

HOW TO TEST YOUR PRESENT VOCABULARY

*Once—as a child—you were an expert, an accomplished virtuoso,
at learning new words.*

Today, by comparison, you are a rank and bumbling amateur.

Does this statement sound insulting?

It may be—but if you are the average adult, it is a statement that is, unfortunately, only too true.

Educational testing indicates that children of ten who have grown up in families in which English is the native language have recognition vocabularies of over twenty thousand words—

And that these same ten-year-olds have been learning new words at a rate of many hundreds a year since the age of four.

In astonishing contrast, studies show that adults who are no longer attending school increase their vocabularies at a pace *slower than twenty-five to fifty words annually.*

How do you assess your own vocabulary?

Is it quantitatively healthy?

Rich in over-all range?

Responsive to any situation in which you may find yourself?

Truly indicative of your intellectual potential?

More important, is it still growing at the same rapid clip as when you were a child?

Or, as with most adults, has your rate of increase dropped dras-

tically since you left school? And if so, do you now feel that your vocabulary is somewhat limited, your verbal skills not as sharp as you would like them to be?

Let us check it out.

I challenge you to a series of tests that will measure your vocabulary range, as well as your verbal speed and responsiveness.

A TEST OF VOCABULARY RANGE

Here are sixty brief phrases, each containing one italicized word; it is up to you to check the closest definition of each such word. To keep your score valid, refrain, as far as possible, from wild guessing. The key will be found at the end of the test.

1. *disheveled* appearance: (a) untidy, (b) fierce, (c) foolish, (d) peculiar, (e) unhappy
2. a *baffling* problem: (a) difficult, (b) simple, (c) puzzling, (d) long, (e) new
3. *lenient* parent: (a) tall, (b) not strict, (c) wise, (d) foolish, (e) severe
4. *repulsive* personality: (a) disgusting, (b) attractive, (c) normal, (d) confused, (e) conceited
5. *audacious* attempt: (a) useless, (b) bold, (c) foolish, (d) crazy, (e) necessary
6. *parry* a blow: (a) ward off, (b) fear, (c) expect, (d) invite, (e) ignore
7. prevalent disease: (a) dangerous, (b) catching, (c) childhood, (d) fatal, (e) widespread
8. *ominous* report: (a) loud, (b) threatening, (c) untrue, (d) serious, (e) unpleasant
9. an *incredible* story: (a) true, (b) interesting, (c) well-known, (d) unbelievable, (e) unknown
10. an *ophthalmologist*: (a) eye doctor, (b) skin doctor, (c) foot doctor, (d) heart doctor, (e) cancer specialist
11. will *supersede* the old law: (a) enforce, (b) specify penalties for, (c) take the place of, (d) repeal, (e) continue
12. an *anonymous* donor: (a) generous, (b) stingy, (c) well-known, (d) one whose name is not known, (e) reluctant

13. performed an *autopsy*: (a) examination of living tissue, (b) examination of a corpse to determine the cause of death, (c) process in the manufacture of optical lenses, (d) operation to cure an organic disease, (e) series of questions to determine the causes of delinquent behavior
14. an *indefatigable* worker: (a) well-paid, (b) tired, (c) skillful, (d) tireless, (e) pleasant
15. a confirmed *atheist*: (a) bachelor, (b) disbeliever in God, (c) believer in religion, (d) believer in science, (e) priest
16. endless *loquacity*: (a) misery, (b) fantasy, (c) repetitiveness, (d) ill health, (e) talkativeness
17. a *glib* talker: (a) smooth, (b) awkward, (c) loud, (d) friendly, (e) boring
18. an *incorrigible* optimist: (a) happy, (b) beyond correction or reform, (c) foolish, (d) hopeful, (e) unreasonable
19. an *ocular* problem: (a) unexpected, (b) insoluble, (c) visual, (d) continual, (e) imaginary
20. a notorious *demagogue*: (a) rabble-rouser, (b) gambler, (c) perpetrator of financial frauds, (d) liar, (e) spendthrift
21. a *naïve* attitude: (a) unwise, (b) hostile, (c) unsophisticated, (d) friendly, (e) contemptuous
22. living in *affluence*: (a) difficult circumstances, (b) countrified surroundings, (c) fear, (d) wealth, (e) poverty
23. in *retrospect*: (a) view of the past, (b) artistic balance, (c) anticipation, (d) admiration, (e) second thoughts
24. a *gourmet*: (a) seasoned traveler, (b) greedy eater, (c) vegetarian, (d) connoisseur of good food, (e) skillful chef
25. to *simulate* interest: (a) pretend, (b) feel, (c) lose, (d) stir up, (e) ask for
26. a *magnanimous* action: (a) puzzling, (b) generous, (c) foolish, (d) unnecessary, (e) wise
27. a *clandestine* meeting: (a) prearranged, (b) hurried, (c) important, (d) secret, (e) public
28. the *apathetic* citizens: (a) made up of separate ethnic groups, (b) keenly vigilant of their rights, (c) politically conservative, (d) indifferent, uninterested, unininvolved, (e) terrified
29. to *placate* his son: (a) please, (b) help, (c) find a job for, (d) make arrangements for, (e) change a feeling of hostility to one of friendliness

30. to *vacillate* continually: (a) avoid, (b) swing back and forth in indecision, (c) inject, (d) treat, (e) scold
31. a *nostalgic* feeling: (a) nauseated, (b) homesick, (c) sharp, (d) painful, (e) delighted
32. feel *antipathy*: (a) bashfulness, (b) stage fright, (c) friendliness, (d) hostility, (e) suspense
33. be more *circumspect*: (a) restrained, (b) confident, (c) cautious, (d) honest, (e) intelligent
34. an *intrepid* fighter for human rights: (a) fearless, (b) eloquent, (c) popular, (d) experienced, (e) famous
35. *diaphanous* material: (a) strong, (b) sheer and gauzy, (c) colorful, (d) expensive, (e) synthetic
36. a *taciturn* host: (a) stingy, (b) generous, (c) disinclined to conversation, (d) charming, (e) gloomy
37. to *malign* his friend: (a) accuse, (b) help, (c) disbelieve, (d) slander, (e) introduce
38. a *congenital* deformity: (a) hereditary, (b) crippling, (c) slight, (d) incurable, (e) occurring at or during birth
39. a definite *neurosis*: (a) plan, (b) emotional disturbance, (c) physical disease, (d) feeling of fear, (e) allergic reaction
40. made an *unequivocal* statement: (a) hard to understand, (b) lengthy, (c) politically motivated, (d) clear and forthright, (e) supporting
41. *vicarious* enjoyment: (a) complete, (b) unspoiled, (c) occurring from a feeling of identification with another, (d) long-continuing, (e) temporary
42. *psychogenic* ailment: (a) incurable, (b) contagious, (c) originating in the mind, (d) intestinal, (e) imaginary
43. an *anachronous* attitude: (a) unexplainable, (b) unreasonable, (c) belonging to a different time, (d) out of place, (e) unusual
44. her *iconoclastic* phase: (a) artistic, (b) sneering at tradition, (c) troubled, (d) difficult, (e) religious
45. a *tyro*: (a) dominating personality, (b) beginner, (c) accomplished musician, (d) dabbler, (e) serious student
46. a *laconic* reply: (a) immediate, (b) assured, (c) terse and meaningful, (d) unintelligible, (e) angry
47. *semantic* confusion: (a) relating to the meaning of words,

- (b) pertaining to money, (c) having to do with the emotions,
(d) relating to mathematics, (e) caused by inner turmoil
48. *cavalier* treatment: (a) courteous, (b) haughty and high-handed, (c) negligent, (d) affectionate, (e) expensive
49. an *anomalous* situation: (a) dangerous, (b) intriguing, (c) unusual, (d) pleasant (e) unhappy
50. *posthumous* child: (a) cranky, (b) brilliant, (c) physically weak, (d) illegitimate, (e) born after the death of the father
51. feels *enervated*: (a) full of ambition, (b) full of strength, (c) completely exhausted, (d) troubled, (e) full of renewed energy
52. shows *perspicacity*: (a) sincerity, (b) mental keenness, (c) love, (d) faithfulness, (e) longing
53. an unpopular *martinet*: (a) candidate, (b) supervisor, (c) strict disciplinarian, (d) military leader, (e) discourteous snob
54. *gregarious* person: (a) outwardly calm, (b) very sociable, (c) completely untrustworthy, (d) vicious, (e) self-effacing and timid
55. generally *phlegmatic*: (a) smug, self-satisfied, (b) easily pleased, (c) nervous, high-strung, (d) emotionally unresponsive, (e) lacking in social graces
56. an *inveterate* gambler: (a) impoverished, (b) successful, (c) habitual, (d) occasional, (e) superstitious
57. an *egregious* error: (a) outstandingly bad, (b) slight, (c) irreparable, (d) unnecessary, (e) deliberate
58. *cacophony* of a large city: (a) political administration, (b) crowded living conditions, (c) cultural advantages, (d) unpleasant noises, harsh sounds, (e) busy traffic
59. a *prurient* adolescent: (a) tall and gangling, (b) sexually longing, (c) clumsy, awkward, (d) sexually attractive, (e) soft-spoken
60. *uxorious* husband: (a) henpecked, (b) suspicious, (c) guilty of infidelity, (d) fondly and foolishly doting on his wife, (e) tightfisted, penny-pinching

KEY: 1-a, 2-c, 3-b, 4-a, 5-b, 6-a, 7-e, 8-b, 9-d, 10-a, 11-c, 12-d, 13-b, 14-d, 15-b, 16-e, 17-a, 18-b, 19-c, 20-a,

21-c, 22-d, 23-a, 24-d, 25-a, 26-b, 27-d, 28-d, 29-e,
30-b, 31-b, 32-d, 33-c, 34-a, 35-b, 36-c, 37-d, 38-e,
39-b, 40-d, 41-c, 42-c, 43-c, 44-b, 45-b, 46-c, 47-a,
48-b, 49-c, 50-e, 51-c, 52-b, 53-c, 54-b, 55-d, 56-c,
57-a, 58-d, 59-b, 60-d

Your score (one point for each correct choice): _____

The Meaning of Your Score:

- 0-11: below average
- 12-35: average
- 36-48: above average
- 49-54: excellent
- 55-60: superior

A TEST OF VERBAL SPEED

PART 1

This is a timed test.

In no more than three minutes (time yourself, or have someone time you), decide whether the word in column B is the *same* (or *approximately the same*) in meaning as the word in column A; *opposite* (or *approximately opposite*) in meaning; or whether the two words are merely *different*.

Circle S for *same*, O for *opposite*, and D for *different*.

You will not have time to dawdle or think too long, so go as fast as you can.

COLUMN A	COLUMN B	S	O	D
1. sweet	sour	S	O	D
2. crazy	insane	S	O	D
3. stout	fat	S	O	D
4. big	angry	S	O	D
5. danger	peril	S	O	D
6. help	hinder	S	O	D

7. splendid	magnificent	S	O	D
8. love	hate	S	O	D
9. stand	rise	S	O	D
10. furious	violent	S	O	D
11. tree	apple	S	O	D
12. doubtful	certain	S	O	D
13. handsome	ugly	S	O	D
14. begin	start	S	O	D
15. strange	familiar	S	O	D
16. male	female	S	O	D
17. powerful	weak	S	O	D
18. beyond	under	S	O	D
19. live	die	S	O	D
20. go	get	S	O	D
21. return	replace	S	O	D
22. growl	weep	S	O	D
23. open	close	S	O	D
24. nest	home	S	O	D
25. chair	table	S	O	D
26. want	desire	S	O	D
27. can	container	S	O	D
28. idle	working	S	O	D
29. rich	luxurious	S	O	D
30. building	structure	S	O	D

PART 2

This is also a timed test.

In no more than three minutes (again, time yourself or have someone time you), write down as many different words as you can think of that start with the letter D.

Do not use various forms of a word, such as do, doing, does, done, doer, etc.

Space is provided for 125 words. You are not expected to reach that number, but write as fast as you can and see how many blanks you can fill in before your time is up.

1. _____

2. _____
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123. _____
124. _____
125. _____

KEY: Part 1: 1-O, 2-S, 3-S, 4-D, 5-S, 6-O, 7-S, 8-O, 9-S,
10-S, 11-D, 12-O, 13-O, 14-S, 15-O, 16-O,
17-O, 18-D, 19-O, 20-D, 21-S, 22-D, 23-O,
24-S, 25-D, 26-S, 27-S, 28-O, 29-S, 30-S

Part 2: Any English word starting with *D* is correct unless it is merely another form of a previous word on the list.

Scoring:

PART 1

If you have up to 10 correct answers, credit your score with 25 points.

If you have 11-20 correct answers, credit your score with 50 points.

21-25 correct answers—75 points.

26-30 correct answers—100 points.

Your Score on Part 1: _____

PART 2

Up to 30 words: 25 points

31-50 words: 50 points

51-70 words: 75 points

71-125 words: 100 points

Your Score on Part 2: _____

TOTAL SCORE

On Verbal Speed: _____

The meaning of your verbal speed score:

50: below average

75: average

100: above average

125-150: excellent

175-200: superior

A TEST OF VERBAL RESPONSIVENESS

PART 1

Write in the blank in column B a word starting with the letter *P* that is the *same*, or *approximately the same*, in meaning as the word given in column A.

Example: look peer _____

Warning: Every answer must start with the letter *P*.

A	B
1. bucket	_____
2. trousers	_____
3. maybe	_____
4. forgive	_____
5. separate	_____
6. likely	_____
7. annoy	_____
8. good-looking	_____
9. picture	_____
10. choose	_____
11. ugly	_____
12. go	_____
13. dish	_____
14. location	_____
15. stone	_____
16. inactive	_____
17. fussy	_____
18. suffering	_____
19. castle	_____
20. gasp	_____
21. fear	_____
22. twosome	_____
23. artist	_____
24. sheet	_____
25. collection	_____

PART 2

Write in the blank in column B a word starting with the letter *G* that is *opposite*, *approximately opposite*, or *in contrast to* the word given in column A.

Example: stop go

Warning: Every answer must start with the letter *G*.

A	B
1. lose	_____
2. midget	_____
3. special	_____
4. lady	_____
5. take	_____
6. moron	_____
7. sad	_____
8. boy	_____

9. happy	_____	18. rough	_____
10. plain	_____	19. bride	_____
11. hello	_____	20. ripe	_____
12. here	_____	21. unwanting	_____
13. bad	_____	22. unprotected	_____
14. ugly	_____	23. experienced	_____
15. stingy	_____	24. scarcity	_____
16. awkward	_____	25. unappreciative	_____
17. little	_____		

KEY, Part 1: If more than one answer is given, count as correct any word you have written that is the same as any *one* of the answers.

1-pail, pan, 2-pants, 3-perhaps, possibly, probably, 4-pardon, 5-part, 6-probable, possible, perhaps, 7-pester, 8-pretty, 9-photograph, painting, 10-pick, 11-plain, 12-proceed, 13-plate, platter, 14-place, 15-pebble, 16-passive, 17-particular, picky, 18-pain, 19-palace, 20-pant, puff, 21-panic, 22-pair, 23-painter, 24-page, 25-pack

Part 2: If more than one answer is given, count as correct any word you have written that is the same as any *one* of the answers.

1-gain, get, garner, grab, glean, grasp, grip, 2-giant, gigantic, great, gross, 3-general, 4-gentleman, 5-give, 6-genius, 7-glad, gleeful, gleesome, 8-girl, 9-gloomy, glum, grieving, grumpy, 10-gaudy, grand, grandiose, 11-goodbye, 12-gone, 13-good, 14-good-looking, 15-generous, giving, 16-graceful, 17-great, giant, gigantic, 18-gentle, 19-groom, 20-green, 21-greedy, grasping, 22-guarded, 23-green, 24-glut, gobs, 25-grateful

Scoring:

Score Parts 1 and 2 together. Write in the blank the *total* number of correct responses you made: _____.

The meaning of your verbal responsiveness score:

- 0-10: below average
- 11-20: average
- 21-30: above average
- 31-40: excellent
- 41-50: superior

VOCABULARY AND SUCCESS

Now you know where you stand. If you are in the below average or average group, you must consider, seriously, whether an inadequate vocabulary may be holding you back. (If you tested out on the above average, excellent, or superior level, you have doubtless already discovered the unique and far-reaching value of a rich vocabulary, and you are eager to add still further to your knowledge of words.)

Let us examine, briefly, some of the evidence that points to the close relationship between vocabulary and personal, professional, and intellectual growth.

The Human Engineering Laboratory found that the *only* common characteristic of successful people in this country is an unusual grasp of the meanings of words. The Laboratory tested the vocabularies of thousands of people in all age groups and in all walks of life—and discovered that those people drawing down the highest salaries made the highest scores. Consider very thoughtfully the explanation that the director of the Laboratory offered for the relationship between vocabulary and success:

"Why do large vocabularies characterize executives and possibly outstanding men and women in other fields? The final answer seems to be that words are the instruments by means of which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the tools of thought."

There is other evidence.

At many universities, groups of freshmen were put into experimental classes for the sole purpose of increasing their knowledge of English words. *These groups did better in their sophomore, junior, and senior years than control groups of similarly endowed students who did not receive such training.*

And still more evidence:

At the University of Illinois, entering students were given a simple twenty-nine-word vocabulary test. The results of this test could be used, according to Professor William D. Templeman, to make an accurate prediction of future academic success—or lack of success—over the entire four year college course. "If a student has a superior vocabulary," states Professor Templeman, "it will probably follow that he will do better work academically."

And finally:

Educational research has discovered that your I.Q. is intimately related to your vocabulary. Take a standard vocabulary test and then an intelligence test—the results in both will be substantially the same.

YOU CAN INCREASE YOUR VOCABULARY

The more extensive your vocabulary, the better your chances for success, other things being equal—success in attaining your educational goals, success in moving ahead in your business or professional career, success in achieving your intellectual potential.

And you *can* increase your vocabulary—faster and easier than you may realize.

You can, in fact, accomplish a tremendous gain in less than two to three months of concentrated effort, even if you do only one session a day—in less time if you do two or more sessions a day.

Furthermore—

You can start improving your vocabulary immediately—and within a few days you can be cruising along at such a rapid rate that there will be an actual change in your thinking, in your ability to express your thoughts, and in your powers of understanding.

Does this sound as if I am promising you the whole world in a neat package with a pretty pink ribbon tied around it? I am. And I am willing to make such an unqualified promise because I have seen what happens to those of my students at New York University and at Rio Hondo College in Whittier, California, who make sincere, methodical efforts to learn more, many more, words.

HOW TO START BUILDING YOUR VOCABULARY

When you have finished working with this book, you will no longer be the same person.

You can't be.

If you honestly read every page, if you do every exercise, if you take every test, if you follow every principle, you will go through an intellectual experience that will effect a radical change in you.

For if you systematically increase your vocabulary, you will also sharpen and enrich your thinking; push back your intellectual horizons; build your self-assurance; improve your facility in handling the English language and thereby your ability to express your thoughts effectively; and acquire a deeper understanding of the world in general and of yourself in particular.

Increasing your vocabulary does not mean merely learning the definitions of large numbers of obscure words; it does not mean memorizing scores of unrelated terms. What it means—what it can only mean—is becoming acquainted with the multitudinous and fascinating phenomena of human existence for which words are, obviously, only the verbal descriptions.

Increasing your vocabulary—properly, intelligently, and systematically—means treating yourself to an all-round, liberal education.

And surely you cannot deny that such an experience will change you intellectually—

Will have a discernible effect on your methods of thinking—on your store of information—on your ability to express your ideas—on your understanding of human problems.

HOW CHILDREN INCREASE THEIR VOCABULARIES

The typical ten-year-old, you will recall, has a recognition vocabulary of over twenty thousand words—and has been learning many hundreds of new words every year since the age of four.

You were once that typical child.

You were once an accomplished virtuoso at vocabulary building.

What was your secret?

Did you spend hours every day poring over a dictionary?

Did you lull yourself to sleep at night with Webster's Unabridged?

Did you keep notebooks full of all the new words you ever heard or read?

Did you immediately look up the meaning of any new word that your parents or older members of your family used?

Such procedures would have struck you as absurd then, as absurd as they would be for you today.

You had a much better, much more effective, and considerably less self-conscious method.

Your method was the essence of simplicity: day in and day out you kept learning; you kept squeezing every possible ounce of learning out of every waking moment; you were an eternal question box, for you had a constant and insatiable desire to know and understand.

HOW ADULTS STOP BUILDING THEIR VOCABULARIES

Then, eventually, at some point in your adult life (unless you are the rare exception), you gradually lost your compulsive drive to discover, to figure out, to understand, to know.

Eventually, therefore, you gradually lost your need to increase your vocabulary—your need to learn the words that could verbalize your new discoveries, your new understanding, your new knowledge.

Roland Gelatt, in a review of Caroline Pratt's book *I Learn from Children*, describes this phenomenon as follows:

All normal human beings are born with a powerful urge to learn. Almost all of them lose this urge, even before they have reached maturity. It is only the few . . . who are so constituted that lack of learning becomes a nuisance. This is perhaps the most insidious of human tragedies.

Children are wonders at increasing their vocabularies because of their "powerful urge to learn." They do not learn solely by means of words, but as their knowledge increases, so does their vocabulary—for words are the symbols of ideas and understanding.

(If you are a parent, you perhaps remember that crucial and trying period in which your child constantly asked "Why?" The "Why?" is the child's method of finding out. How many adults that you know go about asking and thinking "Why?" How often do you yourself do it?)

The adults who "lose this urge," who no longer feel that "lack of learning becomes a nuisance," stop building their vocabularies. They stop learning, they stop growing intellectually, they stop changing. When and if such a time comes, then, as Mr. Gelatt so truly says, "This is perhaps the most insidious of human tragedies." But fortunately the process is far from irreversible.

If you have lost the "powerful urge to learn," you can regain it—you can regain your need to discover, to figure out, to understand, to know.

And thus you can start increasing your vocabulary at the same rate as when you were a child.

I am not spouting airy theory. For over thirty-five years I have worked with thousands of adults in my college courses in vocabulary improvement, and I can state as a fact, and without qualification, that:

If you can recapture the "powerful urge to learn" with which you were born, you can go on increasing your vocabulary at a prodigious rate—

No matter what your present age.

WHY AGE MAKES LITTLE DIFFERENCE IN VOCABULARY BUILDING

I repeat, *no matter what your present age.*

You may be laboring under a delusion common to many older people.

You may think that after you pass your twenties you rapidly and inevitably lose your ability to learn.

That is simply not true.

There is no doubt that the years up to eighteen or twenty are the best period for learning. Your own experience no doubt bears that out. And of course *for most people* more learning goes on faster up to the age of eighteen or twenty than ever after, even if they live to be older than Methuselah. (That is why vocabulary increases so rapidly for the first twenty years of life and comparatively at a snail's pace thereafter.)

But (and follow me closely)—

The fact that most learning is accomplished before the age of twenty does not mean that very little learning can be achieved beyond that age.

What *is* done by most people and what *can* be done under proper guidance and motivation are two very, very different things—as scientific experiments have conclusively shown.

Furthermore—

The fact that your learning ability may be best up to age twenty does not mean that it is absolutely useless as soon as your twentieth birthday is passed.

Quite the contrary.

Edward Thorndike, the famous educational psychologist, found in experiments with people of all ages that although the learning curve rises spectacularly up to twenty, it remains steady for at least another five years. After that, ability to learn (according to Professor Thorndike) drops very, very slowly up to the age of thirty-five, and drops a bit more but *still slowly* beyond that age.

And—

Right up to senility the *total* decrease in learning ability after age twenty is never more than 15 per cent!

That does not sound, I submit, as if no one can ever learn anything new after the age of twenty.

Believe me, the old saw that claims you cannot teach an old dog new tricks is a baseless, if popular, superstition.

So I repeat: no matter what your age, you can go on learning efficiently, or start learning once again if perhaps you have stopped.

You can be thirty, or forty, or fifty, or sixty, or seventy—or older.

No matter what your age, you can once again increase your vocabulary at a prodigious rate—providing you recapture the “powerful urge to learn” that is the key to vocabulary improvement.

Not the urge to learn “words”—words are only symbols of ideas.

But the urge to learn facts, theories, concepts, information, knowledge, understanding—call it what you will.

Words are the symbols of knowledge, the keys to accurate thinking. Is it any wonder then that the most successful and intelligent people in this country have the biggest vocabularies?

It was not their large vocabularies that made these people successful and intelligent, but their *knowledge*.

Knowledge, however, is gained largely through words.

In the process of increasing their knowledge, these successful people increased their vocabularies.

Just as children increase *their* vocabulary at a tremendous, phe-

nomenal rate during those years when their knowledge is increasing most rapidly.

Knowledge is chiefly in the form of words, and from now on, in this book, you will be thinking *about*, and thinking *with*, new words and new ideas.

WHAT THIS BOOK CAN DO FOR YOU

This book is designed to get you started building your vocabulary—effectively and at jet-propelled speed—by helping you regain the intellectual atmosphere, the keen, insatiable curiosity, the “powerful urge to learn” of your childhood.

The organization of the book is based on two simple principles: 1) words are the verbal symbols of ideas, and 2) the more ideas you are familiar with, the more words you know.

So, chapter by chapter, we will start with some central idea—personality types, doctors, science, unusual occupations, liars, actions, speech habits, insults, compliments, etc.—and examine ten basic words that express various aspects of the idea. Then, using each word as a springboard, we will explore any others which are related to it in meaning or derivation, so that it is not unlikely that a single chapter may discuss, teach, and test close to one hundred important words.

Always, however, the approach will be from the idea. First there will be a “teaser preview,” in which the ideas are briefly hinted at; then a “headline,” in which each idea is examined somewhat more closely; next a clear, detailed paragraph or more will analyze the idea in all its ramifications; finally the word itself, which you will meet only after you are completely familiar with the idea.

In the *etymology* (derivation of words) section, you will learn what Greek or Latin root gives the word its unique meaning and what other words contain the same, or related, roots. You will thus be continually working in related fields, and there will never be any possibility of confusion from “too muchness,” despite the great number of words taken up and tested in each chapter.

Successful people have superior vocabularies. People who are

intellectually alive and successful in the professional or business worlds are accustomed to dealing with ideas, are constantly on the search for new ideas, build their lives and their careers on the ideas they have learned. And it is to readers whose goal is *successful* living (in the broadest meaning of the word *successful*) that this book is addressed.

A NOTE ON TIME SCHEDULES

From my experience over many years in teaching, I have become a firm believer in setting a goal for all learning and a schedule for reaching that goal.

You will discover that each chapter is divided into approximately equal sessions, and that each session will take from thirty to forty-five minutes of your time, depending on how rapidly or slowly you enjoy working—and bear in mind that everyone has an optimum rate of learning.

For best results, do one or two sessions at a time—spaced studying, with time between sessions so that you can assimilate what you have learned, is far more efficient, far more productive, than gobbling up great amounts in indigestible chunks.

Come back to the book every day, or as close to every day as the circumstances of your life permit.

Find a schedule that is comfortable for you, and then stick to it.

Avoid interrupting your work until you have completed a full session, and always decide, before you stop, *exactly when* you will plan to pick up the book again.

Working at your own comfortable rate, you will likely finish the material in two to three months, give or take a few weeks either way.

However long you take, you will end with a solid feeling of accomplishment, a new understanding of how English words work, and—most important—how to make words work for you.

HOW TO TALK ABOUT PERSONALITY TYPES

(*Sessions 1-3*)

TEASER PREVIEW

What word best describes your personality if you:

- *are interested solely in your own welfare?*
 - *constantly talk about yourself?*
 - *dedicate your life to helping others?*
 - *turn your mind inward?*
 - *turn your mind outward?*
 - *hate humanity?*
 - *hate women?*
 - *hate marriage?*
 - *lead a lonely, austere existence?*
-

SESSION 1

Every human being is, in one way or another, unique.

Everyone's personality is determined by a combination of genetic and environmental factors.

Let us examine ten personality types (one of which might by chance be your very own) that result from the way culture, growth, family background, and environment interact with heredity.

And, of course, we begin not with the words, but with the ideas.

IDEAS

1. me first

Your attitude to life is simple, direct, and aboveboard—every decision you make is based on the answer to one question: "What's in it for me?" If your selfishness, greed, and ruthless desire for self-advancement hurt other people, that's too bad. "This is a tough world, pal, dog eat dog and all that, and I, for one, am not going to be left behind!"

An *egoist*

2. the height of conceit

"Now, let's see. Have you heard about all the money I'm making? Did I tell you about my latest amorous conquest? Let me give you my opinion—I know, because I'm an expert at practically everything!" You are boastful to the point of being obnoxious—you have only one string to your conversational violin, namely, *your-*

self; and on it you play a number of monotonous variations: what *you* think, what *you* have done, how good *you* are, how *you* would solve the problems of the world, etc. ad nauseam.

An *egotist*

3. let me help you

You have discovered the secret of true happiness—concerning yourself with the welfare of others. Never mind your own interests, how's the next fellow getting along?

An *altruist*

4. leave me alone

Like a biochemist studying a colony of bacteria under the microscope, you minutely examine your every thought, feeling, and action. Probing, futile questions like "What do other people think of me?", "How do I look?", and "Maybe I shouldn't have said that?" are your constant nagging companions, for you are unable to realize that other people do not spend as much time and energy analyzing you as you think.

You may seem unsocial, yet your greatest desire is to be liked and accepted. You may be shy and quiet, you are often moody and unhappy, and you prefer solitude or at most the company of one person to a crowd. You have an aptitude for creative work and are uncomfortable engaging in activities that require co-operation with other people. You may even be a genius, or eventually turn into one.

An *introvert*

5. let's do it together

You would be great as a teacher, counselor, administrator, insurance agent. You can always become interested—sincerely, vitally interested—in other people's problems. You're the life of the party, because you never worry about the effect of your actions, never inhibit yourself with doubts about dignity or propriety. You

are usually happy, generally full of high spirits; you love to be with people—lots of people. Your thoughts, your interests, your whole personality are turned outward.

An extrovert

6. neither extreme

You have both introverted and extroverted tendencies—at different times and on different occasions. Your interests are turned, in about equal proportions, both inward and outward. Indeed, you're quite normal—in the sense that your personality is like that of most people.

An ambivert

7. people are no damn good

Cynical, embittered, suspicious, you hate everyone. (Especially, but never to be admitted, *yourself?*) The perfectibility of the human race? "Nonsense! No way!" The stupidity, the meanness, and the crookedness of most mortals ("Most? Probably all!")—that is your favorite theme.

A misanthrope

8. women are no damn good

Sometime in your dim past, you were crossed, scorned, or deeply wounded by a woman (a mother, or mother figure, perhaps?). So now you have a carefully constructed defense against further hurt—you hate *all* women.

A misogynist

9. "marriage is an institution—and who wants to live in an institution?"

You will not make the ultimate *legal* commitment. Members of the opposite sex are great as lovers, roommates, apartment- or house-sharers, but *not* as lawfully wedded spouses. The ties that

bind are too binding for you. You may possibly believe, and possibly, for yourself, be right, that a commitment is deeper and more meaningful if freedom is available without judicial proceedings.

A *misogamist*

10. ". . . that the flesh is heir to . . ."

Self-denial, austerity, lonely contemplation—these are the characteristics of the good life, so you claim. The simplest food and the least amount of it that will keep body and soul together, combined with abstinence from fleshly, earthly pleasures, will eventually lead to spiritual perfection—that is your philosophy.

An *ascetic*

USING THE WORDS

You have been introduced to ten valuable words—but in each case, as you have noticed, you have first considered the ideas that these words represent. Now *say* the words—each one is respelled phonetically so that you will be sure to pronounce it correctly.*

Say each word aloud. This is the first important step to complete mastery. As you hear a word in your own voice, think of its meaning. Are you quite clear about it? If not, reinforce your learning by rereading the explanatory paragraph or paragraphs.

Can you pronounce the words?

1. <i>egoist</i>	EE'-gō-ist
2. <i>egotist</i>	EE'-gō-tist
3. <i>altruist</i>	AL'-trō-ist
4. <i>introvert</i>	IN'-trə-vurt'
5. <i>extrovert</i>	EKS'-trə-vurt'
6. <i>ambivert</i>	AM'-bə-vurt'

* See Introduction, Section 2, *Master the pronunciation system*.

7. <i>misanthrope</i>	MIS'-ən-thrōp'
8. <i>misogynist</i>	mə-SOJ'-ə-nist
9. <i>misogamist</i>	mə-SOG'-ə-mist
10. <i>ascetic</i>	ə-SET'-ik

Can you work with the words?

You have taken two long steps toward mastery of the expressive words in this chapter—you have thought about the ideas behind them, and you have said them aloud.

For your third step, match each personality with the appropriate characteristic, action, or attitude.

- | | |
|----------------|---|
| 1. egoist | a. turns thoughts inward |
| 2. egotist | b. hates marriage |
| 3. altruist | c. talks about accomplishments |
| 4. introvert | d. hates people |
| 5. extrovert | e. does not pursue pleasures of the flesh |
| 6. ambivert | f. is interested in the welfare of others |
| 7. misanthrope | g. believes in self-advancement |
| 8. misogynist | h. turns thoughts both inward and outward |
| 9. misogamist | i. hates women |
| 10. ascetic | j. turns thoughts outward |

KEY: 1-g, 2-c, 3-f, 4-a, 5-j, 6-h, 7-d, 8-i, 9-b, 10-e

Do you understand the words?

Now that you are becoming more and more involved in these ten words, find out if they can make an immediate appeal to your understanding. Here are ten questions—can you indicate, quickly,

and without reference to any previous definitions, whether the correct answer to each of these questions is *yes* or *no*?

- | | | |
|--|-----|----|
| 1. Is an <i>egoist</i> selfish? | YES | NO |
| 2. Is modesty one of the characteristics of the <i>egotist</i> ? | YES | NO |
| 3. Is an <i>altruist</i> selfish? | YES | NO |
| 4. Does an <i>introvert</i> pay much attention to himself? | YES | NO |
| 5. Does an <i>extrovert</i> prefer solitude to companionship? | YES | NO |
| 6. Are most normal people <i>ambiverts</i> ? | YES | NO |
| 7. Does a <i>misanthrope</i> like people? | YES | NO |
| 8. Does a <i>misogynist</i> enjoy the company of women? | YES | NO |
| 9. Does an <i>ascetic</i> lead a life of luxury? | YES | NO |
| 10. Does a <i>misogamist</i> try to avoid marriage? | YES | NO |

KEY: 1–yes, 2–no, 3–no, 4–yes, 5–no, 6–yes, 7–no, 8–no, 9–no, 10–yes

Can you recall the words?

You have thus far reinforced your learning by saying the words aloud, by matching them to their definitions, and by responding to meaning when they were used in context.

Can you recall each word, now, without further reference to previous material? And can you spell it correctly?

- | | |
|--|-----------|
| 1. Who lives a lonely, austere life? | 1. A_____ |
| 2. Whose interests are turned outward? | 2. E_____ |
| 3. Who is supremely selfish? | 3. E_____ |
| 4. Who hates people? | 4. M_____ |
| 5. Whose interests are turned both inward and outward? | 5. A_____ |

6. Who is incredibly conceited? 6. E_____
7. Who is more interested in the welfare of others than in his own? 7. A_____
8. Who hates women? 8. M_____
9. Whose interests are turned inward? 9. I_____
10. Who hates marriage? 10. M_____

KEY: 1-ascetic, 2-extrovert, 3-egoist, 4-misanthrope, 5-ambivert, 6-egotist, 7-altruist, 8-misogynist, 9-introvert, 10-misogamist

(End of Session 1)

SESSION 2

ORIGINS AND RELATED WORDS

Every word in the English language has a history—and these ten are no exception. In this section you will learn a good deal more about the words you have been working with; in addition, you will make excursions into many other words allied either in meaning, form, or history to our basic ten.

1. the ego

Egoist and *egotist* are built on the same Latin root—the pronoun *ego*, meaning *I*. *I* is the greatest concern in the *egoist's* mind, the most overused word in the *egotist's* vocabulary. (Keep the

words differentiated in your own mind by thinking of the *t* in *talk*, and the additional *t* in *egotist*.) *Ego* itself has been taken over from Latin as an important English word and is commonly used to denote one's concept of oneself, as in, "What do you think your constant criticisms do to my *ego*?" *Ego* has also a special meaning in psychology—but for the moment you have enough problems without going into *that*.

If you are an *egocentric* (ee'-gō-SEN'-trik), you consider yourself the *center* of the universe—you are an extreme form of the *egoist*. And if you are an *egomaniac* (ee'-gō-MAY'-nee-ak), you carry *egoism* to such an extreme that your needs, desires, and interests have become a morbid obsession, a *mania*. The *egoist* or *egotist* is obnoxious, the *egocentric* is intolerable, and the *egomaniac* is dangerous and slightly mad.

Egocentric is both a noun ("What an *egocentric* her new roommate is!") and an adjective ("He is the most *egocentric* person I have ever met!").

To derive the adjective form of *egomaniac*, add *-al*, a common adjective suffix. Say the adjective aloud:

egomaniacal ee'-gō-mə-NI'-ə-kəl

2. others

In Latin, the word for *other* is *alter*, and a number of valuable English words are built on this root.

Altruism (AL'-trō-iz-əm), the philosophy practiced by *altruists*, comes from one of the variant spellings of Latin *alter*, other. *Altruistic* (al-trō-IS'-tik) actions look toward the benefit of *others*. If you *alternate* (AWL'-tər-nāt'), you skip one and take the *other*, so to speak, as when you play golf on *alternate* (AWL'-tər-nāt) Saturdays.

An *alternate* (AWL'-tər-nāt) in a debate, contest, or convention is the *other* person who will take over if the original choice is unable to attend. And if you have no *alternative* (awl-TUR'-nə-tiv), you have no *other* choice.

You see how easy it is to understand the meanings of these words once you realize that they all come from the same source.

And keeping in mind that *alter* means *other*, you can quickly understand words like *alter ego*, *altercation*, and *alteration*.

An *alteration* (awl'-tə-RAY'-shən) is of course a change—a making into something *other*. When you *alter* (AWL'-tər) your plans, you make *other* plans.

An *altercation* (awl'-tər-KAY'-shən) is a verbal dispute. When you have an *altercation* with someone, you have a violent disagreement, a “fight” with words. And why? Because you have *other* ideas, plans, or opinions than those of the person on the *other* side of the argument. *Altercation*, by the way, is stronger than *quarrel* or *dispute*—the sentiment is more heated, the disagreement is likely to be angry or even hot-tempered, there may be recourse, if the disputants are human, to profanity or obscenity. You have *altercations*, in short, over pretty important issues, and the word implies that you get quite excited.

Alter ego (AWL'-tər EE'-gō), which combines *alter*, other, with *ego*, I, self, generally refers to someone with whom you are so close that you both do the same things, think alike, react similarly, and are, in temperament, almost mirror images of each other. Any such friend is your *other I*, your *other self*, your *alter ego*.

USING THE WORDS

Can you pronounce the words?

Digging a little into the derivation of three of our basic words, *egoist*, *egotist*, and *altruist*, has put us in touch with two important Latin roots, *ego*, I, self, and *alter*, other, and has made it possible for us to explore, with little difficulty, many other words derived from these roots. Pause now, for a moment, to digest these new acquisitions, and to say them *aloud*.

1. <i>ego</i>	EE'-gō
2. <i>egocentric</i>	ee-gō-SEN'-trik
3. <i>egomaniac</i>	ee-gō-MAY'-nee-ak
4. <i>egomaniacal</i>	ee'-gō-mə-NI'-ə-kəl

5. <i>altruism</i>	AL'-trōō-iz-əm
6. <i>altruistic</i>	al-trōō-IS'-tik
7. <i>to alternate</i> (<i>v.</i>)	AWL'-tər-nayt'
8. <i>alternate</i> (<i>adj. or noun</i>)	AWL'-tər-nət
9. <i>alternative</i>	awl-TUR'-nə-tiv
10. <i>alteration</i>	awl-tər-AY'-shən
11. <i>to alter</i>	AWL'-tər
12. <i>altercation</i>	awl-tər-KAY'-shən
13. <i>alter ego</i>	AWL'-tər EE'-gō

Can you work with the words? (I)

You have seen how these thirteen words derive from the two Latin roots *ego*, I, self, and *alter*, other, and you have pronounced them aloud and thereby begun to make them part of your active vocabulary.

Are you ready to match definitions to words?

- | | |
|------------------------|---|
| 1. <i>ego</i> | a. one who is excessively fixated
on his own desires, needs,
etc. |
| 2. <i>egocentric</i> | b. to change |
| 3. <i>altruism</i> | c. argument |
| 4. <i>to alternate</i> | d. one's concept of oneself |
| 5. <i>to alter</i> | e. to take one, skip one, etc. |
| 6. <i>altercation</i> | f. philosophy of putting another's welfare above one's
own |

KEY: 1-d, 2-a, 3-f, 4-e, 5-b, 6-c

Can you work with the words? (II)

- | | |
|-----------------------|---|
| 1. <i>egomaniacal</i> | a. a change |
| 2. <i>altruistic</i> | b. other possible |
| 3. <i>alternative</i> | c. interested in the welfare of
others |

- | | |
|------------------------------|---|
| 4. alteration | d. one's other self |
| 5. alter ego | e. a choice |
| 6. alternate (<i>adj.</i>) | f. morbidly, obsessively
wrapped up in oneself |

KEY: 1-f, 2-c, 3-e, 4-a, 5-d, 6-b

Do you understand the words?

If you have begun to understand these thirteen words, you will be able to respond to the following questions.

- | | | |
|---|-----|----|
| 1. Is rejection usually a blow to one's <i>ego</i> ? | YES | NO |
| 2. Are <i>egocentric</i> people easy to get along with? | YES | NO |
| 3. Does an <i>egomaniac</i> have a normal personality? | YES | NO |
| 4. Are <i>egomaniacal</i> tendencies a sign of maturity? | YES | NO |
| 5. Is <i>altruism</i> a characteristic of selfish people? | YES | NO |
| 6. Are <i>altruistic</i> tendencies common to egoists? | YES | NO |
| 7. Is an <i>alternate</i> plan necessarily inferior? | YES | NO |
| 8. Does an <i>alternative</i> allow you some freedom of choice? | YES | NO |
| 9. Does <i>alteration</i> imply keeping things the same? | YES | NO |
| 10. Do excitable people often engage in <i>altercations</i> ? | YES | NO |
| 11. Is your <i>alter ego</i> usually quite similar to yourself? | YES | NO |

KEY: 1–yes, 2–no, 3–no, 4–no, 5–no, 6–no, 7–no, 8–yes, 9–no,
10–yes, 11–yes

Can you recall the words?

Have you learned these words so well that you can summon each one from your mind when a brief definition is offered? Review first if necessary; then, without further reference to previous pages, write the correct word in each blank. Make sure to check your spelling when you refer to the Key.

- | | |
|---|------------|
| 1. one's other self | 1. A _____ |
| 2. to change | 2. A _____ |
| 3. a heated dispute | 3. A _____ |
| 4. excessively, morbidly obsessed
with one's own needs, desires, or
ambitions | 4. E _____ |
| 5. unselfish; more interested in the
welfare of others than in one's
own | 5. A _____ |
| 6. utterly involved with oneself;
self-centered | 6. E _____ |
| 7. a choice | 7. A _____ |
| 8. one who substitutes for another | 8. A _____ |

KEY: 1-alter ego, 2-alter, 3-altercation, 4-egomaniacal, 5-altruistic, 6-egocentric, 7-alternative, 8-alternate

(End of Session 2)

SESSION 3

ORIGINS AND RELATED WORDS

1. depends how you turn

Introvert, *extrovert*, and *ambivert* are built on the Latin verb *verto*, to turn. If your thoughts are constantly turned inward (*intro-*), you are an *introvert*; outward (*extro-*), an *extrovert*; and in both directions (*ambi-*), an *ambivert*. The prefix *ambi-*, both, is also found in *ambidextrous* (am'-bə-DEKS'-trəs), *able to use both hands with equal skill*. The noun is *ambidexterity* (am'-bə-deks-TAIR'-ə-tee).

Dexterous (DEKS'-tə-rəs) means *skillful*, the noun *dexterity* (deks-TAIR'-ə-tee) is *skill*. The ending *-ous* is a common adjective suffix (*famous*, *dangerous*, *perilous*, etc.); *-ity* is a common noun suffix (*vanity*, *quality*, *simplicity*, etc.).

(Spelling caution: Note that the letter following the *t-* in *ambidextrous* is *-r*, but that in *dexterous* the next letter is *-e*.)

Dexter is actually the Latin word for *right hand*—in the *ambidextrous* person, both hands are *right hands*, so to speak.

The right hand is traditionally the more skillful one; it is only within recent decades that we have come to accept that “lefties” or “southpaws” are just as normal as anyone else—and the term *left-handed* is still used as a synonym of *awkward*.

The Latin word for the *left hand* is *sinister*. This same word, in English, means *threatening*, *evil*, or *dangerous*, a further commentary on our early suspiciousness of left-handed persons. There may still be some parents who insist on forcing left-handed children to change (though left-handedness is inherited, and as much an integral part of its possessor as eye color or nose shape), with various unfortunate results to the child—sometimes stuttering or an inability to read with normal skill.

The French word for the *left hand* is *gauche*, and, as you would suspect, when we took this word over into English we invested it with an uncomplimentary meaning. Call someone *gauche* (GOOSH) and you imply clumsiness, generally social rather than physical. (We're right back to our age-old misconception that left-handed people are less skillful than right-handed ones.) A *gauche* remark is tactless; a *gauche* offer of sympathy is so bumbling as to be embarrassing; *gaucherie* (GO'-sha-ree) is an awkward, clumsy, tactless, embarrassing way of saying things or of handling situations. The *gauche* person is totally without finesse.

And the French word for the *right hand* is *droit*, which we have used in building our English word *adroit* (ə-DROYT'). Needless to say, *adroit*, like *dexterous*, means *skillful*, but especially in the exercise of the mental facilities. Like *gauche*, *adroit*, or its noun *adroitness*, usually is used figuratively. The *adroit* person is quick-witted, can get out of difficult spots cleverly, can handle situations ingeniously. *Adroitness* is, then, quite the opposite of *gaucherie*.

2. love, hate, and marriage

Misanthrope, *misogynist*, and *misogamist* are built on the Greek root *misein*, to hate. The *misanthrope* hates mankind (Greek *anthropos*, mankind); the *misogynist* hates women (Greek *gyne*, woman); the *misogamist* hates marriage (Greek *gamos*, marriage).

Anthropos, mankind, is also found in *anthropology* (an-thrə-POL'-ə-jee), the study of the development of the human race; and in *philanthropist* (fə-LAN'-θra-pist), one who loves mankind and shows such love by making substantial financial contributions to charitable organizations or by donating time and energy to helping those in need.

The root *gyne*, woman, is also found in *gynecologist* (jī-ə-KOL'-ə-jist or jīn-ə-KOL'-ə-jist), the medical specialist who treats female disorders. And the root *gamos*, marriage, occurs also in *monogamy* (ma-NOG'-ə-mee), *bigamy* (BIG'-ə-mee), and *polygamy* (pə-LIG'-ə-mee).

(As we will discover later, *monos* means *one*, *bi-* means *two*, *polys* means *many*.)

So *monogamy* is the custom of only *one* marriage (at a time).

Bigamy, by etymology, is *two* marriages—in actuality, the unlawful act of contracting another marriage without divorcing one's current legal spouse.

And *polygamy*, by derivation *many* marriages, and therefore etymologically denoting plural marriage for either males *or* females, in current usage generally refers to the custom practiced in earlier times by the Mormons, and before them by King Solomon, in which the man has as many wives as he can afford financially and/or emotionally. The correct, but rarely used, term for this custom is *polygyny* (pə-LIJ'-ə-nee)—*polys*, many, plus *gyne*, woman.

What if a woman has two or more husbands, a form of marriage practiced in the Himalaya Mountains of Tibet? That custom is called *polyandry* (pol-ee-AN'-dree), from *polys* plus Greek *andros*, male.

3. making friends with suffixes

English words have various forms, using certain suffixes for nouns referring to persons, other suffixes for practices, attitudes, philosophies, etc, and still others for adjectives.

Consider:

<i>Person</i>	<i>Practice, etc.</i>	<i>Adjective</i>
1. misanthrope <i>or</i> misanthropist	misanthropy	misanthropic
2. misogynist	misogyny	misogynous <i>or</i> misogynistic
3. gynecologist	gynecology	gynecological
4. monogamist	monogamy	monogamous
5. bigamist	bigamy	bigamous
6. polygamist	polygamy	Polygamous
7. polygynist	Polygyny	Polygynous
8. polyandrist	Polyandry	Polyandrous
9. philanthropist	philanthropy	philanthropic
10. anthropologist	anthropology	anthropological

You will note, then, that *-ist* is a common suffix for a person; *-y* for a practice, attitude, etc.; and *-ic* or *-ous* for an adjective.

4. living alone and liking it

Ascetic is from the Greek word *asketes*, monk or hermit.

A monk lives a lonely life—not for him the pleasures of the fleshpots, the laughter and merriment of convivial gatherings, the dissipation of high living. Rather, days of contemplation, study, and rough toil, nights on a hard bed in a simple cell, and the kind of self-denial that leads to a purification of the soul.

That person is an *ascetic* who leads an existence, voluntarily of course, that compares in austerity, simplicity, and rigorous hardship with the life of a monk.

The practice is *asceticism* (ə-SET'-ə-siz-əm), the adjective *ascetic*.

REVIEW OF ETYMOLOGY

Notice how efficiently you can master words by understanding their etymological structure. Stop for a moment to review the roots, prefixes, and suffixes you have studied. Can you recall a word we have discussed in this chapter that is built on the indicated prefix, root, or suffix?

PREFIX, ROOT, SUFFIX	MEANING	EXAMPLE
1. <i>ego</i>	self, I	_____
2. <i>alter</i>	other	_____
3. <i>intro-</i>	inside	_____
4. <i>extro-</i>	outside	_____
5. <i>verto</i>	turn	_____
6. <i>ambi-</i>	both	_____
7. <i>misein</i>	hate	_____
8. <i>anthropos</i>	mankind	_____
9. <i>gyne</i>	woman	_____
10. <i>gamos</i>	marriage	_____
11. <i>asketes</i>	monk	_____

12. <i>centrum</i>	center	_____
13. <i>mania</i>	madness	_____
14. <i>dexter</i>	right hand	_____
15. <i>sinister</i>	left hand	_____
16. <i>gauche</i>	left hand	_____
17. <i>droit</i>	right hand	_____
18. <i>monos</i>	one	_____
19. <i>bi-</i>	two	_____
20. <i>polys</i>	many	_____
21. <i>andros</i>	male	_____
22. <i>-ist</i>	person who (noun suffix)	_____
23. <i>-y</i>	Practice, custom, etc. (noun suffix)	_____
24. <i>-ous</i>	adjective suffix	_____
25. <i>-ity</i>	quality, condition, etc. (noun suffix)	_____

USING THE WORDS

Can you pronounce the words? (I)

Say each word aloud! Hear it in your own voice! Say it often enough so that you feel comfortable with it, noting carefully from the phonetic respelling exactly how it should sound.

Remember that the first crucial step in mastering a word is to be able to say it with ease and assurance.

1. <i>ambidextrous</i>	am-bə-DEKS'-trs
2. <i>ambidexterity</i>	am'-bə-deks-TAIR'-ə-tee
3. <i>dexterous</i>	DEKS'-trs
4. <i>dexterity</i>	deks-TAIR'-ə-tee
5. <i>sinister</i>	SIN'-ə-stər
6. <i>gauche</i>	GŌSH (Say the English word <i>go</i> , then quickly add <i>-sh.</i>)

7. <i>gaucherie</i>	GŌ'-shə-ree
8. <i>adroit</i>	ə-DROYT'
9. <i>adroitness</i>	ə-DROYT'-nəss
10. <i>anthropology</i>	an-thrə-POL'-ə-jee
11. <i>anthropologist</i>	an-thrə-POL'-ə-jist
12. <i>anthropological</i>	an'-thrə-pə-LOJ'-ə-kəl
13. <i>philanthropist</i>	fə-LAN'-θra-pist
14. <i>philanthropy</i>	fə-LAN'-θra-pee
15. <i>philanthropic</i>	fil-ən-THROP'-ik
16. <i>gynecologist</i>	gīn (or jin or jīn)-ə-KOL'-ə-jist
17. <i>gynecology</i>	gīn (or jin or jīn)-ə-KOL'-ə-jee
18. <i>gynecological</i>	gīn (or jin or jīn)-ə-kə-LOJ'-ə-kəl
19. <i>monogamist</i>	mə-NOG'-ə-mist
20. <i>monogamy</i>	mə-NOG'-ə-mee
21. <i>monogamous</i>	mə-NOG'-ə-məs

Can you pronounce the words? (II)

1. <i>bigamist</i>	BIG'-ə-mist
2. <i>bigamy</i>	BIG'-ə-mee
3. <i>bigamous</i>	BIG'-ə-məs
4. <i>polygamist</i>	pə-LIG'-ə-mist
5. <i>polygamy</i>	pə-LIG'-ə-mee
6. <i>polygamous</i>	pə-LIG'-ə-məs
7. <i>polygynist</i>	pə-LIJ'-ə-nist
8. <i>polygyny</i>	pə-LIJ'-ə-nee
9. <i>polygynous</i>	pə-LIJ'-ə-nəs
10. <i>Polyandrist</i>	pol-ee-AN'-drist
11. <i>Polyandry</i>	pol-ee-AN'-dree
12. <i>Polyandrous</i>	pol-ee-AN'-drəs
13. <i>misanthropist</i>	mis-AN'-θra-pist
14. <i>misanthropy</i>	mis-AN'-θra-pee
15. <i>misanthropic</i>	mis-ən-THROP'-ik
16. <i>misogyny</i>	mə-SOJ'-ə-nee
17. <i>misogynous</i>	mə-SOJ'-ə-nəs
18. <i>misognostic</i>	mə-soj'-ə-NIS'-tik
19. <i>misogamy</i>	mə-SOG'-ə-mee
20. <i>misogamous</i>	mə-SOG-ə-məs
21. <i>asceticism</i>	ə-SET-ə-siz-əm

Can you work with the words? (I)

Check on your comprehension! See how successfully you can match words and meanings!

- | | |
|-----------------|---|
| 1. ambidextrous | a. evil, threatening |
| 2. dexterous | b. hating mankind |
| 3. sinister | c. skillful |
| 4. gauche | d. awkward |
| 5. misanthropic | e. capable of using both hands with equal skill |

KEY: 1-e, 2-c, 3-a, 4-d, 5-b

Can you work with the words? (II)

- | | |
|-----------------|-----------------------------------|
| 1. anthropology | a. system of only one marriage |
| 2. gynecology | b. hatred of women |
| 3. monogamy | c. illegal plurality of marriages |
| 4. bigamy | d. study of human development |
| 5. misogyny | e. study of female ailments |

KEY: 1-d, 2-e, 3-a, 4-c, 5-b

Can you work with the words? (III)

- | | |
|-----------------|---|
| 1. polygamy | a. devotion to a lonely and austere life |
| 2. misogamy | b. skill, cleverness |
| 3. asceticism | c. custom in which one man has many wives |
| 4. philanthropy | d. love of mankind |
| 5. adroitness | e. hatred of marriage |

KEY: 1-c, 2-e, 3-a, 4-d, 5-b

Can you work with the words? (IV)

- | | |
|-------------------|---|
| 1. polygynist | a. student of the development
of mankind |
| 2. polyandrist | b. one who engages in charita-
ble works |
| 3. anthropologist | c. male with a plurality of wives |
| 4. gynecologist | d. women's doctor |
| 5. philanthropist | e. female with a plurality of
husbands |

KEY: 1-c, 2-e, 3-a, 4-d, 5-b

Do you understand the words?

- | | | |
|--|-----|----|
| 1. Can <i>ambidextrous</i> people use either the
left or right hand equally well? | YES | NO |
| 2. Should a surgeon be manually
<i>dexterous</i> ? | YES | NO |
| 3. Is a <i>sinister</i> -looking person frightening? | YES | NO |
| 4. Is <i>gaucherie</i> a social asset? | YES | NO |
| 5. Is an <i>adroit</i> speaker likely to be a
successful lawyer? | YES | NO |
| 6. Is a student of <i>anthropology</i> interested
in primitive tribes? | YES | NO |
| 7. Does a <i>gynecologist</i> have more male
than female patients? | YES | NO |
| 8. Is <i>monogamy</i> the custom in Western
countries? | YES | NO |
| 9. Is a <i>misogamist</i> likely to show
tendencies toward <i>polygamy</i> ? | YES | NO |
| 10. Is a <i>bigamist</i> breaking the law? | YES | NO |
| 11. Is a <i>philanthropist</i> generally altruistic? | YES | NO |
| 12. Does a <i>misanthropist</i> enjoy human
relationships? | YES | NO |
| 13. Does a <i>misogynist</i> enjoy female
companionship? | YES | NO |

- | | | |
|---|-----|----|
| 14. Are unmarried people necessarily
<i>misogamous</i> ? | YES | NO |
| 15. Are bachelors necessarily <i>misogynous</i> ? | YES | NO |
| 16. Is <i>asceticism</i> compatible with luxurious
living and the pursuit of pleasure? | YES | NO |
| 17. Does a <i>polyandrist</i> have more than one
husband? | YES | NO |
-

KEY: 1–yes, 2–yes, 3–yes, 4–no, 5–yes, 6–yes, 7–no, 8–yes,
9–no, 10–yes, 11–yes, 12–no, 13–no, 14–no, 15–no,
16–no, 17–yes

Can you recall the words?

- | | |
|--|--|
| 1. philosophy of living austereley | 1. A_____ |
| 2. hatred of women | 2. M_____ |
| 3. hatred of marriage | 3. M_____ |
| 4. hatred of mankind | 4. M_____ |
| 5. skillful | 5. D_____ |
| 6. awkward | 6. G_____ |
| 7. evil, threatening | 7. S_____ |
| 8. describing hatred of women
(<i>adj.</i>) | 8. M_____
<i>or</i> M_____ |
| 9. skill | 9. A_____ |
| 10. pertaining to hatred of
marriage. (<i>adj.</i>) | 10. M_____ |
| 11. pertaining to hatred of
mankind (<i>adj.</i>) | 11. M_____ |
| 12. social custom of plural
marriage | 12. P_____
<i>or</i> P_____
<i>or</i> P_____ |
| 13. unlawful state of having more
than one spouse | 13. B_____ |
| 14. doctor specializing in female
disorders | 14. G_____ |
| 15. custom of one marriage at a
time | 15. M_____ |

- | | |
|---|------------|
| 16. one who hates the human race | 16. M_____ |
| | or M_____ |
| 17. able to use both hands with equal skill | 17. A_____ |
| 18. study of mankind | 18. A_____ |
| 19. one who loves mankind | 19. P_____ |
| 20. skill in the use of both hands | 20. A_____ |

KEY: 1–asceticism, 2–misogyny, 3–misogamy, 4–misanthropy,
5–dexterous, 6–gauche, 7–sinister, 8–misogynous or misogynistic,
9–adroitness, 10–misogamous, 11–misanthropic,
12–polygamy, polyandry, *or* polygyny, 13–bigamy,
14–gynecologist, 15–monogamy, 16–misanthropist *or* misanthrope,
17–ambidextrous, 18–anthropology, 19–philanthropist, 20–ambidexterity

CHAPTER REVIEW

A. Do you recognize the words?

1. Puts selfish desires first: (a) egoist, (b) egotist, (c) altruist
2. Is self-analytical: (a) extrovert, (b) introvert, (c) ambivert
3. Hates women: (a) misogamist, (b) misanthrope, (c) misogynist
4. One's other self: (a) altercation, (b) alter ego, (c) alteration
5. Awkward, clumsy: (a) adroit, (b) dexterous, (c) gauche
6. Plural marriage as a custom: (a) bigamy, (b) polygamy, (c) monogamy
7. Study of human development: (a) asceticism, (b) philanthropy, (c) anthropology
8. Plurality of husbands as a custom: (a) misogyny, (b) polygyny, (c) polyandry

KEY: 1–a, 2–b, 3–c, 4–b, 5–c, 6–b, 7–c, 8–c

B. Can you recognize roots?

ROOT	MEANING	EXAMPLE
1. <i>ego</i>		egoist
2. <i>alter</i>		alternative
3. <i>verto</i>		introvert
4. <i>misein</i>		misogynist
5. <i>anthropos</i>		anthropologist
6. <i>gyne</i>		gynecologist
7. <i>gamos</i>		bigamy
8. <i>centrum</i>		egocentric
9. <i>dexter</i>		dexterous
10. <i>droit</i>		adroit
11. <i>monos</i>		monogamy
12. <i>andros</i>		Polyandry

KEY: 1-self, 2-other, 3-to turn, 4-to hate, 5-mankind, 6-woman,
7-marriage, 8-center, 9-right hand, 10-right hand, 11-one,
12-male

TEASER QUESTIONS FOR THE AMATEUR ETYMOLOGIST

Suppose you met the following words in your reading. Recognizing the roots on which they are constructed, could you figure out the meanings? Write your answers on the blank lines.

1. *anthropocentric:* _____
2. *andromania:* _____
3. *gynandrous:* _____
4. *monomania:* _____
5. *misandrist:* _____

(Answers in Chapter 18.)

STICK TO YOUR TIME SCHEDULE!

In three sessions, you have become acquainted with scores of new, vital, exciting words. You understand the ideas behind these words, their various forms and spellings, their pronunciation, their derivation, how they can be used, and exactly what they mean. I do not wish to press a point unduly, but it is possible that you have learned more new words in the short time it took you to cover this chapter than the average adult learns in an entire year. This realization should make you feel both gratified and excited.

Funny thing about time. Aside from the fact that we all, rich or poor, sick or well, have the same amount of time, exactly twenty-four hours every day (that is looking at time from a static point of view), it is also true that we can always find time for the things we enjoy doing, almost never for the things we find unpleasant (and that is looking at time from the dynamic point of view). I am not merely being philosophical—I am sure you will agree with this concept if you give it a little thought.

If you have enjoyed learning new words, accepting new challenges, gaining new understanding, and discovering the thrill of successful accomplishment, then make sure to stay with the time schedule you have set up for yourself.

A crucial factor in successful, ongoing learning is routine.

Develop a comfortable time routine, persevere against all distractions, and you will learn anything you sincerely want to learn.

So, to give yourself an edge, write here the day and hour you plan to return to your work:

DAY: _____
DATE: _____
TIME: _____

(End of Session 3)

Brief Intermission One

TEST YOUR GRAMMAR

How good is your English? Have you ever said *me* and then wondered if it shouldn't have been *I*—or vice versa? Do you sometimes get a little confused about *lay* and *lie* or *who* and *whom*? Perhaps you are often a little less than certain about the distinction between *effect* and *affect*, *principal* and *principle*, *childish* and *childlike*?

Here is a series of quick tests that will show you how skillful you are in using the right word in the right place, that will give you a reliable indication of how your language ability compares with the average.

TEST I—EASY

If your English is every bit as good as average, you will have no difficulty making a proper choice in at least eight of the following ten sentences.

1. There is a beautiful moon out tonight and Estelle and I are going for a stroll—would you like to come along with (she and I, her and me?)
2. Your husband doesn't believe that you are older than (I, me).

3. Maybe we're not as rich as (they, them), but I bet we're a lot happier.
4. Does your child still (lay, lie) down for a nap after lunch?
5. When we saw Mary openly flirting with Nellie's husband, we (could, couldn't) hardly believe our eyes.
6. You should (of, have) put more vermouth into the martini.
7. Does your company (leave, let) you have as long a lunch break as you would like?
8. Harriet feels that her (brothers-in-law, brother-in-laws) are impossible to get along with.
9. "What (kind of, kind of a) car are you looking for?" asked the salesman.
10. Mrs. White was delighted that the Fennells had invited John and (she, her) to their party.

Is your English up to par? HERE ARE THE CORRECT ANSWERS

1—her and me, 2—I, 3—they, 4—lie, 5—could, 6—have, 7—let,
8—brothers-in-law, 9—kind of, 10—her

TEST II—HARDER

Choose correctly in at least seven of the following problems to consider that your skill is distinctly above average—get all ten right to conclude that you rarely, if ever, make an error in grammar.

1. What (effect, affect) has the new administration's policies had on investor confidence?
2. A feeling of one's worth is one of the (principle, principal) goals of psychological therapy.
3. There's no sense (in, of) carrying on that way.
4. I can't remember (who, whom) it was.
5. The infant (lay, laid) quietly sucking its thumb.
6. No one but (she, her) ever made a perfect score on the test.
7. In the early days of frontier history, horse thieves were (hanged, hung).
8. Neither of your responses (are, is) satisfactory.

9. Either of these two small cars, if properly maintained, (is, are) sure to give over thirty miles per gallon in highway driving.
10. Tell (whoever, whomever) is waiting to come in.

Is your English above average? HERE ARE THE CORRECT ANSWERS

1—effect, 2—principal, 3—in, 4—who, 5—lay, 6—her, 7—hanged,
8—is, 9—is, 10—whoever

TEST III—HARDEST

Now you can discover how close you are to being an expert in English. The next ten sentences are no cinch—you will be acquitting yourself creditably if you check the correct word five times out of ten. And you have every right to consider yourself an expert if you get nine or ten right.

1. We have just interviewed an applicant (who, whom) the committee believes is best qualified for the position.
2. She is one of those gifted writers who (turns, turn) out one best seller after another.
3. Don't sound so (incredulous, incredible); what I am saying is absolutely true.
4. We were totally (disinterested, uninterested) in the offer.
5. This recipe calls for two (cupfuls, cupful) of sugar.
6. Are you trying to (infer, imply) by those words that he is not to be trusted?
7. We thought the actress to be (she, her), but we weren't sure.
8. Was it (she, her) you were talking about?
9. Your criteria (is, are) not valid.
10. "It is I who (is, am) the only friend you've got," she told him pointedly.

Are you an expert? HERE ARE THE CORRECT ANSWERS

1—who, 2—turn, 3—incredulous, 4—uninterested, 5—cupfuls,
6—imply, 7—her, 8—she, 9—are, 10—am

HOW TO TALK ABOUT DOCTORS

(Sessions 4-6)

TEASER PREVIEW

What is the title of the doctor who specializes in:

- *internal medicine?*
 - *female ailments?*
 - *pregnancy and childbirth?*
 - *the treatment and care of infants and young children?*
 - *skin disorders?*
 - *diseases of the eye?*
 - *heart problems?*
 - *the brain and nervous system?*
 - *mental and emotional disturbances?*
-

SESSION 4

In this chapter we discuss ten medical specialists—what they do, how they do it, what they are called.

IDEAS

1. what's wrong with you?

To find out what ails you and why, this specialist gives you a thorough physical examination, using an impressive array of tests: X ray, blood chemistry, urinalysis, cardiogram, and so on.

An *internist*

2. female troubles?

This specialist treats the female reproductive and sexual organs.

A *gynecologist*

3. having a baby?

This specialist delivers babies and takes care of the mother during and immediately after the period of her pregnancy.

An *obstetrician*

4. is your baby ill?

You know the common childhood maladies—mumps, whooping cough, chicken pox, measles. This specialist limits his practice to youngsters, taking care of babies directly after birth, supervising their diet and watching over their growth and development, giving them the series of inoculations that has done so much to decrease infant mortality, and soothing their anxious parents.

A *pediatrician*

5. skin clear?

You have heard the classic riddle: "What is the best use for pigskin?" Answer: "To keep the pig together." Human skin has a similar purpose: it is, if we get down to fundamentals, what keeps us all in one piece. And our outer covering, like so many of our internal organs, is subject to diseases and infections of various kinds, running the gamut from simple acne and eczemas through impetigo, psoriasis, and cancer. There is a specialist who treats all such skin diseases.

A dermatologist

6. eyes okay?

The physician whose specialty is disorders of vision (myopia, astigmatism, cataracts, glaucoma, etc.) may prescribe glasses, administer drugs, or perform surgery.

An ophthalmologist

7. how are your bones?

This specialist deals with the skeletal structure of the body, treating bone fractures, slipped discs, clubfoot, curvature of the spine, dislocations of the hip, etc., and may correct a condition either by surgery or by the use of braces or other appliances.

An orthopedist

8. does your heart go pitter-patter?

This specialist treats diseases of the heart and circulatory system.

A cardiologist

9. is your brain working?

This physician specializes in the treatment of disorders of the brain, spinal cord, and the rest of the nervous system.

A neurologist

10. are you neurotic?

This specialist attempts to alleviate mental and emotional disturbances by means of various techniques, occasionally drugs or electroshock, more often private or group psychotherapy.

A *psychiatrist*

USING THE WORDS

Can you pronounce the words?

Words take on a new color if you hear them in your own voice; they begin to belong to you more personally, more intimately, than if you merely hear or read them. As always, therefore, say the words aloud to take the first, crucial step toward complete mastery.

1. <i>internist</i>	in-TURN'-ist
2. <i>gynecologist</i>	gīn (or jin or jīn)-ə-KOL'-ə-jist
3. <i>obstetrician</i>	ob-stē-TRISH'-ēn
4. <i>pediatrician</i>	pee'-dee-ə-TRISH'-ēn
5. <i>dermatologist</i>	dur-mə-TOL'-ə-jist
6. <i>ophthalmologist</i>	off-thal-MOL'-ə-jist
7. <i>orthopedist</i>	awr-thə-PEE'-dist
8. <i>cardiologist</i>	kahr-dee-OL'-ə-jist
9. <i>neurologist</i>	noor-OL'-ə-jist
10. <i>psychiatrist</i>	sī (or sə)-KĪ'-ə-trist

Can you work with the words?

Match each doctor to the field.

FIELDS	DOCTORS
1. mental or emotional disturbances	a. internist
2. nervous system	b. gynecologist

- | | |
|-------------------------------|--------------------|
| 3. skin | c. obstetrician |
| 4. diagnosis; internal organs | d. pediatrician |
| 5. infants | e. dermatologist |
| 6. female reproductive organs | f. ophthalmologist |
| 7. eyes | g. orthopedist |
| 8. heart | h. cardiologist |
| 9. pregnancy, childbirth | i. neurologist |
| 10. skeletal system | j. psychiatrist |

KEY: 1-j, 2-i, 3-e, 4-a, 5-d, 6-b, 7-f, 8-h, 9-c, 10-g

Do you understand the words?

- | | | |
|---|-----|----|
| 1. Is an <i>internist</i> an expert in diagnosis? | YES | NO |
| 2. Is a <i>gynecologist</i> familiar with the female reproductive organs? | YES | NO |
| 3. Does an <i>obstetrician</i> specialize in diseases of childhood? | YES | NO |
| 4. Does a <i>pediatrician</i> deliver babies? | YES | NO |
| 5. If you had a skin disease, would you visit a <i>dermatologist</i> ? | YES | NO |
| 6. If you had trouble with your vision would you visit an <i>orthopedist</i> ? | YES | NO |
| 7. Is an <i>ophthalmologist</i> an eye specialist? | YES | NO |
| 8. Does a <i>cardiologist</i> treat bone fractures? | YES | NO |
| 9. Is a <i>neurologist</i> a nerve specialist? | YES | NO |
| 10. If you were nervous, tense, overly anxious, constantly fearful for no apparent reasons, would a <i>psychiatrist</i> be the specialist to see? | YES | NO |

KEY: 1-yes, 2-yes, 3-no, 4-no, 5-yes, 6-no, 7-yes, 8-no, 9-yes, 10-yes

Can you recall the words?

Write the name of the specialist you might visit or be referred to:

1. for a suspected brain disorder 1. N_____
2. for a thorough internal checkup 2. I_____
3. if you have a skin disease 3. D_____
4. if you have a heart problem 4. C_____
5. if you are tense, fearful, insecure 5. P_____
6. if you are pregnant 6. O_____
7. for some disorder of the female reproductive organs 7. G_____
8. for a checkup for your two-month-old child 8. P_____
9. for faulty vision 9. O_____
10. for curvature of the spine 10. O_____

KEY: 1-neurologist, 2-internist, 3-dermatologist, 4-cardiologist, 5-psychiatrist, 6-obstetrician, 7-gynecologist, 8-pediatrician, 9-opthalmologist, 10-orthopedist

(End of session 4)

SESSION 5

ORIGINS AND RELATED WORDS

1. inside you

Internist and *internal* derive from the same Latin root, *internus*, inside. The *internist* is a specialist in *internal* medicine, in the ex-

ploration of your *insides*. This physician determines the state of your internal organs in order to discover what's happening *within* your body to cause the troubles you're complaining of.

Do not confuse the *internist* with the *intern* (also spelled *interne*), who is a medical graduate serving an apprenticeship *inside* a hospital.

2. doctors for women

The word *gynecologist* is built on Greek *gyne*, woman, plus *logos*, science; etymologically, *gynecology* is the science (in actual use, the medical science) of women. Adjective: *gynecological* (gīn [or jīn or jīn]-ə-kə-LOJ'-ə-kəl).

Obstetrician derives from Latin *obstetrix*, midwife, which in turn has its source in a Latin verb meaning *to stand*—midwives stand in front of the woman in labor to aid in the delivery of the infant.

The suffix *-ician*, as in *obstetrician*, *physician*, *musician*, *magician*, *electrician*, etc., means *expert*.

Obstetrics (ob-STET'-riks) has only within the last 150 years become a respectable specialty. No further back than 1834, Professor William P. Dewees assumed the first chair of *obstetrics* at the University of Pennsylvania and had to brave considerable medical contempt and ridicule as a result—the delivery of children was then considered beneath the dignity of the medical profession.

Adjective: *obstetric* (ob-STET'-rik) or *obstetrical* (ob-STET'-rə-kəl).

3. children

Pediatrician is a combination of Greek *paidos*, child; *iatreia*, medical healing; and *-ician*, expert.

Pediatrics (pee-dee-AT'-riks), then, is by etymology the medical healing of a child. Adjective: *pediatric* (pee-dee-AT'-rik).

(The *ped-* you see in words like *pedestal*, *pedal*, and *pedestrian* is from the Latin *pedis*, foot, and despite the identical spelling in English has no relationship to Greek *paidos*.)

Pedagogy (PED-ə-gō'-jee), which combines *paidos* with *agogos*, leading, is, etymologically, *the leading of children*. And to what do you lead them? To learning, to development, to growth, to maturity. From the moment of birth, infants are led by adults—they are taught, first by parents and then by teachers, to be self-sufficient, to fit into the culture in which they are born. Hence, *pedagogy*, which by derivation means *the leading of a child*, refers actually to the principles and methods of teaching. College students majoring in education take certain standard *pedagogy* courses—the history of education; educational psychology; the psychology of adolescents; principles of teaching; etc. Adjective: *pedagogical* (ped-ə-GOJ'-ə-kəl).

A *pedagogue* (PED'-ə-gog) is versed in *pedagogy*. But *pedagogue* has an unhappy history. From its original, neutral meaning of *teacher*, it has deteriorated to the point where it refers, today, to a narrow-minded, strait-laced, old-fashioned, dogmatic teacher. It is a word of contempt and should be used with caution.

Like *pedagogue*, *demagogue* (DEM'-ə-gog) has also deteriorated in meaning. By derivation a leader (*agogos*) of the people (*demos*), a *demagogue* today is actually one who attempts, in essence, to *mislead* the people, a politician who foments discontent among the masses, rousing them to fever pitch by wild oratory, in an attempt to be voted into office.

Once elected, *demagogues* use political power to further their own personal ambitions or fortunes.

Many “leaders” of the past and present, in countries around the world, have been accused of *demagoguery* (dem-ə-GOG'-ə-ree). Adjective: *demagogic* (dem-ə-GOJ'-ik).

4. skin-deep

The *dermatologist*, whose specialty is *dermatology* (dur-mə-TOL'-ə-jee), is so named from Greek *derma*, skin. Adjective: *dermatological* (dur'-mə-tə-LOJ'-ə-kəl).

See the syllables *derma* in any English word and you will know there is some reference to *skin*—for example, a *hypodermic* (hī-pə-DUR'-mik) needle penetrates *under* (Greek, *hypos*) the *skin*; the *epidermis* (ep-ə-DUR'-mis) is the outermost layer of *skin*; a *taxidermist* (TAKS'-ə-dur-mist), whose business is *taxidermy*

(TAKS'-ə-dur-mee), prepares, stuffs, and mounts the *skins* of animals; a *pachyderm* (PAK'-ə-durm) is an animal with an unusually thick *skin*, like an elephant, hippopotamus, or rhinoceros; and *dermatitis* (dur-me-TI'-tis) is the general name for any *skin* inflammation, irritation, or infection.

5. the eyes have it

Ophthalmologist—note the *ph* preceding *th*—is from Greek *ophthalmos*, eye, plus *logos*, science or study. The specialty is *ophthalmology* (off'-thal-MOL'-ə-jee), the adjective *ophthalmological* (off'-thal-mə-LOJ'-ə-kəl).

An earlier title for this physician, still occasionally used, is *oculist* (OK'-yə-list), from Latin *oculus*, eye, a root on which the following English words are also built:

1. *ocular* (OK'-yə-lər)—an adjective that refers to the eye
2. *monocle* (MON'-ə-kəl)—a lens for one (*monos*) eye, sported by characters in old movies as a symbol of the British so-called upper class
3. *binoculars* (bə-NOK'-yə-lərz)—field glasses that increase the range of two (*bi-*) eyes
4. And, strangely enough, *inoculate* (in-OK'-yə-layt'), a word commonly misspelled with two *n*'s. When you are *inoculated* against a disease, an "eye," puncture, or hole is made in your skin, through which serum is injected.

Do not confuse the *ophthalmologist* or *oculist*, a medical specialist, with two other practitioners who deal with the eye—the *optometrist* (op-TOM'-ə-trist) and *optician* (op-TISH'-ən).

Optometrists are not physicians, and do not perform surgery or administer drugs; they measure vision, test for glaucoma, and prescribe and fit glasses.

Opticians fill an *optometrist's* or *ophthalmologist's* prescription, grinding lenses according to specifications; they do not examine patients.

Optometrist combines Greek *opsis*, *optikos*, sight or vision, with *metron*, measurement—the *optometrist*, by etymology, is one who measures vision. The specialty is *optometry* (op-TOM'-ə-tree).

Optician is built on *opsis*, *optikos*, plus *-ician*, expert. The specialty is *optics* (OP'-tiks).

Adjectives: *optometric* (op-tə-MET'-rik) or *optometrical* (op-tə-MET'-rə-kəl), *optical* (OP'-tə-kəl).

REVIEW OF ETYMOLOGY

PREFIX, ROOT,

SUFFIX

MEANING

ENGLISH WORD

1. <i>internus</i>	inside	_____
2. <i>gyne</i>	woman	_____
3. <i>obstetrix</i>	midwife	_____
4. <i>paidos</i>	child	_____
5. <i>pedis</i>	foot	_____
6. <i>agogos</i>	leading, leader	_____
7. <i>demos</i>	people	_____
8. <i>derma</i>	skin	_____
9. <i>hypos</i>	under	_____
10. <i>ophthalmos</i>	eye	_____
11. <i>oculus</i>	eye	_____
12. <i>monos</i>	one	_____
13. <i>bi-</i>	two	_____
14. <i>-ician</i>	expert	_____
15. <i>opsis, optikos</i>	vision, sight	_____
16. <i>metron</i>	measurement	_____

USING THE WORDS

Can you pronounce the words? (I)

1. *intern* (ə) IN'-turn
2. *gynecology* gɪn-ə-KOL'-ə-jee,
jin-ə-KOL'-ə-jee, or
jɪn-ə-KOL'-ə-jee
3. *gynecological* gɪn-ə-ka-LOJ'-ə-kəl,
jin-ə-ka-LOJ'-ə-kəl or
jɪn-ə-ka-LOJ-ə-kəl

4. <i>obstetrics</i>	ob-STET'-riks
5. <i>obstetric</i>	ob-STET'-rik
6. <i>obstetrical</i>	ob-STET'-rə-kəl
7. <i>pediatrics</i>	pee-dee-AT'-riks
8. <i>pediatric</i>	pee-dee-AT'-rik
9. <i>pedagogy</i>	PED'-ə-gō-jee
10. <i>pedagogical</i>	ped-ə-GOJ'-ə-kəl
11. <i>pedagogue</i>	PED'-ə-gog
12. <i>demagogue</i>	DEM'-ə-gog
13. <i>demagoguery</i>	dem-ə-GOG'-ə-ree
14. <i>demagogic</i>	dem-ə-GOJ'-ik

Can you pronounce the words? (II)

1. <i>dermatology</i>	dur-mə-TOL'-ə-jee
2. <i>dermatological</i>	dur'-mə-tə-LOJ'-ə-kəl
3. <i>hypodermic</i>	hī-pə-DURM'-ik
4. <i>epidermis</i>	ep-ə-DUR'-mis
5. <i>taxidermist</i>	TAKS'-ə-dur-mist
6. <i>taxidermy</i>	TAKS'-ə-dur-mee
7. <i>pachyderm</i>	PAK'-ə-durm
8. <i>dermatitis</i>	dur-mə-TĪ'-tis
9. <i>ophthalmology</i>	off-thal-MOL'-ə-jee
10. <i>ophthalmological</i>	off'-thal-mə-LOJ'-ə-kəl
11. <i>oculist</i>	OK'-yə-list
12. <i>ocular</i>	OK'-yə-lər
13. <i>monocle</i>	MON'-ə-kəl
14. <i>binoculars</i>	bə-NOK'-yə-lərz
15. <i>inoculate</i>	in-OK'-yə-layt'
16. <i>optometrist</i>	op-TOM'-ə-trist
17. <i>optometry</i>	op-TOM'-ə-tree
18. <i>optometric</i>	op-tə-MET'-rik
19. <i>optometrical</i>	op-tə-MET'-rə-kəl
20. <i>optician</i>	op-TISH'-ən
21. <i>optics</i>	OP'-tiks
22. <i>optical</i>	OP-tə-kəl

Can you work with the words? (I)

- | | |
|----------------|---|
| 1. gynecology | a. principles of teaching |
| 2. obstetrics | b. stuffing of skins of animals |
| 3. pediatrics | c. specialty dealing with the delivery of newborn infants |
| 4. pedagogy | d. stirring up discontent among the masses |
| 5. demagoguery | e. treatment of skin diseases |
| 6. dermatology | f. specialty dealing with women's diseases |
| 7. taxidermy | g. specialty dealing with the treatment of children |

KEY: 1-f, 2-c, 3-g, 4-a, 5-d, 6-e, 7-b

Can you work with the words? (II)

- | | |
|--------------------|-----------------------------|
| 1. hypodermic | a. elephant |
| 2. epidermis | b. eye doctor |
| 3. pachyderm | c. under the skin |
| 4. dermatitis | d. one who measures vision |
| 5. ophthalmologist | e. lens grinder |
| 6. optometrist | f. outer layer of skin |
| 7. optician | g. inflammation of the skin |

KEY: 1-c, 2-f, 3-a, 4-g, 5-b, 6-d, 7-e

Do you understand the words?

- | | | |
|---|-----|----|
| 1. Does a treatise on <i>obstetrics</i> deal with childbirth? | YES | NO |
| 2. Does <i>gynecology</i> deal with the female reproductive organs? | YES | NO |

3. Is <i>pediatrics</i> concerned with the diseases of old age?	YES	NO
4. Does <i>pedagogy</i> refer to teaching?	YES	NO
5. Is a <i>pedagogue</i> an expert teacher?	YES	NO
6. Is a <i>demagogue</i> interested in the welfare of the people?	YES	NO
7. Is a lion a <i>pachyderm</i> ?	YES	NO
8. Is the <i>epidermis</i> one of the layers of the skin?	YES	NO
9. Is <i>dermatitis</i> an inflammation of one of the limbs?	YES	NO
10. Is a <i>taxidermist</i> a medical practitioner?	YES	NO
11. Is an <i>ophthalmologist</i> a medical doctor?	YES	NO
12. Is an <i>optometrist</i> a medical doctor?	YES	NO
13. Does an <i>optician</i> prescribe glasses?	YES	NO

KEY: 1–yes, 2–yes, 3–no, 4–yes, 5–no, 6–no, 7–no, 8–yes, 9–no, 10–no, 11–yes, 12–no, 13–no

Can you recall the words?

- | | |
|--|------------|
| 1. specialty of child delivery | 1. O_____ |
| 2. outer layer of skin | 2. E_____ |
| 3. principles of teaching | 3. P_____ |
| 4. thick-skinned animal | 4. P_____ |
| 5. skin inflammation | 5. D_____ |
| 6. one who foments political discontent | 6. D_____ |
| 7. one who sells optical equipment | 7. O_____ |
| 8. medical graduate serving his apprenticeship | 8. I_____ |
| 9. treatment of childhood diseases | 9. P_____ |
| 10. practice of stirring up political dissatisfaction for purely personal gain | 10. D_____ |

- | | |
|---|------------|
| 11. one who stuffs the skins of animals | 11. T_____ |
| 12. another title for <i>ophthalmologist</i> | 12. O_____ |
| 13. treatment of female ailments | 13. G_____ |
| 14. medical specialty relating to diseases of the eye | 14. O_____ |
| 15. one-lens eyeglass | 15. M_____ |
| 16. pertaining to the eye | 16. O_____ |
| 17. one who measures vision | 17. O_____ |

KEY: 1—obstetrics, 2—epidermis, 3—pedagogy, 4—pachyderm, 5—dermatitis, 6—demagogue, 7—optician, 8—intern or interne, 9—pediatrics, 10—demagoguery, 11—taxidermist, 12—oculist, 13—gynecology, 14—ophthalmology, 15—monocle, 16—ocular, 17—optometrist

(End of Session 5)

SESSION 6

ORIGINS AND RELATED WORDS

1. the straighteners

The *orthopedist* is so called from the Greek roots *orthos*, straight or correct, and *paidos*, child. The *orthopedist*, by etymology, straightens children. The term was coined in 1741 by the author of a textbook on the prevention of childhood diseases—at that time the correction of spinal curvature in children was a main concern of practitioners of *orthopedics* (awr-thə-PEE'-diks).

Today the specialty treats deformities, injuries, and diseases of the bones and joints (of adults as well as children, of course), often by surgical procedures.

Adjective: *orthopedic* (awr-thə-PEE'-dik).

Orthodontia (awr-thə-DON'-shə), the straightening of teeth, is built on *orthos* plus *odontos*, tooth. The *orthodontist* (awr-thə-DON'-tist) specializes in improving your "bite," retracting "buck teeth," and by means of braces and other techniques seeing to it that every molar, incisor, bicuspid, etc. is exactly where it belongs in your mouth.

Adjective: *orthodontic* (awr-thə-DON'-tik).

2. the heart

Cardiologist combines Greek *kardia*, heart, and *logos*, science.

The specialty is *cardiology* (kahr-dee-OL'-ə-jee), the adjective *cardiological* (kahr'-dee-ə-LOJ'-ə-kəl).

So a *cardiac* (KAHR'-dee-ak) condition refers to some malfunctioning of the heart; a *cardiogram* (KAHR'-dee-ə-gram') is an electrically produced record of the heartbeat. The instrument that produces this record is called a *cardiograph* (KAHR'-dee-ə-graf').

3. the nervous system

Neurologist derives from Greek *neuron*, nerve, plus *logos*, science.

Specialty: *neurology* (nōōr-OL'-ə-jee); adjective: *neurological* (nōōr-ə-LOJ'-ə-kəl).

Neuralgia (nōōr-AL'-ja) is acute pain along the nerves and their branches; the word comes from *neuron* plus *algos*, pain.

Neuritis (nōōr-Y-tis), is inflammation of the nerves.

Neurosis (nōōr-O'-sis), combining *neuron* with *-osis*, a suffix meaning *abnormal* or *diseased condition*, is not, despite its etymology, a disorder of the nerves, but rather, as described by the late Eric Berne, a psychiatrist, ". . . an illness characterized by excessive use of energy for unproductive purposes so that personality development is hindered or stopped. A man who spends most

of his time worrying about his health, counting his money, plotting revenge, or washing his hands, can hope for little emotional growth."

Neurotic (nōōr-OT'-ik) is both the adjective form and the term for a person suffering from *neurosis*.

4. the mind

A *neurosis* is not a form of mental unbalance. A full-blown mental disorder is called a *psychosis* (sī-KŌ'-sis), a word built on Greek *psyche*, spirit, soul, or mind, plus -osis.

A true *psychotic* (sī-KOT'-ik) has lost contact with reality—at least with reality as most of us perceive it, though no doubt *psychotic* (note that this word, like *neurotic*, is both a noun and an adjective) people have their own form of reality.

Built on *psyche* plus *iatreia*, medical healing, a *psychiatrist* by etymology is a mind-healer. The specialty is *psychiatry* (sī- or sə-KĪ-ə-tree); the adjective is *psychiatric* (sī-kee-AT'-rik).

Pediatrics, as you know, is also built on *iatreia*, as is *podiatry* (pə-DĪ'-ə-tree), discussed in the next chapter, and *geriatrics* (jair'-ee-AT'-riks), the specialty dealing with the particular medical needs of the elderly. (This word combines *iatreia* with Greek *geras*, old age.)

The specialist is a *geriatrician* (jair'-ee-ə-TRISH'-ən), the adjective is *geriatric* (jair'-ee-AT'-rik).

REVIEW OF ETYMOLOGY

ROOT, SUFFIX	MEANING	ENGLISH WORD
1. <i>orthos</i>	straight, correct	_____
2. <i>paidos</i> (<i>ped-</i>)	child	_____
3. <i>odontos</i>	tooth	_____
4. <i>kardia</i>	heart	_____
5. <i>logos</i>	science; study	_____
6. <i>neuron</i>	nerve	_____
7. <i>algos</i>	pain	_____

8. <i>-osis</i>	abnormal or diseased condition	_____
9. <i>-itis</i>	inflammation	_____
10. <i>psyche</i>	spirit, soul, mind	_____
11. <i>iatreia</i>	medical healing	_____
12. <i>geras</i>	old age	_____

USING THE WORDS

Can you pronounce the words (I)

1. <i>orthopedics</i>	awr-thə-PEE'-diks
2. <i>orthopedic</i>	awr-thə-PEE'-dik
3. <i>orthodontia</i>	awr-thə-DON'-shə
4. <i>orthodontist</i>	awr-thə-DON'-tist
5. <i>orthodontic</i>	awr-thə-DON'-tik
6. <i>cardiology</i>	kahr-dee-OL'-ə-jee
7. <i>cardiological</i>	kahr'-dee-ə-LOJ'-ə-kəl
8. <i>cardiac</i>	KAHR'-dee-ak
9. <i>cardiogram</i>	KAHR'-dee-ə-gram'
10. <i>cardiograph</i>	KAHR'-dee-ə-graf'

Can you pronounce the words? (II)

1. <i>neurology</i>	nōōr-OL'-ə-jee
2. <i>neurological</i>	nōōr-ə-LOJ'-ə-kəl
3. <i>neuralgia</i>	nōōr-AL'-jə
4. <i>neuritis</i>	nōōr-ī'-tis
5. <i>neurosis</i>	nōōr-ō'-sis
6. <i>neurotic</i>	nōōr-OT'-ik
7. <i>psychosis</i>	sī-Kō'-sis
8. <i>psychotic</i>	sī-KOT'-ik
9. <i>psychiatry</i>	sī- or sā-KĪ'-ə-tree
10. <i>psychiatric</i>	sī-kee-AT'-rik
11. <i>geriatrics</i>	jair'-ee-AT'-riks
12. <i>geriatrician</i>	jair'-ee-ə-TRISH'-ən
13. <i>geriatric</i>	jair'-ee-AT'-rik

Can you work with the words? (I)

1. orthopedics
 2. orthodontia
 3. neuralgia
 4. neuritis
 5. geriatrics
- a. nerve pain
 - b. specialty dealing with medical problems of the elderly
 - c. straightening of teeth
 - d. inflammation of the nerves
 - e. treatment of skeletal deformities

KEY: 1-e, 2-c, 3-a, 4-d, 5-b

Can you work with the words? (II)

1. cardiogram
 2. cardiograph
 3. neurosis
 4. psychosis
 5. psychiatry
- a. record of heart beats
 - b. mental unbalance
 - c. emotional disturbance
 - d. treatment of personality disorders
 - e. instrument for recording heartbeats

KEY: 1-a, 2-e, 3-c, 4-b, 5-d

Do you understand the words?

1. A *gynecologist's* patients are mostly men.
 2. *Ophthalmology* is the study of eye diseases.
 3. *Orthopedics* is the specialty dealing with the bones and joints.
- | | |
|------|-------|
| TRUE | FALSE |
|------|-------|