," however, does not stray far from the meanings of its word parts. When the defensive player catches the ball before the intended offensive participant can do so, he literally seizes (cept - seize) the football between (inter - between) the passer and receiver.



Lesson 27

WORD ROOT: civic, civil MEANING: citizen LANGUAGE: Latin

DERIVATIVES:

civic (pertaining to citizenship)

civil (consisting of citizens)

civilian (one engaged in civil pursuit)

civilization (an advanced state of human society)

civilize (to make civil, elevate in social and individual life)

civil rights (rights to personal liberty established by the 13th
and 14th amendments)

civil servant (a civil-service employee)

civil service (the public service concerned with all affairs
not military, legislative, or judicial)

WORDS TO THE WISE:

civicism (the principle of government based on individual rights and duties)

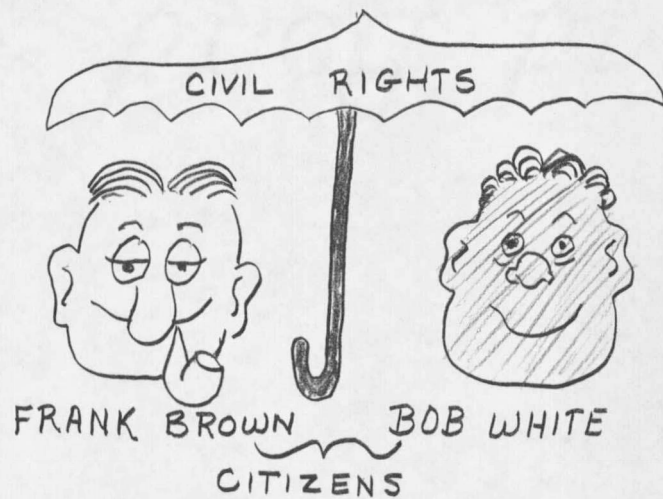
civility (courtesy - politeness toward citizens)

civvies (civilian clothes)

STORY BEHIND THE WORDS: civil rights

Probably at no time in history has the nation been more concerned with the rights entitled to a person by virtue of his status as a citizen or as a member of civil society. That is to say that a person's rights should not be determined by his race or religion. The phrase "civil rights movement" has often been used to designate efforts to win political, economic and social equality for Afro-Americans.

Scan your Sunday newspaper and see if you can find an article using the term "civil rights." How do the events cited in this article relate to this term?



Lesson 28

WORD ROOT: clud, clus

MEANING: shut

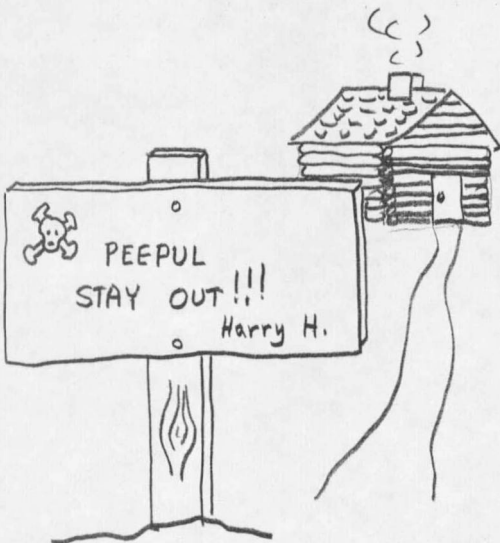
LANGUAGE: Latin

DERIVATIVES:

conclude _____ (bring to an end, finish, terminate)
 conclusion _____ (the end, the last main division)
 exclude _____ (to shut or keep out)
 exclusive _____ (excluding from consideration or account)
 include _____ (to contain, embrace, or comprise)
 inclusive _____ (including in consideration or account)
 recluse _____ (a person who lives in seclusion or apart from society)
 seclude _____ (to shut off or keep apart)

WORDS FOR THE WISE:

conclusive _____ (serving to settle or decide a question)
 exclusion _____ (act of excluding)
 inclusion _____ (act of including)
 seclusion _____ (act of secluding)

STORY BEHIND THE WORD: recluse

One of the ways to define a word is to list a synonym for the word. What would be a good synonym for "recluse," a person who withdraws from society to live by himself in solitude and isolation?

_____ (hermit)

The word parts in "recluse" tell much about the word's meaning: re (in this case "re" is used as an intensifier) means "thoroughly" or

"again," and cluse means "shut up."

What things, do you suppose, would cause a person to become a recluse? What kind of a life would a recluse live? Does the expression "No man is an island" have anything to say about being a recluse?

Lesson 29

WORD ROOT: cor, cord

MEANING: heart

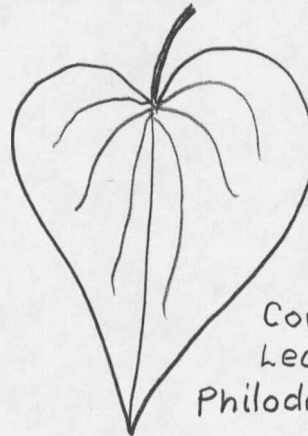
LANGUAGE: Latin

DERIVATIVES:

accord (to be in harmony, agree)
 concord (agreement between persons in opinions, sentiments, etc.)
 cordial (hearty, warmly friendly)
 discord (lack of concord or harmony)

WORDS FOR THE WISE:

accordance (agreement)
 accordingly (in accordance)
 concordant (agreeing,
harmonious)
 cordate (heart-shaped)
 cordiality (cordial quality
or feeling)
 cordiform (heart shaped)
 discordant (disagreement)



Cordate
Leaf of
Philodendron

STORY BEHIND THE WORDS: cordial

Did you ever notice how different parts of our body are associated with our actions and feelings? It is quite understandable that the clenched fist is significant of power or aggression. It is not so easily known why a great heart would be used as a symbol for warmth and sincerity. Each Valentine's Day we decorate our classrooms with hearts and send cards to our friends (and enemies) which are embellished with heart-shaped figures. One explanation of the connotation of the heart symbol is that in older times, when men made judgments without adequate medical knowledge, the heart was thought to be the source of warmth and kindness. At any rate, "cordial" may mean "hearty," "warm," or

"sincere" - as in "a cordial welcome."

Needless to say, the condition of the heart may make us feel physically as we do. A well-functioning heart would tend to give us a healthy, alive feeling. Likewise, "cordial" may mean invigorating, stimulating and reviving.

A certain type of liqueur is even called a "cordial." Again, I feel we have coined a word meaning before we had adequate medical knowledge, for liquers are often not invigorating or stimulating, but depressive.

Lesson 30

WORD ROOT: cornu--

MEANING: horn

LANGUAGE: Latin

DERIVATIVES:

corn (a large plant that bears a large grain on cobs)

corner (a point where two straight surfaces meet)

cornet (a trumpetlike musical instrument)

cornfield (a field where corn grows)

cornice (the molding at the top of the walls of a room)

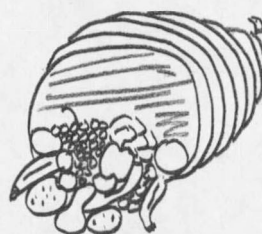
cornucopia (horn of plenty)

STORY BEHIND THE WORD: cornucopia

Again we have a word which has not strayed far from its word part meaning: cornu - horn, copia - plenty. The cornucopia is usually seen around Thanksgiving and is used as a symbol of harvest-time.

There is an interesting story behind the cornucopia which has its basis in a Greek myth. It seems that Zeus was hidden in a cave at birth to keep him from being killed by his father. The nymph who cared for Zeus fed him goat milk and honey. One day the goat broke off his horn and the nymph used the horn to hold fruit and herbs she collected for Zeus. The horn turned out to have the magical power of replacing all the fruits and herbs placed in it and no matter what was eaten, it always refilled itself.

What do you suppose the word "copious" means?



Lesson 31

WORD ROOT: cred

MEANING: to believe, trust or give credit

LANGUAGE: Latin

DERIVATIVES:

credentials (that which entitles one to belief or confidence)
 credible (capable of being believed)
 credit (belief or trust)
 creditor (one who gives credit in business transactions)
 credo (any creed or formula of belief)
 credulous (ready or disposed to believe)
 creed (an authoritative formulated statement of belief)
 incredible (too extraordinary to be believed)
 discredit (to injure the credit or reputation of)

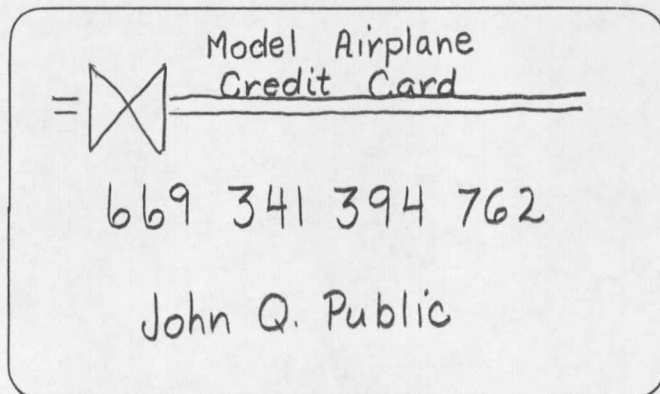
WORDS FOR THE WISE:

accredit (to attribute, to certify)
 accreditation (act of accrediting)
 credence (something giving claim to belief)
 incredulity (the quality of being incredulous)

STORY BEHIND THE WORD: credit card

To use the word "credit" implies a belief, confidence, or trust in something or someone. It also may imply that the person has a reputation for sound character and can even refer to a source of honor and distinction. (He was a credit to his family.)

One of the more modern trends in business has been



to award consumers credit cards. Due to a company's belief and confidence that a person will pay his bills, a business may issue him a charge card. This card authorizes the person to buy goods or services on credit and pay for them at a later time.

Using credit cards has many advantages. They allow us to purchase things and pay for them according to money we will receive at a later time. It is, however, important not to charge more things than we can afford. We should also read credit agreements carefully to see how much interest is charged.

If you could have one credit card at your disposal, which would you choose?

Why? _____

What would you buy with it? _____

How much would it cost? _____

How much could you afford to pay on your bill each month? _____

Lesson 32

WORD ROOT: dema-, demo-

MEANING: people

LANGUAGE: Greek

DERIVATIVES:

democracy (a form of government in which the supreme power
is vested in the people)

democrat (an advocate of democracy)

Democrat (one who belongs to a major political party in the U.S.)

democratic (pertaining to the interests of the people)

Democratic Party (one of the major political parties in the U.S.,
founded in 1828)

WORDS FOR THE WISE:

demagogue (a leader who uses the passions or prejudices of the
populace for his own use)

demagoguery (the methods or practices of a demagogue)

demagogy (the character of a demagogue)

demography (the science of vital and social statistics)

demos (the common people, the populace)

STORY BEHIND THE WORD: demagogue

It is a wonderful honor to be chosen as a class leader. Perhaps some of you hold the office of president of the student council, or class secretary. Our history abounds with many examples of politicians who have led the people and served them well. Yes, some have given even their lives for the cause of freedom. We may well be proud of the heritage given us



by Abraham Lincoln and John F. Kennedy.

History, too, tells of other political leaders who obtained power by means of appealing to the emotions and prejudices of the people. Adolf Hitler and Benito Mussolini were two demagogues who came to power by promising world domination and superior status to their people. They also died violent deaths, but left their people with a sense of shame rather than pride.

Lesson 33

WORD ROOT: dict

LANGUAGE: Latin

MEANING: say, tell

DERIVATIVES:

contradict (to deny the truth of)
 contradiction (the act of contradicting)
 Dictaphone (an instrument that records and reproduces dictation)
 dictate (to say or read something to be taken down)
 dictation (act of dictating for reproduction in writing)
 dictator (a person exercising absolute power)
 dictatorship (a government whose authority rests in one person)
 diction (style of speaking or writing)
 dictionary (a book containing a selection of the words of
 a language)
 predict (foretell a happening)
 prediction (act of predicting)

WORDS TO THE WISE:

dictatorial (inclined to dictate or command)
 dictum (an authoritative pronouncement)
 predictor (one who predicts)

STORY BEHIND THE WORD: predict

To "predict" means to "foretell what will happen." We often hear this word in terms of telling what the weather will be like - pre-dicting the weather. There are also people who claim to have extra-sensory powers which allow them to predict the future. We even use this term when hypothesizing the outcome of a game. "I predict that we'll win by ten points." The word parts tell us much about the word's meaning: pre - before, dict - tell.



Lesson 34

WORD ROOT: dign

MEANING: worth, well deserved

LANGUAGE: Latin

DERIVATIVES:

dignified (noble, stately)
 dignify (to confer honor upon)
 dignitary (one who holds a high rank or office)
 dignity (nobility of manner or style)
 indignant (affected with or characterized by indignation)
 indignation (displeasure at something deemed unworthy)
 indignity (injury to dignity)

STORY BEHIND THE WORD: condign

Recently, while visiting a junior high school, I saw a student picking up paper in the hallway. When I asked what he was doing, he noted that he was being punished for carelessly throwing scraps around the school premises. My first thought was of the famous Gilbert and Sullivan opera, wherein the Mikado stated, "My object all sublime, I shall achieve in time - to let the punishment fit the crime."

My second thought was that the boy seemed to feel that this was a well deserved (condign) punishment.

Was the boy being treated in a dignified manner? _____

What do you think? _____



Lesson 35

WORD ROOT: duce, duct, duit

LANGUAGE: Latin

MEANING: to lead, shape

DERIVATIVES:

conduct (to direct in action or course)

conductor (one who conducts)

conduit (a pipe or tube for conveying water or other fluid)

deduce (to trace the course of)

deduct (to take away)

deduction (act of deducting)

duct (conduit by which fluid or other substances are conducted)

educate (to develop the facilities and power of by teaching)

education (act or process of educating)

induce (to lead or move by persuasion or influence)

induct (to lead or bring in, introduce)

introduce (to bring into notice, knowledge)

introduction (act of introducing)

introductory (serving to introduce)

produce (to bring into existence)

producer (one who produces)

product (a thing produced by any action or operation)

production (act of producing)

reduce (to bring down to a smaller extent, size, etc.)

reduction (act of reducing)

WORDS FOR THE WISE:

conduce (lead or contribute to a result)

conductive (contributive)

conduction (transmission through a conductor)

conductivity (property or power of conducting)

educational _____ (tending to educate)
 inducement _____ (act of inducing or persuading)
 inductive _____ (serving to induce, leading or influencing)
 productivity _____ (act of producing)

STORY BEHIND THE WORDS: conduct
 deduct
 educate
 induct
 introduce
 produce
 reduce

A prefix was defined as "letters or syllables placed at the beginning of a word to shade or change its meaning." Let's look at the effect of prefixes when added to the word root duce or duct. Review your previous lesson on prefixes and see if the meaning of the prefixes will help you arrive at some general meaning of these words:

con- = _____ (through)	conduct = to lead _____ (through)
de- = _____ (from)	deduct = to lead _____ (from)
e- = _____ (out of)	educate = to lead _____ (out of)
in- = _____ (into)	induct = to lead _____ (into)
intro- = _____ (inward)	introduce = to lead _____ (inward)
pro- = _____ (forward)	produce = to lead _____ (forward)
re- = _____ (back)	reduce = to lead _____ (back)

The word "educate" was always an interesting word to me. I wondered what the meaning of "educate" would have to do with "leading out." Perhaps your teacher would allow you to discuss this topic in class.

Educate = Lead out



Lesson 36

WORD ROOT: equ MEANING: level, even, equal, just

LANGUAGE: Latin

DERIVATIVES:

adequate (fully sufficient)
 equal (like or alike in quantity, degree, value)
 equality (state of being equal)
 equation (act of making equal)
 equator (a circle separating a surface into equal parts)
 equidistant (equally distant)
 equilateral (having all sides equal)
 equilibrium (equal balance between any powers)
 equinox (the time when the sun crosses the plane at the earth's
 equator making night and day all over earth of equal length)
 equity (quality of being fair or impartial)
 equivalent (equal in value)
 inadequate (not adequate)
 inequality (the condition of being unequal)

WORDS FOR THE WISE:

adequacy (state or quality of being adequate)
 co-equal (equal in rank, ability)
 equable (uniform in operation)
 equalization (act of equalizing)
 equalize (to make equal)
 equanimity (evenness of mind or temper)
 equate (to state the equality of or between)
 equatorial (pertaining to, or near an equator)
 equiangular (having all angles equal)
 equipoise (an equal distribution of weight)

equipotential (the same potential)

equitable (characterized by equity or fairness)

equivalence (state or fact of being equivalent)

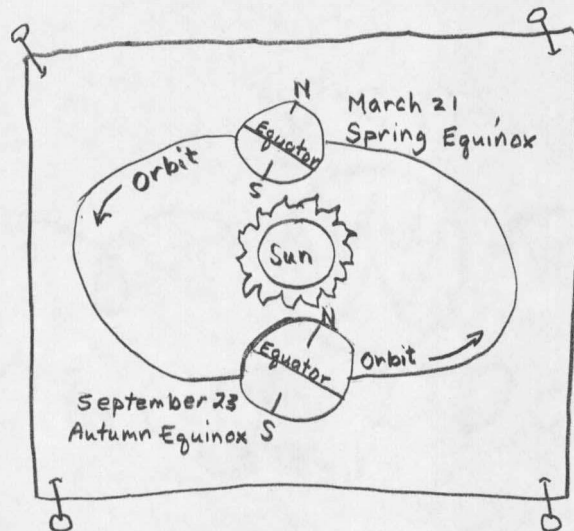
equivocal (of uncertain significance, not determined)

equivocate (to use equivocal expressions)

inadequacy (not adequate)

STORY BEHIND THE WORD: equinox

"Equinox" refers to the times of the year when the center of the sun is directly over the equator. The word has two roots: equi - equal, nox - nights. Since an equinox describes a time when the days and nights are approximately equal, it might have been just as appropriate to call it equidies (equal days). The sun is directly over the equator twice a year. The spring equinox (vernal) occurs around March 21 and the autumn equinox (autumnal) occurs around September 23.



Strangely enough, from the spring equinox to the autumn equinox is longer than from the autumn equinox to the spring equinox. This is caused by the elliptical shape of the earth's path around the sun. The earth moves faster when it is nearer the sun, and around January 1 the earth is nearest the sun. About July 1, it is farthest away.

Lesson 37

WORD ROOT: erro, erra MEANING: wander, stray, deviate

LANGUAGE: Latin

DERIVATIVES:

aberration (act of wandering from the usual way or normal course)

err (to go astray in thought or belief)

errant (deviating from the regular or proper course)

erratic (deviating from the proper or usual course in conduct
or opinion)

erroneous (containing error)

error (deviation from accuracy)

STORY BEHIND THE WORD: knight errant

If "errant" means wandering, then a knight errant would be "a wandering knight." As one reads the stories of King Arthur and his Knights of the Round Table, tales are told of gallant young men who wandered in search of adventure. The story of Don Quixote describes quite a different knight errant. Perhaps you can find adapted versions of these classics in your library.



Lesson 38

WORD ROOT: fac MEANINGS: make, do, easy LANGUAGE: Latin

DERIVATIVES:

facilitate (to make easier)
 facility (something that makes possible the easier performance)
 facsimile (an exact copy)
 fact (what has really happened or is the case)
 faction (a smaller group of people within a larger group often using methods to accomplish selfish purposes)
 factor (one of the elements that contribute to bring about any given result)
 factory (a building where goods are manufactured)
 factual (pertaining to facts)
 faculty (an ability natural or acquired)
 manufacture (the making of goods or wares by manual labor)
 manufacturer (one who manufactures)

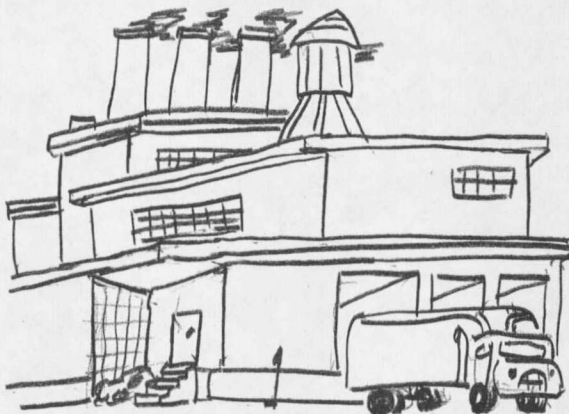
WORDS TO THE WISE:

facile (moving, acting, working or proceeding with ease)
 factional (of a faction or factions)
 factitious (artificial, not spontaneous)
 factorable (able to be factored)
 factorial (of or pertaining to factors)
 factotum (one employed to do all kinds of work for another)

STORY BEHIND THE WORD: manufacture:

When we use the word "manufacture" today, we imply that a raw product has been processed into a finished product, especially by means of a large-scale industrial operation. Let's look at the word parts to

see if we can gain some insight into the word's history. Manus meant "hand" and fac may mean "made." Originally manufactured items were literally "handmade." The meaning of this word is quite different now when one thinks of the automated factories.



Lesson 39

WORD ROOT: fid

MEANING: trust

LANGUAGE: Latin

DERIVATIVES

confide _____ (to show trust by imparting secrets)

confidence _____ (full trust, belief in)

confidential _____ (spoken or written in confidence)

fidelity _____ (strict observance of promises)

infidel _____ (an unbeliever)

infidelity _____ (unfaithfulness)

WORDS FOR THE WISE:

confidant _____ (one to whom secrets are confided)

confidante _____ (female to whom secrets are confided)

fiducial _____ (accepted as a fixed basis of reference)

fiduciary _____ (of or pertaining to the relation between a fiduciary
and his principal)STORY BEHIND THE WORD: confidence man (slang "con man")

Did you know that there are some swindlers who make their living by selling people worthless items, such as stock in a nonexistent gold mine?* Stories have been told of people buying the Eiffel Tower and the Brooklyn Bridge from swindlers who claimed to own them. To cheat someone, the crook must first gain the confidence of the person being swindled; thus, we have the term "confidence man" or in slang - "con man." Be careful now, don't let any one sell you the Washington Memorial.



*Con men have also sold things that didn't belong to them to credulous buyers.

Lesson 40

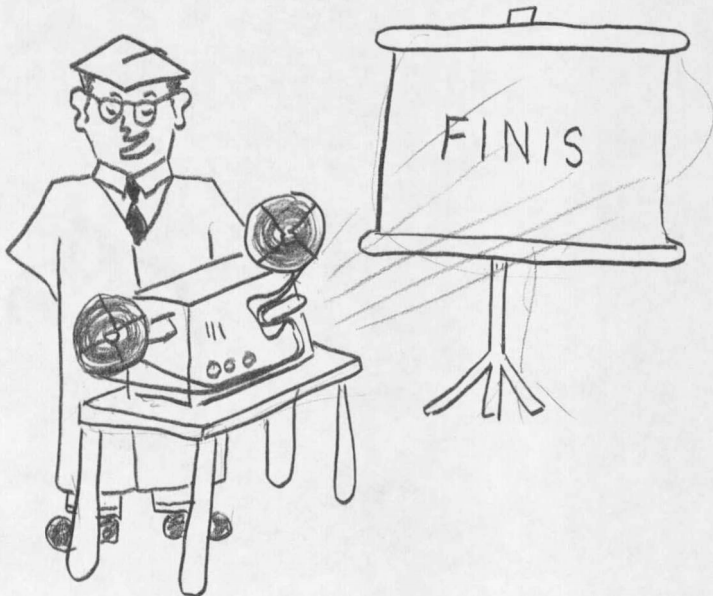
WORD ROOT: fin MEANINGS: boundary, limit, end LANGUAGE: Latin

DERIVATIVES:

confine _____ (to enclose within bounds)
 confinement _____ (act of confining)
 define _____ (to state or set forth the meaning of)
 definite _____ (clearly defined)
 definition _____ (act of defining)
 finish _____ (to bring to an end)
 finite _____ (having bounds or limits)
 indefinite _____ (without fixed or specified limit)
 infinity _____ (unbounded or unlimited)

WORDS TO THE WISE:

definitive _____ (having the function of deciding or settling)
 finis _____ (end)
 infiniteness
 (state of being
 without end)
 infinitesimal
 (indefinitely
 or exceedingly
 small)



STORY BEHIND THE WORD: infinity

In attacking this word, let's first look at the word parts: in - without, fin - end, ity - state of being. A general definition of this term would be "the state of being without end."

We often hear the term used in terms of unbounded space, time or our number system. That is to say, we assume that outer space would continue without an end. Also, our number system has no limit, for every number you can give me, I can add one to it - endlessly. The mathematician gives an interesting perspective to the term "infinity." Ask your mathematics teacher for the symbol and definition for this word.

Lesson 41

WORD ROOT: flu

MEANING: flow

LANGUAGE: Latin

DERIVATIVES:

fluctuate (to change continually)

fluent (flowing smoothly)

fluid (a substance, liquid or gas, capable of flowing)

flux (a flowing or flow)

influence (power of producing effects by invisible or
insensible means)

influx (act of flowing in)

superfluous (being over and above what is sufficient)

WORDS TO THE WISE:

affluent (abounding in means, flowing freely)

affluence (abundance of material goods)

afflux (that which flows to or toward a point)

fluctuation (continual change from one course, position,
condition)

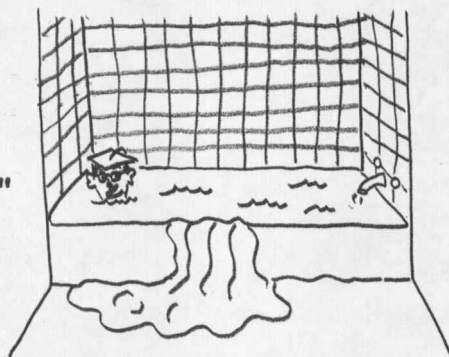
fluency (flowing easily or gracefully)

influential (having or exerting influence)

superfluity (state of being superfluous)

STORY BEHIND THE WORD: superfluous

"Superfluous" expresses the characteristic of being excessive, or beyond what is required. Again, looking at the word parts we note: super - over, flu - flow, ous - tending to. Literally, then, the word tells of something that "tends to overflow." What situations can you recall in which there was a superfluous amount of something?



Lesson 42

WORD ROOT: form

LANGUAGE: Latin

MEANING: shape, form, established, custom

DERIVATIVES:

conform (to act in accord, to become similar in form or character)

deform (to mar the natural form or shape of)

form (the shape of a thing; something that gives or determines
shape)

formal (being marked by form or ceremony)

formality (condition or quality of being formal)

formula (a set form for indicating procedure to be followed)

formulate (to express in precise form)

informal (not according to prescribed or customary forms)

reform (to form again)

transform (to change in form)

transformation (act of transforming)

uniform (having always the same form or character)

WORDS TO THE WISE:

conformable (corresponding in form or character)

conformation (manner of formation, structure or form)

deformed (having the form changed)

deformity (quality or state of being deformed)

formalism (strict adherence to customary or prescribed forms)

formulation (act of formulating)

informality (state of being informed)

reformation (act of reforming)

reformer (one who reforms)

transformer (one who or that which transforms)

uniformity _____ (state or character of being uniform)

uniformly _____ (in a uniform manner)

STORY BEHIND THE WORD: uniform

This word can be either a noun or an adjective. We are more familiar with the noun meaning. Clothes that are made to show the wearer's occupation or rank, and are just like those of other people of the same occupation or rank, are called uniforms. Soldiers, sailors, nurses, policemen, and firemen wear uniforms. The word parts of this term give us a good insight into the meaning: uni - one, form - shape, form.

As an adjective, "uniform" refers to the characteristic of being alike, or similar, in size, shape, or speed.



Lesson 43

WORD ROOT: fort

MEANING: strong

LANGUAGE: Latin

DERIVATIVES:

comfort _____ (to soothe when in grief)

comfortable _____ (giving comfort, support or consolation)

comfortably _____ (in a comfortable manner)

fort _____ (a strong or fortified place)

forte _____ (a strong point, loud or with force)

fortification _____ (act of fortifying or strengthening)

fortify _____ (to strengthen against attack)

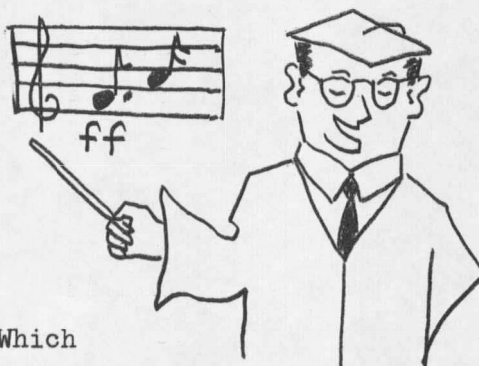
fortissimo _____ (very loud)

fortitude _____ (moral strength)

fortress _____ (a large fortified place)

STORY BEHIND THE WORDS: forte, fortissimo

We have already found out that the word root fort means "strong." Musical composers wanted to give instructions to people who would play their compositions, and therefore arrived at certain signals in the form of symbols. One such symbol is "f," standing for "forte," which signifies that the music should be played loudly or forcefully. Which do you suppose would indicate the more forceful musical direction, forte (f) or fortissimo (ff)?



Lesson 44

WORD ROOTS: fract, frag MEANING: break LANGUAGE: Latin

DERIVATIVES:

fracas (a disorderly disturbance, fight or uproar)

fraction (one or more parts of a unit or whole, a piece broken off)

fractional (partial, inconsiderable, or insignificant)

fracture (the breaking of a bone)

fragile (easily broken)

fragment (a part broken off or detached)

infraction (breach, act of breaking or violating)

refractory (stubborn, unmanageable)

WORDS TO THE WISE:

fractious (cross, fretful, refractory or unruly)

fragmental (fragmentary)

fragmentize (to break into parts)

fragmentary (composed of fragments, broken)

fragmentation (the act of breaking into fragments)

STORY BEHIND THE WORD: fracture

Recently while skiing, a friend of mine fractured his leg. That is to say that the bone was broken or cracked. It was rather a bad break, a compound fracture in that the broken bone was exposed.

He was skiing out of control and as he went over a mogul, a small mound on the ski slope, he lost his balance and took a terrible fall. Needless to say, I've been skiing much more carefully since I watched the ski patrol take him down the hill on a stretcher.



Lesson 45

WORD ROOT: gram, graph MEANING: write, draw LANGUAGE: Greek

DERIVATIVES:

autobiography (account of a person's life written by himself)
 autograph (a person's signature)
 biographer (a writer of biography)
 biography (a written account of a person's life)
 diagram (a figure or set of lines or marks to accompany
 a geometrical demonstration)
 grammar (the features of a language; speech or writing in
 accordance with standard usage)
 graph (a diagram representing a system of connections or inter-
 relations among two or more things by use of lines, dots
 or bars)
 grapheme (written representation for a sound)
 graphite (a common mineral used in lead pencils)
 monogram (a character consisting of two or more letters combined
 or interlaced, commonly one's initials)
 phonograph (a machine that reproduces sound that has been
 recorded)
 telegraph (an apparatus for transmitting messages of signals to
 a distance by means of an electrical device)
 telegram (a communication sent by telegraph)

WORDS TO THE WISE:

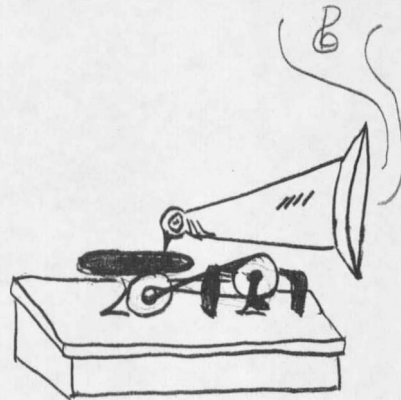
biographical (pertaining to a person's life)
 grammatical (of or pertaining to grammar)
 graphic (pertaining to the use of diagrams)
 graphic arts (drawing, engraving, etching, paintings)
 graphology (study of handwriting)

Gramophone _____ (a phonograph)

STORY BEHIND THE WORDS: phonograph, Gramophone

In the words "phonograph" and "gramophone" we have two word roots that tell us much about the meanings of the words; phone - sound, gram, graph - write. Literally then, a phonograph is a machine that reproduces sound that has been "written" on the record. It is interesting to note that a phonograph was originally called a graphophone.

Gramophone was the trademark of an instrument invented by Emile Berliner in the 1880's.



Lesson 46

WORD ROOT: grav

MEANING: heavy, burden

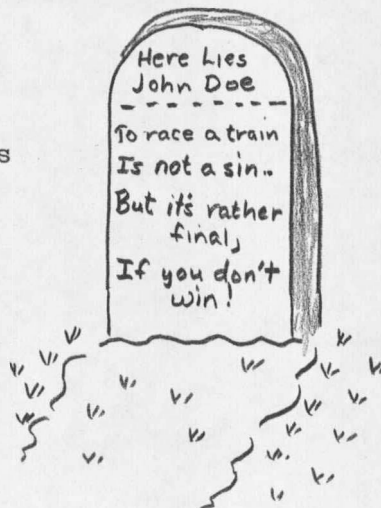
LANGUAGE: Latin

DERIVATIVES:

- aggravate _____ (to make worse)
- grave _____ (solemn, serious)
- gravely _____ (in a solemn manner)
- graveyard _____ (cemetery; burial ground)
- graveyard shift _____ (a work shift that runs during the early morning hours)
- gravitate _____ (to move under the influence of gravitational force)
- gravitation _____ (that force of attraction between all particles or bodies)
- gravitational _____ (pertaining to that force of attraction between all particles or bodies)
- gravity _____ (the force of attraction by which bodies tend to fall toward the center of the earth)

STORY BEHIND THE WORD: grave

It is questionable whether the word "grave," which refers to a burial place, was derived from the Latin word root gravis meaning "heavy." Most dictionaries trace its origin to the Old English word grafan which meant "to dig." There are, however, other meanings for "grave" which are derived from the Latin root. Sometimes, it is meaningful to define a word by listing its synonyms: grave - serious, important, weighty, dangerous, critical, grievous, dire, sedate, somber, dark.



Lesson 47

WORD ROOT: gress, grad

MEANING: go, step

LANGUAGE: Latin

DERIVATIVES:

aggression (the act of violating the rights of another)
 aggressive (energetic; vigorous; tending to aggress)
 digress (to deviate or wander from the main purpose)
 gradation (act of grading)
 grade (a class of persons or things having the same quality)
 gradual (changing little by little)
 graduate (to pass by degrees or change gradually)
 graduation (act of graduating)
 progress (a proceeding to a higher state)
 progression (act of progressing)
 regress (to go back)

WORDS TO THE WISE:

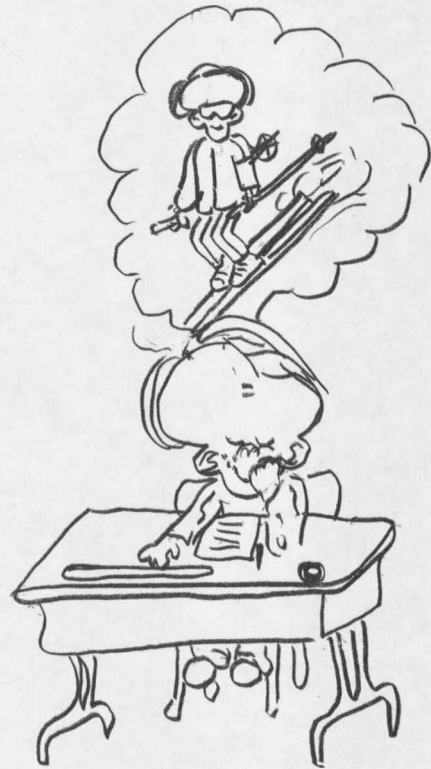
digression (act of digressing)
 gradate (to arrange in grades)
 gradient (an inclined surface)
 regression (act of going back)
 regressive (tending to go back)
 retrogressive (degenerating)

STORY BEHIND THE WORD: digress

"Digress" means to "go, or stray, from the main subject in writing, speaking or listening." The word parts, again, tells the word's meaning: de - aside, gress - to go. We know something of this character trait when we listen to teachers who digress and get off the subject. Often, when we write, we digress and discuss matters not related to the topic. Yes, we even digress in our listening and think

about things other than those being discussed.

Or do we?



Lesson 48

WORD ROOT: greg MEANING: flock, herd, group LANGUAGE: Latin

DERIVATIVES:

aggregate (gathered
together in a mass)

aggregative (pertaining
to being gathered together
in a mass)

congregate (to come
together in a crowd)

congregation (a body
of assembled people)

gregarious (tending to
form a flock, sociable)

segregate (to separate or isolate from others)

segregation (the act of separating)

STORY BEHIND THE WORD: segregation

Probably no other school matter has been discussed more than the integration of students who had been in segregated schools. At one time students of different races went to different schools. They were literally set aside from the group. The word parts of this term give a good generalized meaning of the word: se - aside, greg - group, ation - act of. We can well be proud that segregated schools are rapidly disappearing.

Lesson 49

WORD ROOT: hosp, host

MEANING: host, guest, stranger, enemy

LANGUAGE: Latin

DERIVATIVES:

hospitable (welcoming guests with
warmth)

hospital (an institution providing
care for the sick)

hospitality (the tendency toward
being hospitable)

hospitalization (the act of
being hospitalized)

hospitalize (to put into a hospital)

host (one who entertains guests)

hostage (the state of being held as security for the fulfillment
of terms)

hostess (a woman who acts as a host)

hostile (pertaining to an enemy)

STORY BEHIND THE WORD: host, hostess

A suffix was defined as "letters or syllables placed at the end of a word to shade or change its meaning." Consider what a difference the suffix -ess makes when added to the word "host." It is no longer a man who greets people but now becomes a woman who acts as a host. This suffix is also noted in such word pairs as lion - lioness, actor - actress, heir - heiress, etc.

Lesson 50

WORD ROOT: labor

MEANING: labor, work

LANGUAGE: Latin

DERIVATIVES:

collaborate _____ (to work together)
 elaborate _____ (worked out with care and detail)
 labor _____ (work)
 laboratory _____ (a room equipped for scientific experimentation)
 Labor Day _____ (the first Monday in September, a legal holiday)
 laborious _____ (requiring long, hard work)
 laborite _____ (a member of a political movement)
 laborsaving _____ (conserving labor)
 labor union _____ (a trade union)

WORDS TO THE WISE:

collaboration _____ (the act of working together)
 elaborateness _____ (the state of being worked out with care and detail)
 elaboration _____ (the act of working out with care)
 labored _____ (worked)
 laboriousness _____ (the state of requiring long, hard work)

STORY BEHIND THE WORD: Labor Day

I asked a student what part of the school year he liked best and he replied, "Holidays!" There's no doubt, holidays are an important part of our American way of life.

Labor Day is a legal holiday honoring the working people. It is observed the first Monday in September throughout the United States, Puerto Rico and Canada. Some communities have special celebrations on Labor Day, but for most of us, it is a day of rest and recreation. I have been told that the first Labor Day was held in 1882, but it

did not become a national legal
holiday until President
Cleveland signed a bill in
1894 making it official.



Lesson 51

WORD ROOT: lapse

MEANING: slide

LANGUAGE: Latin

DERIVATIVES:

collapse (to fall down suddenly)

elapse (to pass or slip by)

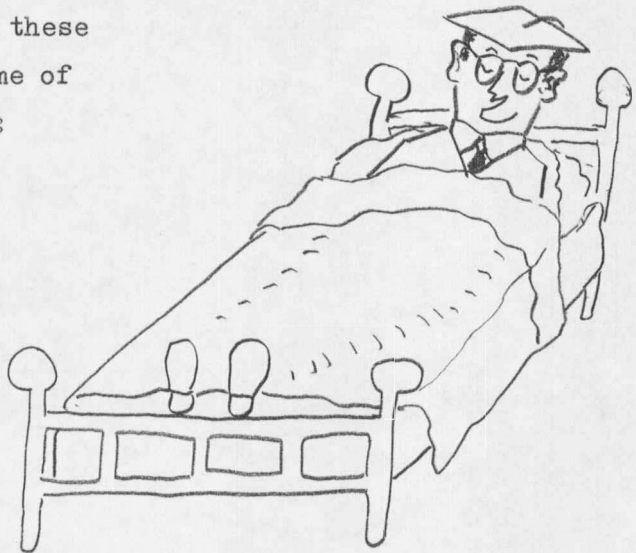
lapse (to subside gradually, slip into a lower state)

relapse (to fall back to a former state)

STORY BEHIND THE WORD: relapse

Again, the word parts tell much of this word's meaning: re - back or again, lapse - slide. Consider the meaning of these structural parts in terms of some of the definitions of "relapse" to:

fall back,
revert to a former
state,
regress after a
partial recovery
from an illness,
slip back into
bad ways,
back-slide.



Here also is a fine example of the effect of a prefix on a word. Review the meanings of e-, co-, and re-, and note how they shade the meaning of lapse.

Lesson 52

WORD ROOT: liber

MEANING: free

LANGUAGE: Latin

DERIVATIVES:

liberal (tending to give freely)

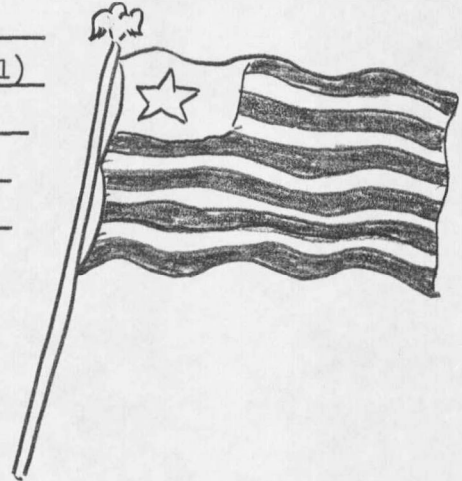
liberality (the state of being liberal)

liberally (in a liberal manner)

liberate (to give liberty to)

Liberia (a republic in Africa)

liberty (the state of being free)



WORDS TO THE WISE:

liberation (the act of freeing)

liberal arts (academic discipline)

presumed to develop general

intellectual ability)

liberalism (liberal views and policies)

Liberal Party (a political party in Great Britain)

libertarian (one who believes in action and thought)

libertine (one who acts without moral restraint)

STORY BEHIND THE WORD: liberate

A review of the verb suffixes calls to mind that the suffix -ate may mean "to make." Adding this to the word root meaning of liber yields the generalized meaning -- to "make (or set) free." One usually hears this word in reference to freeing a country from foreign control; but "liberate" is also used as a scientific term in chemistry to describe the releasing of an element from a combination of elements. Figuratively the element is then "set free."

Why do you suppose that the country of Liberia was so named?

Lesson 53

WORD ROOT: libr, liber

MEANING: balance

LANGUAGE: Latin

DERIVATIVES:

deliberate (to take careful thought; to consider)

deliberately (in a deliberate manner)

deliberation (the act of giving careful consideration)

equilibrium (mental, emotional, or physical balance)

WORDS TO THE WISE:

deliberative (assembled for deliberation)

equilibrant (a force capable of balancing a system of forces)

equilibrate (to bring into balance)

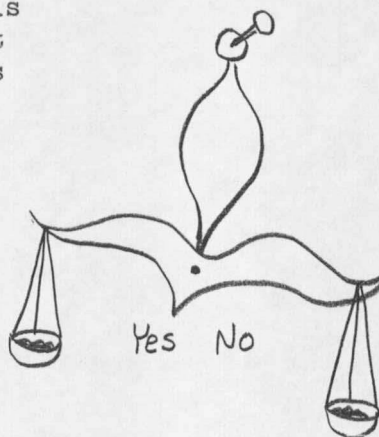
equilibrator (a device that helps maintain equilibrium)

equilibrist (a person who performs feats of balance)

STORY BEHIND THE WORD: deliberate

A deliberate decision is one that is based on careful consideration of the facts. One weighs the evidence. It is interesting to note that this word is derived from a Latin term which meant "balance" or "scales." In olden times, items were weighed by a simple device in which the item to be measured was balanced with a weight that was placed on the other side of the scale.

Used as a verb, "deliberate" still has the connotation of weighing something, or balancing the pros against the cons. We do this when we exhibit careful thought or reflect on a problem.



Lesson 54

WORD ROOT: lumen

MEANING: light

LANGUAGE: Latin

DERIVATIVES:

illuminate (to provide with light)

illumination (a light source)

illuminator (a device for providing light)

illumine (to give light to)

luminance (the state of being luminous)

luminary (an object that gives light)

luminesce (to become luminescent)

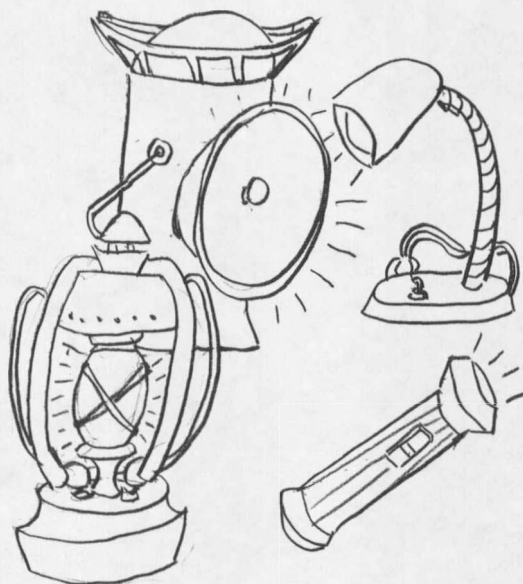
luminescence (the emission of light)

luminescent (suitable for emitting light)

luminous (emitting light)

STORY BEHIND THE WORD: illuminate

One of the interesting features of word study is to note how a word changes meaning or transfers its meaning to a related situation. "Illuminate" originally meant to "provide with light," much as one does when he shines a flashlight in a dark area. It has retained this meaning but added a related dimension. Later "illuminate" came to mean "to make understandable," or "clarify." Can you see the relation between this word's meaning and the expression "throwing light on the situation"?



Lesson 55

WORD ROOT: magn

MEANING: great

LANGUAGE: Latin

DERIVATIVES:

antimagnetic (impervious to the effect of a magnetic field)

Magna Charta (the great charter of English liberties)

magnanimous (noble of mind or heart)

magnate (a powerful or influential man)

magnet (a body that attracts iron)

magnetic (relating to magnetism)

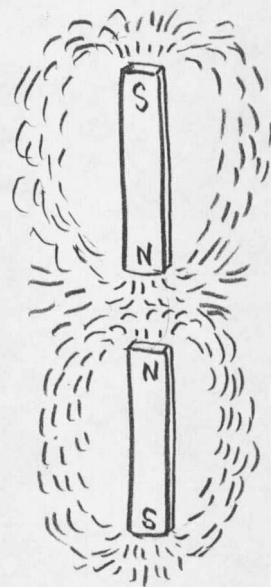
magnetic field (a condition established by
a magnet or electric current)magnetism (the study of magnets and their
effects)

magnificence (greatness)

magnificent (great in splendor)

magnify (to make greater in size)

magnitude (greatness of rank or position)



WORDS TO THE WISE:

magna cum laude (with great praise)

magnanimity (the quality of being generous)

magnetization (the process of making a substance magnetic)

magneto (a small generator which uses magnets)

magnifier (a magnifying glass)

magnum (a bottle holding about two-fifths of a gallon)

STORY BEHIND THE WORD: Magna Charta (Magna Carta)

Although the Magna Charta was written in England in 1215, this great document has its effect on us today.

King John needed money to run the government and obtained it by

levying heavy taxes on the nobles of England. The taxes were so excessive that the nobles revolted and made war on the king. They defeated him in battle and forced him to sign an agreement - the Magna Charta or Great Charter.

In this charter, the king promised to levy no taxes without the "common consent of our kingdom." Another agreement was that no free man should be "imprisoned or banished or in any way destroyed except by the judgment of his peers (equals) or by the law of the land."

Because our liberties were partly brought from England, the Magna Charta influenced provisions in our own constitution.

Lesson 56

WORD ROOT: mal

MEANING: bad

LANGUAGE: Latin

DERIVATIVES:

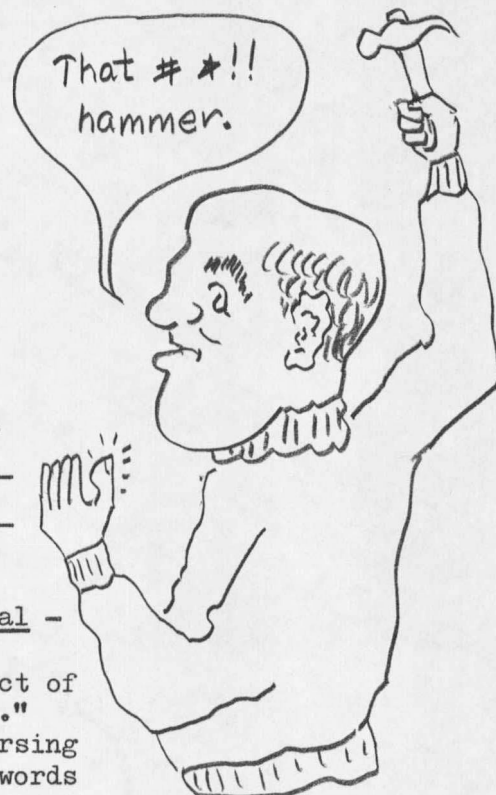
malady _____ (a disease)
 malaria _____ (an infectious disease)
 malcontent _____ (one who is discontented)
 malice _____ (the desire to harm others)
 malfunction _____ (to fail to function)
 malicious _____ (motivated by the desire to harm others)
 maliciously _____ (tending to be motivated by the desire to harm others)
 malign _____ (to speak evil of)
 malnutrition _____ (poor nutrition)

WORDS TO THE WISE:

maladjustment _____ (faulty
 _____ adjustment)
 malediction _____ (a curse)
 malefactor _____ (a criminal)
 malevolence _____ (ill will towards
 _____ others)
 malevolent _____ (exhibiting ill
 _____ will)
 malfeasance _____ (misconduct)
 malignant _____ (highly injurious)

STORY BEHIND THE WORD: malediction

This word may be separated into: mal - bad, dict - speak, ion - the act of. Generally then, "malediction" is "the act of speaking bad about something of someone." Literally this word means the act of cursing or slandering someone. Note the other words



that have this same connotation of doing someone harm: malicious, malign, malevolence, etc.

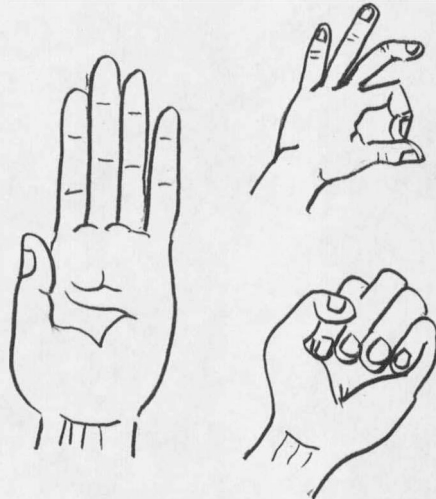
Lesson 57

WORD ROOT: manu

MEANING: hand

LANGUAGE: Latin

DERIVATIVES:

maneuver (a strategic movement)manicure (treatment of the
hands or fingernails)manual (done by the hands)manufacture (to make into a
finished product)manufacturer (one who
manufactures)manure (animal dung -
related to a word
which meant to till
the earth by hand)manuscript (a document written by hand)STORY BEHIND THE WORD: manuscript

Originally, a manuscript was a book, document, or other composition written by hand: manu - hand, script - write. Now, a manuscript may be either a typewritten or handwritten version of a person's work, especially the first draft or author's own copy. Most of you met this word when you entered first grade and were told that you would write in manuscript (as compared to cursive) form. We usually refer to manuscript form as printing (ABC) and cursive as writing (abc).

Lesson 58

WORD ROOT: miss, mitt

MEANING: send

LANGUAGE: Latin

DERIVATIVES:

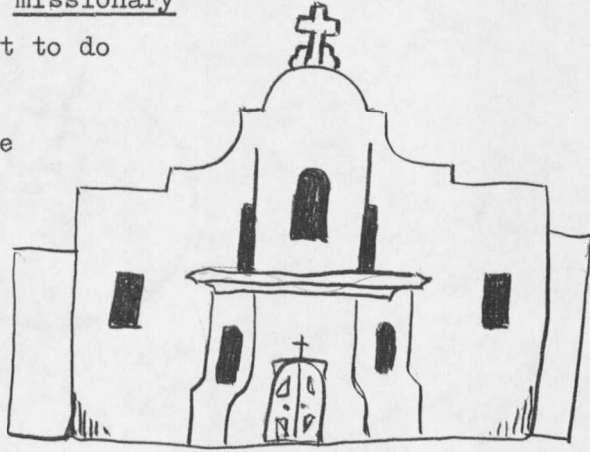
admission (the act of allowing to enter)
 admit (to permit to enter)
 emissary (a messenger sent to represent the interest of another)
 emit (to release or send out)
 missile (a weapon that is fired)
 mission (a body of persons sent to do religious work)
 missionary (one who is sent on a mission)
 omission (the act of omitting)
 omit (to leave out)
 permission (the act of giving consent)
 permit (to allow)
 remit (to send)
 submission (the act of yielding)
 submit (to yield or surrender)
 transmission (the act of transmitting)
 transmit (to send from one person to another)
 transmitter (a telegraphic sending instrument)

WORDS TO THE WISE:

emission (the act of sending out)
 missive (sent or dispatched)
 permissible (that can be permitted)
 remission (the act of remitting or releasing)
 remittance (the act of sending money or credit)

STORY BEHIND THE WORDS: mission, missionary

A missionary is a person sent to do religious or charitable work in a territory or foreign country. One of the meanings of "mission" is the place or building that serves the people with whom the missionary works.



We are probably most familiar with the early Spanish missions in the southwestern United States. Perhaps you have heard a missionary speak about his work in a foreign country.

The word "mission," however, does have a more general meaning - "the business or duty assigned to a person." For example, there could be a military mission in which an individual or unit were to accomplish a task. This would be his mission. It also might refer to a self-imposed duty "My mission in life is to help other people."

Lesson 59

WORD ROOT: moni

MEANING: warn, remind

LANGUAGE: Latin

DERIVATIVES:

admonish _____ (to caution; warn)

admonition _____ (cautionary advice)

monitor _____ (one that cautions, warns or controls)

premonition _____ (a warning in advance)

WORDS TO THE WISE:

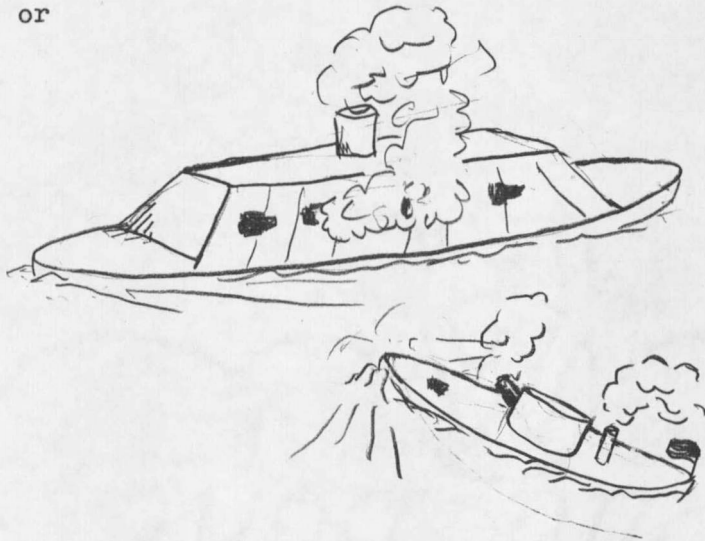
monition _____ (a warning)

monitorial _____ (performed by monitors)

monitory _____ (conveying a warning)

STORY BEHIND THE WORD: monitor

Basically, a monitor is one that admonishes, cautions, or reminds. You might have been assigned to be a monitor when the teacher was out of the room. If so, what were your duties? Sometimes electronic devices have monitors to warn you if something goes wrong with the device. Some businesses use TV cameras to monitor their stores and warn the owners if shoplifting is occurring.



There was even a Union vessel, the Monitor, which fought the Confederate ironclad Merrimack in the Civil War. Was the name "Monitor" appropriate for this warship?

Lesson 60

WORD ROOT: mono

MEANING: one

LANGUAGE: Latin

DERIVATIVES:

monarch	(an absolute ruler)
monarchy	(government by a monarch)
monastery	(the dwelling place of a religious community)
monocle	(an eyeglass for one eye)
monocycle	(a vehicle having a single wheel)
monogram	(a design composed of one or more letters)
monopolize	(to dominate by excluding others)
monopoly	(exclusive control by one group)
monorail	(a single rail on which a train travels)
monotone	(a succession of sounds uttered in a single tone of voice)
monotonous	(unvarying in vocal inflection)
monotony	(uniformity or lack of variation)

WORDS TO THE WISE:

monoacid	(having only one hydroxyl group to react with acids)
monobasic	(having only one metal ion or positive radical)
Monoceros	(a constellation - unicorn)
monochromatic	(having only one color)
monochrome	(a painting done in different shades of one color)
monocline	(a geologic formation in which all strata are inclined in the same direction)
monocracy	(government by a single person)
monocrat	(one who favors autocracy)
monogamy	(the custom of being married to only one person at a time)
monograph	(a scholarly book on a limited subject)

monogyny _____ (the practice of having only one wife at a time)
 monolith _____ (a large block)
 monologue _____ (a long speech made by one person)
 monoplane _____ (an airplane with only one pair of wings)
 monotheism _____ (the belief that there is only one God)

STORY BEHIND THE WORD: monocle

We seldom see a person wearing a monocle today, except in old movies about World War II. The roots of this word are: mono - one, ocle - eye. A monocle is therefore an eyeglass for one eye. Why do you suppose people stopped wearing monocles?



The word "binoculars" is a common term referring to an opticle device, such as field glasses. Do you recognize the word roots in this term:

prefix = bi(n) _____ (two)
 word root = ocul _____ (eyes)
 suffix = ars _____ (having)

Lesson 61

WORD ROOT: moral

MEANING: custom, habit, moral

LANGUAGE: Latin

DERIVATIVES:

amoral _____ (lacking moral judgment)
 demoralize _____ (corrupt; to dishearten; to put into disorder)
 immoral _____ (contrary to established morality)
 moral _____ (designed to teach goodness)
 morals _____ (concerned with the judgment of goodness and badness)
 morality _____ (the quality of being moral)

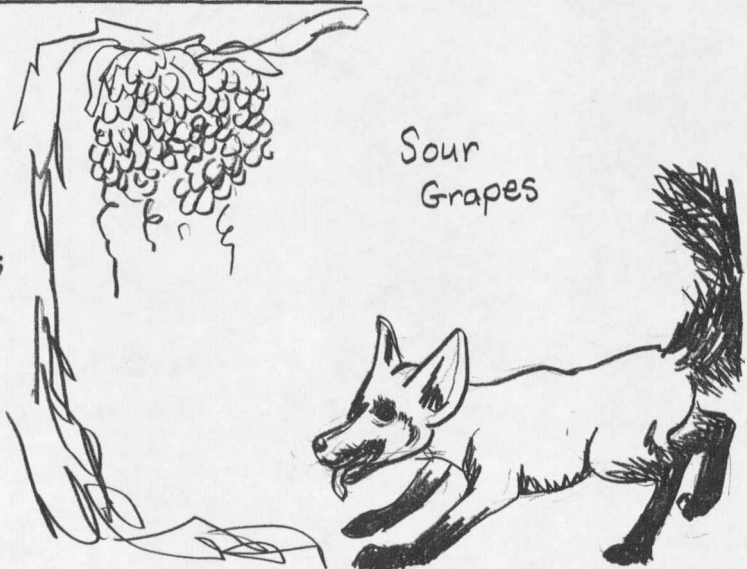
WORDS TO THE WISE:

demoralization _____ (the act of demoralizing)
 immorality _____ (the state of being immoral)
 moralist _____ (a teacher or student of ethics)
 moralistic _____ (characterized by moralizing)
 moralize _____ (explain in moral terms)
 nonmoral _____ (amoral)

STORY BEHIND THE WORD:

moral, moralsAesop's Fables

usually involved a story about animals and a moral; i.e., he stated the lesson or principle to be gained from the story. We must assume that Aesop felt this principle represented a general



truth or maxim. When the word appears in the plural, "morals," it may have another, but related meaning - "rules or habits of conduct with reference to standards of right and wrong." What does the prefix a- do to the meaning of the word?

Lesson 62

WORD ROOT: mort

MEANING: death

LANGUAGE: Latin

DERIVATIVES:

immortal _____ (undying)
 immortality _____ (unending life)
 mortal _____ (subject to death)
 mortar _____ (a military cannon)
 Morte d'Arthur _____ (Malory poem - death of King Arthur)
 mortgage _____ (pledge to pay back a debt)
 mortician _____ (an undertaker)
 mortification _____ (humiliation)
 mortify _____ (to humiliate)
 mortuary _____ (a place for the temporary reception of the dead)

WORDS TO THE WISE:

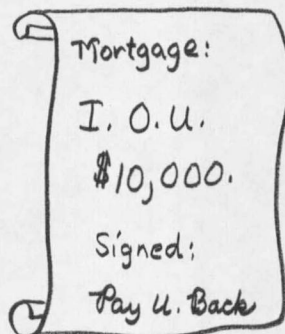
immortalize _____ (to make immortal)
 mortality _____ (the condition of being mortal)
 mortgagee _____ (one to whom property is mortgaged)
 post-mortum _____ (happening after death)

STORY BEHIND THE WORD: mortgage

Usually when a person buys a house, he doesn't have enough money to pay for it all at once. He borrows money from the bank and signs an agreement to pay the balance he owes at a later time. This pledge to pay back the debt is called a "mortgage."

During the Middle Ages, a mortgage was a "death pledge," mort - death, gage - pledge.

The eldest son of a nobleman usually inherited all his father's money



and land when his parent died. Until he inherited this money, the son usually had no money of his own. He would borrow and sign a pledge (mortgage) payable on the death of his father.

Do you see any relation between the meaning of the word root gage and its meaning in the word "engagement"?

Lesson 63

WORD ROOT: mot, mov

MEANING: move

LANGUAGE: Latin

DERIVATIVES:

demotion (the act of
reducing to a lower
grade)

motel (a motor hotel)

motion (the process
of moving)

motionless (without
motion)

motive (something that
prompts a person to act)

motor (a small engine)

motorboat (a boat propelled by its own power)

motorcycle (a self-propelled bicycle)

motorist (one who drives an automobile)

movable (capable of being moved)

move (to change place or position)

movement (act of moving)

movie (a motion picture)

promote (to advance in rank)

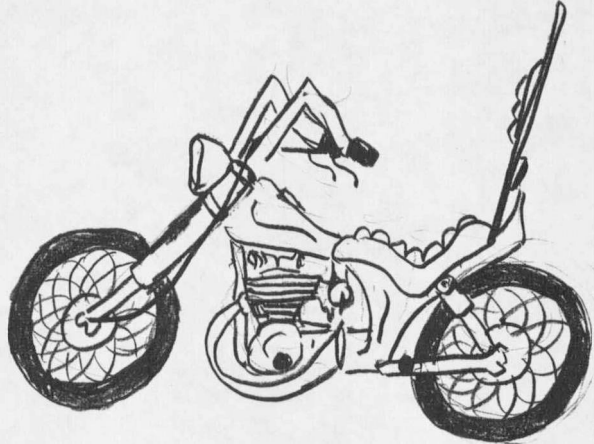
promoter (one who promotes)

promotion (advancement in rank or position)

remote (far distant)

removal (act of removing)

remove (to move from a place or position)



WORDS TO THE WISE:

demote (to reduce to a lower grade)

motile _____ (moving)

motivate _____ (to provide with a motive)

motivation _____ (inducement)

motorcade _____ (a parade of automobiles)

STORY BEHIND THE WORD: demotion, promotion

Once more the meanings of the word parts do a good job of alerting the reader as to the definitions of the words: de - down, pro - forward, mot - move, ion - the act of. A demotion is (act of moving down); a promotion is (act of moving forward)

Do you suppose Beetle Bailey will receive many promotions?

Demotions? Why?

Lesson 64

WORD ROOT: multi

MEANING: many

LANGUAGE: Latin

DERIVATIVES:

multicolored _____ (of many colors)
 multimillionaire _____ (one with property worth several millions)
 multiple _____ (consisting of many parts)
 multiplicand _____ (the number to be multiplied by another)
 multiplication _____ (the act of multiplying)
 multiply _____ (to find the product of by multiplication)
 multitude _____ (a great number)
 multitudinous _____ (forming a great number)

WORDS TO THE WISE:

multifarious _____ (having many different parts)
 multiflorous _____ (bearing many flowers)
 multifold _____ (manifold)
 multiform _____ (having many forms)
 Multigraph _____ (trademark for a printing machine)
 multilateral _____ (having many sides)
 multiped _____ (having many feet)
 multipliable _____ (able to be multiplied)
 multiplicative _____ (tending to multiply or increase)
 multiplicity _____ (a multitude or great number)

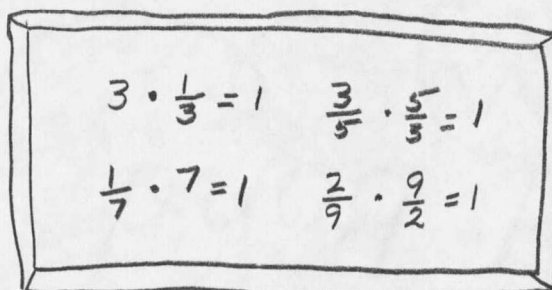
STORY BEHIND THE WORD: multiplicative inverse

This long, fear-inspiring term is not nearly such a complicated mathematical process as one might assume. The multiplicative inverse of a number is merely the number which when used with another number (except zero) produces 1 (one) as a product. For example, $1/3 \div 3 = 1$;

therefore $1/3$ is the multiplicative inverse of 3, and 3 is the multiplicative inverse of $1/3$. What would

be the multiplicative inverse of:

- 5 (1/5)
4 (1/4)
 $1/2$ (2)
 $1/6$ (6)


$$\begin{array}{ll} 3 \cdot \frac{1}{3} = 1 & \frac{3}{5} \cdot \frac{5}{3} = 1 \\ \frac{1}{7} \cdot 7 = 1 & \frac{2}{9} \cdot \frac{9}{2} = 1 \end{array}$$

Lesson 65

WORD ROOT: nat, nasc

MEANING: born

LANGUAGE: Latin

DERIVATIVES:

innate (inborn)

nation (a government of people)

native (belonging to a person by birth)

nativity (birth)

natural (formed by nature)

natural history (the study of all
objects in nature)naturalist (one who is devoted to
natural history)natural resource (the wealth of a
country consisting of land, forests,
mines, water, and energy resources)

nature (native or inherent character)

renaissance (a new birth; revival)



WORDS TO THE WISE:

nascent (beginning to exist or develop)

natal (pertaining to one's birth)

naturalism (action arising from natural instincts and desires
alone)

naturalistic (imitating nature)

naturalize (to invest with the rights of a citizen)

natural selection (the elimination of the unfit and the
survival of the fit)

STORY BEHIND THE WORD: Renaissance

When the word "renaissance" is not capitalized it generally refers to a revival of interest in something. With a capital R, the word usually refers to an increased interest in classical art, literature and learning that spread through Europe from about the 14th century to the 16th century. The Renaissance followed a period of time known as the "Dark Ages" when there was less interest shown in the arts or humanities.

Italy led the way during the Renaissance and in Venice and Genoa rich noblemen made their cities brilliant centers of art. Men in other parts of Europe also became more interested in learning, and eager students traveled to Italy to study. This awakened interest in learning seemed like a new birth in civilization. People called it by a French word, derived from Latin word roots, "Renaissance," which means just that, a "new birth."

Lesson 66

WORD ROOTS:	nomin, nomen	MEANING:	name	LANGUAGE:	Latin
	onym				Greek
	name				Anglo Saxon

DERIVATIVES:

acronym (a word formed from the initial letters of other words)

anonymous (without any name)

antonym (a word opposed in meaning to another)

denomination (a name or designation)

heteronym (a word having a different sound and meaning from another but spelled the same)

homonym (a word like another in sound but different in meaning)

name (a word by which a thing is known)

nameless (without a name)

namely (that is to say)

namesake (one having the same name as another)

nominal (being such in name only)

nominate (to appoint for a duty or office)

nomination (act of nominating)

nominee (one who is nominated)

pseudonym (an assumed name)

synonym (a word having nearly the same)

WORDS TO THE WISE:

cognomen (a surname)

denominate (to give a name to)

ignominious (contemptible)

nom de plume (pen name)

nomenclature (a system of names)

nominally (only in name)

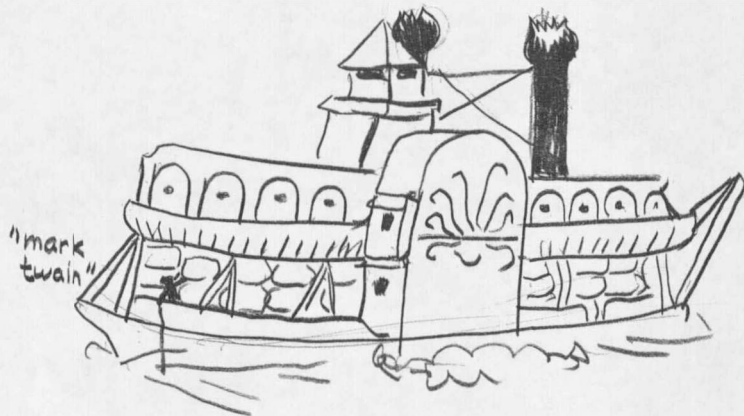
synonymous (equivalent in meaning)

STORY BEHIND THE WORD: pseudonym

A pseudonym (also referred to as a "pen name") is a fictitious name assumed by an author. The Greek word roots are: pseudo - false, onym - name. Samuel Langhorne Clemens chose to use the pseudonym Mark Twain. It is interesting to note that "mark twain" was an expression used by Mississippi riverboat pilots in sounding (measuring) the minimal navigable depth of the river. Most of Mark Twain's stories had their setting around the Mississippi River.

Another example of a pseudonym is Dr. Seuss. The author's real name is Theordore Geisel.

Carolyn Keene, author of the widely read Nancy Drew mysteries, is the pseudonym for Harriet Stratemeyer Adams.



Lesson 67

WORD ROOT: nov

MEANING: new

LANGUAGE: Latin

DERIVATIVES:

innovation _____ (the act of introducing something new)
 novel _____ (of a new kind)
 novelty _____ (newness)
 novice _____ (one who is new)
 renovate _____ (to make new again)

WORDS TO THE WISE:

innovate _____ (to bring in something new)
 novelette _____ (a short novel)
 novelist _____ (a writer of novels)
 novitiate _____ (state of being a novice)
 renovation _____ (the act of making something as if new again)

STORY BEHIND THE WORD: renovate

The word parts are: re - again, nov - new, ate - to make. Generally then, "renovate" means "to make something new again." More specifically "renovate" means to "restore something to an earlier condition or improve by repairing or remodeling." If you read of an old historical house being renovated, what was being done?

Why would someone renovate an old automobile?

Renovated
Castle



Lesson 68

WORD ROOT: path

MEANING: feeling,
suffering

LANGUAGE: Greek

DERIVATIVES:

antipathy (a natural or settled dislike)
 apathy (lack of feeling)
 empathy (mental entering into the feeling or spirit of a person
 or thing)
 pathetic (affecting or moving the feelings; exciting empathy)
 pathos (the quality or power of evoking a feeling of pity or
 sympathetic sadness)
 sympathetic (feeling sympathy, sympathizing or compassionate)
 sympathize (to be in sympathy, or agreement of feeling)
 sympathy (feelings or impulses of compassion)

WORDS TO THE WISE:

antipathetic (having a natural antipathy)
 apathetic (having or exhibiting little or no emotion)
 empathize (to experience empathy)
 pathological (pertaining to pathology)
 pathology (the science of the origin, nature and cause of
 disease)

STORY BEHIND THE WORD: antipathy, apathy, sympathy

A prefix is (letters or syllables placed at the beginning of a
 word to shade or change its meaning)

Note the effect of these prefixes on the word root - "path";

anti = (against) + path = feeling + y = act of
 a = (without) + path = feeling + y = act of
 sym = (together, with) + path = feeling + y = act of

Generally speaking, antipathy is the act of feeling
 _____ (against) _____ someone, apathy is the
 act of being _____ (without) _____



feeling toward something, and sympathy is the
 act of feeling _____ (with) _____
 someone. The word "empathy" uses the
 prefix em- which means "in." Can you see
 any relation between the meaning of the
 word parts (em - in, path - feel) and the
 definition of the word "empathy" (an under-
 standing so intimate that the feelings of
 one are comprehended by another)?

Lesson 69

WORD ROOT: pac, peace

MEANING: peace

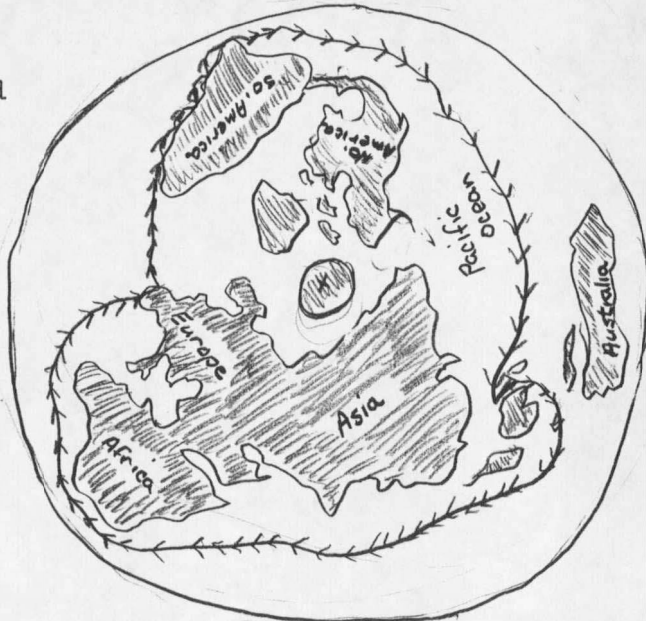
LANGUAGE: Latin

DERIVATIVES:

Pacific	(largest ocean)
pacific	(tending to make peace)
pacifier	(one who or that which pacifies)
pacifism	(the principle or policy of establishing and maintaining universal peace)
pacify	(to bring into a state of peace, quiet or calm)
peace	(freedom from war, strife, dissension, mental disturbance)
peaceable	(disposed to peace, peaceful)
peaceably	(in a peaceable way)
peaceful	(free from strife or commotion)
peacemaker	(one who makes peace)

STORY BEHIND THE WORD: Pacific Ocean

The first expedition ever to sail around the World was led by Ferdinand Magellan, a Portuguese explorer. The King of Spain gave Magellan five ships and 280 men to find a route from the Atlantic Ocean which would circle the world. The expedition set sail in 1519. Finally Magellan sailed down the east coast of South America and found a passage at its tip. This passage is now called the Straits of Magellan. After passing through the Straits, he



called the ocean ahead the Pacific, because it seemed so calm and peaceful after the storms he had been through.

Needless to say, some of the characteristics of the Pacific Ocean are not at all peaceful.

Lesson 70

WORD ROOT: ped
pod

MEANING: foot

LANGUAGE: Latin

LANGUAGE: Greek

DERIVATIVES:

- biped (having two feet)
- centipede (an anthroped having an elongated flattened body of numerous segments each with a single pair of legs)
- impede (to retard in movement or progress by means of obstacles or hindrances)
- pedal (a lever worked by a foot)
- pedestal (an architectural support for a column, statue, vase, etc.)
- pedestrian (one who travels by foot)
- pedigree (an ancestral line, geneological table)
- podium (a small platform for the conductor, or public speaker)
- tripod (a stool or the like with three legs)

WORDS TO THE WISE:

- impediment (some physical defect, obstruction, or hindrance)
- pedicure (professional care of the feet)
- pedometer (an instrument for recording number of steps taken in walking)
- podiatry (the investigation and study of foot disorders)
- podiatrist (one who studies podiatry)

An impediment originally was something put on one's foot.



STORY BEHIND THE WORD: pedigree

Have you ever seen a picture of your geneology or "family tree"? It starts with the older members of your family and extends to their descendants. Someone thought that the form of this drawing looked like the footprint of a crane (in French - pied de grue.) English spelling changed the word to pedigree. In common use, "pedigree" usually refers to the lineage of a highly bred animal. For example, the buyer studied the pedigree of the racehorse.

Lesson 71

WORD ROOT: phil

MEANING: love

LANGUAGE: Greek

DERIVATIVES:

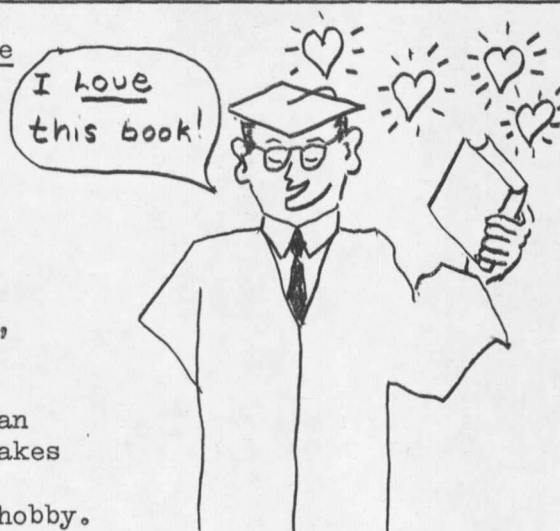
bibliophile (a lover of books)
 Philadelphia (a city in Pennsylvania; city of brotherly love)
 philanthropist (one who practices philanthropy)
 philharmonic (music-loving, fond of music)
 philosopher (a person who regulates his life, actions and
 judgments by the light of philosophy of reason)
 philosophic (of or pertaining to philosophy)
 philosophy (the study or science of the truths or principles
 underlying all knowledge and being)

WORDS TO THE WISE:

philanderer (one who makes love without serious intentions)
 philanthropic (pertaining to or characterized by philanthropy)
 philanthropy (love of mankind)
 philodendron (a tropical American climbing plant)
 philosophical (of or pertaining to philosophy)

STORY BEHIND THE WORD: Bibliophile

By the meaning of its word roots, a bibliophile is one who loves books: biblio - book, phile - love. More generally, a bibliophile is a collector of books. Most of us have a great appreciation for books because they help us learn. A bibliophile, however, usually takes pride in collecting and displaying them. While he might not exhibit the human feeling of love toward books, he takes great pride in ownership, and accumulating books may become his hobby.



Lesson 72

WORD ROOT: phon

MEANING: sound

LANGUAGE: Greek

DERIVATIVES:

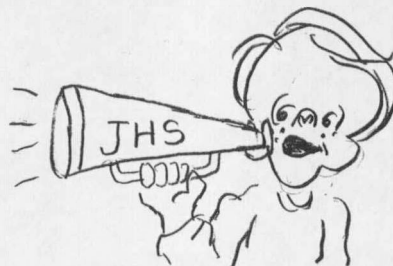
- megaphone (a device for magnifying sound)
- microphone (an instrument which is capable of transforming the air-pressure waves of sound into changes in electric currents)
- phone (telephone)
- phoneme (the smallest distinctive sound in a language)
- phonetic (of or pertaining to speech sounds)
- phonic (of or pertaining to speech sounds)
- phonics (a method of teaching reading based upon phonetic interpretation)
- phonograph (any sound reproducing machine using records)
- symphony (an elaborate instrumental composition in three or more movements)
- telephone (an apparatus or process for transmission of sound)

WORDS TO THE WISE:

- euphony (agreeableness of sound, pleasing effect to the ear)
- phonology (phonetics or phonemics system of a language)

STORY BEHIND THE WORD: megaphone

A megaphone is a funnel-shaped device used to direct or amplify one's voice. Perhaps you've noticed cheerleaders using megaphones at football games. The coach may also use a megaphone during practice to direct or amplify his voice so that his team is able to hear him. The word roots are: mega - large; and phone - sound.



Lesson 73

WORD ROOT: polis, polit MEANING: city, citizen LANGUAGE: Greek

DERIVATIVES:

Annapolis (the capital of Maryland)

Indianapolis (the capital of Indiana)

metropolis (the chief city of a country, state or region)

metropolitan (characteristic of a metropolis or of its inhabitants)

police (an organized civil force for maintaining order, preventing, and detecting crime)

policeman (a member of a body or force of police)

policy (a definite course of action adopted as expedient)

polite (showing good manners towards others)

politely (in a polite way)

politeness (act of being polite)

political (pertaining to the science of politics)

politician (one who is active in party politics)

politics (the science or art of political government)

STORY BEHIND THE WORD: metropolis

This word is derived from the two Greek roots: meter - mother and polis - city. In ancient Greece the "mother" city was called a "metropolis." Now a metropolis is a major city, especially the capital or largest city in a country or state. "Metropolis" may also refer to an urban center of culture or trade. New York City is a metropolitan area.

There is also a zoological meaning of "metropolis" - a region or area where a particular organism lives.



Lesson 74

WORD ROOT: port

MEANING: carry, door

LANGUAGE: Latin

DERIVATIVES:

deport - (to transport forcibly, to exile)
 export (to send to other countries)
 import (to bring into from other countries)
 port (a town or place where ships load or unload)
 portable (able to be moved)
 porter (one employed to carry burdens)
 portfolio (a portable case for detached paper, prints, etc)
 portly (large in person, stately)
 report (an account brought back or presented)
 reporter (one who reports)
 support (to bear or hold up; to sustain or withstand)
 supporter (one who or that which supports)
 transport (to carry or convey from one place to another)
 transportation (the act of transporting)

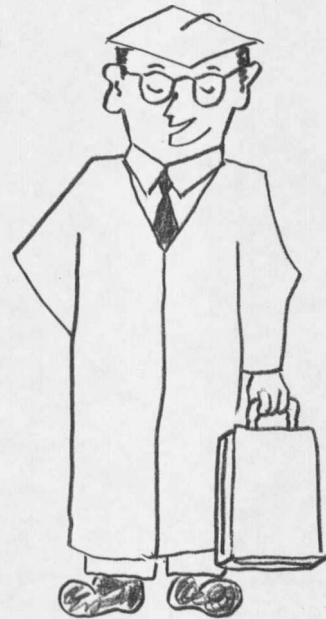
WORDS TO THE WISE:

deportation (the act of deporting)
 exportation (the act of exporting)
 portage (the act of carrying)
 portal (a door, gate or entrance)
 portico (a structure consisting of a roof supported by
 columns or piers)

STORY BEHIND THE WORD: portfolio

A portfolio is a portable case for holding loose papers or documents. This word is derived from the Latin roots: port - carry, folio -

a leaf or sheet. Isn't it interesting how people have coined words by putting two words (or their roots) together! I can imagine that ancient Romans wanted to describe a case in which loose sheets of paper were carried. They took a word root for "carry" and a word root for "sheet" (of paper) and coined the word "portfolio." How do you suppose we coined the term "briefcase?"



Lesson 75

WORD ROOT: pos

MEANING: place, put

LANGUAGE: Latin

DERIVATIVES:

expose _____ (uncover)

impose _____ (to lay upon)

oppose _____ (to object to or resist)

opposition _____ (the act of opposing)

pose _____ (to affect a particular character as with a view to the
impression made on others)

position _____ (condition with reference to place)

positive _____ (explicitly laid down or expressed)

postpone _____ (to put off to a later time)

repose _____ (to put confidence, trust, etc. in a person or thing)

superimpose _____ (to impose, place or set on something else)

suppose _____ (to assume without reference to its being true or false)

WORDS TO THE WISE:

exposition _____ (an explanation or interpretation)

exposure _____ (the state of being
open)

imposition _____ (the act of
imposing a burden)

posit _____ (to lay down or assume
as a fact)

supposition _____ (act of
supposing)

STORY BEHIND THE WORD: superimpose

Here is a word with two prefixes
and a word root: super - over, im -
on, pose - place. We hear this word



used to refer to the act of placing one thing over the other. If you took a picture with a camera and forgot to roll the film before you snapped another picture you might have a superimposed image on the film. When your teacher uses the overhead projector in mathematics he may superimpose one transparency over another to show the answers to the problems.

Lesson 76

WORD ROOT: prim

MEANING: first

Language: Latin

DERIVATIVES:

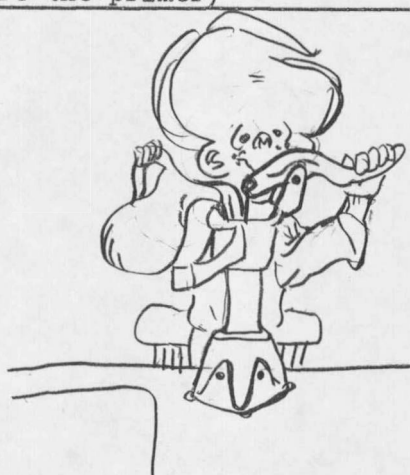
preprimer (a reader which comes before the primer)

primary (chief, principal)

primary colors (red, yellow and blue)

prime (first in time; to prepare to
pump water)prime minister (the chief of the
British ministry)

primer (a first reading book)

primeval (pertaining to the earliest
age or time)primitive (belonging to the earliest
ages)

WORDS TO THE WISE:

primacy (the state of being first)

primal (first; original)

primarily (at first)

primogenitor (a forefather or ancestor)

STORY BEHIND THE WORD: preprimer, primer

When you first were taught to read in school, your teacher probably gave you a little book with many pictures and few words. This was called a "preprimer." The prefix pre- tells us that this book would come before the primer (the first reading book). The thrill of reading those few words in a preprimer is for most of us a wonderful experience. Do you remember taking your preprimer home and proudly reading, "Go, go, go"? Then as you mastered the material in the preprimer, you were given a primer (a first reader). This was a more difficult book with longer stories in it. Just imagine how far you have progressed in your ability to read; from "Go, go, go," to My Word in only eight years.

Lesson 77

WORD ROOT: quad, quart MEANING: four, fourth LANGUAGE: Latin
 (also listed as a prefix)

DERIVATIVES:

quadrangle (a plane figure with four angles and four sides)
 quadruped (a four-footed animal)
 quarantine (an enforced restriction placed on a person)
 quart (one fourth of a gallon)
 quarter (one of four equal parts into which a thing may be divided)
 quarterback (the player who directs his team on attack)
 quarterhorse (one of a breed of strong saddle horses developed in the western United States)
 quarterly (coming once every three months)
 quartet (a musical group of four performers)

WORDS TO THE WISE:

quadrant (one fourth of the circumference of a circle)
 quadrennial (lasting four years)
 quadrille (a square dance for four couples)
 quadrillion (the cardinal number written 1,000,000,000,000,000)
 quadroon (a person having one quarter Negro ancestry)
 quadruple (fourfold)

STORY BEHIND THE WORD: Quarter horse

Quarter horses were the product of early Virginia settlers some two hundred years ago. Naturally there weren't any well developed race tracks in those days. The horses were raced on short stretches of road; usually a quarter of a mile long. Thus the term "quarter [mile] horse"

arose.

Planned breeding led to the improvement of the characteristics which allowed the horse to have remarkable speed over short distances.

The quarter horse makes an ideal working horse for the cowboy, and you may read of quarter horse races being held in the Western States. They were also used as "cutting ponies" on ranches.



Lesson 78

WORD ROOT: reg MEANING: rule, royal, king LANGUAGE: Latin

DERIVATIVES:

regal (royal) _____

regent (a member of a governing board) _____

regime (a system of government) _____

regiment (an organized body of soldiers) _____

regimental (pertaining to a regiment) _____

region (a division; a district; a large section of land) _____

regular (according to some established rule) _____

regulate (to govern according to rule) _____

regulations (rules or laws) _____

regulator (one who controls or governs) _____

WORDS TO THE WISE:

regale (to entertain) _____

regalia (the emblems of royalty) _____

regency (a person governing for another) _____

regicide (the killing of a king) _____

regional (pertaining to a region) _____

STORY BEHIND THE WORD: regalia

Part of the fun of studying words is noting the changes in meaning which have occurred over the years. "Regalia" originally referred to the emblems and symbols of royalty - such as the crown, ermine cape and scepter. The word progressed until it had a more general meaning - the distinguishing symbols or rank or office. One may note that signs of rank or royalty are often very fancy and ornate. Once again there was a related change in meaning, so that now "regalia" may refer to fancy attire or clothing.



Lesson 79

WORD ROOT: rid, ris

MEANING: laugh

LANGUAGE: Latin

DERIVATIVES:

deride (to mock; laugh at; jeer)

ridicule (to make fun of someone)

ridiculous (deserving of laughter)

ridiculously (in a ridiculous manner)

risible (laughable)

STORY BEHIND THE WORD: ridicule

There are many terms used as synonyms for this word: mock, taunt, deride, gibe, poke fun at, kid, tease. The words each concern efforts of a person to find amusement or delight at the expense of another. Each of these seemingly synonymous words do, however, have a slightly different meaning and vary from fun and mischief to sheer malice which may do harm.

Find the definitions of these words and ask yourself if you would want some to * _____ you.

*mock (to ridicule or defy)

*taunt (insult)

*deride (to laugh at; jeer)

*gibe (taunt or scoff)

*jeer (to sneer at)

*poke fun at (to joke teasingly)

*kid (to joke teasingly)

*tease (to annoy by good-natured ridicule)



Lesson 80

WORD ROOT: rupt

MEANING: break

LANGUAGE: Latin

DERIVATIVES:

abrupt	(sudden; short or curt)
abruptly	(in an abrupt manner)
corrupt	(to injure; to bribe)
corruptible	(capable of being changed for the worse)
corruption	(dishonesty)
disrupt	(to break apart)
disruption	(the act of rending or tearing apart)
interrupt	(breaking in upon)
interruption	(the state of being broken in upon)
rupture	(a bursting or breaking apart)

STORY BEHIND THE WORD: interrupt

By the meaning of the word parts, "interrupt" means to "break [rupt] between [inter] something." One of the most oft-used parental admonitions is, "Don't interrupt us when we are talking." They are asking that you don't break in and disrupt their discourse. Again, perhaps you have a little sister or brother who interrupts when you are speaking to your friend on the telephone. At that point you probably threaten to decrease the family size by one if she doesn't leave you alone. I guess we can see why interruptions irritate our parents.



Lesson 81

WORD ROOT: scribe, script

LANGUAGE: LATIN

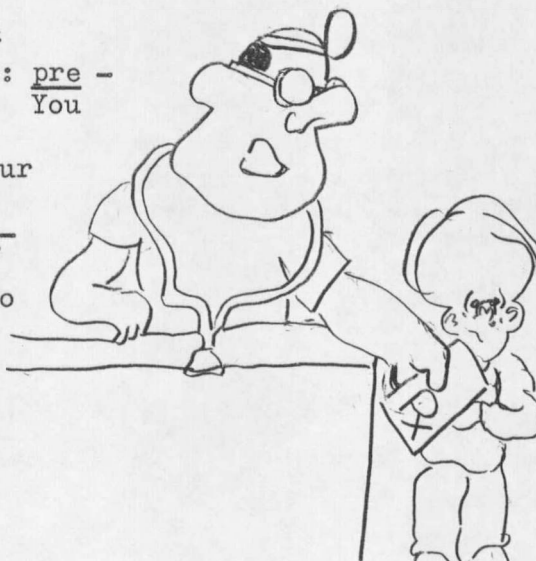
MEANING: write

DERIVATIVES:

inscribe	(to write or engrave on)
inscription	(the act of writing or engraving)
postscript	(a note appended to a completed letter)
prescribe	(to advise the use of)
prescription	(a written direction for the preparation and use of medicine)
scribble	(to write hastily and carelessly)
scribe	(a skilled writer)
(Holy) Scripture	(The Bible)
scriptural	(pertaining to the Bible)
scrivener	(formerly, a clerk)
transcribe	(to copy in writing)
transcript	(a written or typewritten copy)
transcription	(the act of copying)

STORY BEHIND THE WORD: prescription

The word parts of this noun are: pre - before, script - write, ion - act of. You might have first heard this word in reference to a written instruction your doctor wrote to the pharmacist for some medicine. This written prescription usually is a formula, or name of a product, along with directions as to how often it should be taken. He writes this before you take the medicine. In the verb form, he has prescribed a remedy or treatment. Doctors are not the only ones to prescribe. In its more general sense, "prescribe" means to "set down a rule or guide."



Lesson 82

WORD ROOT: sed

MEANING: sit, settle

LANGUAGE: Latin

DERIVATIVES:

sedan (an automobile)

sedate (calm; composed)

sedative (something that has a calming effect)

sediment (the solid substance which settled at the bottom of a liquid)

sedimentary (pertaining to sediment)

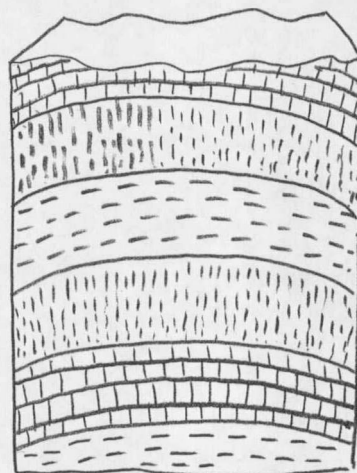
DISTANT RELATIVES:

saddle (padded seat for a rider)

saddlebag (one of a pair of pouches attached to a saddle)

STORY BEHIND THE WORD: sedimentary rocks

The rocks of the earth's crust may be divided into three large groups, according to the way in which they were formed. Igneous rocks are those which were formed from molten rock. One of the most common igneous rocks is granite. Metamorphic rocks are formed by compression and heat which have altered the characteristics of igneous and sedimentary rocks. The texture may be changed and new minerals may be formed. Some of the important metamorphic rocks are gneiss, schist, quartzite, slate and marble.



Sedimentary rocks are made of sediments which have been deposited by wind, water or ice. Rivers and streams are constantly pouring sand, clay and mud into lakes and oceans. This material, along with organisms and shells of sea creatures, settle on the bottom of the body of water. As years go by, more and more material is deposited and at a later time, perhaps thousand of years later, this sediment becomes consolidated into rock. Limestone, sandstone, shale and conglomerate are examples of sedimentary rocks.

Lesson 83

WORD ROOT: sequ

MEANING: follow

LANGUAGE: Latin

DERIVATIVES:

consecutive _____ (following without a break)

consequence _____ (outcome; result)

consequent _____ (following as a result)

sequel _____ (a succeeding part)

sequence _____ (the act of following)

WORDS TO THE WISE:

consequential _____ (following as a result)

consequently _____ (as a result)

sequent _____ (following in order or time)

sequential _____ (characterized by a sequence)

STORY BEHIND THE WORD: sequel

One of my favorite authors of children's books is Laura Ingalls Wilder. She first wrote a beautiful story of a log-cabin family that lived on the edge of the "big woods" in Wisconsin. Based on the author's childhood experiences, Little House in the Big Woods proved so successful that Laura Wilder wrote many sequels (literary works complete in themselves but continuing the narrative of an earlier work) to this story. Little House on the Prairie, On the Banks of Plum Creek, By the Shores of Silver Lake, The Long Winter, Little Town on the Prairie, These Happy Golden Years, and Farmer Boy.



Lesson 84

WORD ROOT: sens, sent

MEANING: feel

LANGUAGE: Latin

DERIVATIVES:

consent _____ (agreement) _____

dissension _____ (the act of disagreeing) _____

resent _____ (to be angry at or indignant at) _____

resentful _____ (tending to be angry at) _____

resentment _____ (strong anger or displeasure) _____

sensation (a bodily feeling usually produced by an external object)

sense _____ (bodily feeling) _____

sensible (capable of affecting the
senses) _____

sensitive (quick to receive
impressions) _____

sensory (pertaining to the senses)

sentiment (a feeling or emotion) _____

DISTANT RELATIVES:

sentence (series of words containing
a subject and a predicate)

sentinel (a person who watches or
guards) _____

sentry (a person stationed as a
guard) _____

WORDS TO THE WISE:

consensus (general agreement in
opinion) _____

dissent (to disagree) _____

dissenter (a person who differs) _____



presentiment (the feeling that something is going to happen)

sensibility (the capacity to feel)

sensitivity (the state of being impressionable)

sentimental (easily moved to pity)

sentimentality (the condition of being sentimental)

STORY BEHIND THE WORD: sensitive

When one is sensitive, he feels very deeply and is quite aware of others' attitudes or the circumstances around him. "Sensitive" is often used to suggest that a person is easily irritated or quick to take offense. There could also be a sensitive machine since the instrument registers very slight differences or changes in conditions. Likewise, we could refer to a very sensitive film that would be readily altered by light. Even the stock market could be described as being sensitive when stock prices fluctuate with the changes in national conditions. Yes, "sensitive" is derived from a word root meaning "feel," but figuratively inanimate objects also have the facility to feel.

Lesson 85

WORD ROOT: sist MEANING: stand, endure, exist LANGUAGE: Latin

DERIVATIVES:

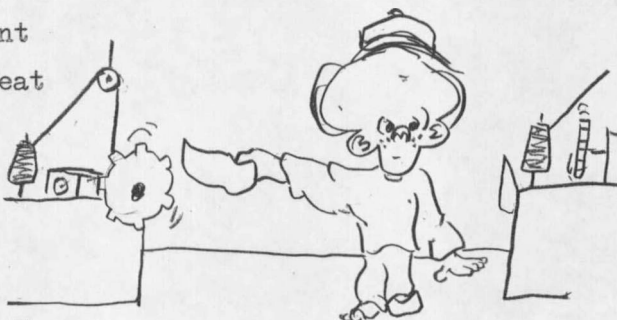
consist _____ (to be composed or made up)
 consistency _____ (degree of firmness or thickness)
 consistent _____ (continuing without change)
 insist _____ (to urge; make a stand)
 insistent _____ (persistent)
 persist _____ (to continue to last or endure)
 resist _____ (to stop or repel; stand against)
 resistance _____ (the act of opposing)
 subsist _____ (to continue to be; exist)

WORDS TO THE WISE:

consistently _____ (continuing without change)
 persistence _____ (continuous effort)
 persistent _____ (lasting; continuing)
 resistant _____ (tending to oppose or resist)
 subsistence _____ (the means of supporting life)

STORY BEHIND THE WORD: resistance, sabotage

During World War II, the French people formed a resistance movement which eventually aided in the defeat of the Nazis. Literally they "stood against" or "opposed" the invaders of their country. One means used by the underground to hinder Nazi progress was sabotage —



the damaging of property so as to obstruct productivity.

"Sabotage" is derived from the French word for a wooden shoe - Sabot. Perhaps originally some Frenchman threw one of his wooden shoes in the machinery to obstruct the productivity.

What does the word "resistance" mean to an electrician?

Lesson 86

WORD ROOT: soph

LANGUAGE: Greek

MEANING: wise, pseudo=wise, "smart"

DERIVATIVES:

- philosopher (one who attempts to discover truth by intellectually working on problems)
- philosophic (pertaining to philosophy)
- philosophy (the study of the principles that cause, control, or explain facts or events)
- sophisticated (wise in the ways of the world)
- sophomore (a student in the second year of a four-year course)

WORDS TO THE WISE:

- philosophize (to reason about, or seek to explain, the causes of nature and things)
- sophism (a plausible but fallacious argument)
- sophist (one whose reasoning is clever but unsound)
- sophisticate (to make worldly-wise)
- sophistication (the state of being wise in the ways of the world)
- sophistry (clever but unsound reasoning)

STORY BEHIND THE WORD: philosopher

By the meaning of the word parts, a "philosopher" is "one who [-er] loves [phil] wisdom [soph]." But a philosopher's activities extend beyond the act of loving wisdom. He attempts to discover truth and learning by intellectually working on problems. He investigates causes and laws underlying the nature of the things about him.

One of the great philosophers of all time was Socrates. He wanted the citizens to be of service to Athens, and so he discussed the aims and problems of the city with the people he met. One of his greatest

contributions to man's thinking about himself was that the human mind could approach the understanding of truth, beauty, justice, and virtue, if people would concentrate their efforts in philosophical thought and discussion.

Unfortunately, some of the Athenian leaders thought that Socrates was trying to undermine their government. They brought him to trial for teaching "wrong" ideas and being a bad influence upon the youth. He was found guilty and was sentenced to death by poison.

Socrates' best pupil was named Plato. It was Plato who wrote down most of Socrates' teachings.



Lesson 87

WORD ROOT: spect

MEANING: look

LANGUAGE: Latin

DERIVATIVES:

aspect	(appearance; look)
circumspection	(the act of being cautious)
expect	(to look forward to as likely to happen)
expectation	(a looking forward to something)
inspect	(to examine closely)
inspector	(one who examines closely and critically)
introspection	(the act of examining one's own thoughts and feelings)
prospect	(view, outlook)
prospector	(one who explores a region searching for valuable minerals)
respect	(to honor or esteem; look up to)
respectability	(the state of being held in high regard)
respectable	(worthy of regard or esteem)
retrospect	(looking back on things past)
specimen	(a part which represents the whole)
spectacle	(something displayed to view)
spectacles	(a pair of lenses for correcting vision; glasses)
spectacular	(like a great display)
spectator	(one who looks on)
specter	(a ghost)
suspect	(to doubt)

WORDS TO THE WISE:

circumspect	(cautious)
expectancy	(looking forward to something)
expectant	(looking forward with confidence)

inspection	(careful and critical examination)
introspect	(to turn one's thoughts inward)
introspective	(inclined to examine one's own thoughts and feelings)
prospective	(concerned with the future)
prospectus	(an outline of a proposed undertaking)
retrospective	(looking back; pertaining to the past)
spectroscope	(an instrument for breaking up light into rays)
spectrum	(the image formed when light passes through a prism)

STORY BEHIND THE WORD: prospector

A prospector is one who explores an area for natural deposits, such as gold or oil. The word parts tell us that a "prospector" means "one who [-or] looks [spect] forward [pro-]."

In the early history of California, the story is told of the discovery of gold on John Sutter's Ranch. Today the city of Sacramento, the capital of California, is located on what once was Sutter's property. James Marshall, a carpenter, was building a sawmill for Captain Sutter on a branch of the American River. He found gold in a ditch they were digging.

The news of the gold find literally spread around the world. Everywhere people were talking about California and gold. By 1849, thousands of prospectors were on their way to California and the "Gold Rush" was on! It is interesting to imagine what these prospectors were looking forward to, and also to read about what they found.



Lesson 88

WORD ROOT: stat

----- MEANING: stand still

----- LANGUAGE: Latin - Greek

DERIVATIVES:

static _____ (pertaining to bodies at rest)

station _____ (a place where a person or thing usually remains)

stationary _____ (fixed)

statistical _____ (pertaining to statistics)

statistician _____ (person whose business is to collect and interpret data)

statistics _____ (numerical facts relating to a collection of data arranged for study)

statue _____ (a sculpture of a figure)

statuette _____ (a little statue)

status _____ (the position, state, or condition of a person or event)

statute _____ (an ordinance or law)

thermostat _____ (an automatic device for controlling temperature)

STORY BEHIND THE WORD: thermostat

A thermostat is a device that controls the heating equipment in a house or business. It responds to temperature changes and activates switches which start or stop furnaces, refrigerators or air conditioners. By the meaning of the word parts, a "thermostat" is an instrument that figuratively makes "the heat [thermo] stand still [stat]."

Look around your classroom and see if you can locate the thermostat.



Lesson 89

WORD ROOTS: tact, tang

MEANING: touch

LANGUAGE: Latin

DERIVATIVES:

contact _____ (a touch)

contact lens _____ (a thin corrective lens fitted over the cornea)

contagion _____ (the spreading of a disease from person to person)

contagious _____ (spreading easily from person to person)

intact _____ (untouched, entire)

tactile _____ (perceptible to the sense of touch)

tangent _____ (touching; in geometry, touching a line or surface at one point only without passing through it)

tangible _____ (touchable)

DISTANT RELATIVES:

tact _____ (skill in saying and doing the right thing)

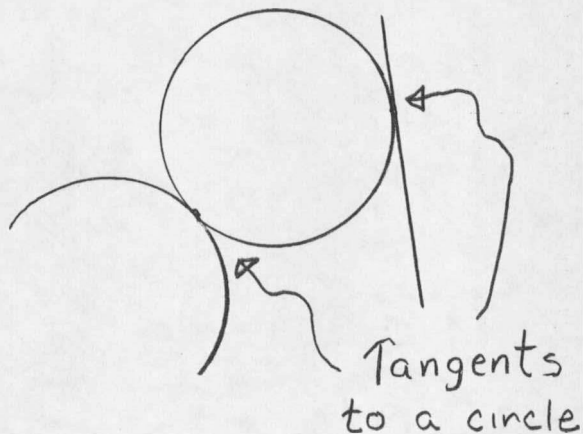
tactful _____ (pertaining to the ability to deal wisely with others)

tag _____ (children's game in which the object is to touch one another)

STORY BEHIND THE WORD: tangent

Mathematically, a tangent is a line, curve or surface which touches but does not intersect another line, curve or surface.

It is interesting to note how we have taken this mathematical term and given it another meaning in terms of a person's actions. "He is off on another tangent," the teacher commented. A tangent in this sense refers to a digression,



or change in course, which takes the person away from the tasks at hand.

What things would a student do which might cause a teacher to assume he was "off on another tangent"?

Lesson 90

WORD ROOT: ten, tin

MEANING: hold

LANGUAGE: Latin

DERIVATIVES:

pertain	(to relate or refer to something)
pertinent	(fitting or appropriate)
tenacious	(holding fast or firmly)
tenacity	(firmness in holding to one's purpose)
tenant	(one who has use or possession of property)
tenure	(the right of holding real estate or employment)
untenable	(not defensible)

WORDS TO THE WISE:

pertinacious	(unyielding, holding stubbornly to an opinion)
pertinacity	(firm adherence to a purpose or opinion)
tenable	(capable of being held or defended)
tenancy	(the temporary use of land or houses)
tenet	(creed, principle or belief)

STORY BEHIND THE WORD: tenacity

I remember the first time I had to try to climb a rope in a junior high school gym class. I thought that I would never be able to pull myself to the top and touch the elusive metal plate that attached the rope to a beam in the ceiling. I tightly grasped the rope and started pulling myself up. Try though I might, I could not get more than half way up the rope.

The instructor called a number of us aside and explained that we must have tenacity and keep trying.

Not knowing what the word meant, the suggestion was somewhat meaningless. I did, however, gain the impression that



the gym teacher wanted us to hold on and keep attempting to climb to the top. Surprisingly enough, I stuck with it and one day succeeded. I now know what tenacity means and have found that holding on and trying a little harder has helped greatly in meeting other challenges in life.

Lesson 91

WORD ROOT: tort, torqu MEANING: twist LANGUAGE: Latin

DERIVATIVES:

contortion (an unnatural twisting, as of the face or body)

distort (to change from the natural shape)

extort (to obtain by force of threats)

torque (that which produces torsion)

tort (a civil wrong)

torture (the inflicting of extreme pain or torment)

DISTANT RELATIVE:

retort (a quick, witty, or angry reply)

torsion (the act of twisting)

WORDS TO THE WISE:

contort (to bend or twist out of shape)

distortion (the act of changing from the natural shape)

extortion (the act of obtaining by force or threat)

tortuous (crooked, winding)

tortuosity (twisted form or course)

STORY BEHIND THE WORD: torture

Imagine having someone twist your arm behind your back. This would inflict severe physical pain, and he might be accused of torturing you. It's not hard to see why this word was derived from a word root meaning twist.

Though it is a very grisly and gruesome subject, I have found that junior high school students are interested in some of the ancient torture devices. See if your dictionary explains such terms as:

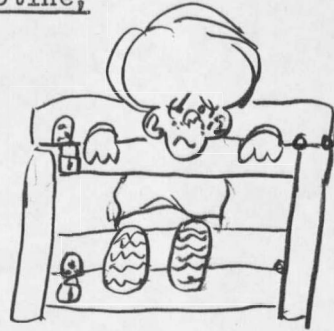
cat-o'-nine-tails (a whip used to flag offenders)

stocks (a wooden frame which confined the offender for punishment)

of a minor crime)

iron maiden (a machine resembling the guillotine,
used to behead criminals in Scotland)

The Rack (a stretching apparatus used
for torturing persons)



Lesson 92

WORD ROOT: tract

MEANING: draw, pull

LANGUAGE: Latin

DERIVATIVES:

abstract	(to take away or draw out)
abstraction	(the act of drawing out or taking away)
attract	(to draw to oneself by personal charm)
attraction	(the act of drawing to or toward)
attractive	(having the power to attract)
contract	(to draw closer together; an agreement; drawn together)
contractual	(pertaining to contracts)
contractor	(one of the parties to a written agreement)
detract	(to take away)
distract	(to divert)
extract	(to pull out)
extraction	(the act of pulling out; origin)
protractor	(an instrument for drawing or measuring angles)
retract	(to draw back or in)
subtract	(to take away from the whole)
subtraction	(the act of taking away from the whole)
traction	(the power used in pulling)
tractor	(anything that draws or hauls)

DISTANT RELATIVE:

trace	(to draw or sketch)
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WORDS TO THE WISE:

detraction	(taking away from the reputation of another)
protract	(to draw out or prolong)
retraction	(the act of drawing back or in)
tractable	(easily led or managed)

STORY BEHIND THE WORD: attractive

If a girl were described as being attractive,
it would mean she was both pretty and charming.



Attractive girls usually demonstrate a good

personality which makes people
want to be around them. Yes,
they rather draw people to them
and thus the meaning has not
strayed far from the definition
gained from the word parts:

ad- - to and tract - draw, pull.

Can someone have an attractive house or car? What does it mean in
science to talk of magnets attracting things?

Lesson 93

WORD ROOT: ven

MEANING: come

LANGUAGE: Latin

DERIVATIVES:

circumvent (to outwit or to get around)

convene (to come together or assemble)

convenience (fitness of time or place)

convent (a religious society living together)

convention (an assembly of delegates)

intervene (to come between)

intervention (the act of coming between)

STORY BEHIND THE WORD: intervene

Yesterday, I watched two junior high school students fighting near a school playground. I thought to myself, "There must be a better way to settle differences of opinion." Just then, a man intervened, i.e., he came between the two boys and broke up the fight. He was the school principal and I suppose one of his jobs was to keep the students from getting hurt. A student who was watching the brawl accused the principal of interfering and all three took a little "office trip."



Yes, I suppose each person would see the intervention differently and just so are there different definitions of the word. It may mean merely "coming between two things." "Intervene" (inter - between, vene - come) may also mean to "hinder by coming between" or to "interfere, with the threat of force, in the affairs of a nation or the actions of people."

Lesson 94

WORD ROOT: vers, vert MEANING: turn, change, unfavorable

LANGUAGE: Latin

DERIVATIVES:

adversary _____ (an enemy or opponent)
 adversity _____ (misfortune, trouble)
 avert _____ (to turn aside)
 controversy _____ (to dispute; an argument)
 converse _____ (opposite)
 convert _____ (to change)
 diverse _____ (different)
 diversity _____ (variety)
 divert _____ (to turn from)
 inverse _____ (opposite)
 invert _____ (to turn upside down)
 reversal _____ (act of reversing)
 reverse _____ (to turn back)
 subversive _____ (pertaining to overthrowing something)
 versatile _____ (capable of dealing with many subjects)
 version _____ (a report or description of an occurrence)
 vertex _____ (the highest point)
 vertical _____ (upright)

DISTANT RELATIVES:

invertebrate _____ (an animal without a backbone)
 vertebrae _____ (segments which are joined together to make the
 backbone)
 vertebrate _____ (having a backbone)
 verse _____ (poetry)

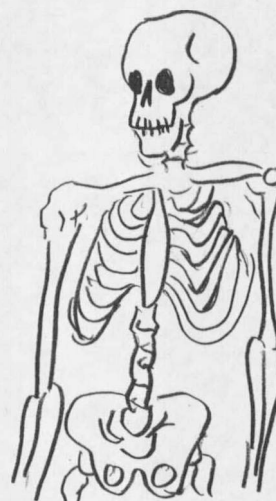
WORDS FOR THE WISE:

adverse	(opposed)
aversion	(a fixed dislike)
controvert	(to oppose)
convertible	(capable of being changed)
extrovert	(one chiefly concerned with what is external)
introvert	(one chiefly concerned with his own thoughts)
inversion	(a reversal of position)
perverse	(set against doing right)
perversity	(willful refusal to do right)
reversible	(capable of being turned back)
revert	(to go back to an idea or purpose)
subversion	(the act of overthrowing)
subvert	(to turn upside down)
vertigo	(extreme dizziness)

STORY BEHIND THE WORD: vertebrae, vertebrate

The word "vertebrae" refers to the bones or segments of cartilage that form the spinal column. "Vertebrate" merely means that the animal described has a backbone or spinal column. What on earth would this have to do with turning? In Latin, the term "vertebra" referred to a "joint" or, more literally, "something to turn on."

Since our vertebrae are a series of joints, or turning places, the word is not so foreign to its word root as it may seem.



Lesson 95

WORD ROOT: vit, viv

MEANING: life

LANGUAGE: Latin

DERIVATIVES

revival (a bringing back to life or consciousness)

revive (to come back to life or consciousness)

vital (pertaining to life)

vitality (strength or energy)

vitals (the parts of the body necessary to life)

vitamin (substances necessary to health and growth)

vivacious (lively)

vivid (brilliant; clear; realistic)

vividly (lively)

WORDS TO THE WISE:

revitalize (restore the vitality of)

revivalist (one who brings about a religious awakening)

vitalize (to fill with life)

viva (an Italian shout meaning "long live!")

vivacity (liveliness)

vive (a French shout meaning "long live")

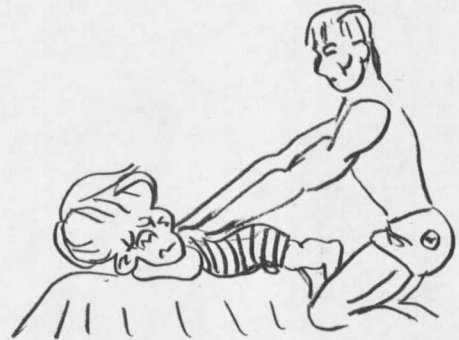
vivify (to fill with life)

vivisection (to operate on a living animal)

STORY BEHIND THE WORD: revive

By the meaning of the word parts, to "revive" would be to "bring something back [re] to life [viv]. In the strictest sense of the word, it is rare that a person is brought to life after being dead. There have, however, been a number of cases in which the patient has died (if one considers death as being a state in which the heart stops functioning), and yet the person is revived.

We normally use this term in a more figurative sense. A person may be revived after being unconscious, and a song may be revived after passing from popularity. In these applications, the revival refers not to bringing something back to life but merely to consciousness or public notice.



Lesson 96

WORD ROOT: voc, vok MEANING: voice, speak, call LANGUAGE: Latin

DERIVATIVES

avocation (hobby; an activity other than one's occupation)
 convocation (the calling together of a number of people)
 evoke (to call forth)
 invoke (to ask for earnestly)
 irrevocable (incapable of being recalled or undone)
 provoke (to excite; to cause)
 revoke (to cancel or repeal)
 vocabulary (a stock of words)
 vocal (pertaining to the voice)
 vocation (occupation; calling)
 vocational (pertaining to an occupation)
 vociferous (noisy)

DISTANT RELATIVE:

voice (the power of speech)

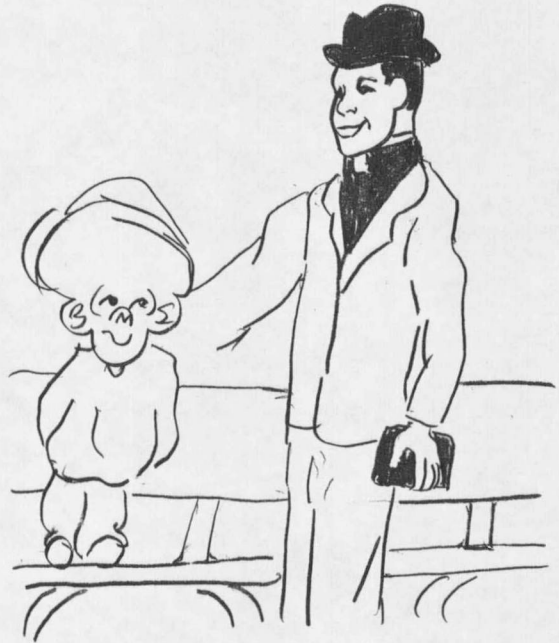
WORDS TO THE WISE:

convoke (to call together for a meeting)
 invocation (a prayer)
 provocation (the act of doing something which excites or angers)
 provocative (tending to call forth an action)
 revocable (capable of being canceled or repealed)
 revocation (reversal; the act of annulling)
 vocative (pertaining to calling)
 vociferation (the act of crying out in a loud voice)

STORY BEHIND THE WORD: vocation, calling

The word "vocation" refers to one's occupation, job or profession.

At first it seems rather strange that this word is derived from a word root meaning "call." Yet, if you look for the definition of "calling," you will find that one of its meanings is: "an occupation, profession or career." You might have heard of your minister's being "called" to enter the ministry. "Calling" in this sense refers to an inner urge or strong impulse to follow a religious vocation.



Lesson 97

WORD ROOT: vol MEANING: wish, free will LANGUAGE: Latin

DERIVATIVES:

benevolent (kindly; wishing well)
 involuntary (not under the control of the will)
 malevolent (wishing evil)
 voluntary (acting of one's own free will)
 volunteer (one who offers freely of his own accord)

WORDS TO THE WISE:

benevolence (the act of being kindly)
 malevolence (the act of wishing evil)
 volition (choice)

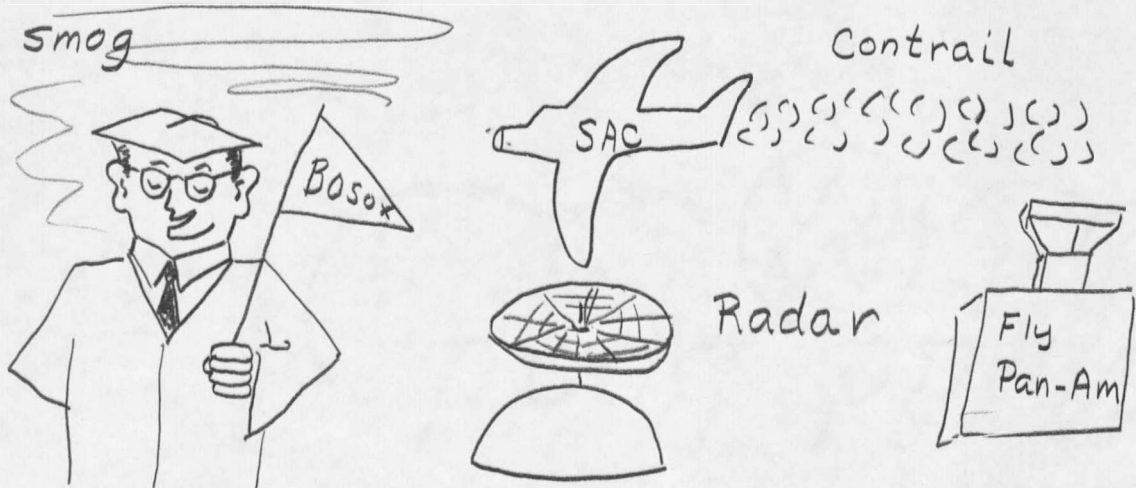
STORY BEHIND THE WORD: volunteer

When a person gives his services of his own free will, he is said to have volunteered. This word is commonly used in reference to enlisting in the military service or offering to perform a military duty. Men volunteer to serve as paratroopers. We do not, however, need to look only to the military for examples of this word's usage. Have your teachers ever asked for a volunteer to run an errand? Maybe your town has a volunteer fire department.

Once again, the word parts tell us much about the word's meaning: vol - free will, -eer - one who.



Lesson 98

ACRONYMS

One of the most interesting and widespread developments of our changing language has been the popularity of coining acronyms. "Acronym" is the name for a word formed by combining the initial letters or syllables of a series of words. For example, "NASA" stands for the National Aeronautics and Space Administration - the agency conducting the U. S. space program.

While the earliest use of acronyms has not been established, scholars have located some examples in Biblical scriptures. The popularity of coining acronyms seems to have increased during the time of World War 1, when such new forms as "WAC" (Woman's Army Corps) came into being.

Every business and activity adds its acronyms to our language, but the military and other governmental agencies appear to be the most common users of acronyms.

G. K. Ziph proposed that, in our language, there is a tendency to shorten verbal expressions as we become familiar with them and use them more. Perhaps this explains why we tend to create acronyms. Maybe we just become impatient with our language and want to save the time it would take to say all the words conveyed by the acronym.

Here are some of the more common acronyms. See if you can find the words from which they were derived. Below this list are some blanks to

add some of your favorite acronyms.

Bosox (Boston Red Sox)

Chisox (Chicago White Sox)

Contrail (Condensation Trail)

Core (Congress of Racial Equality)

Esso (Standard Oil)

Flak (Fliegerabwehrkanone - German word for "antiaircraft cannon")

Laser (Light Amplification Through Stimulated Emission of Radiation)

Motel (Motor Hotel)

Nabisco (National Biscuit Company)

Nato (North Atlantic Treaty Organization)

Pan-Am (Pan American World Airways)

Radar (Radio Detection and Ranging)

SAC (Strategic Air Command)

Scuba (Self-Contained Underwater Breathing Apparatus)

SEATO (Southeast Asia Treaty Organization)

Smog (Smoke and Fog)

T.V. (Television)

Can you think of any more acronyms?

Lesson 99

BUILDING A SCIENCE VOCABULARY THROUGH WORD ROOTS AND COMBINING FORMS

"No knowledge of a science can be properly acquired until the terminology of that science is mastered, and this terminology is in the main of Greek and Latin origin."

Spencer Trotter

By now you have learned many word roots and combining forms that will help you increase your science vocabulary. This lesson is intended to assist those of you who have shown a special interest in science and perhaps are contemplating taking additional science courses.

The world of science is constantly expanding its stock of words and no one vocabulary lesson would be adequate to prepare you for the many new and strange names found in scientific concepts. Perhaps though, knowledge of a few of the more prevalent structural forms of words will prepare you to meet terms in scientific context. For example, knowing that "thermo" has to do with "heat" will lead you to hypothesize about the meanings of "thermostat" and "thermonuclear."

The following is a selected list of some of the more common prefixes, suffixes and word roots that might be helpful in your junior high school science classes.

Word Root or Combining Form	Meaning	Example	Definition of Example
ad	to or toward	adhesion	(the state of sticking fast to something)
aer	air	aerate	-(to expose to air)
alba	white	albatross	(a large white sea bird)
amphi	both	amphibian	(able to live both on land and water)

Word Root or Combining Form	Meaning	Example	Definition of Example
atmo	vapor	atmosphere	(the air which surrounds the earth)
baros	weight	barometer	(an instrument for measuring the pressure of air)
bio	life	biology	(the study of plants and animals)
cave	hollow	concave	(curved inward)
centr	center	concentric	(having a common center)
chroma	color	chromatic	(pertaining to color)
chrono	time	chronological	(arranged in the order of time)
chem	mingling or joining	chemistry	(the science of the composition and reactions of matter)
dactyl	finger	dactylogram	(a fingerprint)
derma	skin	dermatology	(the medical study of the skin)
-oid	form, resembling	planetoid	(an asteroid, a minor planet)
grad	degree	centigrade	(having 100 equal divisions called degrees)

Word Root or Combining Form	Meaning	Example	Definition of Example
her, hes	to stick	cohesion	(stocking together)
hydra	water	dehydrate	(to free of water)
hypo	under	hypodermic	(pertaining to the tissues under the skin)
iso	equal	isobar	(a line drawn on a weather map connecting points of the same pressure)
kine	motion	kinetic	(resulting from motion)
mer	part	polymer	(a compound of high molecular weight)
oscill	to swing	oscillator	(something that swings back and forth)
phosph	light	phosphorescence	(the giving off of light without heat)
planet	wandering	planet	(a heavenly body that revolves around the sun and shines by reflected light)
plast	formed	thermo-plastic	(soft and pliable when heated)
ptera	wing	pterodactyl	(an extinct flying reptile)

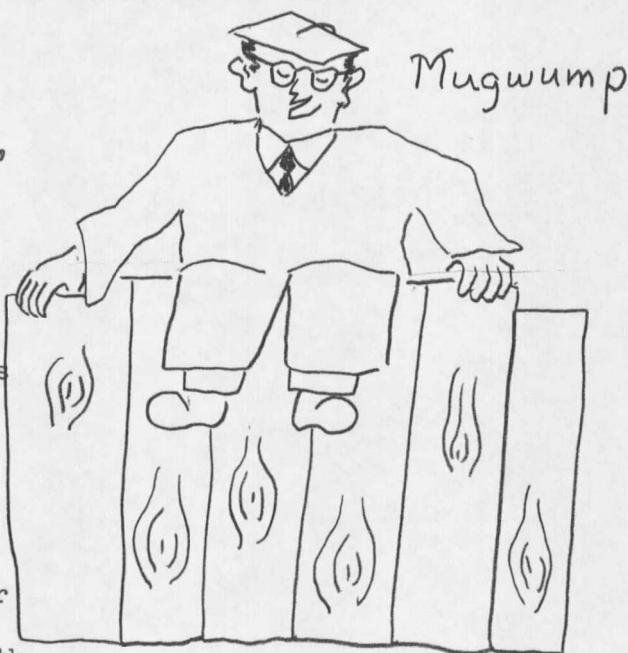
Word Root or Combining Form	Meaning	Example	Definition of Example
radi	to send rays	radiation	(the emission and diffusion of rays of heat, light, electricity and sound)
rheo	current	rheostat	(an instrument for regulating current)
saur	lizard	dinosaur	(an extinct reptile)
seismo	earthquake	seismograph	(an instrument for recording earthquakes)
sol	sun	solar	(pertaining to the sun)
sonic	sound	supersonic	(greater than the speed of sound)
stella	star	stellar	(pertaining to the stars)
still	to drop	distill	(to subject to a process of vaporization and subsequent condensation)
tele	far off	telescopic	(visible only through a telescope)
therap	to treat	therapy	(the treatment of a disease)
therm	heat	thermal	(pertaining to heat or temperature)

Lesson 100

WORDS WITH INTERESTING ORIGINS

When you explore the development of a word you may find an interesting adventure in its history. Perhaps a mystery will unfold with "bootleggers" carrying their illicit merchandise in the legs of high boots; or a time long past will be brought to mind as you discover that a bonfire was originally a bonefire to burn the corpses of those who had died during an epidemic or who were killed in battle.

Maybe your civics classes will be more meaningful when you learn of the past of such words as candidate, grass roots, carpetbagger and rostrum. Yes, perhaps you'll even smile a little as you learn of the attempt to describe a fence-straddling, middle-of-the-road politician as a "mugwump" - one with his mug on one side and his wump on the other.



Below are listed a few of the words in our language that have interesting backgrounds. See if you can trace their histories and relate it to their present meanings. (Be sure and add any other words you find with interesting origins.)

barricade _____ (was derived from the French word for barrell)

bedlam _____ (originally referred to a lunatic asylum)

berserk _____ (was derived from Norse words meaning a bearskin shirt)

blarney _____ (was named due to the belief that kissing the Blarney Stone made one charming)

Bohemian _____ (was from the belief that wandering gypsies came from Bohemia)

bonfire _____ (originally meant a funeral pyre for human bodies - a bonefire)

book _____ (was derived from the Anglo-Saxon word boc meaning a beech tree)

- boondocks (was derived from a Philippine word meaning "mountain")
- bootlegger (was named due to the habit of smugglers hiding illicit merchandise in their boots)
- boss (was derived from a Dutch word that meant "master")
- cajun (is a corrupted form of "Acadian")
- capsule (is from a Latin word meaning "little chest")
- caucus (is from an Algonquin Indian word meaning "advisor")
- cock-and-bull story (was used in reference to fables having talking animals as characters)
- hoge y (is a golf term coined from the name of a mythical character who was an average athlete)
- corduroy (is from a French phrase that meant "a cord fit for a King")
- curfew (once meant to cover the fire before going to bed)
- czar, kaiser (is derived from the name "Caesar")
- donnybrook (is named for the town of Donnybrook, Ireland)
- dungarees (referred to an Indian word for a coarsely woven cloth)
- fee (is from an Anglo-Saxon word meaning cattle)
- fifth column (is a word coined by a General during the Spanish Civil War who was commanding five columns of troops, four assaulting Madrid and the fifth within the city)
- jay walker (referred to a countrified person lost in a city)
- kangaroo court (dates back to the time when Australia, land of the kangaroo, was a penal colony)
- leatherneck (referred to the practice of policemen wearing leather hats)
- left-winger (came from the practice of seating radical guests on one's left)
- maelstrom (is derived from the belief that a boat carrying millstones sank and the millstones are still grinding)
- magazine (is from an Arabic word meaning a storehouse)

pall mall (originally was the name of a game)

carpetbagger (referred to unscrupulous Northern politicians who
roamed through the South carrying their belongings in carpet
bags)

grass roots (once meant the soil just beneath the surface of the
ground)

propaganda (originally referred to spreading the Christian faith)

rostrum (once referred to the beak of a bird and then to the prow
of a ship)

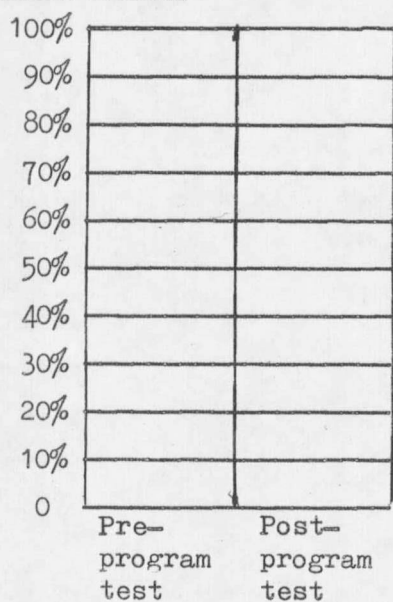
sawbuck (now is a slang term for a ten-dollar bill but earlier meant
a sawhorse with X's at each end)

sideburns (were first called "burnsides" and were named for
General Ambrose Burnside)

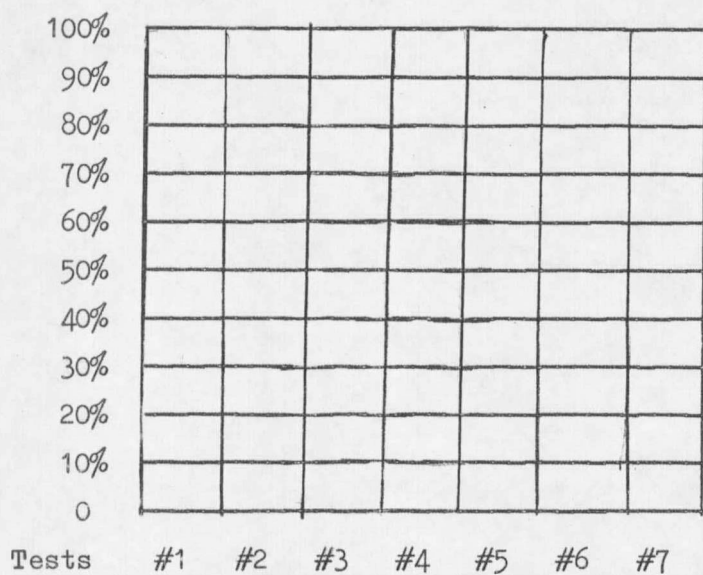
skid row (was originally a "skid road" for sliding logs to the mills)

thug (was named from the East Indian "thugs" who were religious
fanatics)

wetback (was so named because these illegal immigrant farm laborers
often swam across the Rio Grande to escape detection by
Border Patrol officers)

PROGRESS CHARTS

watch
me
grow!



TO THE TEACHER:

The writer is convinced that the success of this vocabulary-building program is to a great measure dependent upon your enthusiasm and the enriching experience you present during the course of the lessons. After teaching My Word, any suggestions for revision would be greatly appreciated.

In an effort to assist you, the following pages will present some suggestions concerning activities related to the lessons. In the annotated teacher's edition of My Word, an abridged definition is enclosed in parenthesis. While student answers will undoubtedly differ in detail, or other meaning, the noted definition will allow the reader to conduct discussions of the word roots and derivatives. The teacher should start the program by administering the Pre-Program Test. After scoring, have the students enter their scores on the Progress Chart. (page 317)

Lesson 1A and 1B (pages 119-120) are intended to allow the student to express his need for an increased vocabulary. It is hoped that the teacher would conduct an oral discussion concerning personal needs for an enriched vocabulary. Leading questions may be used to prompt thinking in terms of vocabulary and:

reading	listening
writing	thinking
speaking	vocation

Lesson 2 (pages 121-125) was developed to interest the student in the history behind his name. What to Name the Baby and The Penguin Dictionary of Surnames provide good sources for student research. Almost any encyclopedia has a section on naming practices.

Lesson 3 (pages 126-134) was intended to be introductory and exploratory in nature. It was designed to allow the student to understand something of his language's heritage and to learn of some of the forces that have been active in transforming words and their meanings. Individual or group reports could be assigned from the list of topics on page 134.

Lesson 4 (pages 135-139) introduces the students to the skills needed for reading the etymology entries in a dictionary. The teacher will have to accumulate a sampling of unabridged or advanced dictionaries for this purpose.

Lesson 5 (pages 140-143) leads the student to an important

linguistic concept - that words have and still are changing. The students could be asked to develop sentences with these words used in the older context. Also, lists of terms could be discussed which show that words are "dying" and "being born."

Lesson 6 (pages 144-146) acknowledges the cultural debt to some of the countries that have contributed to our language. A bulletin board could be developed to show the location, on a map, where these words originated.

Lesson 7 (pages 147-151) provides an opportunity to discover some of the words derived from people's names. Additional research could be done by students as well as art projects portraying the person in a setting which illustrates the common meaning of the word. Looking into the biographies of the persons for whom the words were named may provide learnings related to other junior high school subjects.

Lesson 8 (pages 152-154) concerns yet another word formation concept - some words have taken the names of places. Once again, it is hoped that the teacher will direct discussions and utilize geography tools to look deeper into the relationship between the word's generalized meaning and the place from which it received its name.

Lesson 9 (pages 155-156) is intended to provide an exercise to stimulate review for Test #1 which should be administered as a conclusion to the introductory section of My Word. Students should be taken through an oral discussion of the major learnings contained in Lessons 1-8 prior to administering Test #1. After scoring Test #1, have the students plot their scores on the Progress Chart found on page 317.

Lesson 10 (pages 157-158) provides an introduction to prefixes, suffixes, and word roots. Effort should be made to clearly establish the definition of these terms. Students are also introduced the color keying of the word parts. Appropriate blackboard exercises could be conducted in recognizing word parts.

Lessons 11A and 11B (pages 159-167) examine prefixes, their meanings and examples of words containing the prefix. Students should be encouraged to substitute their own words in the "example" column; if they can think of other terms containing the prefix. Lesson 11B may be used to institute a discussion of prefixes which refer to numbers.

Lesson 12 (pages 168-173) deals with suffixes. The students may appreciate attempting to define the terms without use of a dictionary. For example, knowing that the noun suffix -ery may mean "act of" allows the student to define "robbery" as the "act of robbing."

Following Lesson 12, a discussion, or activity, should be designed to review prefixes and suffixes in preparation for Test #2. Again, urge the students to plot the results on the Progress Chart (page 317).

Lessons 13-97 introduce a new word root in each lesson and some of its derivatives. While most students should be encouraged to complete the definitions of the "Derivatives" section, only the more apt students, or students who have expressed additional interest in the lesson would complete "Words for the Wise." The "Distant Relatives" section includes derivatives which have strayed so far from the word root meaning that additional explanation or research would be necessary to see the relation to word root meaning. Once again, this section would be optional.

Each lesson includes a "Story Behind the Word" section which attempts to provide a narrative examination of the development of the meaning of the word.

Normally, three or four lessons could be introduced in a class period, and discussed the following day. This procedure should be abridged depending on class attitude, retention of material and teacher-directed activities or discussion.

Test #3 covers materials introduced in Lessons 13-22; Test #4 - Lessons 23-42; Test #5 - Lessons 43-62; Test #6 - Lessons 63-81; Test #7 - Lessons 82-100. One means of reviewing word root meanings would be to allow the children to draw their own cartoons illustrating these word roots.

Each test should be preceded by a review activity. Some activities which may be utilized are:

Committee Studying

"Each one, teach one."

Dramatizing a word root

An art activity which encourages the student to illustrate a word root or a word.

Word Root "Spelling Bee."

Playing "Password" with word roots or derivatives.

Bring in newspaper clippings containing derivatives.

Book reports on related word study books.

Lessons 13-22 are color keyed; after this point, students are encouraged to point to word parts by using felt tipped pens, or colored pencils.

The concluding section, Lessons 98, 99, and 100 are intended to extend vocabulary learnings into the areas of acronyms, building a science vocabulary and, once again, words with interesting origins. Encourage the students to add to the lists provided in these lessons. The following limited bibliography suggest books for the teacher and student to extend the lessons in My Word.

Adams, J. Donald. The Magic & Mystery of Words. New York: Holt, Rinehart & Winston, 1963.

Asimov, Isaac. Words of Science, and the History Behind Them. Boston: Houghton-Mifflin Co., 1959.

Brown, James I. Programed Vocabulary. Chicago: Lyons & Carnahan, Inc., 1965.

Christ, Henry I. Winning Words. 2d ed. Boston: D.C. Heath & Co., 1963.

Collins, Joseph V. English Words in Latin and Greek Origin. Stephens Point, Wisc.: Worzalla Publ. Co., 1939.

Cottle, Basil. The Penguin Dictionary of Surnames. Baltimore: Penguin Books, 1967.

Epstein, Sam & Beryl Epstein. The First Book of Words. New York: Franklin Watts, Inc., 1954.

Ernst, Margaret S. In A Word. New York: Alfred A. Knopf, 1939.

Ernst, Margaret S. Words. New York: Alfred A. Knopf, 1954.

Evans, Bergen. Comfortable Words. New York: Random House, 1962.

Francis, W. Nelson. The History of English. New York: W. W. Norton & Co., Inc., 1963.

Funk, Charles Earle. A Hog on Ice and Other Curious Expressions. New York: Harper & Row, Publ., 1948.

Funk, Charles E. Heavens to Betsy! New York: Harper & Brothers, Publ., 1955.

Funk, Charles E. Thereby Hangs a Tale. New York: Harper & Brothers, 1950.

- Funk, Wilfred. Word Origins and Their Romantic Stories. New York: Wilfred Funk, Inc., 1950.
- Gilmartin, John G. Words in Action. New York: Prentice-Hall, Inc., 1954.
- Greene, Amsel. Word Clues. 2d. ed. New York: Harper and Row, Publ., 1962.
- Laird, Helene and Charlton Laird. The Tree of Language. New York: The World Publishing Co., 1957.
- Lambert, Eloise. Our Language. New York: Lothrop, Lee & Shepard Co., Inc., 1955.
- Lewis, Norman. New Guide to Word Power. New York: Pyramid Books, 1963.
- MacDonald, A. M. (ed). Chambers Etymological English Dictionary. New York: Pyramid Books, 1966.
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- McCormick, JoAnn. The Story of Our Language. Columbus, Ohio: Charles E. Merrill Books, Inc., 1957.
- Miller, Ward S. Word Wealth Junior. New York: Holt, Rinehart & Winston, Inc., 1962.
- Morris, William and Mary Morris. Dictionary of Word and Phrase Origins. New York: Harper & Row, Publ., 1962.
- Norwood, J. E. Concerning Words. New York: Prentice-Hall, Inc., 1939.
- Picturesque Word Origins. Springfield, Mass: G. & C. Merriam Co., 1933.
- Robbins, A. Allen. Word Study for Improved Reading. New York: Globe Book Co., 1954.
- Roberts, Clyde. Word Attack, A Way to Better Reading. New York: Harcourt, Brace & World, Inc., 1956.
- Shipley, Joseph T. Playing With Words. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Stimpson, George. A Book About A Thousand Things. New York: Harper & Row, Publ., 1946.

Wells, Evelyn. What to Name The Baby. Garden City, New York: Garden City Books, 1953.

Lastly, administer the Post-Program Test and discuss the results posted on the Progress Charts with each student.

WARNING TO THE TEACHER: Do not, I repeat, do not become too interested in the material found in My Word. Word addiction may follow and like the writer, you'll be referred to as a "word nut."

APPENDIX E
TESTS

My Word
Pre-Program Test

Name _____

Section _____

1. Give the definition of a suffix: (letters or syllables added to the end of a word to shade or change its meaning)
2. Cite an example of a word that has changed in its meaning over the years: _____
(See Lesson 5)
Old meaning _____ New meaning _____
3. There are approximately 10,000 languages in the world today.
True False (Circle one)
4. The Old English Period extended from 1100-1500 A.D.
True False (Circle one)
- 5-8. Match the word with the language from which it was derived:

(e) 1. banana	a. German
(d) 2. beret	b. Icelandic
(a) 3. kindergarten	c. Latin
(b) 4. geyser	d. French
	e. Portugese
9. Name a word that was derived from a person's name: (See Lesson 7)
10. Name a word that has been taken from the name of a place: _____
(See Lesson 8)

Match the prefix and the meaning:

- | | |
|---------------|------------|
| (c) 12. anti | a. out |
| (a) 13. ex | b. before |
| (e) 14. dis | c. against |
| (f) 15. hyper | d. between |
| (d) 16. inter | e. aside |
| | f. over |

Define the following words based on the definition of the suffix:

17. stewardship (the state of being a steward)
18. infantile (resembling an infant)

19. fortify _____ (to make strong)
 20. angelical _____ (resembling an angel)
 21. pianist _____ (one who plays the piano)

Matching: Place the letter of the meaning before the number
 of the applicable word root:

- | | |
|--------------------|--------------------------------------|
| (d) 22. anim | a. ruler, chief, first |
| (f) 23. bene | b. boundary, limit, end |
| (a) 24. arch | c. flock, group, herd |
| (g) 25. cornu | d. life, breath, soul, bad intention |
| (b) 26. fin | e. white |
| (e) 27. candid | f. well, good |
| (c) 28. greg | g. horn |
| (h) 29. mono | h. one |
| | i. light |
| <hr/> | |
| (c) 30. pos | a. feel |
| (d) 31. reg | b. twist |
| (h) 32. nasc, nat | c. place, put |
| (a) 33. path | d. rule, royal, king |
| (i) 34. sed | e. wise |
| (b) 35. tort, torq | f. touch |
| (f) 36. tang, tact | g. voice |
| (e) 37. soph | h. born |
| | i. sit, settle |

38-39. List two acronyms:

_____ (see Lesson 98) _____

Define the word parts:

Seclusion:

40. se _____ (aside)
 41. clus _____ (shut)
 42. ion _____ (the act of)

relapse:

43. re _____ (back)

44. lapse _____ (slide)

- T F 45. A rock is an inanimate object.
T F 46. Interstate means within the state.
T F 47. A benefactor would usually do you harm.
T F 48. An audiometer tests vision.
T F 49. "Hermit" is a synonym for "recluse."
T F 50. A person is persistent if he gives up easily.

My Word
Post-Program Test

Name _____
Section _____

1. Give the definition of a prefix: _____ (Letters or syllables placed
at the beginning of a word to shade or change its meaning)
2. Cite an example of a word that has changed in its meaning over the
years: _____ (See Lesson 5)
Old Meaning _____ New Meaning _____
3. Many of our "sk" words, like "sky," were due to Scandinavian
influences on our language.
True False (circle one)
4. The Battle of Hastings signaled the beginning of the Modern English
Period:
True False (circle one)
- 5-8. Match the word with the language from which it was derived:

(c) 1. canyon	a. Hawaiian
(e) 2. candidate	b. Greek
(a) 3. ukulele	c. Spanish
(d) 4. zebra	d. Ethiopian
	e. Latin
9. Name a word that was derived from a person's name: (See Lesson 7)
11. Name a word that has been taken from the name of a place: _____
(See Lesson 8)

Match the prefix and the meaning:

- | | |
|---------------|-------------|
| (c) 12. ante | a. across |
| (a) 13. trans | b. not |
| (e) 14. super | c. before |
| (f) 15. syn | d. against |
| (b) 16. un | e. over |
| | f. together |

Define the following words based on the definition of the suffix:

17. flirtation _____ (the act of flirting)
 18. robbery _____ (the act of robbing)
 19. efficiency _____ (the state of being efficient)
 20. renovate _____ (to make new again)
 21. planetary _____ (referring to planets)

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|--------------------|-----------------------|
| (c) 22. ann, enn | a. hear, listen |
| (f) 23. aster | b. shut |
| (a) 24. audi | c. year |
| (g) 25. cred | d. great |
| (b) 26. clud, clus | e. send |
| (h) 27. err | f. star |
| (d) 28. magn | g. believe, trust |
| (e) 29. mitt, miss | h. wander |
| | i. light |
| (f) 30. ped | a. love |
| (c) 31. multi | b. break |
| (a) 32. phil | c. many |
| (b) 33. rupt | d. voice, speak, call |
| (h) 34. vers, vert | e. life |
| (d) 35. voc, vok | f. foot |
| (i) 36. spec | g. horn |
| (e) 37. vita, viv | h. turn |
| | i. look |

38-39. List two acronyms: _____ (See Lesson 98)

Define the word parts:

Segregation:

40. se _____ (aside)

41. greg _____ (flock, herd, group)

42. ation _____ (act of)

Digress:

43. di _____ (aside)

44. gress _____ (to go)

Circle T (True) or F (False)

T F 45. A monarchy is ruled by many people.

T F 46. Intrastate means between the states.

T F 47. An autopsy is performed to determine cause of death.

T F 48. The cornucopia is a symbol for harvest-time.

T F 49. Equinox refers to a time when the nights are longer than the days.

T F 50. The word "sensitive" can only refer to humans.

My Word
Test #1

Name _____
Section _____

Multiple choice questions - underline the correct answer:

1. The name "Smith" is an example of a name derived from
 - a. a feat accomplished
 - b. a locality
 - c. an occupation
 - d. a color
2. Patronymic naming refers to naming a person
 - a. for a physical trait
 - b. from an unknown source
 - c. after his father's name
 - d. from a saint's name
3. "Roosevelt," the last name of two of our presidents, is an example of a name based on
 - a. an occupation
 - b. a respected person's name
 - c. a feat accomplished
 - d. a locality where one's ancestors lived

True-False Questions - circle T (true) or F (false)

- T F 4. Our early ancestors probably had one name rather than two.
- T F 5. English is categorized as belonging to the Indo-European family of languages.
- T F 6. There are approximately 10,000 languages in the world.
- T F 7. The Old English Period extended from 1100-1500 A.D.
- T F 8. Many of our "sk" words, like "sky," were due to the Scandanavian influence on our language.
- T F 9. The Battle of Hastings signaled the beginning of the Modern English Period.

- T F 10. Dr. Samuel Johnson is best noted for medical accomplishments.
- T F 11. Anglo-Saxon terms are usually short, commonly used words.
- T F 12. The etymology section of our dictionary tells us how to pronounce a word.

Matching - Place the letter of the correct response before the number of the word it describes.

Part I. Match the word with one of its early meanings:

- | | |
|---------------------|------------------------------|
| (g) 13. husk | a. a bell |
| (e) 14. pen | b. halfway up a mountain |
| (f) 15. electricity | c. a man who herded cows |
| (b) 16. mediocre | d. to send by boat |
| (h) 17. curfew | e. a feather |
| (i) 18. manufacture | f. amber |
| (a) 19. clock | g. a house |
| (c) 20. bachelor | h. a time to cover the fires |
| | i. to make by hand |

Part II. Match the word with the language from which it was derived:

- | | |
|----------------------|--------------|
| (g) 21. beret | a. Latin |
| (i) 22. canyon | b. Ethiopian |
| (e) 23. geyser | c. Hawaiian |
| (a) 24. candidate | d. Hebrew |
| (c) 25. ukulele | e. Icelandic |
| (f) 26. banana | f. Portugese |
| (h) 27. kindergarten | g. French |
| (b) 28. zebra | h. German |
| | i. Spanish |

Completion Questions:

29. What did John Mortague, Earl of Sandwich, do to cause us to name the word "sandwich" after him?

(He asked his butler to bring him some meat between two

pieces of bread so that he could continue playing)

30. Why did we name the guillotine for Dr. J. I. Guillotine?
(he invented that machine)

Name the words that have been taken from the names of these places:

31. Frankfort, Germany (frankfurter)
32. Bayonne, France (bayonet)
33. If you were called a quisling would that be a compliment or an
 insult? (an insult)
- Why? (it would indicate that I was a traitor)

Number Correct _____

Multiply by $3-1/3$ _____

7%

My Word
Test #2

Name _____

Section _____

Define the following terms:

1. Prefix (Letters or syllables placed at the beginning of a word to shade or change its meaning)
2. Suffix (Letters or syllables placed at the ending of a word to shade or change its meaning)
3. Word Root (the basic part of a word to which prefixes and suffixes may be added to shade or change its meaning)

What are the meanings of the word parts in this term: seclusion

4. se- (aside)
5. clus- (shut)
6. ion- (act of)

Matching: Place the letter of the meaning before the number of the prefix it defines.

- | | |
|----------------|-------------------|
| (c) 7. ante | a. not |
| (h) 8. anti | b. over |
| (a) 9. un | c. before |
| (k) 10. trans | d. together |
| (j) 11. circum | e. out of, former |
| (g) 12. in | f. back, again |
| (e) 13. ex | g. in |
| (f) 14. re | h. against |
| (b) 15. super | i. under |
| (d) 16. syn | j. around |
| | k. across |

Certain prefixes are defined by a number. Place the number that each prefix signifies in the appropriate blank:

17. oct (8)
18. bi (2)

19. tri (3)
 20. cent (100)
 21. deca (10)
 22. duodec (12)
 23. mill (1000)
 24. nona, novem (9)
 25. quadr (4)
 26. quint (5)
 27. semi (1/2)
 28. sept (7)
 29. sex (6)
 30. uni (1)

31. If you were offered two jobs, one which involved intrastate travel and one which involved interstate travel, which job would take you out of the state? (Evaluate the student's answer in terms of his understanding of his choice)

32. Which test would you take first, a pre-program test or a post-program test? (pre-program)
(Pre means before and post means after)

Define the following words based on the definition of the suffix?

33. flirtation (the act of flirting)
 34. robbery (the act of robbing)
 35. stewardship (the state of being a steward or servant)
 36. efficiency (the state of being efficient)
 37. pianist (one who plays the piano)
 38. infantile (resembling an infant)
 39. angelical (resembling an angel)
 40. fortify (to make strong)

Number correct _____ Multiply by $2\frac{1}{2}$ _____ %

My Word
Test #3

Name _____

Section _____

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|---------------------|--------------------------------------|
| (j) 1. anim | a. year |
| (f) 2. apt | b. star |
| (k) 3. arch | c. hear, listen |
| (a) 4. ann, enn | d. beat |
| (b) 5. aster, astro | e. well, good |
| (c) 6. audi | f. fit, suited |
| (h) 7. auto | g. arm |
| (d) 8. bat, batt | h. self |
| (e) 9. bene | i. go |
| (g) 10. brac | j. life, breath, soul, bad intention |
| | k. ruler, chief, first |

True-False: Circle T (true) or F (false)

- T F 11. A rock is an inanimate object.
- T F 12. A sesquicentennial celebration commemorates the 200th anniversary of an event.
- T F 13. A monarchy is ruled by many people.
- T F 14. Aptitude tests are designed to predict or evaluate your ability to learn or perform certain skills.
- T F 15. An audiometer tests vision.
- T F 16. An autopsy is performed to determine the cause of death.
- T F 17. By the meaning of the word parts, an astronaut is a star sailor.
- T F 18. A person can be guilty of assault and battery without touching a person.
- T F 19. A benefactor would usually do you harm.

T F 20. "Enmity" may be used as a synonym for the word "animus."

List two derivatives (other than those mentioned in the true-false questions) for each of the following word roots:

21-22. ann, enn: (See Lesson 14) _____

23-24. apt: (See Lesson 15) _____

25-26. arch: (See Lesson 16) _____

27-28. aster, astro: (See Lesson 17) _____

29-30. audi: (See Lesson 18) _____

31-32. auto: (See Lesson 19) _____

33. In the following sentence, "He wore a brace of pistols," the word "brace" means (a pair; two)

Number Correct _____

Multiply by $3-1/3$ _____

_____ %

My Word
Test #4

Name _____

Section _____

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|-------------------------|--------------------------------|
| (e) 1. candid | a. take, seize, accept |
| (a) 2. cept, ceiv, ceit | b. believe, trust, give credit |
| (k) 3. civic, civil | c. people |
| (h) 4. cornu | d. lead, shape |
| (b) 5. cred | e. white, clear, shine |
| (c) 6. dema, demo | f. form, established custom |
| (d) 7. duce, duct, diut | g. year |
| (j) 8. equ | h. horn |
| (i) 9. fin | i. boundary, limit, end |
| (f) 10. form | j. equal, just, level, even |
| | k. citizen |

Fill in the blanks with one of the meanings of the word root:

11. cap, cip _____ (head)
12. ced, cess _____ (to go, yield)
13. clud, clus _____ (shut)
14. cord, cor _____ (heart)
15. dict _____ (say, tell)
16. flu _____ (flow)
17. dign _____ (worth, well deserved)
18. erro _____ (wander, stray)
19. fac _____ (make; do; easy)
20. fid _____ (trust)
21. What is the connection between "candidate" and whiteness?
 _____ (In ancient Roman times, candidates wore white togas)
22. Define the word decapitate. _____ (to behead)
23. If the water receded, which direction did it go? _____ (back)

24. What does intercept mean? (to come between)
25. List a synonym for the word "recluse." (hermit)
26. The cornucopia is usually seen around Thanksgiving and is used as a symbol of (harvest-time and plenty)
27. The cordate leaf of philodendron is in the shape of a (heart)
28. Equinox refers to the times when the days and nights are approximately (equal)
29. Define the prefix in the term "uniform." uni- (one)

List two derivatives for each of the following word roots:

- 30-31. dict (See Lesson 33) _____
- 32-33. cred (See Lesson 31) _____
- 34-35. dema, demo (See Lesson 32) _____
- 36-37. dign (See Lesson 34) _____
- 38-39. err (See Lesson 37) _____
- 40-41. fac (See Lesson 38) _____
- 42-43. fid (See Lesson 39) _____
- 44-45. fin (See Lesson 40) _____
- 46-47. flu (See Lesson 41) _____
- 48-49. duce, duct, duit (See Lesson 35) _____
50. Would the word "finis" come at the beginning of a film?
 Yes _____ No _____

Number Correct _____

Multiply by 2 _____

%

My Word
Test #5

Name _____

Section _____

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|---------------------|-----------------------|
| (g) 1. grav | a. flock, herd, group |
| (a) 2. greg | b. balance |
| (i) 3. lapse | c. great |
| (b) 4. liber, libra | d. warn, remind |
| (e) 5. lumen | e. light |
| (c) 6. magn | f. one |
| (k) 7. manu | g. heavy, burden |
| (d) 8. moni | h. end |
| (f) 9. mono | i. slide |
| (j) 10. mort | j. death |
| | k. hand |

Fill in the blanks with one of the meanings of the word root:

11. fort _____ (strong)
12. fract, frag _____ (break)
13. gram, graph _____ (write, draw)
14. gress, grad _____ (go, step)
15. hosp, host _____ (host, guest, energy, stronger)
16. labor _____ (work)
17. liber _____ (free)
18. mal _____ (bad)
19. mitt, miss _____ (send)
20. moral _____ (custom, habit, moral)

Underline the correct response:

21. If a musical selection were to be played fortissimo, it would be played:

- a. slowly
 - b. rapidly
 - c. quietly
 - d. loudly
22. Which of the following is a sentence fragment?
- a. About sentence fragments.
 - b. Avoid sentence fragments.
 - c. Don't write sentence fragments.
 - d. Read the sentence fragments.
23. Which word would indicate that one was straying from the task at hand?
- a. progress
 - b. digress
 - c. graduate
 - d. aggression
24. If two people worked together, would they be described as:
- a. elaborating
 - b. graduating
 - c. collaborating
 - d. grading
25. A country named for a word meaning "free" is
- a. United States
 - b. Canada
 - c. Spain
 - d. Liberia

Define the word parts:

- 26-28. segregation se= (aside) greg= (group) ation= (act of)
- 29-30. relapse re= (back) lapse= (slide)

List two derivatives for each of the following word roots:

- 31-32. gram, graph (See Lesson 45) _____
- 33-34. grav _____ (See Lesson 46) _____
- 35-36. hosp, host (See Lesson 49) _____
- 37-38. libr, liber (See Lesson 53) _____
- 39-40. lumen _____ (See Lesson 54) _____
- 41-42. magn _____ (See Lesson 55) _____
- 43-44. mal _____ (See Lesson 56) _____
- 45-46. manu _____ (See Lesson 57) _____
- 47-48. moni _____ (See Lesson 59) _____
- 49-50. Tell the story behind the word "mortgage."
 _____ (See Lesson 62) _____

Number Correct _____

Multiply by 2 _____

_____%

My Word

Name _____

Test #6

Section _____

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|---------------------------|----------------------|
| (b) 1. multi | a. name |
| (h) 2. masc, nat | b. many |
| (a) 3. nomin, nomen, onym | c. love |
| (e) 4. lumen | d. four, fourth |
| (k) 5. ped | e. light |
| (c) 6. phil | f. rule, royal, king |
| (j) 7. polit, polis | g. death |
| (i) 8. pos | h. born |
| (d) 9. quad, quart | i. place, put |
| (f) 10. reg | j. citizen, city |
| | k. foot |

Fill in the blanks with one of the meanings of the word root:

11. mov, mot _____ (move)
12. nov _____ (new)
13. path _____ (feeling; suffering)
14. pac _____ (peace)
15. phon _____ (sound)
16. port _____ (carry, door)
17. prim _____ (first)
18. rid, ris _____ (laugh)
19. rupt _____ (break)
20. scribe, script _____ (write)

Problem Situations:

21-22. You received a notice from your boss that you were being promoted. Would you be happy or sad? Why? _____ (Happy!)

I'd be raised to a higher position)

23-24. Your sister bought a multicolored dress. Would it contain many colors or be all in the same color? How do you know?

(many colors, since multi means many)

25-26. Your friend is a bibliophile. Do you suppose he spends much time at the library? Why? (Yes! A bibliophile loves books so he would go to the library to check out books)

27-28. You recently read a book that was written under the pseudonym Dr. Seuss. Is Dr. Seuss the author's real name? How do you know? (No! Since pseudo means "false," a "pseudonym" is a false name)

29-30. Your parents bought a house that had been renovated. Will they have to spend much money fixing it up? Why? (No. "Renovated" means it was made new again so repairs will probably not be necessary)

List two derivatives for each of the following word roots:

- | | | | |
|--------|--------------|------------------------|-----------------------------|
| 31-32. | nat, nasc | <u>(See Lesson 65)</u> | <u> </u> |
| 33-34. | path | <u>(See Lesson 68)</u> | <u> </u> |
| 35-36. | ped | <u>(See Lesson 70)</u> | <u> </u> |
| 37-38. | phon | <u>(See Lesson 72)</u> | <u> </u> |
| 39-40. | port | <u>(See Lesson 74)</u> | <u> </u> |
| 41-42. | prim | <u>(See Lesson 76)</u> | <u> </u> |
| 43-44. | reg | <u>(See Lesson 78)</u> | <u> </u> |
| 45-46. | rid, ris | <u>(See Lesson 79)</u> | <u> </u> |
| 47-48. | rupt | <u>(See Lesson 80)</u> | <u> </u> |
| 49-50. | scrib, scrip | <u>(See Lesson 81)</u> | <u> </u> |

Number Correct

Multiply by 2

 %

My Word
Test #7

Name _____
Section _____

Matching: Place the letter of the meaning before the number of the applicable word root:

- | | |
|-------------------|--------------------------|
| (e) 1. sed | a. stand, endure, exist. |
| (d) 2. sens, sent | b. turn |
| (a) 3. sist | c. hold |
| (f) 4. tang, tact | d. feel |
| (c) 5. ten, tin | e. sit, settle |
| (g) 6. tort, torq | f. touch |
| (b) 7. vers, vert | g. twist |
| (h) 8. voc, vok | h. voice, speak, call |
| | i. foot |

Fill in the blanks with one of the meanings of the word root:

9. sequ _____ (follow)
10. soph _____ (wise, pseudo-wise, smart)
11. spect _____ (look)
12. stat _____ (stand still)
13. tract _____ (draw, pull)
14. ven _____ (come)
15. vit _____ (life)
16. vol _____ (wish, free will)

True and False: Circle the T (true) or the F (false)

- T F 17. Marble is a sedimentary rock.
- T F 18. The term "sensitive" can refer to machines as well as people.
- T F 19. The numbers 10, 3, 7, 11, 1, are in numerical sequence.
- T F 20. A person is consistent if he changes his mind quite often.
- T F 21. A person may continue to drive his car to work when his license has been revoked without fear of getting a ticket.

- T F 22. A benevolent person would not meaningfully do you harm.
T F 23. The word parts tell us that a philosopher loves wisdom.
T F 24. Things that are static are always changing.
T F 25. A tenacious person gives up easily.

List three derivatives for each of the following word roots:

- 26-28. vit, viv _____ (See Lesson 95) _____
 29-31. spect _____ (See Lesson 87) _____
 32-34. tact, tang _____ (See Lesson 89) _____
 35-37. tort, torqu _____ (See Lesson 91) _____
 38-40. tract _____ (See Lesson 92) _____
 41-43. ven _____ (See Lesson 93) _____

Give five examples of acronyms:

- 44-48. _____ (See Lesson 98) _____

- 49-50. What color is an albatross? How would you know if you hadn't
 seen one? _____ (alba means "white") _____

Number Correct _____

Multiply by 2 _____

 %

APPENDIX F
Survey Letter

Appendix F. Survey Letter

Dear Sirs:

I am conducting a survey of educational materials suitable for use in a junior high school language arts program, that utilize lessons in structural analysis (i.e. recognition of prefixes, suffixes and word roots) with the objective being to increase the student's vocabulary.

If your firm publishes such materials, would you please send me examination copies, or list titles so that I can order them. I would also greatly appreciate a statement as to your opinion of utilizing structural analysis lessons to build vocabulary on the junior high school level.

Respectfully,

Gerald D. Sullivan
Assistant Professor
Department of Elementary Education
Montana State University
Bozeman, Mt. 59715

APPENDIX G

BONDED FIRMS LICENSED TO SELL
TEXTBOOKS IN MONTANA

Appendix G. Bonded Firms Licensed To Sell
Textbooks in Montana

Addison-Wesley Publishing Company, Inc.
Allyn and Bacon, Inc.
American Book/Van Nostrand Company
American Technical Society
Benefic Press
Bennett Company, Inc., Book Publishers
Bobbs-Merrill Company
Chandler Publishing Company
Chilton Books
Doubleday & Company, Inc.
Encyclopaedia Britannica Educational Corporation
Field Educational Publications, Inc.
Field Enterprises Educational Corporation
Follett Educational Corporation
Freeman, W. H. and Company
Gazette Printing & Lithography
Ginn & Company
Globe Book Company, Inc.
Grolier Educational Corporation
Harcourt, Brace & World, Inc.
Harper & Row, Publishers, Inc.
Heath, D. C., and Company
Holt, Rinehart and Winston, Inc.
Houghton Mifflin Company
Laidlaw Brothers
Lippincott Company, J. B.
Lyons & Carnahan
The Macmillan Company
McCormick-Mathers Publishing Company

McGraw-Hill Book Company
Merrill Books, Inc., Charles E.
Minnesota Mining & Manufacturing Company
National Textbook Company
Noble and Noble, Publishers, Inc.
Open Court Publishing Company
Palmer Method of Handwriting
Prentice-Hall, Inc.
Rand McNally & Company
Sadlier, William H., Inc.
Scholastic Magazines and Book Services
Science Research Associates, Inc.
Scott, Foresman and Company
Silver Burdett Company
Singer Company, Inc., The L. W.
South-Western Publishing Company
State Publishing Company
Stenoscript abc Shorthand, Inc.
Wiley, John & Sons, Inc.
Zaner-Bloser Company, The



D378
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Sullivan, Gerald
Development of a
vocabulary-building
junior high school
workbook-textbook

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	Cindy Naumann 7-1479
	515 S. Fifth Daddy Kuhl 586-9098
	Mr. Lynn 4033 FF 6000 12-16-82 Dan Ridge
3.9.83	may have ref Carol Dr
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	D.378 Su. 54 Cop 2