

## History books



**Alison Flood**

Wed 21 Oct 2015 16.55 BST



# The astronomer who saved his mother from being burned as a witch

New book reconstructs the extraordinary story of Katharina Kepler, whose celebrated astronomer son abandoned his work to fight her case - and beat the 17th century witch hunters

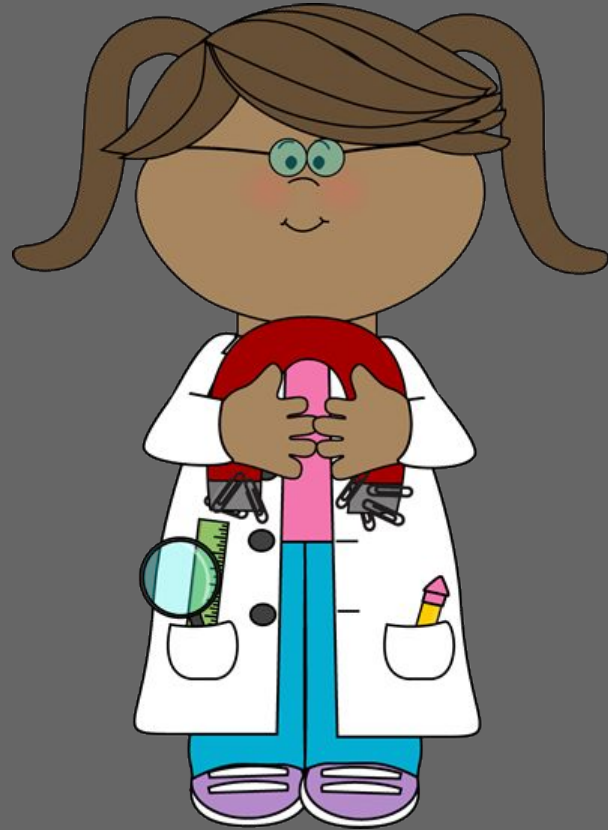


▲ Astronomer, astrologer and mathematician ... Statue of Johannes Kepler in Linz. Photograph: Handout

**C**hained to the floor of her prison cell for 14 months while the threat of torture hung over her, the six-year ordeal faced by the elderly mother of the astronomer Johannes Kepler after she was put on trial for being a witch has been pieced together by a Cambridge professor.

# PHONOLOGY:

## STRONG SUFFIXES



## 1. -ic(s)

- his'tor**ic**al (-al is a weak suffix and does not change the stress)
- 'chron**ic**
- rhe'tor**ic**al (NB 'r**h**etic does not follow this -ic rule = **exception**)
- 'mag**ic**al
- scien'tif**ic**
- 'ep**ic**

There are only a handful of exceptions ('Arabic, a'rithmetic, 'arsenic, 'Catholic, 'heretic, 'lunatic, 'politics, 'rhetoric, 'turmeric)

The suffix -ic(s) is chiefly used to form the names of sciences, arts, technologies, etc.

\*\*\*These nouns are *singular* — mathematics **IS** great.\*\*\*



**2a) -ian:** mathema'tician

**2b) -iate:** ex'cruciate

**2c) -ier:** 'glazier

**2d) -ion:** 'question, 'motion, accu'sations, 'fiction, im'pression,  
documen'tation

These are called **-ION-type suffixes**: {i, e, u} V(C).

-ion is the 2nd most productive suffix of Latin origin in English!

There are about 34 -ion-type suffixes! e.g., -ion, -ia, -ial, -ious, -ius, -eate, -eous, -ual, -uate, uous...

Hardly any exceptions to this rule :-)

3. **-ity:** uni'iversity

(also -ety, -ify / -efy – but no e.g.s in text)

E.g.s: speci'ficity, so'ciety, di'iversity, in'tensify, 'liquefy

4. **-ible:** 'possible (other e.g.s not in text: 'credible, compre'hensible)

\*\*\* THE RULE FOR THESE SUFFIXES:

**The stress falls on the syllable preceding the suffix**

# SUMMARY

Strong suffixes = stress on the syllable preceding the suffix

1. -ic(s)
2. -ion-type {i, e, u} V(C) (e.g., -ian, -iate, -ier, -ion)
3. -ity /-ety, -ify / -efy
4. -ible

Start on the right. Stop at first strong suffix.

E.g., mathe'matics → mathema'tician

'possible → possi'bility

# THE ENLIGHTENMENT

(THE WHOLE OF THE 18TH CENTURY)



**SCIENTIFIC  
REVOLUTION**  
*and the*  
**ENLIGHTENMENT**  
**COMPARED**



# ENLIGHTENMENT VIEWS ON WOMEN

---

mentally and socially inferior to men

---

equal but different

---

potentially equal in both mental ability and contribution to society.

“Nature is like a woman who enjoys disguising herself, and whose different disguises, revealing now one part of her and now another, permit those who study her and assiduously to hope that one day they may know the whole of her person”.  
Denis Diderot (1753)



**Gabrielle Émilie Le Tonnelier de  
Breteuil, Marquise du Châtelet  
aka  
Emilie du Châtelet  
(1706-1749)**



"Why do these creatures whose understanding appears in all things equal to that of men, seem, for all that, to be stopped by an invincible force on this side of a barrier; let someone give me some explanation, if there is one. I leave it to naturalists to find a physical explanation, but until that happens, women will be entitled to protest against their education. As for me, I confess that if I were king I would wish to make this scientific experiment. I would reform an abuse that cuts out, so to speak, half of humanity. I would allow women to share in all the rights of humanity, and most of all those of the mind."



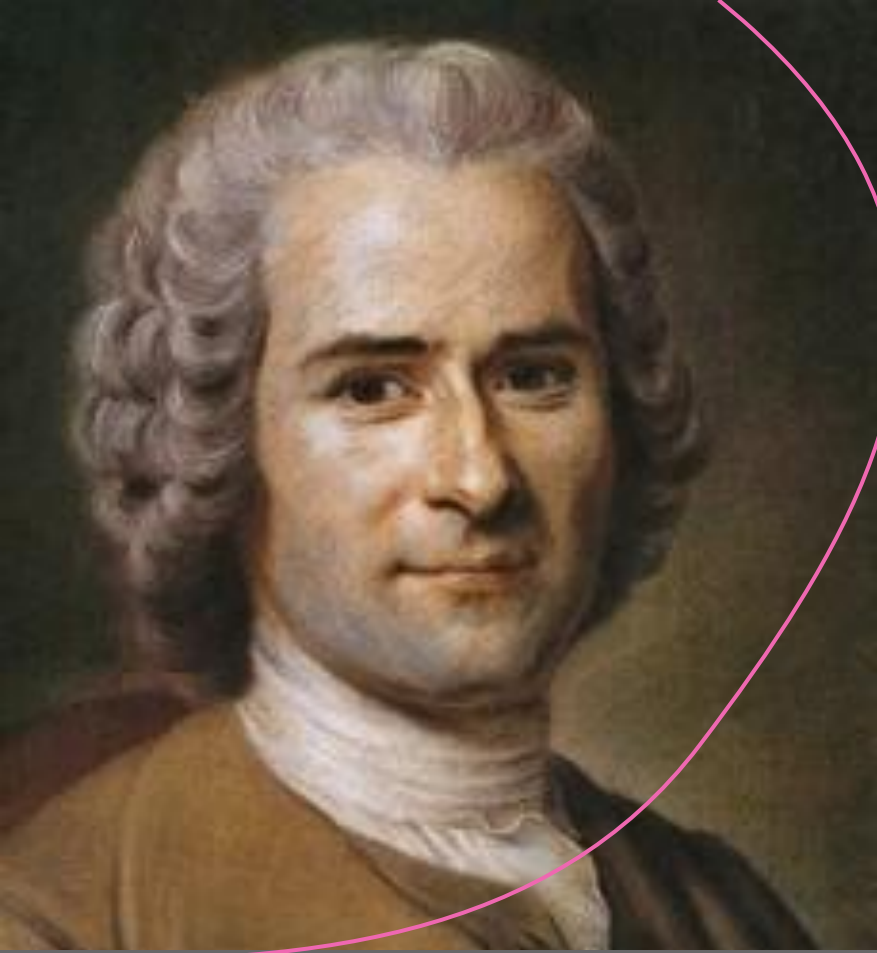




**Portrait of Gabrielle-Émilie le  
Tonnelier de Breteuil, Marquise  
du Châtelet**

**by Nicolas de Largillierre (1735)**





## JEAN-JACQUES ROUSSEAU (1712-1778)

« La femme est faite pour céder à l'homme et pour supporter même son injustice. [...] Toute l'éducation des femmes doit être relative aux hommes. Leur plaire, leur être utiles, se faire aimer et honorer d'eux, les élever jeunes, les soigner grands, les conseiller, les consoler, leur rendre la vie agréable et douce : voilà les devoirs des femmes dans tous les temps, et ce qu'on doit leur apprendre dès l'enfance. »

Jean-Jacques Rousseau, *Émile ou De l'éducation* (1762)

# WRITING

- You are Emilie du Châtelet. In small groups, write a letter to Jean-Jacques Rousseau telling him what you think about his views on women. Use examples from your own life, or other women's lives, and take the intellectual context into account (Enlightenment philosophy).
- Write about 100–150 words per group.



HISTORY • HEALTH

## How One Daring Woman Introduced the Idea of Smallpox Inoculation to England



British writer and explorer Lady Mary Wortley Montagu (1689 - 1762). Portrait by Sir Godfrey Kneller, 1720. Hulton Archive/Getty Images

BY **THOMAS HAGER** MARCH 5, 2019 12:00 PM EST

She was young, bright, attractive, rich and in agony. She tossed in her elegant bed, gasping for air, her fever spiking, her skin spattered with a shotgun pattern of deep, suppurating pustules. She was in an itching, inflamed delirium. Her physicians told her husband to prepare for the worst.

Lady Mary Montagu was suffering through smallpox, a.k.a. "the speckled

### RELATED STORIES

HISTORY

It's Time to Correct the Alamo Story



HISTORY

There's More to the Ethel Rosenberg Story



HISTORY

Latvian Soviet Soldier Who Liberated Auschwitz Dies



HISTORY

How Adopting a Shelter Pet First Became a Thing



# Homework: Lady Mary Wortley Montagu (1689-1762)

