THE DICTIONARY AS AN ENGLISH LANGUAGE TEACHING RESOURCE WITHIN THE REORGANIZED HIGH SCHOOL PROGRAM

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Abstract

Traditionally, the dictionary in the classroom has been too often the arbiter of "correct" spellings and "correct" meaning for students. The perception, however, of the dictionary should be that of a depository of current language usage. This teaching module has as its major premise the belief that dictionary study, and its complement, vocabulary development, should provide the student with a dynamic reflection of the energy of our English language.

As it is the responsibility of the teacher to provide his students with a word consciousness, the provincial curriculum should reflect such a desired outcome. Though there are teaching modules on the dictionary focusing on American English usage, there has been very little developed concentrating on Canadian English usage, and more specifically on the uniqueness of our own Newfoundland English. Emphasis is placed in the module on the teacher as a facilitator of learning, not merely as a dispenser of information.

Acknowledgements

The developer of this module expresses his sincere gratitude to his Thesis Advisor, Dr. Frank Wolfe, who has shared patiently both the joys and frustrations of the creative process involved with such a task. His criticisms were always reassuring and ultimately led to the satisfying completion of the module. Where Dr. Wolfe found beginnings, too often the developer hastily sought only the ends.

In addition, the writer wishes to recognize the very kind assistance of both Mr. Patrick Drysdale, Gage Publishing Limited, and Dr. Ed Jones, English Consultant, Department of Education. As well, Dr. Vit Bubenik, Department of Linguistics, Memorial University, gave me many insights into the world of Word-Formation and assistance in further refining many of the exercises within the module

By no means least, nor last, my thoughts turn to my wife, Pat, who shared far more of the agony than the ecstasy of this venture. Were it not for her perseverence, my beginning would also have been my end.

Finally, I wish to thank very sincerely Miss Maureen Kent who typed all of the stages of this thesis. Her good humor, professionalism, and patience were always in evidence. Any final errors and/or omissions remain those of the writer,

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Do I dare
Disturb the universe?
In a minute there is time
For decisions and revisions which a minute will reverse.

-- from "The Love Song of J. Alfred Prufrock",
T.S. Eliot

These fragments I have shored against my ruins.

- from "The Waste Land",
T.S. Eliot

INTRODUCTION

> A word fixes something in experience, and makes it the nucleus of memory, an available conception.
>
> Suzanne Langer, from
> Philosophy in a New Key

It was the renowned Canadian lexicographer, Walter S. Avis, who put into perspective the central thrust of this thesis:

> ...a living language is always changing: new words come into being and old words pass into obsolescence constantly; new meanings of current words gain currency and old meanings lose ground; pronunciation patterns change from one generation to the next, and spelling habits do as well. Finally, over time the social acceptability of words, pronunciations, and spellings may alter. (Avis, 1978, p. 48)

Thus, it is the dictionary which is the warehouse for a "living language". Too often, however, for the senior high school student (Level I, II, and III) it remains only a reference tool used mainly to check "correct" spellings, and aid in finding the "correct" meaning of a word as it is used in a given sentence.

The present high school curriculum in our province does not have a teaching module in the language portion of the course specifically focusing on the dictionary and its complement, vocabulary development. The developer of this module has as one of his primary goals to allow the student, through personal investigation to perceive the dictionary

as the record of current language usage.

As the student completes the exercises in the module, he recognizes that the greater command he has of his native language, the closer the student is able to express precisely what he wants to. In addition to exposing the student to the structure and history of the English language, the exercises will give the student an appreciation of the variety of the English language. Thus, the student is made not only word conscious, but he is also made aware that the dictionary is a dynamic reflection of the energy of our language to be always flexible and in motion.

The exercises are linguistically orientated and are not intended for the student to be exposed to the dictionary to prove his ignorance, while at the same time further highlighting his teacher's onmiscience. Further, the student will be able to examine critically the mythic authority of the dictionary, for it is the lexicographer who records language usage, but he is not the inventor of it.

By using an inductive teaching approach, the teacher is able to lead the students away from an authoritarian perception of the dictionary which views the lexicographer as an embalmer of our language. Instead, the student will appreciate that the lexicographer wants to reflect an image that because language reflects the needs of people, it is a living language which is continually evolving. In a teaching module on the History of the English Language, its developer,

Daniel Reardon, has already indicated the raison d'etre for the present module:

> The words we use daily are never closely scrutinized or examined. Indeed, this would never occur to us, for the words we speak, like the air we breathe, are so much a part of us that such an examination seems both unnatural and unnecessary. However, it is because of this very close connection between man and the words he speaks that they should be studied and examined. (Reardon, 1977, p. 87)

Review of the Related Literature

A. A Description of the Dictionary-Study/Vocabulary Development Program in the Newfoundland and Labrador School Context: (Grades 5 to Level III, Reorganized High School Program)

1. At the grades Five, Six, Seven, and Eight levels, the Spelling in Language Arts series (Nelson) is used to develop the student's Dictionary Skills.

Grade Five:

1. Choosing the Correct Meaning
2. Pronunciation Respellings

Grade Six:

1. Using the Thesaurus
2. Choosing the Correct Meaning
3. Use of Guide Words
4. Diacritical Marks

Grade Seven:

1. Thesaurus Skills
2. Definitions
3. Alphabetical Order

Grade Eight:

1. Thesaurus Skills
2. Definitions
3. Pronunciation

2. At the grade Nine level, the basic text is Patterns of Communicating: (Additionally, English 9, Course Description, Department of Education, September, 1978)

(a) Word Study - the Dictionary - "Teachers have a responsibility to continue to encourage and require dictionary use by the student."

(b) Word Study - the Thesaurus - "Students should be shown the value of using the Thesaurus in writing, since its use as a source of synonyms and antonyms helps the development of preciseness of language."

(c) Word Study - Vocabulary - "The meaning of words should be studied according to structural meaning, contextual meaning, and grammatical function."

Language in the Reorganized High School Program

Language 1101 - Major focus: clear thinking, and argumentation and persuasion in speaking (listening) and of writing.

Basic English 1102 - An alternative to Language 1101 designed for students weak in language skills. Three main areas of focus; writing, reading and thinking, oral communication.

Language 2101 - To develop and sharpen certain English skills, through the medium of the research paper. Main emphasis is on the process of writing a research paper within the context of the writing model process as well as the improvement of language skills through the process of writing a research paper.

Vocational English 2102 - The development of students' communication skills by having the students read and think about the world of work, by having them express their ideas and feelings about the world of work, and by having them use language in a variety of practical, job-oriented situations.

Language 3101 - To develop and refine students' writing styles through both analyzing and writing prose - exposition, description, and narration. They will analyse sentences length, structure, punctuation, logic, etc., and they will study specific words, their definitions, etymologies, and connotations.

Business English 3102 - To develop the student's ability to communicate effectively in business - e.g., ability to write business letters, ability to use the principal skills of effective speaking and listening, ability to use English correctly and effectively.

Advanced Writing 3103 - An alternative to Language 3101. Emphasis is on the improvement and refinement of student writing through the writing of short stories, poetry, and drama.

Language Study 3104 - An alternative to Language 3101; an in-depth study of the English Language for students who have demonstrated an advanced level of proficiency in previous language courses.

Language Study 3104, according to Dr. Ed Jones, Provincial English Consultant, may have in its final format the following teaching modules:

(1) The History of the English Language - How the English Language has developed, continues to change, and survives because it is adaptable to new times.

Topics such as the principles of growth and development, history of writing, etc.

(2) Usage - To present the varieties of English usage as they are shaped by social, cultural, and geographic differences; to present the levels of usage - dialect, regional and social; Canadian English; Dictionary of Newfoundland English; language questionnaires; tapes.

(3) Grammar and Language Acquisition - Basic elements in sentence building, expansion and enrichment. To become aware of how grammar represents the orderliness of language and makes meaningful communication possible.

(4) Vocabulary - Spelling - Dictionary (lexicography) - possible subtopics: vocabulary concepts - word derivations, roots and affixes, word games, foreign phrases, names, figurative language; tone; idioms; adding words to the language; enlarging vocabulary.

(5) Language Subtleties and Specialized Uses - Sexism and Language (usage that unfairly limits the aspirations or attributes of either sex); Doublespeak (Politics, Jargon, and Bureaucracy); Language in the Computer Age.

In all the Course Content descriptions in the area of language in the reorganized high school program, this crucial observation is made:

> Aspects of language such as punctuation, mechanics, spelling, vocabulary, dictionary use, usage, and grammar will make their constant demands on the linguistic skills and knowledge of the students. Thus, the teacher, with each class, makes a continual diagnosis in these areas ... On the basis of such information and needs, the teacher provides the necessary directions, instructions, practice, encouragement, expectations, and editing opportunities.

Thus, it is the teacher who must provide his students with a word consciousness, whether it be when he speaks, listens, or writes. Admittedly, this is easier stated, than clearly practised in the classroom.

B. Curriculum Projects Dealing with Dictionary-Study/ Vocabulary Development: A Review.

A number of teaching modules related to Dictionary Study and Vocabulary Development has been produced in the United States in the late 60's and early 70's. These Project English materials are, of course, developed for the American market, and therefore, they totally concentrate on American English usage. However, these modules are linguistically oriented and expose high school students to language development as a dynamic process.

Dr. Albert R. Kitzhaber of Oregon University at Eugene has developed a number of modules on the subject of lexicography aimed at the grade Nine level. In both Lexicography, History of English - Parts One and Two (see the ERIC Bibliography), Dr. Kitzhaber and his associates have developed a number of exercises in which the student is given the opportunity to appreciate the complexities involved when an editor of a dictionary compiles and selects his word entries. The student starts a word collection of his own which gets the student to both think and talk about word-watching. In both of these modules, language change is examined by independent word study, and by an exposure to literature as a basis for an examination of how words change their meaning. For example, he has developed exercises which allow the student to examine closely Shakespeare's lexicon by working with various passages from "Julius Caesar".

At the Euclid English Demonstration Center in Ohio, units of study have been prepared on The English Language: The Linguistic Approach, (see the ERIC Bibliography). These exercises are aimed at the grades Seven, Eight, and Nine levels. These units have as their central thesis that "correct" English means "standard and appropriate, and that only by observation of actual usage in the speech community can one decide what is both fitting and in accord with educated usage" (Friend, p. 55). At the grades Seven and Eight levels there is a unit on Dialects: Definition and Etymology. At the Grade Nine Level there is a unit on change

in the English Language, with particular attention to loan words, semantic changes, and etymology exercises.

At the Center for Curriculum Development in English located in Minnesota University, Stanley B. Kegley, Project Director, learning modules have been developed on The Nature of Meaning in Language at the Grade Ten Level, Unit 1001 and Changes in the Meaning of Words, Unit 902, at the Grade Nine Level (see ERIC Bibliography). These exercises stress that word study must depend on the student's knowledge of the context in which words are used, the semantic process.

C. Supporting Evidence in the Literature to Establish the Need to Supplement the Module in the new, reorganized High School Program, as established by the Department of Education - Newfoundland and Labrador.

As co-editor of both the Gage Senior Dictionary, as well as The Dictionary of Canadianisms: Based Upon Historical Principles, Mr. Patrick Drysdale indicates in a letter to the developer of this module: (Appendix A, p. 149)

> ...unfortunately, most of these sources are aimed at elementary teachers; but this is because, as you have discovered, precious little work has been done on the use of the dictionary at the secondary level. (Letter, January 9, 1981)

Mr. Drysdale's observation is certainly true both in Canada, and especially within our province's school system.

For most students at the secondary level, the dictionary is perceived to be the Supreme Authority in matters relating to pronunciation, spelling, and meaning. Given this perception, the dictionary is the final arbiter in the study of the English language. The late Walter S. Avis, editor of the Gage Senior Dictionary, succinctly identifies the perception which the developer of this module has attempted to achieve in the student's perception of what a dictionary is and what it can do:

> If we accept the principle that a dictionary should be a record of current usage rather than a legislator of it, we must agree that the only dictionary that merits attention is that which reflects that usage as faithfully as scholarship and finances permit. (Avis, pp. 53-54)

As the student begins to have confidence in applying the dictionary skills acquired in the elementary grades, he then approaches the junior, and then senior high school, dictionary study and vocabulary development as exercises which tend to prove his ignorance or his parent's or teacher's omniscience. Thus, the linguistic approach, implicit in this module, allows the student to study language in a three dimensional format:

1. Through experience and through language we learn.
2. Experience needs language to give it form.
3. Language needs experience to give it content. (Loban, p. 73)

This linguistic approach recognizes the cultural dimension of language which grows out of a concern with the emotive, or connotative aspects of language.

As language is the facilitator of the communicative process, the study of words exposes the student to what I.A. Richards, the great literary and linguistic critic, has called the "simultaneous multiplicity of functions" that language generates:

> (words and phrases) will often both characterize and appraise, jointly realize and influence; they will be descriptive and emotive together, at once referential and influential. (Richards, pp. 89-90)

The discovery of language becomes, therefore, a process through which the student experiences both its uniqueness and its vitality. Word-meaning can neither be fixed nor stable. However, the teaching strategies to acquire these skills for the student must be converted into language experiences as soon as possible:

> This means that the high school student should do more than define, interpret, and explain linguistic facts; he should be exercised in applying his information in some personally meaningful way. (Rodgers, p. 105)

The intuitive nature of learning language suggests that both the student's knowledge of it and its use are innate. Thus,

> We function successfully as users of language just because we do not need to deploy an explicit body of knowledge in so doing, as we do if we wish to function successfully as users of Physics, or Mathematics, or History, or Social Sciences. (Doughty, Thornton, and Doughty, p. 19)

What the curriculum must provide is a proper understanding of the relationship between, what Professor Doughty calls, "language for living" and "language for learning":

> Language for living will refer to all the ways in which human beings make use of language in the ordinary course of their everyday lives; and language for learning will refer to all the ways which language enters into the process of teaching and learning. (Doughty, Thornton, and Doughty, p. 13)

Language study cannot, therefore, be taught to high school students as if it were a commodity. Rather, it is the:

> . . . the outcome of a process of growth and development, (a) growth and development that involves the individual child in a continuous interaction with the people and objects of his world. (Doughty, Thornton, and Doughty, p. 167)

It is essential that the student perceive that language cannot logically be disassociated from our thinking processes and our emotions. Professor Liebert clearly identifies the nature of this duality:

> Thus our daily utterances reflect both the commonality of our culture and the individuality of ourselves. And in the total pattern of our language expression we reveal our personalities, prejudices, fears, inhibitions, and attitudes. (Liebert, p. 201)

Research in the teaching and learning of vocabulary has revealed that the student, as he develops his skills in vocabulary development, comes to know words in many ways:

1. Knowing a word means knowing the degree of probability of encountering that word in speech or print.

2. Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.

3. Knowing a word means knowing the syntactic behavior associated with the word.

4. Knowing a word entails knowledge of the network of associations between that word and other words in the language.

5. Knowing a word means knowing the semantic value of a word.

6. Knowing a word means knowing many of the different meanings associated with a word. (Jack C. Richards, 1976, p. 83)

What dictionary entries attempt to capture are the most frequent ways that a word thereby realizes a particular concept. But as Mr. Richards acutely observes:

> ...however since this (the dictionary entry) is always an active process of reconstruction, much of the way in which a particular meaning is formed cannot be recorded in the dictionary. (Jack C. Richards, 1976, p. 83)

Thus, what is clear in the research is that a learner who is constantly adding to his vocabulary knowledge is better prepared both for productive and receptive language skills, especially a vocabulary taught in context.

Yet, both the teacher and student have come to realize about dictionaries that:

> Just as no dictionary can hope to record every word that is in the language, it is impossible to expect that every word treatment can hope to cover all the uses and applications of the words that it does record. (Marckwardt, 1973, pp. 373-74)

Professor Marckwardt's observation, however, can only be realized when both teacher and student have used the dictionary to its fullest potential as a major linguistic resource in the classroom.

What the literature clearly shows to the teacher of English in our province of Newfoundland and Labrador can be summarized in Professor Marckwardt's conclusion to his essay on the dictionary as an English teaching resource:

> It is my firm conviction that, in order to discharge his professional potential, every teacher of English, whether as a native or foreign language, must become an inveterate, an ingenious, a critical and sophisticated dictionary browser. (Marckwardt, 1973, p. 379)

For the high school student of English, his use of the dictionary must be structured by teaching him both dictionary and vocabulary development skills which will allow him to "browse" through a dictionary knowledgeably.

Rationale for a Teaching Module on Using a Dictionary and Vocabulary Development

> What is needed is a consuming student interest in words for themselves, an interest fed by the example of the genuine excitement of teachers over the variety, the flexibility, and the unpredictable nature of our language. (Lee C. Deighton, p. 415)

This module addresses itself to the need for high school students to discover both the flexibility and life of the English language - the linguistic approach. Thus, as the student progresses through the exercises, he begins to free himself from the traditional view that language is exact, correct or incorrect, and unchanging. As a member of the Electronic Age, the student too often encounters language passively and accepts unqualifyingly both what he sees and hears, as well as what he reads.

Such a teaching module has as its framework a three step perception of the language program within the Newfoundland and Labrador reorganized high school:

1. Language Study requires "a building block approach" by both teacher and student.
2. This process can generally best be learned inductively.
3. Learning must be centered on the student - in particular, on what the student does, not what the teacher does, or what the content "means".

Therefore, the teacher is a facilitator of learning, rather than a dispenser of information.

The introduction of this module is suggested to supplement the proposed Language Study course to be offered by the Department of Education in Level III, for the school year, 1983-84. In the interim, its initial introduction for the school year, 1982-83 should be as part of the language study program at Level II.

Throughout this module, the student is the active observer and investigator of the English language. To accomplish this dual objective, the teacher of this module must be aware that the tasks assigned to the students in these exercises can always be modified so that all students can experience a degree of success. This goal can be achieved in numerous ways:

1. small group study - oral and investigative,
2. homework assignments - individual, as well as in small group,
3. oral and written presentations - both in the group and to the class,
4. class discussion based upon small group study and discussion.

Recognizing our province's rich dialect, this module presumes that to negate the student's native nonstandard English (the Newfoundland dialect) will very seriously damage his language learning. Thus, the teacher is implicitly bound to respect the student's native language, while still recognizing that Standard English is a second language which will help the student to function more fully in his social environment and in the marketplace to secure a career.

The teacher of this module becomes a "middleman" between the public, who generally believe that there is a single correct way to speak and write English, and the linguists, who approach language as innately ambiguous, for language users should expect to be misunderstood, rather than understood.

The teaching of language in this module recognizes four basic cycles of language acquisition:

1. increasing experience,
2. increasing conceptualization,
3. increasing communicative need,
4. increasing effectiveness in communication.

Moreover, language study, through student response to literature, helps the student discover relationships between literature and life, and between experiences in literature and some of his own experiences or observations. Close examination of the two major essays in this module, both formally and informally, through group discussion and written responses will provide the teacher and student with three basic learning strategies:

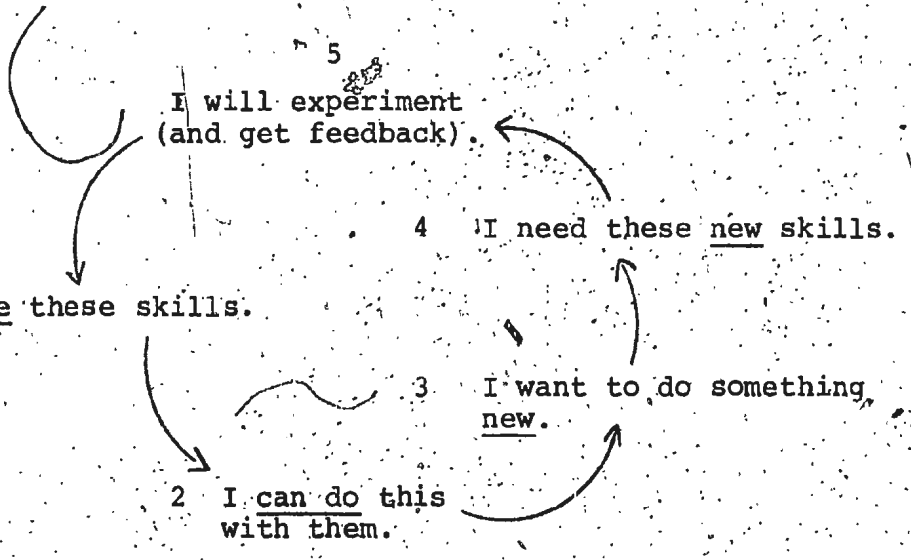
1. to involve students in open, informal talking before and after their reading -- feedback will provide the student with both motivation and language growth.
2. to leave students with skills of judging what they have read -- skills developed through performance, which ought to be oral and informal, before they are written and formal.
3. to help students read between the lines and beneath the surface levels of meaning -- such help requires scholarship, on the part of the teacher, along with the art of asking appropriate questions.

Performance Objectives for the Module

The importance of behavioral objectives cannot be taken lightly by the teacher, for by setting these objectives, clear statements are made as to what ought to happen in the classroom, and how it can be made to happen. Two underlying assumptions are made about the student's skill acquisition:

1. As the student uses his present skills, he creates a need to develop new skills.
2. As the student searches for these new skills, he strengthens and refines his existing ones.

Thus, the cycle of student skill acquisition may be represented as follows:



(Judy, p. 43)

The behavioral objectives for this unit have been written with this model in mind. Teachers are asked to keep in mind that behavioral objectives by their very nature are matters of choice and are value judgments. Therefore, these

instructional objectives, if they are to be successful in implementing the module, should be constantly viewed, evaluated, modified, and improved. As experts in the area of constructing behavioral objectives have already observed:

> To have critical comments made about one's objectives should be taken as a compliment, since criticism can only be made when one has given the thought and taken the time to write the objectives down.[1]

This developer, too, welcomes criticism that will lead to the more effective use of the module for the students who are exposed to it. Ideally, selectively chosen performance objectives may diminish the numbers of defeated students - those students who hate school because for them it represents failure after failure.

There are three basic components of a performance objective:

1. the goal you identify that you wish your student to attain
2. The performance objective itself
3. the enabling objectives which will accomplish your performance objective, and thus your goal.

The performance objectives which follow shall reflect this format. Reference will be made to those exercises which pertain to the performance objectives that are identified in the following chart:

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[1] John C. Flanagan, Robert F. Mager, and William M. Shanner. Behavioral Objectives: A Guide to Individualizing Learning-Language Arts, p. viii (Preface).

Performance Objectives for the Module

Goal	Performance Objectives	Enabling Objectives	Exercise #'s
I. The student discovers that language is constantly changing in various ways and through various influences; this change is normal.	A. The student discovers that language change is generally related to particular influences, and he gives examples that illustrate them.	1. The student demonstrates, by giving examples, that the language expands by borrowing words from other languages.	#1, #6, #7, #8, #14, #15, #27, #28, #29, #30, #31, #32, #33
	B. The student recognizes that change is inevitable and initiated by the speakers of the language for which it is written.	2. The student shows, by giving examples, that words expand meaning through the processes of generalization, specialization, elevation, and graduation.	
II. The student shows (a) various ways that people give meanings to words and, (b) that dictionaries are a source of information about the meanings, and changes in meanings, of words.	A. After examining words in different contexts, the student explains, orally and/or in writing, that people give meaning(s) to words and that some of these meanings can be found in dictionaries.	1. The student chooses the proper response once he has imposed a meaning to the given sentences.	#2, #3, #4, #5, #9, #10, #11, #12, #13, #16
		2. The student identifies the possible meanings of new words, phrases, and constructions to describe and communicate new experiences and changes in the world we live in.	

Goal	Performance Objectives	Enabling Objectives	Exercise #'s
III. The student makes accurate and appropriate inferences from the language, especially the rhetoric and vocabulary, in whatever he needs or hears.	A. In given literary works, the student separates the issue at hand from the writer's feelings about the issue and discusses, then writes, explanatory statements about the issue. B. The student states in his own words the works controlling idea and some of its supporting arguments. C. The student evaluates the validity of the message in these works in terms of personal expertise.	1. After reading essays in which the authors make evident their convictions about an issue, the student discusses and writes about how he/she feels about the issue and the authors.	#25, #37, #39
IV. The student investigates and appreciates both the richness and diversity of Canadian English, as well as his own unique contribution by way of the Newfoundland dialect.	A. The student discovers, through a selective examination of the Student Edition of the Dictionary of Canadianisms, and the Dictionary of Newfoundland English, that there is such an entity as Canadian English to which both Newfoundlanders and Labradorians have contributed greatly.	1. The unique history of Canadian English reflects for the student the historical development of his own country as well as regional contributions to his native English.	#34, #35, #36, #38

Goal	Performance Objectives	Enabling Objectives	Exercise #'s
V. The student can critically examine and be aware of the information found in a Dictionary and/or Thesaurus.	A. The student discovers through working at a number of developmental exercises the intricacies of a Dictionary. B. The student recognizes that the Dictionary is very carefully structured for specific purposes.	1. The student shows his growing awareness of the various components which constitute a Dictionary.	#17, #18, #19, #20, #21, #22, #23, #24, #26, #40, #41

Student Exercises

OVERHEAD

Word Meanings

A. Generalization

1. If a word increases in area of meaning s < general.

2. If a word decreases in meaning g > s.

B. Degradation

1. The process by which a word acquires a negative connotation; e.g., "silly" up to 1150 a speaker of Old English would be complimented, for the word once meant "blessed". Thus, the meaning has grown more unfavorable.

C. Pejoration

1. This is the process opposite to degradation by which a word moves from an unfavorable meaning to a favorable one, e.g., "nice" once meant "foolish" (1560), but by 1769 it meant "attractive or agreeable". This process is called elevation.

D. Euphemism

1. It is the use of a term for some other term considered impolite, shocking, crude, or harsh, e.g., as a substitute for "death", we instead use "passing away", "departing", "going to one's reward".

2. Indicate euphemisms for the following: underwear, bathroom or toilet, insane, undertaker.

3. Euphemism presents a problem for the lexicographer, for he must try to record euphemistic uses of a word while being sensitive to people's attitudes toward such uses.

Introductory Exercise

Directions: With reference to the previous OVERHEAD, complete the final two columns of this worksheet.

	Word	Old Meaning	Current Meaning	Identify Process(es) of Change
1.	broadcast	to scatter seeds		
2.	homely	plain, simple, of the home		
3.	meat	food		
4.	knave	boy		
5.	villain	farm laborer		
6.	crafty	skillful		
7.	counterfeit	imitate		
8.	disease	any kind of discomfort		
9.	deer	animal		
10.	injury	injustice		
11.	sly	wise, skillful		
12.	scene	a tent		
13.	place	wide street or square		
14.	wife	woman		
15.	cunning	knowing		
16.	scene	tent, covered place		
17.	zone	belt		
18.	pen	feather		

	Word	Old Meaning	Current Meaning	Identify Process(es) of Change
19.	lousy	lice-covered		
20.	itching	something eaten		
21.	paradise	park		
22.	jewel	joke, trifle		
23.	silly	happy, prosperous		
24.	diaper	valuable, ornamental cloth		
25.	sinister	left-handed		
26.	gossip	godparent		
27.	scar	fireplace		
28.	conspire	breathe together		

Exercise #1

A. Greek Roots

Directions: List five modern English words that are derived from each of these Greek words.

1. baptein - dip
2. graphein - write
3. plassein - mould
4. idios - peculiar to oneself
5. mikros - small
6. thermos - hot
7. bios - life
8. khronos - time
9. kosmos - order
10. krisis - judgment
11. pous, podos - food
12. tekhnē - art

Exercise #1

B. Latin Roots

Directions: List five modern English words that are derived from each of these Latin words.

1. amo, amatus - love
2. dico, dictus - say
3. duco, ductus - lead
4. frango, fractus - break
5. scribo, scriptus - write
6. tendo, tensus - stretch
7. bis - twice
8. mors, mortis - death
9. muto, mutātus - change
10. nasci, nascio - be born
11. norma - rule
12. primus - first

Exercise #1

C. Old English Roots

Directions: With the help of your dictionary, from each of these Old English root-words identify three modern English words derived from it.

1. bītan - to bite or hold between the teeth
2. blōwan - to blossom or bloom
3. cunnan - to know or to be able
4. faran - to travel or to go
5. scieran - to cut
6. sprecan - to speak
7. weccan - to wake or rise from sleep
8. witan - to know
9. wedd - a pledge
10. mearc - boundary, limit, or border

Exercise #2

Common Prefixes and Derived Words

Directions: For each of the following prefixes, provide three Modern English words derived from these prefixes where possible. One derived word is given for each. Then, select one derived word, and give its meaning.

	Prefix	Meaning	Derived Words
1.	ad-	to	adhere
2.	ambi-	both, around	ambiguous
3.	ante-	coming before	antecedent
4.	anti-	counter, opposite, instead	antithesis
5.	arch-	chief, principal, high	archbishop
6.	auto-	self	automatic
7.	be-	by, around, about, near	between
8.	bi-	having two	bifocal
9.	circum-	around	circumference
10.	co-, col-, com-, con-	with, together	coexist, collect, combine, conference
11.	counter-	against, in return	counteract
12.	crypto-	hidden, secret	cryptography
13.	contro-contra-	against	controversy, contrast
14.	de-	rid of, remove from, deprive of	depress

	Prefix	Meaning	Derived Words
15.	demi-	half	demi-tasse
16.	di-	two	dioxide
17.	dis-	not, apart from, opposite	discomfort
18.	du-	two	duet
19.	en-, em-	put into, make into	enslave, embrace
20.	epi-	situated on or over	epidermis
21.	ex-	outside, out	exclude
22.	extra-	outside, outside the scope of	extraordinary
23.	fore-	before, precede	foresee
24.	hyper-	over, beyond	hypertension
25.	hypo-	lying under	hypodermic
26.	in-, il-, i-, im-, ir-	want, lack, absence of	injustice, illegible, irreplaceable
27.	inter-	between, among, together with	interpose
28.	intra-	situated inside	intrastate
29.	mal-	ill, evil, wrong, defective, improper	malpractice
30.	micro-	minute size of	microorganism
31.	mid-	middle	midnight
32.	mis-	badly, wrongly, improperly, amiss	mislead
33.	mono-	one	monorail

	Prefix	Meaning	Derived Words
34.	multi-	many	multifaced
35.	neo-	new	neolithic
36.	non-	not	nonsense
37.	pan-	all, comprising or affecting all	panorama
38.	poly- (compare with multi-)	many	polysyllabic
39.	post-	put after, put off	postpone
40.	pre-	before	precede
41.	proto-	first, chief	proto-type
42.	pseudo-	falsehood, lie	pseudonym
43.	re-	anew, again	recharge
44.	retro-	backwards, back, situated behind	retrogress
45.	semi-	half, partly	semicircle
46.	step-	used in terms of relationship, connoting that the respective degree of affinity is not a natural one, but caused by remarriage of a parent	stepchild
47.	sub-	under, below	submarine
48.	super-	over, above	supernatural
49.	trans-	cross, over, change the	translucent
50.	tri-	three	triangular

	Prefix	Meaning	Derived Words
51.	ultra- (Compare with super- and trans-)	beyond	ultraviolet
52.	un-	not	unclean
53.	uni- (Compare with multi-, bi-, and tri-)	one	uniform

Exercise #3

Common Roots (Latin Roots, Greek Roots, and Old English Roots) and Derived Words

Please remember that a grammatical word is made up of the following parts: (Using the Latin verbal form as an example):

Laud	ā	mus
(root)	(Thematic vowel)	(Inflectional suffix)

STEM = Root + Thematic Vowel

Grammatical Word = Root + Thematic Vowel + Inflectional Suffix (Word Structure Analysis)

Note: The developer of this module acknowledges Dr. Vit Bubenik's discussion of this topic in Section 2.4 - Analysis into Roots, Stems, and Affixes, An Introduction to the Study of Morphology, pp. 32-36.

Directions: Given these common roots derived from Old English, Latin, and Greek, and their meanings, provide three words from Modern English that have within them these roots where possible. One derived word is given already for each.

	Root	Meaning	Derived Words
1.	acou, acu	to hear	acoustic
2.	acro	high, extremity	acrobat
3.	aer	air	aerodynamics
4.	ag, ig, act	to do, to drive	agent
5.	agog	leader	demagogue

	Root	Meaning	Derived Words
6.	agr	field	agriculture
7.	alg	pain	nostaliga
8.	alt	high	altar
9.	anima	spirit	inanimate
10.	aster, astr	star	astronaut
11.	audi	to hear	audible
12.	aug	to increase	augment
13.	ban	to proclaim, to banish	bann
14.	bas, bat, bet	to go, to walk	acrobat
15.	beck	sign	beckon
16.	bibli	book	bibliophile
17.	bid, bead	to ask, to pray	forbid
18.	bio	life	antibiotic
19.	blanc	white, pale	blank
20.	blaw	to blow, to swell	bladder
21.	blaz	torch	blaze
22.	bow	to bend	elbow
23.	brac	arm	embrace
24.	brev	short	brevity
25.	bull	bubble, seal	ebullient
26.	burs	bag, sack	reimburse
27.	byss, byth	bottom, depth	abyss
28.	cad, cid, cas	to fall, to happen	casualty
29.	cal	hot	caldron

	Root	Meaning	Derived Words
30.	calcul	pebble	calculate
31.	camer	chamber	camera
32.	can, cyn,	dog	cynic
33.	can, con, ken	to know (how)	keen
34.	cand	white, glowing	candid
35.	cant	song	recant
36.	cap, cip, cept, ceive	to take	intercept
37.	caps	container, box	capsule
38.	capit	head	decapitate
39.	caust, caut	to burn	holocaust
40.	cav	hollow	excavate
41.	caval	horse	chivalry
42.	cede, ceed, cess	to go, to yield	proceed
43.	celer	fast	accelerate
44.	centr	center	concentration
45.	cern, cert	to perceive, to make certain	certificate
46.	cinct	to bind	succinct
47.	cide, cis	to kill, to cut	incision
48.	clam, claim	to shout	exclaim
49.	cleav	to stick, to split	cliff
50.	cler	lot, portion	clerk
51.	coct	to cook	concoction

	Root	Meaning	Derived Words
52.	com-, co-, col-, con-, cor-	with, together, intensive	compress
53.	copi	abundance	copy
54.	coron	wreath, crown	coronation
55.	cosm	universe, harmony	cosmonaut
56.	-crat, crac	to rule	democrat
57.	cresc, crease, cret, cru	to grow	increase
58.	cri	to judge	crisis
59.	crimin	change, crime	incriminate
60.	cruc	cross	crusade
61.	cre	to believe	credit
62.	crimin	charge, crime	incriminate
63.	curs	to run	current
64.	damn	loss	condemn
65.	del	to destroy	indelible
66.	demo	people	epidemic
67.	dis-, di-, dif-	away, negative	differ
68.	dol	grief	condolence
69.	domin	master	domineer
70.	dos, dot	to give	antidote
71.	duc	to lead	duchess
72.	dyn, dynam	power	dynasty
73.	err	to wander	error

	Root	Meaning	Derived Words
74.	fac, fic, fect, -fy	to do, to make	beneficial
75.	fatu	foolish	infatuation
76.	fend	to strike	defend
77.	fer	to carry	conference
78.	few	to boil, to bubble	fervent
79.	fid	faith	confident
80.	fin	end, limit	infinite
81.	firm	strong	infirmary
82.	fix	to fasten	fixture
83.	fla	to blow	flavor
84.	frag, fract	to break	fraction
85.	fum-us	smoke	fumigate
86.	grad-us	to step	gradual
87.	grat	free, thankful, pleased	congratulate
88.	her, hered	heir	heritage
89.	hydr	water	dehydrate
90.	integr	whole, untouched	integrity
91.	jur	to swear	perjury
92.	kin	to beget	kindred
93.	labor	to work	Labrador
94.	leg, lig, lect	to choose, to gather, to read	eligible
95.	luct	to struggle	reluctant
96.	lumin	opening, light	illumination

	Root	Meaning	Derived Words
97.	magn-	great	magnificent
98.	merc	to trade	mercantile
99.	migra	to wander	emigrate
100.	minister	to serve	administration
101.	mit, miss	to send	transmit
102.	mov, mot, mob	to move	motive
103.	noc, nox	night	nocturnal
104.	nov	new	renovate
105.	nub, nupt	to marry	nuptial
106.	onym, onoma	name	onomatopoeia
107.	opt	to choose	adopt
108.	own	to have	disown
109.	par	equal, to prepare	compare
110.	path	feeling, suffering, disease	sympathetic
111.	petit	to seek, small, little	competitor
112.	pel, puls	to push	expulsion
113.	pon, pos	to place, to put	deposit
114.	propr	one's own	appropriate
115.	quest, quir, quis	to ask, to seek	inquire
116.	ras, rad	to scrape	abrasive
117.	rect	to rule, straight, right	rectify
118.	rupt	to break	abrupt

	Root	Meaning	Derived Words
119.	sequ, sec	to follow	persecute
120.	simil	like	assimilate
121.	solv, solu	to free	solution
122.	sort	lot, chance	assortment
123.	spec, spic	to look	inspector
124.	sper	to hope	despair
125.	spir	breath, life, a coil	aspirin
126.	ten, tin, tain	to hold	abstinence
127.	tele-	from afar	telescope
128.	tempt	to try	tentative
129.	tend, tens, tent	to stretch	extensive
130.	termin, term	end, limit	exterminate
131.	therm	heat	thermostat
132.	thes, thet	to place, to put	synthetic
133.	tract	to drag, to draw	extraction
134.	trem, trom	to shake	tremendous
135.	turb	to agitate	turbulence
136.	ultim	last	ultimatum
137.	vert, vers	to turn	advertise
138.	vel	veil, covering	revelation
139.	ven	to come	intervene
140.	vinc, vict	conqueror	convince
141.	vid, vis	to see	invisible

	Root	Meaning	Derived Words
142.	vuls	to tug	convulsion
143.	ward	to protect	reward
144.	warf	to turn	whirl
145.	worth	value	stalwart
146.	zeal	fervor	zealot

Exercise #4

Prefixes and Suffixes Used To Form New Words

Definition: By adding particular prefixes and suffixes to a word, we can change both the meaning of the original word and also change its function (part of speech).

Examples:

1. play + -ful + suffix -ness = playfulness
2. play + prefix re- = replay
3. play + prefix over- = overplay
4. word + -y + suffix -ness = wordiness
5. prefix un-reason-able-ly = unreasonably
   (be sure to drop the "e")

Directions: From each of the given words below form the new word with the prefix and/or suffix given in each. Identify both the old and new meaning and the original and new part of speech.

	Prefix	Word (Root)	Suffix
1.	im-	migrate	-ion
2.	ir-	respect	-ive
3.	im-	move	-able
4.	pre-	register	-ation
5.	neo-	classic	-al
6.	mis-	appropriate	-ion

	Prefix	Word (Root)	Suffix
7.	mis-	inform	-ation
8.	inter-	act	-ion
9.	re-	use	-able
10.	dis-	infect	-ant

Exercise #5

Common Suffixes and Derived Words

Directions: Given the following groups of suffixes, provide three Modern English words by combining the suffix with an appropriate stem or root. One derived word is given already for each.

Note: The developer once again acknowledges gratefully Dr. Bubenik's discussion of this topic in Section 9.3.2 Suffixation, An Introduction to the Study of Morphology, pp. 183-186, especially the notion of subcategorizing suffixes based on a grammatical category.

	Suffix	Meaning	Derived Words
Category A: Suffixes deriving adjectives			
F.	-able, -ible	can be done	eatable, discernible
2.	-al	relating to	musical
3.	-an	person who	Lutheran
4.	-ed	provided with	wooded
5.	-ese	one belonging to a place	Chinese
6.	-fold	times as much or many	manifold
7.	-ful	full of	cheerful
8.	-ian	pertaining to	Canadian
9.	-ic	condition, nature	emphatic

	Suffix	Meaning	Derived Words
10.	-ing	the general practice, activity, act, or the like of	amusing
11.	-ish	given to	snappish
12.	-ive	characterized by	attractive
13.	-less	without, free from	lifeless
14.	-like	in the form of	childlike
15.	-ly	characteristic of, belonging to	lively
16.	-ous	full of, of the nature, character or appearance of	virtuous
17.	-some	like, characterized by, apt to	cumbersome
18.	-th	made up of	depth
19.	-ward	direction toward	homeward
20.	-y	full of, characterized by	moody

Category B: Suffixes deriving verbs

1.	-en	change of state	darken
2.	-ize	subject to	equalize
3.	-fy	process of	satisfy

Category C: Suffixes deriving adverbs

1.	-ly	recurring every	daily
2.	-ward, -wards	direction toward	inward
3.	-wise	in the direction of	lengthwise

	Suffix	Meaning	Derived Words
Category D: Abstract and Collective Nouns			
1.	-age	condition, state, rank, office of	orphanage
2.	-al	act, fact of	survival
3.	-ance, -ence	state, act, fact or	acceptance, existence
4.	-ancy, -ency	state or quality of being	pliancy, consistency
5.	-ation	condition of	modification
6.	-cy	state	normalcy
7.	-dom	jurisdiction, state, statute	freedom
8.	-hood	state, rank, order, condition, character	neighborhood
9.	-ing	the general practice, activity, act, or the like of	betting
10.	-ism	a real or pseudo-principle	defeatism
11.	-ity	state, quality, condition of	agility
12.	-ment	act of fact of	arrangement
13.	-ness	state, condition, quality of	idleness
14.	-ery, -ry	things taken collectively	jewelry, carpentry
15.	-ship	state, condition	fellowship

	Suffix	Meaning	Derived Words
Category E: Suffixes deriving Nouns			
Type 1: Personal and Concrete Non-Personal Nouns			
1.	-ee	one to whom	referee
2.	-eer	one who	profiteer
3.	-er	suggestive of someone or something connected with what the basis denotes	baker
4.	-ess	denoting female agent	princess
5.	-ist	one connected with	exorcist
6.	-ite	one belonging to a certain place	socialite
7.	-ster	one who	gangster
Type 2: Diminutives			
1.	-ette	short, small, tiny	kitchenette
2.	-ie, -y	shortened or endearingly modified form of a name	Annie, deary
3.	-kin, -ikin	diminutive or endearing force	manikin
4.	-let	small, tiny, minute	droplet
5.	-ling	young	gruntling

Exercise #6

Latin Words in the English Dictionary

Directions: Identify the Latin root for each of these Latin words, and give both its original meaning as it was used in Latin, and its present meaning. Use your Gage dictionary; however, you may have to consult an unabridged dictionary or refer to Skeat's Etymological Dictionary of the English Language.

1. advocator
2. alibi
3. alias
4. apparatus
5. arbitrator
6. ardor
7. benefactor
8. calculator
9. competitor
10. complex
11. contractor
12. creditor
13. curriculum
14. December
15. dictator
16. elevator
17. incognito
18. insulator
19. inferior
20. interest
21. janitor
22. liquor
23. maximum
24. minimum
25. motor
26. odor
27. prior
28. ratio
29. referendum
30. rumor
31. spectator
32. status

33. terror
34. thesaurus
35. vacuum
36. versus
37. visor

Exercise #7

French Words in the English Dictionary

Directions: Identify the meaning of each of these French words or phrases using your Gage dictionary, or if necessary, an unabridged dictionary like Webster's III.

1. vis-à-vis
2. maladroit
3. nonchalant
4. blasé
5. adroit
6. entrepreneur
7. naive
8. gauche
9. coup d'état
10. clairvoyance
11. émigré
12. carte blanche
13. pièce de resistance
14. flâneur
15. au courant
16. à propos
17. cliché
18. bon mot
19. hors de combat
20. hors d' oeuvres

Exercise #8

Loan Words

Definition: Many English words have been borrowed from other languages, i.e., Latin, Greek, French, Italian, German, Scandinavian, etc.

Directions: Identify the country from which each of the underlined words in the passage below was borrowed. Did the language from which English borrowed the word borrow it from one or more other languages? If so, from what language(s)? Students are asked to use Skeat's Etymological Dictionary to complete this exercise.

Passage: (from Stephen Crane's, The Red Badge of Courage)

The cold passed reluctantly from the earth, and retiring fogs revealed an army stretched out on the hills, resting. As the landscape changed from brown to green, the army awakened and began to tremble with eagerness at the noise of rumors. It cast its eyes upon the roads, which were growing from long troughs of liquid mud to proper thoroughfares. A river, amber-tinted in the shadow of its banks, purled at the army's feet, and at night, when the stream had become of a sorrowful blackness, one could see across it the red, eyelike gleam of hostile campfires set in the low brows of distant hills.

Please note the words blocked in the above passage are native words.

Exercise #9

Overused Words — Now Given Unique Meanings

Directions: Each of the words listed below are used too often in trite ways. Your objective, now, is to use each of these words in one way that is different from their usual meanings. Be sure to consult your Gage dictionaries to determine a unique definition, or you may have to go to an unabridged dictionary, like Webster's III.

1. light
2. dead
3. sharp
4. cute
5. nice
6. awful
7. grant
8. nasty
9. brave
10. lovely

Example: terrible

> Oh, the terrible beauty of the tornado as it struck the quiet town on the Prairie.

Note: Cite several examples from poetry — i.e., Gerard Manley Hopkins, E.E. Cummings, T.S. Eliot.

Exercise #10

Personality Words

Directions: Apply one of the terms listed below to each of the following personality descriptions. Be sure to consult your Gage dictionaries.

List:

creative	craftsmanship
sparkling repartee	virtuoso
altruistic	compassionate
diplomatic	realistic
urbane	savant
integrity	versatile

Personality Description:

1. Able to function effectively in many different jobs.
2. Able to accept life as it is and is also able to recognize problems and to find solutions that will work.
3. Characterized by complete sincerity and honesty.
4. A person who is able to generate new ideas and to pioneer new advances.
5. One who is sincerely devoted to the interests of other people and is a person of principle.
6. Skilled at both using tact and conciliation to help people get along with one another.

7. Shows deep feeling for and a genuine appreciation of the misfortunes of those less fortunate than himself.

8. A person who dresses with exceptional care and elegance.

9. Displays exceptional technical ability in some artistic area, such as Karen Kain in ballet.

Exercise #11

"Speech Situations"

Directions: Select the most suitable word from the following list to characterize each kind of speech described in each of the following "speech situations". Please, refer to your Gage dictionaries.

List:

(a) mumble
(b) harp on
(c) gabble
(d) prattle
(e) blurt out
(f) harangue
(g) expatiate
(h) appeal

"Speech Situations":

1. Mother Teresa is able to move a crowd profoundly with her reports of the sufferings of the people of Calcutta.
2. His complete knowledge of the current state of the provincial economy enabled him to offer to the public an in-depth analysis of Newfoundland's economy for the coming year.
3. As the young man was caught unaware, he gave the secret away, suddenly and thoughtlessly.
4. Our class president spoke so incoherently and indistinctly that none of the class was able to understand her.
5. The politician has defeated his own purpose by tiresomely repeating the need to economize.
6. The committee chairman delivered both a long and pompous speech while the large gathering continued to be bored.

7. Shifting for no apparent reason from one subject to another, the interviewer lost complete control.

8. Because the broadcaster's delivery was both rapid and incoherent, it reminded me of a cackling hen.

Exercise #12

Semantic Clues I

Directions: Select the word or phrase that best expresses the meaning of the word(s) underlined. Be sure to consult your Gage dictionaries.

1. If a teacher is an enthusiastic amateur musician, the teacher's avocation is (a) teaching, (b) music, (c) both teaching and music, (d) neither teaching nor music.

2. An individual with an effervescent personality is (a) both dull and boring, (b) bursting with life, (c) egocentric, (d) genuinely interested in others.

3. A person who assumes "divers responsibilities" (a) is a professional diver, (b) performs a number of different jobs, (c) works very little, (d) has to be diversified.

4. If you are averse to hard work, you are (a) lazy, (b) diligent, (c) a teacher, (d) competent.

5. To be subversive is to show (a) that you are unconcerned, (b) that you have a strong sense of responsibility, (c) that you are an expert, (d) that you lack allegiance.

6. A custom that is obsolescent (a) no longer is practised, (b) does not serve a useful purpose, (c) is practised only by senior citizens, (d) is of a foreign origin.

7. A person who is venturesome (a) is fearful of taking chances, (b) experiences many adventures, (c) is always willing to take chances, (d) is involved in arguments.

8. An agent provacateur (a) does not get paid for his services, (b) is a businessman, (c) works for the federal government, (d) provokes trouble.

9. A person who is vociferous might well be advised to (a) immediately pay his debts, (b) work harder, (c) talk more quickly, (d) restrain his/her emotions.

10. To refer to people as parvenus suggests that they (a) require financial help, (b) are very generous people, (c) possess more money than they do social graces, (d) have little or no education.

Semantic Clues II

Directions: In each of the following sentences, select the word or phrases that best expresses the meaning of the word underlined. Once again, rely on your Gage dictionaries.

1. A person would be called a firebrand if he were (a) to start a fire, (b) to put out a fire, (c) to be emotionally involved, (d) to arouse other people to anger and strife.

2. A junta is a small group of (a) idealists, (b) secret plotters or intriguers, (c) bureaucrats, (d) criminals.

3. Language may be considered claptrap when it is (a) loud and empty, (b) abusive, (c) flowery, (d) ungrammatical.

4. Facts are used to bolster an argument when we wish to (a) take credit for it, (b) show that the argument is of no importance, (c) support it, (d) refute it.

5. To brandish a weapon is to (a) display it proudly, (b) hide it, (c) prepare it for use, (d) wave it menacingly.

6. A confrontation between two parties refers to (a) a fight to the end, (b) an informal meeting, (c) a direct encounter that may suggest both hostility and defiance, (d) an arranged meeting that does not take place.

7. To be apprehensive about something is to be (a) pessimistic, (b) frustrated, (c) curious, (d) fearful.

8. If you react to a situation with chagrin, you are (a) dumbfounded, (b) ecstatic, (c) upset, (d) indifferent.

9. An essay lacks coherence when (a) its various parts are not properly related to each other, (b) it is both too abstract and too dull, (c) it is returned with a failing grade, (d) it contains too many grammatical errors.

10. A bland object is one that is (a) tasteless, (b) soothing, (c) highly seasoned, (d) fattening.

Semantic Clues III

Directions: In each of the following sentences, select the word or expression that best completes the sentence, making particular reference to the meaning of the word underlined.

1. A bizarre appearance is one that is (a) formal, (b) appealing to the senses, (c) punctual, (d) weird or strange.

2. All the plans my father had carefully made eventually went awry. This means that my father's plans (a) were successful, (b) were a failure, (c) were to be illegal, (d) were given a good reception.

3. An affluent society is one that is (a) lacking in moral values, (b) undernourished, (c) in decline, (d) prosperous.

4. A person who belongs to the avant-garde is (a) in the upper-crust of society, (b) highly simple, (c) indifferent to art, (d) ahead of popular trends.

5. An arbitrary decision is one that is (a) prejediced, (b) illegal, (c) impartial or fair, (d) the result of much study.

6. To obtain an objective by artifice is to be successful through (a) native skill, (b) intelligence, (c) deception, (d) sheer determination.

7. Which of the following would be the most appropriate reaction to atrocities? (a) condemnation, (b) acceptance, (c) excitement, (d) indifference.

8. A person given to affectations is (a) living in a world of fantasy, (b) out of the ordinary, (c) optimistic, (d) being pretentious.

9. A chronic problem is (a) simply solved, (b) potentially fatal, (c) one that continues to reoccur, (d) hopelessly complicated.

10. An astute businessman is (a) lazy, (b) shrewd, (c) bankrupt, (d) hardworking.

11. A bleak landscape is (a) desolate, (b) cheerful, (c) changing constantly, (d) bright.

12. A person who spreads aspersions is (a) constantly inquisitive, (b) being pessimistic, (c) making hurtful remarks, (d) inoffensive.

13. To characterize a speech as bombastic is to say that it is (a) emotional and exciting, (b) interesting but inaccurate, (c) informative and accurate, (d) pretentious and inflated.

Semantic Clues IV

Directions. In each of the following sentences, select the word or expression that best completes the sentence, making particular reference to the meaning of the word underlined. Be sure to consult your Gage dictionaries before making your choices.

1. A person who travels incognito is (a) a stowaway, (b) under an assumed name, (c) being held by the police, (d) especially honored with praise.

2. If you belong to a coterie, you are a member of a (a) particular political party, (b) corporation, (c) clique, (d) revolutionary force.

3. Which of the following would be described as a tycoon? (a) a famous economist, (b) a factory worker, (c) a politician, (d) a highly successful businessman.

4. A suggested economic program to combat inflation here in Canada that attracts a great deal of flak is being (a) approved, (b) condemned, (c) seriously critized, (d) debated, by the public.

5. A governmental policy that boomerangs is said to be (a) highly successful, (b) under strong opposition, (c) producing a result which is opposite to that intended, (d) an abysmal failure.

6. A perennial source of trouble is one that is (a) partially understood, (b) very mysterious, (c) extremely serious, (d) continually reoccurring.

7. The visiting Soviet dignitary to Canada was said to have had a protracted visit to our country. Thus, his visit was (a) enjoyable, (b) long, drawn out, (c) an agonizing one, (d) dull and boring.

8. The Toronto newspapers accused the Prime Minister of making a discursive speech during the Premiers' Conference. His speech, therefore, was (a) very enlightening, (b) got right to the point, (c) rambled endlessly, (d) extremely exciting.

9. The community prepared a rebuttal to the Commissioner's Report on Urbanization. Thus, the people of the community prepared a (a) opposing argument, (b) welcoming committee, (c) rough draft, (d) final copy.

10. It is the weatherman's job to prognosticate the weather. He must be able to (a) acknowledge, (b) postpone, (c) predict, (d) accept what the weather will do.

Exercise #13

Contextual Meanings - Word Selection

Directions: Select the word that best completes each of the following statements. Refer to your Gage dictionaries, please.

1. Although the Mayor of St. John's, Mr. Murphy, said that no city employees would be discharged, it is expected that the number of jobs will be decreased through normal (a) attrition, (b) deterioration, (c) foreboding, (d) anarchy.

2. In a pluralistic society, with its great diversity of ideas, backgrounds, and interests, one can never expect public opinion to be (a) despotic, (b) audible, (c) monolithic, (d) stagnant.

3. A person as original and tough-minded as our Minister of Education could never be a mere (a) bibliophile, (b) prophet, (c) conformist, (d) auditor.

4. Even though he did not really know what was going to happen, he had a definite (a) prognostication, (b) premonition, (c) scrutiny, (d) pedagogy of disaster.

5. When my partner realized that I would not go along with his scheme, he then knew that his ambitions to control the organization had been (a) scrutinized, (b) thwarted, (c) foretold, (d) dictated.

Exercise #14

Words that Express Emotion

Directions: Select the proper word that applies to each of the "speech situations" briefly described. Remember, there are many English words that suggest a way of speaking marked with a particular emotional quality or background.

Words:

1. quaver
2. rant
3. acclaim
4. sneer
5. denounce
6. interrogate

"Speech situations"

a) A warmonger seeking to stir up a crowd.

b) A mother as she describes the events that led to the accident in which her child was injured.

c) An egocentric person describing his hatred for those less fortunate than himself.

d) A political candidate as he criticizes his opponent as both unqualified and corrupt.

e) A television commentator as he expresses great admiration for the achievements of the Prime Minister.

f) A member of a provincial investigating committee as he seeks to get at the truth from a witness.

Exercise #15

Foreign Words in English

Directions: With the aid of your Gage dictionaries, match each word or phrase (word origins are indicated) in Column A with its meaning in Column B.

A	B
1. alias (Latin)	a. masterpiece
2. alibi (Latin)	b. knowing the right or proper thing to do
3. savoir-faire (French)	c. genuine
4. bona fide (Latin)	d. an assumed or false name
5. magnum opus (Latin)	e. a plausible excuse
6. au revoir (French)	f. the existing condition
7. faux pas (French)	g. passion for travelling
8. wanderlust (German)	h. good-bye
9. scintilla (Latin)	i. a tiny spark
10. status quo (Latin)	j. a social blunder
	k. exact
	l. grand

Exercise #16 (a)

Using English Idioms

"The Fork in the Mother Tongue", Russell Baker (pp. 93-95, Jenkinson, People, Words, and Dictionaries).

Directions: Develop a list of ten idioms and words that you could handle in approximately the same manner that Mr. Baker has done in his essay. Then, using these idioms write your own sentences using these idioms.

Exercise #16 (b)

Idioms (Idiomatic Expressions)

Definition: An idiom is an expression whose meaning cannot be determined by an analysis of the words in it.

Directions: Write two sentences for each of the following idiomatic phrases. Be sure to give different meanings for the phrases in each sentence.

1. spilled the beans
2. in the doghouse
3. a good egg
4. knock it off
5. under the counter
6. to go under
7. wide of the mark
8. wrapped it up
9. to count out
10. to go to pieces
11. cool it
12. go the whole hog
13. a captive audience
14. enter the mainstream
15. a polarized community
16. blow the foast
17. call down
18. look down on
19. call up
20. talk around
21. put over
22. talk around
23. foot the bill
24. out of whack
25. toe the line

Exercise #17

Parts of the Dictionary

A. The Pronunciation Key

Directions: After you have examined both the pronunciation keys of Webster's Seventh New Collegiate Dictionary and the Gage Canadian Senior Dictionary, identify these phonetical spellings (symbols to represent sounds and syllables receiving primary and secondary stress).

1. pep ˈər
2. nü mən ˈyə
3. prez ˈən tā ˈshən
4. ej-ə- ˈkā-shən
5. jän ˈdis
6. bu tish ˈən
7. eg zost ˈ or eg zȯst
8. nol ˈij
9. kwes ˈchən
10. si lek tiv ˈə tē

B. Definitions

Directions: Using your "Guide to the Dictionary" in the Gage Senior Dictionary and Webster's Seventh New Collegiate Dictionary explain how the definitions are arranged in each. Then, compare the number and range of meanings for each of these words:

1. stamp
2. ignorant
3. dictionary
4. ruin
5. obsolete

C. Restrictive Labels and Usage Notes

1. Using your Gage Senior, identify the labels put on each of these idioms or specific meanings?
   a) in the neighborhood of
   b) natural: meaning "a sure success"
   c) down in the mouth
   d) nice: meaning "modest" or "reserved"
   e) bring out

Exercise #18

Directions: Using your Gage Senior Dictionary, explain the following abbreviations:

1. E.
2. v.
3. adj.
4. OF
5. fem.
6. var.
7. Sp.
8. masc.
9. v.t.
10. Sbt. (Sbr.)
11. n.
12. pl.
13. Gr. (Gk.)
14. Ital. (It.)
15. p. part.

Exercise #19

A. Homographs

1. These are words with exactly the same spelling and often with the same pronunciation, but with different meanings and origins.

2. Thus, there will be separate entries for these words since they are really different, although they look alike on the surface.

3. Most dictionaries list homographs in historical order; this means that the earliest meanings are given first, and the most recent ones last.

4. Remember, don't choose an adjective meaning when the word you are looking up is a noun or a verb.

Directions: Reference each of these words, and note the homographs listed for each. Clearly indicate the part of speech for each.

1. rung
2. see
3. share
4. stake
5. reel
6. saw
7. angle

Exercise #20

Topic: Status Labels

Directions: Using both your Gage Senior Dictionary and WTI (Unabridged), identify the labels placed on the following words: (Account for possible differences.)

1. holdup
2. neck (v.)
2. dud (failure)
4. duds (clothing)
5. swell (stylish)
6. pinhead
7. shyster
8. slob

WTI - Webster's 3rd International Dictionary (unabridged)

Exercise #21

Synonyms and Antonyms

Directions: Give two synonyms and one antonym for each of the following words. Be sure that these synonyms and antonyms help to clarify the original words. Use your Gage Senior or Thesaurus.

1. transient
2. boorish
3. impolite
4. swank
5. reprehensible
6. hazy
7. censurable
8. inveterate
9. reprove
10. vexation

Exercise #22

Locating Synonyms and Antonyms in the Dictionary

Directions: Using your Gage dictionaries, select the two words in each of the following groups that are either synonyms or antonyms. Then, identify the relationship of each pair of words selected.

1. (a) credulous, (b) credo, (c) creditable, (d) credible, (e) unbelievable

2. (a) dissent, (b) defer, (c) depress, (d) defunct, (e) postpone

3. (a) envious, (b) factional, (c) aboveboard, (d) exterior, (e) clandestine

4. (a) defector, (b) spy, (c) gourmet, (d) deserter, (e) spoiler

5. (a) whine, (b) quail, (c) cringe, (d) surrender, (e) cease-fire

Exercise #23

Directions: Using both your dictionary and Thesaurus, identify a synonym to fit each of these sentences.

1. He had no particular news.
2. He was stingy in his dealings.
3. He lives in a frugal manner.
4. The appearance of the old house forebodes danger.
5. Fate was determining the man's future.
6. Betty sauntered to her friend's house.

Note: Be sure to make your synonyms in the same form as the underlined words.

Exercise #24

Directions: Students are asked to read the introductions to two of the following dictionaries:

1. Webster's New World Dictionary
2. Webster's Third New International Dictionary
3. Gage Senior Dictionary
4. Samuel Johnson's Preface to his Dictionary of the English Language
5. The Dictionary of Newfoundland English

A. Compare and contrast the role of two of these dictionaries. (What does each aim to achieve?)

B. Are these dictionaries descriptive or prescriptive? Why?

Exercise #25

Topic: Euphemism and Hyperbole

Directions: Read Mark Twain's, "Buck Fanshaw's Funeral", (in Essays on Language and Usage, eds. Leonard F. Dean and Kenneth G. Wilson, N.Y.: Oxford University Press, 1959, pp. 302-305). Then, answer the following questions:

1. Why do the speakers take so long before understanding what the other means?
2. What are some of the examples of hyperbole in this short story?
3. What are some of the examples of euphemisms in this short story?
4. Have you had similar experiences with teachers, doctors, mechanics, etc.? Explain briefly two of these experiences.

To the Teacher:

Hyperbole tends to give an exaggerated or magnified status to the things they name. This enhances the position or status of the person who has the things in question, or is employed in the occupation in question.

Euphemisms tend to be substitutions for other terms which would seem offensive and condescending. They are attempts to suggest that those who own certain types or things, or are employed in certain occupations enjoy a status similar to that enjoyed by the more privileged groups in our society. (e.g., "sanitary engineers" - for "garbage-collectors")

Student and Teacher Sources:

1. Greenough, James Brockstreet and George Lymann Kittredge. Words and Their Ways in English Speech. New York: The Macmillan Company, 1961.

2. Funk, Wilfred. Word Origins and Their Romantic Stories. New York: Grosset and Dunlap, 1950.

Exercise #26

Topic: Finding a Word in the Dictionary though You Cannot Spell It.

Directions: Use your dictionary to complete these spellings:

1. ber__ve
2. chatt__
3. cher_b_m
4. conj_n_tion
5. forf__t
6. gl___se
7. im__in_tive
8. inq___ition
9. mel__c_oly
10. pal_t_

Exercise #27

Topic: Historical Development of Words

Directions: Using Walter Skeat's, Etymological Dictionary of the English Language, or the OED provide both the older meaning for each word, as well as its newer meaning.

1. starve
2. drench
3. bless
4. husband
5. ghost
6. marshall
7. sandwich
8. salary
9. tantalize
10. journey

Exercise #28

Word Histories (Etymology)

Directions: Trace the history of the following words using the Concise Etymological Dictionary, or the compact edition of the OED.

1. vacation
2. perfume
3. Lucifer
4. carnival
5. passion
6. gook
7. ally
8. scale
9. scuba
10. wagon
11. eh
12. humor
13. weekdays
14. enormous
15. naughty
16. insect
17. woman
18. stupid
19. gossip

Suggestion: Be sure to choose only a few of these in your small groups before reporting to the entire class!

Exercise #29

Using The Oxford English Dictionary
(2 Volume Edition)

Directions: For each of the following words, develop as complete a history as possible (origins).

gonging	mockingbird
lynch	perfume
bluff	Lucifer
popcorn	vacation
charley horse	maladroit-adroit (both)
martinet	December
incognito	interest
liquor	hoodwink
eavesdropper	petticoat
assasin	idiot
fond	generous
handsome	hobby
clumsy	

Suggestion: Once again, choose only a few at a time when working within your small group.

Exercise #30

Directions: Identify both the original meaning of each word, along with what language it came from. Consult with your Gage dictionary or the OED - Shorter Edition.

1. alcohol
2. caravan
3. gum
4. lemon
5. orange
6. parade
7. risk
8. robot
9. tomato
10. vampire
11. china
12. corvette
13. exchequer
14. firm (a business, noun)
15. hazard
16. loot
17. paper
18. assassin
19. cartoon
20. sputnik

Exercise #31

Word History

Directions: For each of these words, write a brief history which indicates both its original source and meaning and its present meaning in modern English. Use the Concise OED, or Skeat's Dictionary.

1. thug
2. budget
3. abrupt
4. achieve
5. ambition
6. calculate
7. cancel
8. spinster
9. disaster
10. minature
11. villain
12. locomotive
13. horizontal
14. handicap
15. optimist
16. answer
17. balance
18. boycott
19. lace
20. bugle

Exercise #32

Directions: Give the derivation and original meaning of each of the following words:

1. abominate
2. ambulance
3. bedlam
4. curfew
5. fee
6. infant
7. journey
8. manufacture
9. panic
10. precipitate
11. procrastinate
12. record
13. salary
14. subtle
15. supercilious
16. volume

Directions: Identify the connection between each of the following pairs of words:

1. atom and epitome
2. candidate and candid
3. cunning and acknowledge
4. hearse and rehearse
5. torture and torch
6. vaccination and bachelor

Exercise #33

Topic: Foreign Influences in the Development of the English Language

Directions: Identify the language from which each of these words came. Next, group those words from each country, and explain what contributions these countries made to our language. (e.g., from the French words that connote a developed culture, "dining" - "cuisine") Remember, always be sure to identify the ultimate source (original) of these words.

1. bonanza
2. colonel
3. tycoon
4. bum
5. pretzel
6. squash
7. obnoxious
8. wrangler
9. canoe
10. uncle
11. skirt
12. prairie
13. pecan
14. pizza
15. toboggan
16. music
17. beef
18. noise - nuisance
19. piano
20. bracelet
21. loafer
22. sextet
23. story
24. ouch
25. kindergarten
26. altar
27. hamburger
28. school
29. parent
30. stampede
31. sky
32. frankfurter
33. veal

Exercise #34

Using the Student Edition of the Gage Dictionary of Canadianisms on Historical Principles

Directions: Identify the most common meaning for each of the following words found in your Student Edition:

1. barrasway
2. Bostonnais
3. cache
4. Canada
5. chenal (Be sure to cross-reference with the word; "syne" - definition 2.) Why?
6. cooney
7. crackie
8. cream (sland: hockey)
9. crunnick - What would you be handling?
10. Eskimo (Be sure to trace the origin of this word.)
11. fishing admiral - What was the reason for such authority.
12. Franglais - What would you be?
13. grunt (Compare with the usual definition of this word.)
14. habitant and Habitant - Who were they?
15. herring-choker (Compare with the term, "pea-souper" - What are they both examples of?)
16. import - (Compare its usual meaning with its specialized definition in Canada.)
17. jackpot - (Be sure to note its unique Canadian meaning as compared with its usual definition.)

18. jinker - What relationship is there between this word and a "jinx"?

19. Johnny Canuck - (Compare with "Canuck", definition 1, Why?)

20. Johnny Crapaud - Who was he? Why is this term derogatory?

21. jowler - Identify its origin.

22. Kabloona

23. kudlik - What is its origin? What is it used for?

24. lacrosse - Cross-reference with "boggataway". Why?

25. liveyere - Identify its origin.

26. lolly - What is it? It is unique to whom? Be sure to cross-reference with "frazil". Why?

27. Manitou - What is its origin? See the 1811 quote for its meaning.

28. raising bee - What happens at such a time?

29. Red Indian - Who were they? Trace the origin of "Red Man".

30. rink rat - Who is he?

31. Sasquatch - Identify its literal meaning.

32. sault - Identify and give its origin.

33. serviette - Identify its origin. What is the American equivalent?

34. Shagalasha - What is its origin? The term refers to whom?

35. shanty - Identify its origin.

36. shebang - Note especially the Newfoundland term, "the whole shebang" (definition 2).

37. shivaree - Identify its origin. What was it? (note especially definition 2).

38. skookum tumtum - What kind of person does this term refer to? Why?

39. snye - Identify its origin, and its specific locality.

40. Sourdough - Identify its origin. Compare definition 1(a) and 2(a). Why?

41. sparrow - To whom does the term apply? Be sure to cross-reference with "chirper". Why?

42. tickle - This term is unique to what area? Cross-reference with "tickle-ace". Why?

43. toboggan - Identify its origin.

44. tuque - What is it? Identify its origin.

45. vice-admiral - To whom does this term refer? Why?

46. voyage - Compare its usual meaning with its unique Newfoundland definition.

47. voyageur - Cross reference with "porkeater". Why?

48. wawa - Identify its origin.

Exercise #34 (Optional)

Worksheet - Using the Student Edition, Dictionary of Canadianisms

Word	Origin	Meaning	Related to What Field (lumbering, mining, etc.)	Comparison of its Common Meaning with its Unique Meaning

Exercise #35

Newfoundland Idioms (Expressions)

Directions: Identify what each of these Newfoundland idioms refers to. Be sure to consult with your family and friends. You are not expected to identify all of these!

1. breeze
2. paddles
3. hatchet
4. skiff
5. string
6. wire
7. dirt
8. civil
9. puckerin' or turned over
10. church - a - tuck
11. humgumption
12. braffus
13. bleacher
14. puff-up
15. lund
16. scrouge
17. barber
18. bangbellies
19. bas or baz ("baz marbles")
20. anigh

21. bublem - squeak

22. bush-born

23. clever - e.g., "How's your mother?" "Oh, she's <u>clever</u>." (This meaning has nothing to do with being "skillful".)

24. disrember

25. give us the breeze

26. hugger mugger

27. on my own hooks

28. whitenose

29. down dru'me's

30. breasted - e.g., "I'd be some breasted if you passed your exams."

31. devil's pelt

32. slinge

33. gilderoy

34. fiery glutch

35. mockbeggar

Exercise #36

Newfoundland Dialect

Source: "The Dialects of Newfoundland English", (G.M. Story in Language in Newfoundland and Labrador: Preliminary Version, ed. Harold J. Paddock, Department of Linguistics, Memorial University of Newfoundland, 1977, pp. 74-80).

Directions: Identify the common English word that each of these Phonetical spellings represent as they are spoken in a Newfoundland dialect.

1. buoy
2. gurt
3. vat
4. vog
5. vuur
6. bile
7. ile
8. oi'm

Essay Analysis

"Politics and the English Language",

George Orwell

Most people who bother with the matter at all would admit that the English language is in a bad way, but it is generally assumed that we cannot by conscious action do anything about it. Our civilisation is decadent, and our language--so the argument runs--must inevitably share in the general collapse. It follows that any struggle against the abuse of language is a sentimental archaism, like preferring candles to electric light or hansom cabs to aeroplanes. Underneath this lies the half-conscious belief that language is a natural growth and not an instrument which we shape for our own purposes.

Now, it is clear that the decline of a language must ultimately have political and economic causes: it is not due simply to the bad influence of this or that individual writer. But an effect can become a cause, reinforcing the original cause and producing the same effect in an intensified form, and so on indefinitely. A man may take to drink because he feels himself to be a failure, and then fail all the more completely because he drinks. It is rather the same thing that is happening to the English language. It becomes ugly and inaccurate because our thoughts are foolish, but the

slovenliness of our language makes it easier for us to have foolish thoughts. The point is that the process is reversible. Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step towards political regeneration: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers. I will come back to this presently, and I hope that by that time the meaning of what I have said here will have become clearer. Meanwhile, here are five specimens of the English language as it is now habitually written.

These five passages have not been picked out because they are especially bad--I could have quoted far worse if I had chosen--but because they illustrate various of the mental vices from which we not suffer. They are a little below the average, but are fairly representative samples. I number them so that I can refer back to them when necessary:

> 1. I am not, indeed, sure whether it is not true to say that the Milton who once seemed not unlike a seventeenth-century Shelley had not become, out of an experience ever more bitter in each year, more alien (sic) to the founder of that Jesuit sect which nothing could induce him to tolerate.
>
> Professor Harold Laski (Essay in Freedom of Expression).

2. Above all, we cannot play ducks and drakes with a native battery of idioms which prescribes such egregious collocations of vocables as the Basic put up with for tolerate or put at a loss for bewilder.

Professor Lancelot Hogben (Interflossa).

3. On the one side we have the free personality: by definition it is not neurotic, for it has neither conflict nor dream. Its desires, such as they are, are transparent, for they are just what institutional approval keeps in the forefront of consciousness; another institutional pattern would alter their number and intensity; there is little in them that is natural, irreducible, or culturally dangerous. But on the other side, the social bond itself is nothing but the mutual reflection of these self-secure integrities. Recall the definition of love. Is not this the very picture of a small academic? Where is there a place in this hall of mirrors for either personality or fraternity?

Essay on Psychology in Politics (New York).

4. All the "best people" from the gentlemen's clubs, and all the frantic Fascist captains, united in common hatred of Socialism and bestial horror of the rising tide of the mass revolutionary movement, have turned to acts of provocation, to foul incendiarism, to medieval legends of poisoned wells, to legalise their own destruction to proletarian organisations, and rouse the agitated petty-bourgeoise to chauvinistic fervour on behalf of the fight against the revolutionary way out of the crisis.

Communist pamphlet.

5. If a new spirit is to be infused into this old country, there is one thorny and contentious reform which must be tackled, and that is the humanisation and salvanisation of the BBC. Timidity here will bespeak canker and atrophy of the soul. The heart of Britain may be sound and of strong beat, for instance, but the British lion's roar at present is like that of Bottom in Shakespeare's Midsummer Night's Dream--as gentle as any suckling dove. A virile new Britain cannot continue indefinitely to be traduced in the eyes, or rather ears, of the world by the effete languors of Langham

> Place, brazenly masquerading as "standard English". When the Voice of Britain is heard at nine o'clock, better far and infinity less ludicrous to hear aitches honestly dropped than the present priggish, inflated, inhibited, school-ma'amish arch braying of blameless bashful mewing maidens!
>
> Letter in Tribune.

Each of these passages has faults of its own, but, quite apart from avoidable ugliness, two qualities are common to all of them. The first is staleness of imagery: the other is lack of precision. The writer either has a meaning and cannot express it, or he inadvertently says something else, or he is almost indifferent as to whether his words mean anything or not. This mixture of vagueness and sheer incompetence is the most marked characteristic of modern English prose, and especially of any kind of political writing. As soon as certain topics are raised, the concrete melts into the abstract and no one seems able to think of turns of speech that are not hackneyed: prose consists less and less of words chosen for the sake of their meaning, and more of phrases tacked together like the sections of a prefabricated hen-house. I list below, with notes and examples, various of the tricks by means of which the work of prose construction is habitually dodged:

Dying metaphors. A newly invented metaphor assists thought by evoking a visual image, while on the other hand a metaphor which is technically "dead" (e.g. iron resolution) has in effect reverted to being an ordinary word and can generally be used without loss of vividness. But in between these two classes there is a huge dump of worn-out metaphors which have

lost all evocative power and are merely used because they save people the trouble of inventing phrases for themselves. Examples are: Ring the changes on, take up the cudgels for, toe the line, ride roughshod over, stand shoulder to shoulder with, play into the hands of, no axe to grind, grist to the mill, fishing in troubled waters, rift within the lute, on the order of the day, Achilles' heel, swan song, hotbed. Many of these are used without knowledge of their meaning (what is a "rift", for instance?), and incompatible metaphors are frequently mixed, a sure sign that the writer is not interested in what he is saying. Some metaphors now current have been twisted out of their original meaning without those who use them even being aware of the fact. For example, toe the line is sometimes written as tow the line. Another example is the hammer and the anvil, now always used with the implication that the anvil gets the worst of it. In real life it is always the anvil that breaks the hammer, never the other way about: a writer who stopped to think what he was saying would be aware of this, and would avoid perverting the original phrase.

Operators, or verbal false limbs. These save the trouble of picking out appropriate verbs and nouns, and at the same time pad each sentence with extra syllables which give it an appearance of symmetry. Characteristic phrases are: render inoperative, militate against, prove unacceptable, make contact with, be subjected to, give rise to, give grounds for,

have the effect of, play a leading part (role) in, make itself felt, take effect, exhibit a tendency to, serve the purpose of, etc., etc. The keynote is the elimination of simple verbs. Instead of being a single word, such as break, stop, spoil, mend, kill, a verb becomes a phrase, made up of a noun or adjective tacked on to some general-purposes verb such as prove, serve, form, play, render. In addition the passibe voice is wherever possible used in preference to the active, and noun construction are used instead of gerunds (by examination of instead of by examining). The range of verbs is further cut down by means of the -ise and de- formations, and banal statements are given an appearance of profundity by means of the non un- formation. Simple conjunctions and prepositions are replaced by such phrases as with respect to, having regard to, the fact that, by dint of, in view of, in the interests of, on the hypothesis that; and the ends of sentences are saved from anticlimax by such resounding commonplaces as greatly to be desired, cannot be left out of account, a development to be expected in the near future, deserving of serious consideration, brought to a satisfactory conclusion, and so on and so forth.

Pretentious diction. Words like phenomenon, element, individual (as noun), objective, categorical, effective, virtual, basic, primary, promote, constitute, exhibit, exploit, utilise, eliminate, liquidate, are used to dress up simple statements and give an air of scientific

impartiality to biased judgements. Adjectives like epoch-making, epic, historic, unforgettable, triumphant, age-old, inevitable, inexorable, veritable, are used to dignify the sordid processes of international politics, while writing that aims at glorifying war usually takes on an archaic colour, its characteristic words being; realm, throne, chariot, mailed fist, trident, sword, shield, buckler, banner, jackboot, clarion. Foreign words and expressions such as cul de sac, ancien regime, deus ex machina, mutatis mutandis, status quo, Gleichschaltung, Weltanschauung, are used to give an air of culture and elegance. Except for the useful abbreviations i.e., e.g., and etc., there is no real need for any of the hundreds of foreign phrases now current in English. Bad writers, and especially scientific, political and sociological writers, are nearly always haunted by the notion that Latin or Greek words are grander than Saxon ones, and unnecessary words like expedite, ameliorate, predict, extraneous, deracinated, clandestine, sub-aqueous and hundreds of others constantly gain ground from their Anglo-Saxon opposite numbers. The jargon peculiar to marxist writing (hyena, hangman, cannibal, petty bourgeois, these gentry, lacquey, flunkey, mad dog, White Guard, etc.) consists largely of words and phrases translated from Russian, German or French; but the normal way of coining a new word is to use a Latin or Greek root with the appropriate affix and, where necessary, the -ise formation. It is often easier to

make up words of this kind (deregionalise, impermissible, extramarital, non-fragmentatory and so forth) than to think up the English words that will cover one's meaning. The result, in general, is an increase in slovenliness and vagueness.

Meaningless words. In certain kinds of writing, particularly in art criticism and literary criticism, it is normal to come across long passages which are almost completely lacking in meaning. Words like romantic, plastic, values, human, dead, sentimental, natural, vitality, as used in art criticism, are strictly meaningless, in the sense that they not only do not only point to any discoverable object, but are hardly even expected to do so by the reader. When one critic writes, "The outstanding features of Mr. X's work is its living quality", while another writes, "The immediately striking think about Mr. X's work is its peculiar deadness", the reader accepts this as a simple difference of opinion. If words like black and white were involved, instead of the jargon words dead and living , he would see at once that language was being used in an improper way. Many political words are similarly abused. The word Facism has now no meaning except in so far as it signifies "something not desirable". The words democracy, socialism, freedom, patriotic, realistic, justice, have each of them several different meanings which cannot be reconciled with one another. In the case of a word like democracy, not only is there no agreed definition, but the attempt to make one is

resisted from all sides. It is almost universally felt that when we call a country democratic we are praising it: consequently the defenders of every kind of regime claim that it is a democracy, and fear that they might have to stop using the word if it were tied down to any one meaning. Words of this kind are often used in a consciously dishonest way. That is, the person who uses them has his own private definition, but allows his hearer to think he means something quite different. Statements like Marshal Petain was a true patriot, The Soviet press is the freest in the world, The Catholic Church is opposed to persecution, are almost always made with intent to deceive. Other words used in variable meanings, in most cases more or less dishonestly, are: class, totalitarian, science, progressive, reactionary, bourgeois, equality.

Now that I have made this catalogue of swindles and perversions, let me give another example of the kind of writing that they lead to. This time it must of its nature be an imaginary one. I am going to translate a passage of good English into modern English of the worst sort. Here is a well-known verse from Ecclesiastes:

> I returned, and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all.

Here it is in modern English:

> Objective consideration of contemporary phenomena compels the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.

This is a parody, but not a very gross one. Exhibit 3, above, for instance, contains several patches of the same kind of English. It will be seen that I have not made a full translation. The beginning and ending of the sentence follow the original meaning fairly closely, but in the middle the concrete illustrations--race, battle, brear--dissolve into the vague phrase "success or failure in competitive activities". This had to be so, because no modern writer of the kind I am discussing--no one capable of using phrases like "objective consideration of contemporary phenomena"--would ever tabulate his thoughts in that precise and detailed way. The whole tendency of modern prose is away from concreteness. Now analyse these two sentences a little more closely. The first contains 49 words but only 60 syllables, and all its words are those of everyday life. The second contains 38 words of 90 syllables: 18 of its words are from Latin roots, and one from Greek. The first sentence contains six vivid images, and only one phrase ("time and chance") that could be called vague. The second contains not a single fresh, arresting phrase, and in spite of its 90 syllables it gives only a shortened version of the meaning contained in

the first. Yet without a doubt it is the second kind of sentence that is gaining ground in modern English. I do not want to exaggerate. This kind of writing is not yet universal, and outcrops of simplicity will occur here and there in the worst-written page. Still, if you or I were told to write a few lines on the uncertainty of human fortunes, we should probably come much nearer to my imaginary sentence than to the one from Ecclesiastes.

As I have tried to show modern writing at its worst does not consist in picking out words for the sake of their meaning and inventing images in order to make the meaning clearer. It consists in gumming together long strips of words which have already been set in order by someone else, and making the results presentable by sheer humbug. The attraction of this way of writing is that it is easy. It is easier--even quicker, once you have the habit--to say In my opinion it is a not unjustifiable assumption that than to say I think. If you use ready-made phrases, you not only don't have to hunt about for words; you also don't have to bother with the rhythms of your sentences, since these phrases are generally so arranged so as to be more or less euphonious. When you are composing in a hurry--when you are dictating to a stenographer, for instance, or making a public speech--it is natural to fall into a pretentious, latinised style. Tags like a consideration which we should do well to bear in mind, or a conclusion to which all of us

would readily assent," will save many a sentence from coming down with a bump. By using stale metaphors, similes and idioms, you save much mental effort, at the cost of leaving your meaning vague, not only for your reader but for yourself. This is the significance of mixed metaphors. The sole aim of a metaphor is to call up a visual image. When these images clash--as in The Fascist octopus has sung its swan song, the jackboot is thrown into the melting-pot--it can be taken as certain that the writer is not seeing a mental image of the objects he is naming; in other words he is not really thinking. Look again at the examples I gave at the beginning of the essay. Professor Laski (1) uses five negatives in 53 words. One of these is superfluous, making nonsense of the whole passage, and in addition there is the slip alien for akin, making further nonsense, and several avoidable pieces of clumsiness which increase the general vagueness. Professor Hogben (2) plays ducks and drakes with a battery which is able to write prescriptions, and, while disapproving of the everyday phrase "put up with," is unwilling to look egregious up in the dictionary and see what it means. (3), if one takes an uncharitable attitude towards it, is simply meaningless: probably one could work out its intended meaning by reading the whole of the article in which it occurs. In (4) the writer knows more or less what he wants to say, but an accumulation of stale phrases chokes him like tea-leaves blocking a sink. In (5) words

and meaning have almost parted company. People who write in this manner usually have a general emotional meaning--they dislike one thing and want to express solidarity with another--but they are not interested in the detail of what they are saying. A scrupulous writer, in every sentence that he writes, will ask himself at least four questions, thus: What am I trying to say? What words will express it? What image or idiom will make it clearer? Is this image fresh enough to have an effect? And he will probably ask himself two more: Could I put it more shortly? Have I said anything that is avoidably ugly? But you are not obliged to go to all this trouble. You can shirk it by simply throwing your mind open and letting the ready-made phrases come crowding in. They will construct your sentences for you--even think your thoughts for you, to a certain extent--and at need they will perform the important service of partially concealing your meaning even from yourself. It is at this point that the special connection between politics and the debasement of language becomes clear.

In our time it is broadly true that political writing is bad writing. Where it is not true, it will generally be found that the writer is some kind of rebel, expressing his private opinions, and not a "party line". Orthodoxy, of whatever colour, seems to demand a lifeless, imitative style. The political dialects to be found in pamphlets, leading articles, manifestos, White Papers and the speeches of

Under-Secretaries do, of course, vary from party to party, but they are all alike in that one almost never finds in them a fresh, vivid, home-made turn of speech. When one watches some tired hack on the platform mechanically repeating the familiar phrases--bestial atrocities, iron heel, blood-stained tyranny, free peoples of the world, stand shoulder to shoulder--one often has a curious feeling that one is not watching a live human being but some kind of dummy: a feeling which suddenly becomes stronger at moments when the light catches the speaker's spectacles and turns them into blank discs which seem to have no eyes behind them. Consider for instance some comfortable English professor defending Russian totalitarianism. He cannot say outright, "I believe in killing off your opponents when you can get good results by doing so". Probably, therefore, he will say something like this:

> While freely conceding that the Soviet regime exhibits certain features which the humanitarian may be inclined to deplore, we must, I think, agree that a certain curtailment of the right to political opposition is an unavoidable concomitant of transitional periods, and that the rigours which the Russian people have been called upon to undergo have been amply justified in the sphere of concrete achievement.

The inflated style is itself a kind of euphemism. A mass of Latin words falls upon the facts like soft snow, blurring the outlines and covering up all the details. The great enemy of clear language is insincerity. When there is

a gap between one's real and one's declared aims, one turns as it were instinctively to long words and exhausted idioms, like a cuttlefish squirting out ink. In our age there is no such thing as "keeping out of politics". All issues are political issues, and politics itself is a mass of lies, evasions, folly, hatred and schizophrenia. When the general atmosphere is bad, language must suffer. I should expect to find--this is a guess which I have not sufficient knowledge to verify--that the German, Russian and Italian languages have all deteriorated in the last ten or fifteen years, as a result of dictatorship.

But as thought corrupts language, language can also corrupt thought. A bad usage can spread by tradition and imitation, even among people who should and do know better. The debased language that I have been discussing is in some ways very convenient. Phrases like "a not unjustifiable assumption," leaves much to be desired, would serve no good purpose, a consideration which we should do well to bear in mind, are a continuous temptation, a packet of aspirins always at one's elbow. Look back through this essay, and for certain you will find that I have again and again committed the very faults I am protesting against. By this morning's post I have received a pamphlet dealing with conditions in Germany. The author tells me that he "felt impelled" to write it. I open it at random, and here is almost the first sentence that I see: "(The Allies) have an

opportunity not only of achieving a radical transformation of Germany's social and political structure in such a way as to avoid a nationalistic reaction in Germany itself, but at the same time of laying the foundations of a co-operative and unified Europe." You see, he "feels impelled" to write--feels, presumably, that he has something new to say--and yet his words, like cavalry horses answering the bugle, group themselves automatically into the familiar dreary pattern. This invasion of one's mind by ready-made phrases (lay the foundations, achieve a radical transformation) can only be prevented if one is constantly on guard against them, and every such phrase anaesthetises a portion of one's brain.

I said earlier that the decadence of our language is probably curable. Those who deny this would argue, if they produced an argument at all, that language merely reflects existing social conditions, and that we cannot influence its development by any direct tinkering with words and constructions. So far as the general tone or spirit of a language goes, this may be true, but it is not true in detail. Silly words and expressions have often disappeared, not through any evolutionary process but owing to the conscious action of a minority. Two recent examples were "explore every avenue" and "leave no stone unturned," which were killed by the jeers of a few journalists. There is a long list of fly-brown metaphors which could similarly be got rid of if enough people would interest themselves in the job;

and it should also be possible to laugh the not un- formation out of existence, to reduce the amount of Latin and Greek in the average sentence, to drive out foreign phrases and strayed scientific words, and, in general, to make pretentiousness unfashionable. But all these are minor points. The defence of the English language implies more than this, and perhaps it is best to start by saying what it does not imply.

To begin with, it has nothing to do with archaism, with the salvaging of obsolete words and turns of speech, or with the setting-up of a "standard English" which must never be departed from. On the contrary, it is especially concerned with the scrapping of every word or idiom which has outworn its usefulness. It has nothing to do with correct grammar and syntax, which are of no importance so long as one makes one's meaning clear, or with the avoidance of Americanisms, or with having what is called a "good prose style". On the other hand it is not concerned with fake simplicity and the attempt to make written English colloquial. Nor does it even imply in every case preferring the Saxon word to the Latin one, though it does imply using the fewest and shortest words that will cover one's meaning. What is above all needed is to let the meaning choose the word, and not the other way about. In prose, the worst thing one can do with words is to surrender to them. When you think of a concrete object, you think wordlessly, and then, if you want to describe the thing you

have been visualising, you probably hunt about till you find the exact words that seem to fit it. When you think of something abstract you are more inclined to use words from the start, and unless you make a conscious effort to prevent it, the existing dialect will come rushing in and do the job for you, at the expense of blurring or even changing your meaning. Probably it is better to put off using words as long as possible and get one's meaning as clear as one can through pictures or sensations. Afterwards one can choose--not simply accept--the phrases that will best cover the meaning, and then switch round and decide what impression one's words are likely to make on another person. This last effort of the mind cuts out all stale or mixed images, all prefabricated phrases, needless repetitions, and humbug and vagueness generally. But one can often be in doubt about the effect of a word or a phrase, and one needs rules that one can rely on when instinct fails. I think the following rules will cover most cases:

i. Never use a metaphor, simile or other figure of speech which you are used to seeing in print.

ii. Never use a long word where a short one will do.

iii. If it is possible to cut a word out, always cut it out.

iv. Never use the passive where you can use the active.

v. Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.

vi. Break any of these rules sooner than say anything outright barbarous.

These rules sound elementary, and so they are, but they demand a deep change of attitude in anyone who has grown used to writing in the style now fashionable. One could keep all of them and still write bad English, but one could not write the kind of stuff that I quoted in those five specimens at the beginning of this article.

I have not here been considering the literary use of language, but merely language as an instrument for expressing and not for concealing or preventing thought. Stuart Chase and others have come near to claiming that all abstract words are meaningless, and have used this as a pretext for advocating a kind of political quietism. Since you don't know what Fascism is, how can you struggle against Fascism? One need not swallow such absurdities as this, but one ought to recognise that the present political chaos is connected with the decay of language, and that one can probably bring about some improvement by starting at the verbal end. If you simplify your English, you are freed from the worst follies of orthodoxy. You cannot speak any of the necessary dialects, and when you make a stupid remark its stupidity will be obvious, even to yourself. Political language--and with variations this is true of all political parties, from Conservatives to Anarchists--is designed to make lies sound truthful and murder respectable,

and to give an appearance of solidity to pure wind. One cannot change this all in a moment, but one can at least change one's own habits, and from time to time one can even, if one jeers loudly enough, send some worn-out and useless phrase--some jackboot, Achilles' heel, hotbed, melting pot, acid test, veritable inferno or other lump of verbal refuse--into the dustbin where it belongs.

"Words and Behaviour",

Aldous Huxley

Words form the thread on which we string our experiences. Without them we should live spasmodically and intermittently. Hatred itself is not so strong that animals will not forget it, if distracted, even in the presence of the enemy. Watch a pair of cats, crouching on the brink of a fight. Balefully the eyes glare; from far down in the throat of each come bursts of a strange, strangled noise of defiance; as though animated by a life of their own, the tails twitch and tremble. What aimed intensity of loathing! Another moment and surely there must be an explosion. But no; all of a sudden one of the two creatures turns away, hoists a hind leg in a more than fascist salute and, with the same fixed and focussed attention as it has given a moment before to its enemy, begins to make a lingual toilet. Animal love is as much at the mercy of distractions as animal hatred. The dumb creation lives a life made up of discrete and mutually irrelevant episodes. Such as it is, the consistency of human characters is due to the words upon which all human experiences are strung. We are purposeful because we can describe our feelings in rememberable words, can justify and rationalize our desires in terms of some kind of argument. Faced by an enemy we do not allow an itch to

distract us from our emotions; the mere word 'enemy' is enough to keep us reminded of our hatred, to convince us that we do well to be angry. Similarly the word 'love' bridges for us those chasms of momentary indifference and boredom which gape from time to time between even the most ardent lovers. Feeling and desire provide us with our motive power; words give continuity to what we do and to a considerable extent determine our direction. Inappropriate and badly chosen words vitiate thought and lead to wrong or foolish conduct.. Most ignorances are vincible, and in the greater number of cases stupidity is what the Buddha pronounced it to be, a sin. For, consciously or sub-consciously, it is with deliberation that we do not know or fail to understand--because incomprehension allows us, with a good conscience, to evade unpleasant obligations and responsibilities, because ignorance is the best excuse for going on doing what one likes, but ought not, to do. Our egotisms are incessantly fighting to preserve themselves, not only from external enemies, but also from the assaults of the other and better self with which they are so uncomfortably associated. Ignorance is egotism's most effective defence against that Dr. Jekyll in us who desires perfection; stupidity, its subtlest stratagem. If, as so often happens, we choose to give continuity to our experience by means of words which falsify the facts, this is because the falsification is somehow to our advantage as egotists.

Consider, for example, the case of war. War is enormously discreditable to those who order it to be waged and even to those who merely tolerate its existence. Furthermore, to developed sensibilities the facts of war are revolting and horrifying. To falsify these facts, and by so doing to make war seem less evil than it really is, and our own responsibility in tolerating war less heavy, is doubly to our advantage. By suppressing and distorting the truth, we protect our sensibilities and preserve our self-esteem. Now, language is, among other things, a device which men use for suppressing and distorting the truth. Finding the reality of war too unpleasant to contemplate, we create a verbal alternative to that reality, parallel with it, but in quality quite different from it. That which we contemplate thenceforward is not that to which we react emotionally and upon which we pass our moral judgments, is not war as it is in fact, but the fiction or war as it exists in our pleasantly falsifying verbiage. Our stupidity in using inappropriate language turns out, on analysis, to be the most refined cunning.

The most shocking fact about war is that its victims and its instruments are individual human beings, and that these individual human beings are condemned by the monstrous conventions of politics to murder or be murdered in quarrels not their own, to inflict upon the innocent and, innocent themselves of any crime against their enemies, to suffer cruelties of every kind.

The language of strategy and politics is designed, so far as it is possible, to conceal this fact, to make it appear as though wars were not fought by individuals drilled to murder one another in cold blood and without provocation, but either by impersonal and therefore wholly non-moral and impassible forces, or else by personified abstractions.

Here are a few examples of the first kind of falsification. In place of 'cavalrymen' or 'foot-soldiers' military writers like to speak of 'sabres' and 'rifles.' Here is a sentence from a description of the Battle of Marengo: 'According to Victor's report, the French retreat was orderly; it is certain, at any rate, that the regiments held together, for the six thousand Austrian sabres found no opportunity to charge home.' The battle is between sabres in line and muskets in echelon--a mere clash of ironmongery.

On other occasions there is no question of anything so vulgarly material as ironmongery. The battles are between Platonic ideas, between the abstractions of physics and mathematics. Forces interact; weights are flung into scales; masses are set in motion. Or else it is all a matter of geometry. Lines swing and sweep; are protracted or curved; pivot on a fixed point.

Alternatively the combatants are personal, in the sense that they are personifications. There is 'the enemy,' in the singular, making 'his' plans, striking 'his' blows. The attribution of personal characteristics to collectives,

to geographical expressions, to institutions, is a source, as we shall see, of endless confusions in political thought, of innumerable political mistakes and crimes. Personification in politics is an error which we make because it is to our advantage as egotists to be able to feel violently proud of our country and or ourselves as belonging to it, and to believe that all the misfortunes due to our own mistakes are really the work of the Foreigner. It is easier to feel violently towards a person than towards an abstraction; hence our habit of making political personifications. In some cases military personifications are merely special instances of political personifications. A particular collectivity, the army or the warring nation, is given the name and, along with the name, the attributes of a single person, in order that we may be able to love or hate it more intensely than we could do if we thought of it as what it really is: a number of diverse individuals. In other cases personification is used for the purpose of concealing the fundamental absurdity and monstrosity of war. What is absurd and monstrous about war is that men who have no personal quarrel should be trained to murder one another in cold blood. By personifying opposing armies or countries, we are able to think of war as a conflict between individuals. The same result is obtained by writing of war as though it were carried on exclusively by the generals in command and not by the private soldiers in their armies. ('Rennenkampf

had pressed back von Schubert.') The implication in both cases is that war is indistinguishable from a bout of fisticuffs in a bar room. Whereas in reality it is profoundly different. A scrap between two individuals is forgivable; mass murder, deliberately organized, is a monstrous iniquity. We still choose to use war as an instrument of policy; and to comprehend the full wickedness and absurdity of war would therefore be inconvenient. For, once we understood, we should have to make some effort to get rid of the abominable thing. Accordingly, when we talk about war, we use a language which conceals or embellishes its reality. Ignoring the facts, so far as we possibly can, we imply that battles are not fought by soldiers, but by things, principles, allegories, personified collectivities, or (at the most human) by opposing, commanders, pitched against one another in single combat. For the same reason, when we have to describe the processes and the results of war, we employ a rich variety of euphemisms. Even the most violently patriotic and militaristic are reluctant to call a spade by its own name. To conceal their intentions even from themselves, they make use of picturesque metaphors. We find them, for example, clamouring for war planes numerous and powerful enough to go and 'destroy the hornets in their nests'--in other words, to go and throw thermite, high explosives and vesicants upon the inhabitants of neighbouring countries before they have time to come and do the same to

us. And how reassuring is the language of historians and strategists! They write admiringly of those military geniuses who know 'when to strike at the enemy's line' (a single combatant deranges the geometrical constructions of a personification); when to 'turn his flank'; when to 'execute an enveloping movement.' As though they were engineers discussing the strength of materials and the distribution of stresses they talk of abstract entities called 'man power' and 'fire power.' They sum up the long-drawn sufferings and atrocities of trench warfare in the phrase, 'a war of attrition'; the massacre and mangling of human beings is assimilated to the grinding of a lens.

A dangerously abstract word, which figures in all discussions about war, is 'force.' Those who believe in organizing collective security by means of military pacts against a possible aggressor are particularly fond of this word. 'You cannot,' they say, 'have international justice unless you are prepared to impose it by force.' 'Peace-loving countries must unite to use force against aggressive dictatorships.' 'Democratic institutions must be protected, if need be, by force.' And so on.

Now, the word 'force,' when used in reference to human relations, has no single, definite meaning. There is the 'force' used by parents when, without resort to any kind of physical violence, they compel their children to act or refrain from acting in some particular way. There is the 'force' used by attendants in an asylum when they try to

prevent a maniac from hurting himself or others. There is the 'force' used by the police when they control a crowd, and that other 'force' which they use in a baton charge. And finally there is the 'force' used in war. This, of course, varies with the technological devices at the disposal of the belligerents, with the policies they are pursuing, and with the particular circumstances of the war in question. But in general it may be said that, in war, 'force' connotes violence and fraud used to the limit of combatants' capacity.

Variations in quantity, if sufficiently great, produce variations in quality. The 'force' that is war, particularly modern war, is very different from the 'force' that is police action, and the use of the same abstract word to describe the two dissimilar processes is profoundly misleading. (Still more misleading, of course, is the explicit assimilation of a war, waged by allied League-of-Nations powers against an aggressor, to police action against a criminal. The first is the use of violence and fraud without limit against innocent and guilty alike; the second is the use of strictly limited violence and a minimum of fraud exclusively against the guilty.)

Reality is a succession of concrete and particular situations. When we think about such situations we should use the particular and concrete words which apply to them. If we use abstract words which apply equally well (and equally badly) to other, quite dissimilar situations, it is certain that we shall think incorrectly.

Let us take the sentences quoted above and translate the abstract word 'force' into language that will render (however inadequately) the concrete and particular realities of contemporary warfare.

'You cannot have international justice, unless you are prepared to impose it by force.' Translated, this becomes: 'You cannot have international justice unless you are prepared, with a view to imposing a just settlement, to drop thermite, high explosives and vesicants upon the inhabitants of foreign cities and to have thermite, high explosives and vesicants dropped in return upon the inhabitants of your cities.' At the end of this proceeding, justice is to be imposed by the victorious party--that is, if there is a victorious party. It should be remarked that justice was to have been imposed by the vistorious party at the end of the last war. But, unfortunately, after four years of fighting, the temper of the victors was such that they were quite incapable of making a just settlement. The Allies are reaping in Nazi Germany what they sowed at Versailles. The victors of the next war will have undergone intensive bombardments with thermite, high explosives and vesicants. Will their temper be better than that of the Allies of 1918? Will they be in a fitter state to make a just settlement? The answer, quite obviously, is: No. It is psychologically all but impossible that justice should be secured by the methods of contemporary warfare.

The next two sentences may be taken together. 'Peace-loving countries must unite to use force against aggressive dictatorships. Democratic institutions must be protected, if need be, by force.' Let us translate. 'Peace-loving countries must unite to throw thermite, high explosives and vesicants on the inhabitants of countries rules by agressive dictators. They must do this, and of course abide the consequences, in order to preserve peace and democratic institutions.' Two questions immediately propound themselves. First, it is likely that peace can be secured by a process calculated to reduce the orderly life of our complicated societies to chaos? And, second, it is likely that democratic institutions will flourish in a state of chaos? Again, the answers are pretty clearly in the negative.

By using the abstract word 'force,' instead of terms which at least attempt to describe the realities of war as it is to-day, the preachers of collective security through military collaboration disguise from themselves and from others, not only the contemporary facts, but also the probable consequences of their favourite policy. The attempt to secure justice, peace and democracy by 'force' seems reasonable enough until we realize, first, that this non-committal word stands, in the circumstances of our age, for activities which can hardly fail to result in social chaos; and second, that the consequences of social chaos are injustice, chronic warfare and tyranny. The moment we think

in concrete and particular terms of the concrete and particular process called 'modern war,' we see that a policy which worked (or at least didn't result in complete disaster) in the past has no prospect whatever of working in the immediate future. The attempt to secure justice, peace and democracy by means of a 'force,' which means, at this particular moment of history, thermite, high explosives and vesicants, is about as reasonable as the attempt to put out a fire with a colourless liquid that happens to be, not water, but petrol.

What applies to the 'force' that is war applies in large measure to the 'force' that is revolution. It seems inherently very unlikely that social justice and social peace can be secured by thermite, high explosives and vesicants. At first, it may be, the parties in a civil war would hesitate to use such instruments on the fellow-countrymen. But there can be little doubt that, if the conflict were prolonged (as it probably would be between the evenly balanced Right and Left of a highly industrialized society), the combatants would end by losing their scruples.

The alternatives confronting us seem to be plain enough. Either we invent and conscientiously employ a new technique for making revolutions and settling international disputes; or else we cling to the old technique and, using 'force' (that is to say, thermite, high explosives and vesicants), destroy ourselves. Those, who, for whatever

motive, disguise the nature of the second alternative under inappropriate language, render the world a grave disservice. They lead us into one of the temptations we find it hardest to resist--the temptation to run away from reality, to pretend that facts are not what they are. Like Shelley (but without Shelley's acute awareness of what he was doing), we are perpetually weaving:

> A shroud of talk to hide us from the sun
> Of this familiar life.

We protect our minds by an elaborate system of abstractions, ambiguities, metaphors and similies from the reality we do not wish to know too clearly; we lie to ourselves, in order that we may still have the excuse of ignorance, the alibi of stupidity and incomprehension, possessing which we can continue with a good conscience to commit and tolerate the most monstrous crimes:

> The poor wretch who has learned his only prayers
> From curses, who knows scarcely words enough
> To ask a blessing from his Heavenly Father,
> Becomes a fluent phraseman, absolute
> And technical in victories and defeats,
> And all our dainty terms for fratricide;
> Terms which we trundle smoothly o'er our tongues
> Like mere abstractions, empty sounds to which
> We join no meaning and attach no form!
> As if the soldier died without a wound:
> As if the fibres of this godlike frame
> Were gored without a pang: as if the wretch
> Who fell in battle, doing bloody deeds,
> Passed off to Heaven translated and not killed;
> As though he had no wife to pine for him,
> No God to judge him.

The language we use about war is inappropriate, and its inappropriateness is designed to conceal a reality so odious that we do not wish to know it. The language we use about politics is also inappropriate; but here our mistake has a different purpose. Our principal aim in this case is to arouse and, having aroused, to rationalize and justify such intrinsically agreeable sentiments as pride and hatred, self-esteem and contempt for others. To achieve this end we speak about the facts of politics in words which more or less completely misrepresent them.

The concrete realities of politics are individual human beings, living together in national groups. Politicians --and to some extent we are all politicians--substitute abstractions for these concrete realities, and having done this, proceed to invest each abstraction with an appearance of concreteness by personifying it. For example, the concrete reality of which 'Britain' is the abstraction consists of some forty-odd millions of diverse individuals living on an island off the west coast of Europe. The personification of this abstraction appears, in classical fancy-dress and holding a very large toasting fork, on the backside of our copper coinage; appears in verbal form, every time we talk about international politics. 'Britain,' the abstraction from forty millions of Britons, is endowed with thoughts, sensibilities and emotions, even with a sex--for, in spite of John Bull, the country is always a female.

Now, it is of course possible that 'Britain' is more than a mere name--is an entity that possesses some kind of reality distinct from that of the individuals constituting the group to which the name is applied. But this entity, if it exists, is certainly not a young lady with a toasting fork; nor is it possible to believe (though some eminent philosophers have preached the doctrine) that it should possess anything in the nature of a personal will. One must agree with T.H. Green that 'there can be nothing in a nation, however exalted its mission, or in a society however perfectly organized, which is not in the persons composing the nation or the society. . . . We cannot suppose a national spirit and will to exist except as the spirit and will of individuals.' But the moment we start resolutely thinking about our world in terms of individual persons we find ourselves at the same time thinking in terms of universality. 'The great rational religions,' writes Professor Whitehead, 'are the outcome of the emergence of a religious consciousness that is universal, as distinguished from tribal, or even social. Because it is universal, it introduces the note of solitariness.' (And he might have added that, because it is solitary, it introduces the note of universality.) 'The reason of this connection between universality and solitude is that universality is a disconnection from immediate surroundings.' And conversely the disconnection from immediate surroundings, particularly such social surrounding as the tribe or nation, the insistence

on the person as the fundamental reality, leads to the conception of an all-embracing unity.

A nation, then, may be more than a mere abstraction, may possess some kind of real existence apart from its constituent members. But there is no reason to suppose that it is a person; indeed, there is every reason to suppose that it isn't. Those who speak as though it were a person (and some go further than this and speak as though it were a personal god) do so, because it is to their interest as egotists make precisely this mistake.

In the case of the ruling class these interests are in part material. The personification of the nation as a sacred being, different from and superior to its constituent members, is merely (I quote the words of a great French jurist, Leon Duguit) 'a way of imposing authority by making people believe it is an authority de jure and not merely de facto.' By habitually talking of the nation as though it were a person with thoughts, feelings and a will of its own, the rulers of a country legitimate their own powers. Personification leads easily to deification; and where the nation is deified, its government ceases to be a mere convenience, like drains or a telephone system, and, partaking in the sacredness of the entity it represents, claims to give orders by divine right and demands the unquestioning obedience due to a god. Rulers seldom find it hard to recognize their friends. Hegel, the man who

elaborated an inappropriate figure of speech into a complete philosophy of politics, was a favourite of the Prussian government. "Es ist,' he had written, 'es ist der Gang Gottes in der Welt, das der Staat ist.' The decoration bestowed on him by Frederick William III was richly deserved.

Unlike their rulers, the ruled have no material interest in using inappropriate language about states and nations. For them, the reward of being mistaken is psychological. The personified and deified nation becomes, in the minds of the individuals composing it, a kind of enlargement of themselves. The superhuman qualities which belong to the young lady with the toasting fork, the young lady with plaits and a brass soutien-gorge, the young lady in a Phrygian bonnet, are claimed by individual Englishmen, Germans and Frenchmen as being, at least in part, their own. Dulce et decorum est pro patria mori. But there would be no need to die, no need of war, if it had not been even sweeter to boast and swagger for one's country, to hate, despise, swindle and bully for it. Loyalty to the personified nation, or the personified class or party, justifies the loyal in indulging all those passions which good manners and the moral code do not allow them to display in their relations with their neighbours. The personified entity is a being, not only great and noble, but also insanely proud, vain and touchy; fiercely rapacious; a braggart; bound by no considerations of right and wrong. (Hegel condemned as

hopelessly shallow all those who dared to apply ethical standards to the activities of nations. To condone and applaud every iniquity committed in the name of the State was to him a sign of philosophical profundity.) Identifying themselves with this god, individuals find relief from the constraints of ordinary social decency, feel themselves justified in giving rein, within duly prescribed limits, to their criminal proclivities. As a loyal nationalist or party-man, one can enjoy the luxury of behaving badly with a good conscience.

The evil passions are further justified by another linguistic error--the error of speaking about certain categories of persons as though they were mere embodied abstractions. Foreigners and those who disagree with us are not thought of as men and women like ourselves and our fellow-countrymen; they are thought of as representatives and, so to say, symbols of a class. In so far as they have any personality at all, it is the personality we mistakenly attribute to their class--a personality that is, by definition, intrinsically evil. We know that the harming or killing of men and women is wrong, and we are reluctant consciously to do what we know to be wrong. But when particular men and women are thought of merely as representatives of a class, which has previously been defined as evil and personified in the shape of a devil, then the reluctance to hurt or murder disappears. Brown, Jones and Robinson are no longer thought

of as Brown, Jones and Robinson, but as heretics, gentiles, Yids, niggers, barbarians, Huns, communists, capitalists, facists, liberals--whichever the case may be. When they have called such names and assimilated to the accursed class to which the names apply, Brown, Jones and Robinson cease to be conceived as what they really are--human persons--and become for the users of this fatally inappropriate language mere vermin or, worse, demons whom it is right and proper to destroy as thoroughly and as painfully as possible. Wherever persons are present, questions of morality arise. Rulers of nations and leaders of parties find morality embarrassing. That is why they take such pains to depersonalize their opponents. All propaganda directed against an opposing group has but one aim: to substitute diabolical abstractions for concrete persons. The propagandist's purpose is to make one set of people forget that certain other sets of people are human. By robbing them of their personality, he puts them outside the pale of moral obligation. Mere symbols can have no rights--particularly when that of which they are symbolical is, by definition, evil.

Politics can become moral only on one condition: that its problems shall be spoken of and thought about exclusively in terms of concrete reality; that is to say, of persons. To depersonify human beings and to personify abstractions are complementary errors which lead, by an inexorable logic, to war between nations and to idolatrous

worship of the State, with consequent governmental oppression. All current political thought is a mixture, in varying proportions, between thought in terms of concrete realities and thought in terms of depersonified symbols and personified abstractions. In the democratic countries the problems of internal politics are thought about mainly in terms of concrete reality; those of external politics, mainly in terms of abstractions and symbols. In dictatorial countries the proportion of concrete to abstract and symbolic thought is lower than in democratic countries. Dictators talk little of persons, much of personified abstractions, such as the Nation, the State, the Party, and much of depersonified symbols, such as Yids, Bolshies, Capitalists. The stupidity of politicians who talk about a world of persons as though it were not a world of persons is due in the main to self-interest. In a fictitious world of symbols and personified abstractions, rulers find that they can rule more effectively, and the ruled, that they can gratify instincts which the conventions of good manners and the imperatives of morality demand that they should repress. To think correctly is the condition of behaving well. It is also in itself a moral act; those who would think correctly must resist considerable temptations.

Exercise #37

Essay Analysis

Directions: Identify the meaning, within the given context, of each of the following words in George Orwell's, "Politics and the English Language" and Aldous Huxley's, "Words and Behaviour".

A. "Politics and the English Language", George Orwell

1. intensified
2. slovenliness
3. evocative
4. perverting
5. appropriate
6. symmetry
7. vanal
8. profundity
9. pretentious
10. inevitable
11. inexorable
12. veritable
13. archaic
14. vague
15. vagueness
16. variable
17. parody
18. outcrop
19. humbug
20. euphonious
21. shirk
22. orthodoxy
23. indispensable
24. euphemism
25. anesthetizes
26. colloquial
27. stuff
28. folly
29. verbal refuse
30. scrupulous

B. "Words and Behaviour", Aldous Huxley

1. vitiate
2. foolish
3. vincible
4. incomprehension
5. ignorance
6. incessantly
7. discreditable
8. developed sensibilities
9. suppressing
10. distorting
11. thenceforward
12. provocation
13. impassible
14. personified abstractions
15. alternatively
16. atribution
17. collectivities
18. innumerable
19. attributes
20. profoundly
21. iniquity
22. accordingly
23. embellishes
24. euphemism
25. reluctant
26. clamoring
27. vesicants
28. massacre
29. mangling
30. assimilated
31. belligerents
32. variation
33. abide
34. prospect
35. inherently
36. scruples
37. disguise
38. perpetually
39. shroud
40. odious
41. intrinsically
42. reluctant
43. complementary
44. inexorable
45. imperative
46. repress

Directions: Answer the following questions after you have read and discussed within your groups both essays. Write only after complete discussion within your group.

1. What do both of these essays tell us about the importance of language in our daily lives?

2. Why are both Orwell and Huxley so concerned about purifying the English language?

3. Do both of these essays have the same goal? What do you think are the goals of each of these essayists? Explain each briefly.

4. How may both of these essayists be concerned with the proper usage of the English language?

5. These essays were both written in the 30's and 40's. How can they both be considered timeless?

6. What is "verbal pollution"? Provide evidence from a recent magazine article or newspaper that this condition very much exists today.

7. Are Huxley and Orwell optimists or pessimists in their views toward language? Be sure to illustrate with evidence from the essays.

8. What kind of power does a person who is able to manipulate language have over other people? Describe this power, and illustrate its consequences.

9. Refer to Huxley's various definitions of the word "force". Choose another word or phrase which may be used with reference to human relations (e.g., extermination), and provide the various meanings it may have in different contexts when we talk or write about war.

10. Why are Orwell's four essential questions (p. 101) which a writer should ask himself in every sentence that he writes so crucial? Is Orwell being realistic in making such a demand? Why, or why not?

11. Why are both Huxley and Orwell so concerned about language reflecting the individual, human dimension? What are the consequences, according to each of them, of consciously or unconsciously avoiding this dimension?

12. We live in a world which has become highly specialized. Therefore, we rely too often on the "expert". What are some of the dangers that both essayists make us aware of, and how can we reduce these dangers through the proper use of language?

Exercise #38

Using the "Dictionary of Newfoundland English"

Section A - Phrases Unique to Newfoundland and Labrador:

Identify briefly the basic meaning of each of these phrases: (Underlined word/words indicate alpha order - e.g., "no back doors about" would be found within the definition of the word "back" in the DNE.

1. no back doors about
2. be not bad like
3. bare-legged cup of tea
4. brazen as the black
5. blow the roast
6. watch your bobber
7. take bread for the road
8. best of gear
9. too green to burn
10. make a hand
11. stir up a lop in a piggin
12. sleep in puppy's parlour
13. not to be jammed
14. between the jigs and the reels
15. slatter to sling

Section B - Where indicated trace the history of the following words as completely as possible. Otherwise, give the meaning of these words given the part of speech indicated.

1. angishore = hangashore (its early history)
2. article = as a noun
3. awful = as an adjective
4. banker = as a noun (its early history)
5. billy gale
6. boy = as a noun (Sense #2) (its history)
7. Canada = (its history)
8. civil = as an adjective
9. chum = as a noun
10. fishocracy = Trace its history.
11. grog bit =
12. gut-founded
13. half-saved = two senses of the word
14. jackatar = as a noun (Trace its history.)
15. janny = Trace its history.
16. logy = as an adjective
17. lunch = as a noun (Trace its history.)
18. machine = as a noun (Trace its history.)
19. mang = as a verb
20. mangy = as an adjective
21. mooch = as a verb
22. narn = as a negative substitute

23. prosecute = as a verb (Trace its history).)
24. scoff = as a noun (Trace its history.)
25. sheila = as a noun
26. sleeveen = as a noun
27. some = as an adverb
28. stun = as an adjective (Trace its history.)
29. take = Sense #2
30. yary, yarry = as an adjective
31. Sheila's Brush = Trace its history.
32. buddy = Trace its history.
33. confloption = also see, "floption"
34. girl
35. glum = (weather)
36. growler =
37. hag
38. lamp - lighter
39. lop = (Sense #2) Trace its history.
40. whizgigging

Exercise #39

Topic: Language Change

Directions: Discuss your own peculiar aspects of your speech habits (at least five).

Examples:

1. "pop", or "tonic", or "soda"
2. "either - neither" - pronounced as the vowel sound in "seed", or with the vowel sound in the word, "by".

To the Teacher:

Language differences should be seen as the natural outgrowth of geographical separation. Emphasize that the educated person understands and accepts these differences and does not consider his/her own particular dialect to be the only "correct" one.

To the student who does not recognize the existence of several different writing and speaking styles, both casual conversation and informal writing by many great writers will be found to contain hundreds of "errors". Conversely, to the student who does not realize that the only standard of language correctness is the actual usage of native speakers and writers, a search for "correct form" leads only to frustration.

Differences of pronunciation, vocabulary, and sentence structure have arisen both from historical and social conditions as well as from the phenomenon of linguistic change.

Thus, the student recognizes that the process of learning Standard English does not mean that he/she must "unlearn" the other social and regional dialects he/she has already acquired.

Exercise #40

Slang

Directions: Identify at least one possible meaning for each of these story words/or expressions. Remember, that "slang" is an informal, non-standard language that is typically composed of colorful, exaggerated metaphors, newly-coined words, or phrases and words that have taken on new meaning.

Adam's Ale

-aholic (suffix) - i.e., "workaholic"

air head

bad - adj. (Black Culture)

in the bag - adv.

bananas - adj.

bazoo - n.

beauty - adj.

beaf up - v.

on the blink

once in a blue moon

bonkers - adj.

boss - adj.

the brush - n.

buffalo - b.

burned out - adj.

butt out - v.

go chase oneself

copacetic - adj.

credibility gap - n. (Politics)

cut a rag - v., also to cut a mean rag

discombobulate - v.

do a number on - v.

do a number - v.

doofus - n.

fan the breeze - v.

flip one's lid - v.

for crying out loud - interj.

in the love of Mike - interj.

fracture - v.

from nowhere - adj.

full of bull - adj.

that is a gas

go to pot - v.

heebie-jeebies - n.

jump down someone's throat - v.

knock someone down to size - v.

lay it on the line - v.

lay it on thick -

out on a limb

make no bones about something - v.

get it in the neck - v.

risk one's neck - v.

no great shakes - adj.

no sweat - interj.

out of this world - adj.

overkill - n. (Military)

have an itchy palm - v.

pie in the sky - n.

the pits - n.

pop one's cork - v.

pour it on thick - n.

prime - n.

pruneface - n.

put in one's two-cents worth - v.

chew the rag - v.

rat on - v.

rub someone the wrong way - v.

run off at the mouth - v.

say a mouthful - v.

sparkplug - n.

hit the spot - v..

in a spot - adv.

on the spot - adv.

spread it on thick - v.

spread oneself thin - v.

strike a happy medium - v.

strike a sour note - v.

strut one's stuff - v.

sweeten up someone - v.

not give someone the time of day - v.

have the time of one's life - v.

drive someone up a wall - v.

verbal diarrhea - n.

warm someone's ear - v.

whatchamacallit - n.

you-know-what - n.

To the Teacher:

Source: Dictionary of Popular Slang. Anita Pearl. New York: Jonathan David Publishers, Inc., 1980.

Exercise #41

Preface to Samuel Johnson's Dictionary of 1755

An Excerpt

A. Sample Discussion Questions

1. Do you think his aims are descriptive or prescriptive?

2. Discuss his use of such words as regulate, purity, reputation, authority. (Johnson's notion of a fixed standard of "correctness" and his desire as a lexicographer to preserve certain aspects of the language.)

3. How successful do you suppose Johnson was at retarding or stopping change in the English language?

4. (a) What does a descriptive dictionary assume about its audience?

   (b) What does a prescriptive dictionary assume about its audience?

Exercise #41 (cont'd)

A Comparative Study of Word Entries:
Dr. Samuel Johnson's Dictionary of 1755
and Gage Dictionary

I. The entry for "gizzard" as it appears in Johnson's Dictionary: "(2) It is proverbially used for apprehension or conception of mind: as, he frets his gizzard, he harrasses his imagination". Now, compare Dr. Johnson's entry with the entry found in your Gage dictionary.

II. Examine the entry for "cuddle" in your Gage Dictionary. Here is Johnson's entry: "to cuddle. (A low word, I believe, without etymology.) To lye close; to squat." What does Johnson mean by a "low" word?

III. Johnson defines the word "cough" as follows: "A convulsion of the lungs, villicated by some sharp serosity. It is pronounced coff." Compare his entry with the one you find in your Gage Dictionary.

IV. Examine both the entry for "daze" and "dazzle" in your Gage Dictionary. Compare these entries with Johnson's entry for "to daze" - "To overpower with light; to strike with too strong lustre; to hinder the act of seeing by too much light suddenly introduced." Which of these entries is the clearest? Why?

Answer Keys

Exercise #9

1. versatile
2. joie de vivre
3. realistic
4. integrity
5. creative
6. altruistic
7. diplomatic
8. compassionate
9. soigne
10. virtuoso

Exercise #10

1. h.
2. g.
3. e.
4. a.
5. b.
6. f.
7. d.
8. c.

Exercise #11 - I

1. b.
2. b.
3. b.
4. a.
5. d.
6. l.
7. c.
8. d.
9. d.
10. c.

Exercise #11 - II

1. d.
2. b.
3. a.
4. c.
5. d.
6. c.
7. d.
8. c.
9. a.
10. a.

Exercise #11 - III

1. d.
2. b.
3. d.
4. d.
5. d.
6. c.
7. a.
8. c.
9. a.
10. d.
11. c.
12. b.
13. a.
14. c.
15. d.

Exercise #11 - IV

1. b.
2. c.
3. d.
4. c.
5. c.
6. d.
7. b.
8. c.
9. a.
10. c.

Exercise #12

1. a.
2. d.
3. c.
4. b.
5. b.

Exercise #13

a) 2.
b) a.
c) 4.
d) 5.
e) 3.
f) 6.

Exercise #14

1. d.
2. e.
3. b.
4. c.
5. l.
6. h.
7. j.
8. g.
9. i.
10. f.

Exercise #36

1. boy
2. great
3. fat
4. fog
5. fir
6. boil
7. oil
8. I'm

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APPENDIX A

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1981 01 09

Mr. Kenneth Goulart
8 Powell Place
St. John's, Newfoundland
A1A 3W4

Dear Mr. Goulart:

Since you phoned earlier this week, I have ransacked some files and had the enclosed materials copied for you.

Most of the enclosures are articles or bits of articles that I have found useful in preparing workshops and other presentations on dictionary use. Unfortunately, most of these sources are aimed at elementary teachers; but this is because, as you have discovered, precious little work has been done on the use of the dictionary at the secondary level. A possible exception is "The Dictionary As A Basic Text," by Helen F. Olson, which is the article ~~which~~ I was trying to remember when we were talking.

The two-page item headed "Dictionary Activities" is a more-or-less random collection of notes and ideas that I have culled from various sources and have found useful. In addition, I enclose a couple of articles of mine that may have some bearing on your work. May I also refer you to my article called "A Parkee Made Of Caribou...," in The English Quarterly (Canadian Council of Teachers of English), Volume 4, No. 3 (Fall 1971), pp47ff. This gives some suggestions for working with the historical A Dictionary of Canadianisms on Historical Principles. Specifically, the article refers to A Concise Dictionary Of Canadianisms. Are you familiar with this abrigement of the larger work? If not, I will be glad to send you a copy.

I hope that at least some of this material is of use to you. If I can be of any further assistance, please do not hesitate to let me know. In addition, I would be most interested in learning more about your work as it proceeds.

Again, my apologies for not replying promptly to your letter.

Sincerely yours,

Enc.

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APPENDIX B

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RS/C

18 May 1983

Mr. Kenneth F.Goulart
8 Powell Place
St. John's
Newfoundland
Canada AIA 3W4

Dear Mr. Goulart

Aldous Huxley

Thank you for your letter of May 8. We shall be glad to grant permission for you to include the essay Words and Behaviour in your Master's degree thesis, but should be grateful if you would give the source as THE OLIVE TREE - the volume of essays in which it was first published, in 1936. No fee is involved for use as part of your thesis, but of course should there be any publication of your thesis on a commercial basis further application would have to be made.

Yours sincerely

Rita Spurdle
Rights Department