

THE WINSTON SIMPLIFIED DICTIONARY

INCLUDING ALL THE WORDS
IN COMMON USE DEFINED SO
THAT THEY CAN BE EASILY
UNDERSTOOD

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Illustrated



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PREFACE.

The Winston Simplified Dictionary has been made to meet a distinct need felt by many teachers. It is obviously desirable that everyone should form the habit of consulting a dictionary. The dictionary habit will develop a more accurate understanding of the meaning of words, and a larger vocabulary. Young people are apt, however, to become discouraged in their efforts to use a dictionary if they do not find the desired information in a form they can readily understand and use.

Clear and Complete Definitions. One of the most important qualities of a dictionary should be that the definitions be clear and complete. Many dictionaries have been made by condensing larger ones. This plan is apt to result in definitions that are harder to understand than those of the larger dictionary. For example, a child who finds that contagion is "transmission of disease" will fail to get the idea unless he knows the meaning of *transmission*. If he looks at the next word, *contagious*, he finds that it is "communicable or spreading by contagion." If he is industrious enough to look up transmission, he finds that it is "the act of transmitting; state of being transmitted." He may look below to the verb *transmit* and find the key to his problem; or he may satisfy himself with a guess long before he has run the definition down by repeated references.

The Winston Simplified Dictionary makes every entry clear. At considerable expense of space it explains every word in such simple language that only a single reference will be needed. For example, even in closely related words like the noun *transmission* and the verb *transmit*, each word is complete in itself.

Wealth of Verbal Illustration. Thousands of words are much more easily understood from their context in sentences than from formal definitions. For this reason, the Winston Simplified Dictionary gives many more illustrative sentences and phrases than any other similar dictionary.

Pictorial Illustrations. In a similar way the meanings of many words can be immediately made clear by pictures. The illustrations in this dictionary are new pictures prepared for their teaching value in clarifying the meanings of words that need pictorial illumination.

Typography. The type used for each entry in the Winston Simplified Dictionary is large and clear, thereby quickly assisting the location of any word. It is the result of careful tests, the most modern facilities of the typemakers' art having been employed to produce the most legible page. The use of capitals has been limited to the proper nouns, names, etc. The seeker thus finds each word as it appears in general usage.

Pronunciation. The pronunciation of words is indicated by a phonetic respelling with diacritical markings. These diacritical marks will

be easily understood. No attempt has been made to indicate obscure and difficult distinctions. The system is a simplified adaptation of those in most common use in school and college textbooks. As a further aid to obtain the quick pronunciation of each word, the Key to Pronunciation is given at the foot of each page.

Vocabulary. The selection of the vocabulary of the Winston Simplified Dictionary has been made with particular care. It includes not only all the words in ordinary use, but also the vocabularies of the science, history, civics, and current events that are so rapidly growing in both elementary and secondary schools. Particular attention has been given to the very considerable new vocabulary that has grown out of the World War.

Special Features. The Winston Simplified Dictionary includes several unusual features calculated to furnish essential information and to stimulate scholarly interest. Not only does it give the tables of weights and measures, abbreviations, prefixes, suffixes, etc., usually found in such volumes, but it also gives a most valuable chapter entitled "How Our Language Has Grown," which should be mastered by every English-speaking person. Another feature of unusual value is the Dictionary of Mythology which is particularly needed in clearing up allusions not only to the mythology of the Greeks and Romans but also to that of the Scandinavian and Teutonic races. In the Dictionary of Names and Places will be found listed the more important cities, countries, lakes, rivers, seas, and mountains of the world, as well as the outstanding characters in history. Men and women whose names stand for achievement in art, literature, science, politics, philanthropy and the varied branches of human activity are mentioned. These include the great figures of the past as well as those living to-day.

The World War stimulated interest in the places where the fighting was at its fiercest, and pains have been taken to include as many of these as space would permit. Here, too, will be found names of the fighting men who were most prominent in that great conflict.

The Glossary of Business Terms also is of great value in these days when the practical affairs of life are claiming larger and larger attention in schools.

A New Book on a New Plan. Winston's Simplified Dictionary is not a revision of an older work nor an abridgment of a larger dictionary. The experienced and efficient teachers who produced it have chosen a vocabulary with special reference to educational needs; they have expanded and illustrated the definitions so as to make them immediately intelligible; they have included the new words that are coming into our vocabulary in such profusion; they have introduced new features that have long been needed in a practical everyday dictionary for school and home, and have avoided the error of defining difficult words by repeating the words themselves, or by introducing other words equally difficult.

PUBLISHER'S STATEMENT.

In a very literal sense, The Winston Simplified Dictionary is a new and original work. The publishers feel that some account of the process by which it was made is due to the editors, compilers, and the large corps of assistants, who for more than three years worked diligently in its preparation.

The publishers placed in the hands of the editors as a basis for their work, a dictionary somewhat larger than the present volume, and very similar to the dictionaries in general use. This work was based on the foundation laid by Noah Webster and other lexicographers. As this dictionary (published by ourselves) had been recently revised and was in general use, it was thought that with comparatively little change it could be made to serve the purpose of the present work. It was then tested by the fundamental principle underlying the new work—**THAT OF MAKING THE MEANING OF EVERY WORD SO CLEAR THAT EVEN A CHILD COULD NOT FAIL TO UNDERSTAND IT.** This test revealed the essential weakness of all dictionaries made on any other principle.

The result of this experiment, made necessary an extraordinary amount of the most careful, original work. The first copy was revised by a capable editor; then the entire book was copied in long-hand. Several experienced scholars amplified, restated and illustrated the definitions in galley proof. New kinds of material were introduced; new methods of clarifying meanings were discovered, and with great labor and expense, the entire book was harmonized. The entire book was reset, and further refinements were insured by having every word revised by a corps of experts. *Over eight hundred new illustrations were made expressly for this book.*

The editors whose names appear on the title-page divided their responsibility. Besides exercising careful judgment on every question of method and form, one of them passed upon the simplicity and adequacy of the definitions and the correctness of the English, and the other upon the scientific and technical accuracy of all scientific statements.

From this description it is evident that The Winston Simplified Dictionary represents original work based upon careful scholarship, and wide pedagogical experience, such as has not been given to any elementary dictionary previously published. We believe that the editors and their assistants have done their work well, and are entitled to high praise for their accomplishment. This dictionary is offered to the schools of America and to the general public, in full confidence that it will be of immense value to all who use it.

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HOW OUR LANGUAGE HAS GROWN.

The study of a foreign language may have given you your first realization of the relationship between English and the other languages of the world. When you begin the study of a foreign speech, you are surprised to find how many words in the language you are studying are like English words. If you study Latin, you will meet *parens*, for instance, which by the simple change of the *s* to *t* becomes our English word *parent*. The word *rumor* is exactly like the English word. *November*, *transfero* (*transfer*), and a great many more are easily recognized by their resemblance to English words.

If you study French, you will have the same experience. In French you will find, for instance, *annoncer*, to announce, *consoler*, to console, and a large number of other words much like their English equivalents.

The English language, therefore, is closely related to several other languages. French and Anglo-Saxon are her parents; she is a granddaughter of Latin and a distant cousin of Greek. And, as is the case with the descendants of human families, English has some traits from all the languages which have helped to make her what she is.

The story of the birth and development of English is most interesting. Twelve or thirteen centuries ago England was not the busy, important island she is now, but was covered with forests and inhabited by the Britons, a people belonging to a race called the Celts. They used one of the forms of the Celtic language, for no *English* language was then in existence.

Over on the eastern coast of Europe, where your maps now show you Denmark and Holland and Germany, lived tribes of bold and cruel pirates called the Angles, the Saxons, and the Jutes. These peoples spoke a language somewhat like the present German language, or perhaps more like the Dutch spoken in Holland. These pirates, in their many-oared boats, made their way to the coast of Britain in search of food or of treasure. But once on the shores of the island, they found this land so much pleasanter than their own cold and stormy home on the other side of the North Sea that many of them decided to stay and make new homes for themselves in Britain.

And thus grew up in Britain the Anglo-Saxon tongue, a result of the mixture of the forms of German spoken by the two strongest invading tribes. The name of the country, too, was changed, and became Angleland or Engeland, taking the name of one of the pirate tribes. From this it is easy to see how the name became *England* and the language came to be called *English*.

Though at first Anglo-Saxon words seem entirely unfamiliar, a closer study will show you a number whose resemblance to English is easily recognizable. *Morgen tid* is easily converted into *morning tide*. *Godes* means of God or God's, for the apostrophe has come to take the place of the *e* in the Old English possessive. *Condæl* becomes *candle* by only a slight change, and *beorht* merely shifts the position of *r* and changes *eo* to *ig* to become *bright*.

A rather hasty study shows how nearly related are English and Anglo-Saxon. But there is another interesting fact to be observed in this study. The life of these people was so simple that it was occupied chiefly with the simplest needs of existence—eating and drinking and keeping themselves alive in spite of many foes. It naturally followed that the words that have been inherited by modern English from the Anglo-Saxon tongue are for the most part simple words. These simple words are sometimes called "*homely* words," because they "come home" to people as the everyday words of

everyday life. Such words are *home, light, fire, God*. In this list are also included most of our common prepositions and conjunctions, such as *to, from, over, and*.

A new element was brought into the language, however, by the introduction of Christianity in the sixth and seventh centuries. The Anglo-Saxons were heathens, worshiping many gods who, they believed, presided over the forces of nature. Thus there were Thor, the thunderer, famous for his strength, and Balder, the sun god, and Eastre (compare *Easter*), the goddess of spring. But in the year 597 there came from Rome a missionary of the Christian religion, named St. Augustine. Other missionaries followed him, who established the church in Britain and converted many of the people. The church services were read in Latin. And so there came into the language a number of Latin words, some of them having a Greek origin. These words, for the most part, have to do with religion and the church, as *bishop, priest, creed*, and similar words. Such words do not come to us directly from the Latin. As they were used by the Anglo-Saxons, they came to be slightly changed. The word *bishop* will show how such modifications came about. The Latin form was *episcopus* (compare the English word *episcopal*—pertaining to a bishop); under the influence of the Anglo-Saxon it became *biscop*. for the tendency of the simple, unlearned English was to shorten the long, ponderous Latin words, and to change a *p* into a *b*; our modern word is *bishop*, the *c* being changed to *h* for the sake of greater smoothness in pronunciation. Similar changes took place in many of the other Latin words which at this time enriched the language.

But the most important new element was yet to come. In 1066 a band of men from the continent of Europe, under the leadership of William of Normandy, known as William the Conqueror, landed in England. These people, known as Normans, or Norman French, came from a district in the northwestern part of France, called Normandy. As their name shows, the Normans were originally Northmen, from the shores of Denmark, Sweden, and Norway. During their piratical raids they had often landed on the coast of France, and being pleased with the fertile soil and the balmy climate, had at last forced the king of France to grant them some territory, and made permanent homes for themselves in the land.

But the Northmen had adopted the civilization and, in large part, the language of the French. This language was a form of the Latin language, for the Gauls, ancestors of the French, had been subjects of the Romans and had used their speech, adapting it to their own speech and needs. Thus the Norman French spoken by William of Normandy and his followers was a tongue founded on the Latin, or, as it is often called, a Romance language, because it was one of those languages based on the speech of the Romans.

Thus was brought into England an entirely new language family. And it had come to stay; for the Normans in a great battle conquered the Saxon king, Harold, and William became king of England. As the Normans were now the ruling race on the island, French became the language used in law courts, the language of literature, of the rich, and of the nobles. French was taught in the schools. It was used at the court of the king. It was the language of writing.

The Anglo-Saxons, however, who hated the Normans as their conquerors and despised the French language as the language of the conquerors, clung to their native tongue. Thus for a long time the two languages existed side by side—French, the language of the noble, rich, and educated; Saxon, the speech of the simple and the poor.

As time wore on, however, contempt on one hand and bitter hatred on the other gave way to a feeling of interest and friendship. The people ceased to be French and Anglo-Saxon, and became Englishmen, citizens of a common country. It thus became more and more necessary that all

the people be able to communicate with each other; Normans used more Anglo-Saxon, Anglo-Saxons more French. The result was a new language, the slow growth of many years, the vocabulary of which was largely Anglo-Saxon, the grammar, largely French.

As we noticed that the words expressing simple, homely ideas are largely from Anglo-Saxon, so the language of learning and formal speech is from the French; for the Norman French were more highly civilized and educated than the Saxons. As the French had Latin as its foundation, a large Latin element came, in changed form, with the French into English. The following table will help to make this clear:

<i>Anglo-Saxon</i> Origin	<i>Latin-French</i> Origin	<i>Anglo-Saxon</i> Origin	<i>Latin-French</i> Origin
home	residence	king	sovereign
show	signify	horseman	cavalier
help	relieve	break	destroy
dear	precious	keep	maintain
hard	difficult	kind	gracious
hide	conceal	buy	purchase
freeze	congeal	feeling	sentiment

It is thus to Anglo-Saxon that we look back as the source of our familiar, everyday speech; to Latin, through French, as that tongue which has enriched and dignified our language with the terms of science, learning, and more formal speech.

The Norman French was the last great influence brought to bear upon the English language. Year by year, century by century, English has grown and changed. How different from present-day English, for instance, is the language of Shakespeare!

These changes come about in various ways. Sometimes words creep into the language from foreign tongues, as, for example, the French word *chic*, stylish, or the Latin expression *vice versa*, which have now become a real part of the English language. Often words drop out of use altogether or come gradually to have new meanings. Thus the old word *clept*, meaning named, and *an*, meaning if, are no longer used. The word *humorous* originally meant, not funny or causing laughter, but full of whims; *straight* meant at one time immediately, as Shakespeare writes, "I'll be with you *straight*." *Presently* formerly had the same meaning; when a man said, "I will come presently," he meant *immediately* and not *in a short time*, which is our modern meaning. Again, new conditions and new inventions call for new words. Thus *automobile* and *phonograph* and *airplane* and many, many more words came into the language as the things they name came into existence. Such words, too, as *mugwump*, *carpet-bagger*, *landslide* were originally political slang, but are now recognized parts of the English language. So also, any one can give numerous illustrations of new words that came into the language during the World War. Some such change in our speech is brought to pass almost every day.

Such, in outline, is the story of the growth of the English tongue—a growth which will never cease as long as English is spoken. For language is alive, a real being, growing, developing, changing, as man, as the race, grows, develops, changes, and bearing from year to year traces of the history of the race.

• MAKING NEW WORDS

Now that you know something of the history of our language, you will be interested to learn how some of the separate words became a part of the

English language, and how some have been put together and built up from others.

Interesting stories are connected with many of our words. Have you ever wondered, for instance, why two slices of bread with meat or some other food between them is called a sandwich? In the eighteenth century an English nobleman, as he was sitting at table one day, quite by chance, or perhaps as an experiment, put a slice of meat between two slices of bread and ate it. What the nobles do their followers copy; thus others about the table tried the same experiment. The new dainty soon grew popular, and was named after the man who invented it, the Earl of Sandwich.

Another instance of a "story word" is the word *palace*, meaning the house where a king or a wealthy and important person lives. This was so named from the Palatium, one of the seven hills of Rome, where lived Augustus, the first great Roman Emperor.

Many more such story words might be mentioned; but there are other and more common ways in which words are adopted into the English language. As we shall see, one of the most common ways is by fitting together parts of words from other tongues, especially from Latin and from German. Most words of more than one syllable are formed of two or more distinct parts. The most important part, or foundation, of the word—the part that really gives the *thought* of the word—is called the *root* or the *stem*. For instance, in the word *marine*, the stem is *mar*, from the Latin word *mare* (pronounced mā-rā), meaning sea. Thus *marine* means pertaining to the sea; we have extended its meaning so that we say that marines are sailors of the sea, and marine trade means trade on the sea. The same stem appears in the words *maritime* and *mariner*. The stem of the word *dictate* is *dict*, meaning speak or say, a stem which we find also in such words as *predict*, to say before or foretell, *contradict*, to say against or oppose, and *dictionary*, that which says. The stem of the Latin word for foot is *ped*. So we have *ped* as a stem in *pedal*, *quadruped*, and *pedestrian*.

In many words there are two parts of equal importance, or two stems. Such a word is *phonograph*. *Phon* is a Greek stem meaning sound, found also in *telephone*, *megaphone*, and other words; *graph* is also a Greek stem meaning write. You will recognize it in such words as *telegraph*, *autograph*, and *paragraph*. A phonograph, then, in its literal meaning, is a contrivance that writes sounds.

The word *thermometer* is another two-stem word. *Thermo* is from a Greek word meaning heat, and *meter* is a common stem meaning measure. Thus a thermometer is an instrument that measures heat, as a thermostat is a device for keeping the temperature of a room always the same. For *thermo*, as we have seen, means heat and *stat* is from a Greek word meaning to stand still. Many more such words of two stems you will find from a study of an unabridged dictionary.

Words of one stem, however, are much more common than those of two or more. Most words have just one important part whose meaning is more or less changed by a less important syllable. If this syllable is put before a stem, it is called a *prefix*; if it is added after a stem, it is called a *suffix*.

A knowledge of prefixes and suffixes is a great help to a fuller understanding of English words. A prefix usually alters the meaning of the word itself, and the suffix changes the part of speech. Thus if, to the word *take* we prefix *mis*, the meaning becomes to take wrongly, or to make an error; for *mis* means wrongly. If, however, we add to *mistake* the suffix *en*, the word is changed from a verb to an adjective, though the meaning of the word itself is not changed. Again, to prefix *trans* to the word *plant* adds to the original meaning the idea of removal from place to place, but to add to *transplant* the suffix *able* merely makes the word an adjective without changing the thought.

The following table will help you to see how words are built up from stems, prefixes, and suffixes. Notice that, though the literal meaning and the meaning in common use are by no means always the same, yet the literal meaning helps, decidedly, the understanding of the word. Notice also that the prefix frequently becomes changed in form for the sake of greater ease in pronunciation. Thus *ad*, meaning *to* or *for* or *against*, becomes *ac* when used with a stem whose first letter is *c*, as in the words *accept* (*ac*, to; *cept*, take=take to oneself) and *accede* (*ac*, to; *cede*, yield=yield to). When *ad* is placed before a stem beginning with *f*, the *d* becomes *f*. Such a change has taken place, for instance, in the word *affix* (*af*, to; *fix*, fasten=fasten to). Again *con* becomes *col* when used before a stem whose initial letter is *l*, as in the word *collect* (*col*, together; *lect*, to gather=gather together).

WORD	PREFIX	STEM	SUFFIX	LITERAL MEANING	COMMON MEANING
transport	<i>trans-</i> across	<i>-port</i> carry		to carry across	to remove, to carry
portable		<i>port-</i> carry	<i>-able</i> able to be	able to be carried	easily carried
action		<i>ac-</i> (<i>g</i>) do	<i>-tion</i> act of	act of do- ing	performance of a deed
reference	<i>re-</i> again or back	<i>fer-</i> carry	<i>-ence</i> that which	that which carries back	that which sends one elsewhere for infor- mation
expend	<i>ex-</i> out	<i>-pend</i> weigh out or pay		to pay out	to pay out
benefactor	<i>bene-</i> well	<i>fact-</i> do	<i>-or</i> one who	one who does well	one who con- fers a bene- fit

Some of the more common prefixes and suffixes derived from Latin, with their meanings, are included in the following lists:

PREFIXES

USED IN WORDS

a- or *ab-* = away, from.....*ab-duct*, *ab-tract*, *ab-sent*, *ab-*
normal
ad-, *ac-*, *af-* = to, at.....*ad-here*, *ad-just*, *af-fix*, *ac-cept*
ante- = before.....*ante-date*, *ante-cedent*
anti-, *ant-* = against (Greek).....*anti-slavery*, *anti-septic*, *ant-ago-*
nist
auto- = self (Greek).....*auto-mobile*, *auto-graph*, *auto-bi-*
ography
bi- = two.....*bi-sect*, *bi-cycle*, *bi-ped*
circum- = around.....*circum-ference*, *circum-stance*
con-, *col-*, *com-*, *co-*, *cor-* = with or together.....*con-nect*, *col-lect*, *co-operate*
de- = away from, from, down.....*de-tach*, *de-scend*, *de-pend*

PREFIXES

USED IN WORDS

<i>equi-</i> = equal	<i>equi-distant, equi-angular</i>
<i>ex-, e- or ec-</i> = out, from	<i>ex-cept, ex-clude, ex-pel</i>
<i>in-, il-, im-, ir-, en-, etc.</i> = in, on, not	<i>in-dorse, in-clude, il-legal</i>
<i>inter-</i> = between	<i>inter-pose, inter-cede</i>
<i>mon-, mono-</i> = one, alone (Greek)	<i>mono-tone, mono-logue</i>
<i>per-</i> = through	<i>per-ceive, per-mit</i>
<i>post-</i> = after, behind	<i>post-pone, post-script</i>
<i>pre-</i> = before	<i>pre-pare, pre-cede</i>
<i>pro-</i> = before, for, forth, forward	<i>pro-vide, pro-cession, pro-pose</i>
<i>re-, red-</i> = back, again	<i>re-gain, re-read, re-fresh</i>
<i>sub-, suc-, suf-, sug-, sum-, sup-</i> = under	<i>sub-ject, suf-fer, sub-mit</i>
<i>trans-</i> = across	<i>trans-fer, trans-pose, trans-port</i>
<i>un-, uni-</i> = one	<i>uni-form, uni-corn</i>

SUFFIXES

USED IN WORDS

<i>-able, -ible</i> = capable of	<i>cap-able, measur-able</i>
<i>-age</i> = amount, state	<i>mile-age, cour-age</i>
<i>-ance, -ence</i> = relating to, condition of	<i>appear-ance, independ-ence</i>
<i>-ar, -ary</i> = relating to	<i>muscul-ar, pulmon-ary</i>
<i>-ate</i> = to act, to cause	<i>anim-ate</i>
<i>-ation</i> = action, condition	<i>degener-ation, civiliz-ation, vari-ation</i>
<i>-ceous, -cious</i> = like	<i>falla-cious, gra-cious</i>
<i>-cy</i> = quality, state	<i>pira-cy, luna-cy</i>
<i>-fy</i> = make	<i>satis-fy, horri-fy</i>
<i>-ic, -ical</i> = one who or that which	<i>class-ical, geometr-ic</i>
<i>-icious</i> = like unto	<i>del-icious, mal-icious</i>
<i>-ion</i> = action, being, condition	<i>miss-ion, rebell-ion</i>
<i>-ions</i> = full of	<i>relig-ions, suspic-ions</i>
<i>-ise, -ize</i> = to do, or make	<i>critic-ise, bapt-ize</i>
<i>-ive</i> = having the character, given to	<i>talkat-ive, posit-ive</i>
<i>-ment</i> = state	<i>astonish-ment, banish-ment</i>
<i>-ous</i> = full of, of the nature of	<i>peril-ous, wondr-ous</i>
<i>-ty</i> = condition or character	<i>digni-ty, puri-ty</i>

The Latin roots, prefixes, and suffixes, however, form by no means the whole of the English language. They have been spoken of first because they are the easiest to understand, as they are little changed, in form and meaning, from the original. The real strength of the language, the more familiar, simpler words, the words of common, everyday speech, are Teutonic in origin. They were brought into England by Teutonic tribes, the Angles and the Saxons, who settled there in the fifth century.

A study of the following list of Anglo-Saxon words will give some idea of the influence of the Teutonic element in the familiar speech of every Englishman and American.

<i>bacan</i> = bake	bake, baker
<i>beatan</i> = strike	beat, beater
<i>beran</i> = bear	bear, bearer, bearable
<i>bindan</i> = bind	bind, bound, bond, band
<i>bitan</i> = bite	bite, bitten, bit
<i>bugan</i> = bend	bow, bough
<i>cat</i> = cat	cat, kitten
<i>ceap</i> = bargain	cheap, chop

<i>cleofan</i> = split	cleave, cleft, cliff
<i>cnawan</i> = know	know, knew, knowledge
<i>cunnan</i> = know	cunning
<i>daelan</i> = divide	deal
<i>dragan</i> = to draw	draw, drag, dray
<i>faran</i> = go or travel	far, fare, farewell
<i>fleogan</i> = flee	flee, fled
<i>hlaf</i> = bread	loaf, lord (= bread-keeper, from <i>hlaf</i> + <i>weard</i> , a guard), lady (= bread-kneader, from <i>hlaf</i> + <i>digan</i> , to knead)
<i>licgan</i> = to lie	lie, lay
<i>maegan</i> = be able	may, might, mighty
<i>raedan</i> = read or guess	read, riddle
<i>tredan</i> = to walk	tread, trot
<i>treow</i> = good faith	true, truth
<i>witan</i> = know	wit, wot, witty

A comparison of these stems with the Latin stems mentioned above will show that the Anglo-Saxon stems have been far more changed in their conversion into English words than have the Latin. These changes, however, have come about for the very reason that the Anglo-Saxon is the oldest element of our language and has thus been much altered because of the passage of many centuries and the influence of other tongues brought later into England. Similar changes are seen in the Anglo-Saxon prefixes and suffixes.

PREFIXES

<i>an-</i> or <i>a-</i> = on	<i>a</i> -bed, <i>a</i> -board
<i>fore-</i> = before	<i>fore</i> -bode, <i>fore</i> -cast
<i>for-</i> = thoroughly	<i>for</i> -give, <i>for</i> -get
<i>gegen-</i> or <i>gain-</i> = back or again	<i>gain</i> -say
<i>mis-</i> = wrong	<i>mis</i> -lead, <i>mis</i> -trust, <i>mis</i> -deed
<i>un-</i> = not	<i>un</i> -holy, <i>un</i> -do, <i>un</i> -bind
<i>al-</i> or <i>all-</i> = quite	<i>al</i> -ore, <i>al</i> -most, <i>al</i> -mighty
<i>in-</i> = in	<i>in</i> -come, <i>in</i> -step, <i>in</i> -land
<i>of-</i> or <i>off-</i> = from	<i>off</i> -spring, <i>off</i> -shoot
<i>over-</i> = above or over	<i>over</i> -cast, <i>over</i> -throw
<i>twi-</i> = two	<i>twi</i> -light
<i>under-</i> = under	<i>under</i> -stand, <i>under</i> -bid

SUFFIXES

<i>-craft</i> = skill	handi- <i>craft</i>
<i>-dom</i> = power, office	king- <i>dom</i> , prince- <i>dom</i>
<i>-en</i> = diminutive	chick- <i>en</i> (from <i>cock</i>), kitt- <i>en</i> (from <i>cat</i>)
<i>-er</i> = one who or that which	bak- <i>er</i> , work- <i>er</i>
<i>-hood</i> = state or rank	boy- <i>hood</i> , man- <i>hood</i>
<i>-ing</i> (originally son of) = part of	farth- <i>ing</i> (fourth part)
<i>-ung</i> or <i>-ing</i> = verbal noun suffix	sing- <i>ing</i>
<i>-kin</i> , <i>-ling</i> = diminutives	lamb- <i>kin</i> , dar- <i>ling</i>
<i>-loch</i> or <i>-ledge</i> = gift, sport	know- <i>ledge</i>
<i>-scipe</i> or <i>-ship</i> = shape or form	king- <i>ship</i> , wor- <i>ship</i>
<i>-stede</i> or <i>-stead</i> = place	home- <i>stead</i>
<i>-ed</i> or <i>-en</i> = material	gold- <i>en</i> , wood- <i>en</i> , gild- <i>ed</i>
<i>-feast</i> or <i>-fast</i> = firm	stead- <i>fast</i>
<i>-feald</i> or <i>-fold</i> = denotes multiplication	mani- <i>fold</i> , two- <i>fold</i>
<i>-isc</i> or <i>-ish</i> = nature of	child- <i>ish</i> , fool- <i>ish</i>

SUFFIXES

-less = loose from.....	hope-less, power-less
-like or -ly = like.....	home-ly, love-ly, lady-like
-sum or -some = like.....	win-some
-ward = direction.....	back-ward
-ling or -long = direction.....	head-long
-wise = manner.....	like-wise

Another kind of words which come to us from the Anglo-Saxon is the group of "self-explaining" phrase compounds. Such words are *offhand*, *meanwhile*, *throughout*, *nobody*, *oftentimes*, *whenever*, and a number of others which will readily occur to you. For the Old English was rich in words formed by the union of two independent words.

From the word *land*, for instance, there were once sixty-three compounds. Most of these are no longer part of the language, though some remain, as *landlord* and *landmark*.

Though the Anglo-Saxon language forms, as has been shown, the basis of the English language, and the Latin has made a very large contribution, no small part of our vocabulary has been transferred bodily from other languages besides these two. Italy, Spain, India, Arabia, the West Indies, all have contributed their share. From Italy we have borrowed many terms pertaining to music and to the refinements of cultured life. Such words are *libretto*, *crescendo*, *balcony*, *cameo*, *intaglio*, *catacomb*. Spain has contributed many words naming commercial products, as *indigo*, *guava*, *vanilla*, *alligator*, as well as some others such as *matador* and *mosquito*. From Holland and Scandinavia come words pertaining to commerce and the sea, among which are *schooner*, *wagon*, *yacht*, *skipper*, *sloop*. India and Arabia with their products sent words naming them, such as *chintz*, *candy*, *orange*, *borax*, *divan*, *alcohol*, *amber*, *coffee*, *cotton*. Biblical literature brings us Hebrew terms, as *cherub*, *jubilee*, *amen*, *alleluia*, *ephod*.

America's contributions to the English language have come from the Mexicans; from the peoples of South America and the West Indies, and from the North American Indians. From Mexico come *chocolate*, *coyote*, *tomato*; from South America, *tapioca*, *guano*, *jaguar*, *quinine*, *alpaca*; from the West Indies, *hurricane*, *maize*, *potato*. The North American Indians have given us such terms as *moccasin*, *moose*, *raccoon*, *tobacco*, *squaw*, *papoose*—words which name things common in an Indian's daily life.

In this way has the whole world contributed and still is contributing to the language of the English-speaking peoples. What wonder, then, that the English tongue is full and rich and flexible? Its wealth of meaning, its beauty, its power, are the result of centuries of growth and of the gifts bestowed by East and West, by North and South. Such a heritage may well be the pride of every Englishman and every American.

SIMPLE RULES FOR SPELLING DERIVATIVE WORDS.

1. Monosyllables, and polysyllables accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

plan { + ed = planned.
 + ing = plan'ing.
 oc-cur' { + ing = oc-cur'ing.
 + ence = oc-cur'ence.

2. Words ending in two or more consonants, words ending in a consonant preceded by two or more vowels, and polysyllables not accented on the last syllable, do not double the final consonant before a suffix beginning with a vowel.

act + or = actor.
 feud + al = feudal.
 of'fer + ing = of'fer-ing.

3. Words ending in a double consonant usually drop the last consonant before a suffix.

full + ness = fulness.
 skill + ful = skilful.

Usage permits many such words to be spelled with either a single or a double consonant.

4. Words ending in silent *e* retain the *e* before a suffix beginning with a consonant, and drop the *e* before a suffix beginning with a vowel.

state + ment = statement.
 state + ing = stating.

EXCEPTIONS:

whole + ly = wholly.
 acknowledge } + ment = { acknowledgment.
 judge } judgment.
 due } + ly = { duly.
 true } truly.
 awe + ful = awful.
 argue + ment = argument.
 dye + ing = dyeing.

Words ending in *ce* (as *place*) and *ge* (as *courage*) retain the *e* before *a* or *o*, so that *c* and *g* may have their soft sounds:

peace + able = peaceable.
 courage + ous = courageous.

5. Words ending in *ie* drop *e* and change *i* to *y* before *ing*.

die + ing = dying.

xvi Simple Rules for Spelling Derivative Words

6. Words ending in *y*, if a consonant precedes *y*, change *y* to *i* before any suffix except one beginning with *i*; if a vowel precedes *y*, the *y* is unchanged.

pity + ful = pitiful.
pity + ing = pitying.
buy + er = buyer.

7. The regular rule for formation of plurals of nouns is to add *s* to the singular. If the final letter of the singular will not unite with *s* (as *ch*, *sh*, *s*, *j*, *x*, *z*), add *es*.

church, churches.
fox, foxes.

8. Nouns ending in a consonant and *y* form the plural by changing *y* to *i* and adding *es*.

daisy, daisies.

9. Nouns ending in a consonant followed by *o* form the plural by adding *es*.

negro, negroes.

10. The formation of the third person singular present of verbs follows the rules for the plurals of nouns.

EXPLANATORY NOTES.

Varied Spellings. If two or more variations of the spelling of a single word exist, the rule followed is to let each appear in its proper alphabetical place in the list, with pronunciation, definition, etc., given as usual, followed by "Also," and the variant in heavy type. An exception is made to this rule when the position of the two variants is consecutive or practically so. In this case, the word given first, and defined, is that selected as preferable. For illustration, see *ægis* and *fusileer*.

Analogous Forms. In cases where two derivatives from the same root word are practically identical in meaning, the less common one has been given in heavy type, with "Also," and has not been listed elsewhere. See *accusatory*, *acceptability*. Cross references have occasionally been used, with "Also," in words almost identical in meaning. See *heather*.

Capitals. When the word listed is a proper noun or adjective, it appears in the vocabulary with a capital. If it has two forms, one common, one proper, the form given in the vocabulary is the original or more important form of the word, the other being repeated beneath, with the definition belonging to it. See *genesis*.

Hyphens. A light hyphen is used to mark division into syllables, except after an accented syllable; as, *e-lab'o-rate*. A heavy hyphen is used to separate the parts of a compound word; as, *fa'ther-in-law*.

Pronunciation. Pronunciation of every word in the vocabulary is given in parenthesis immediately after the word. If a word serves as more than one part of speech, and the second is pronounced differently from the first, the pronunciation of the second is inserted in parenthesis after the name of the part of speech. See *alternate*.

Grammatical Information. Principal parts of verbs are given in brackets after the name of the part of speech (*v.i.* or *v.t.*), if the verb is irregular or if they are desirable for other reasons. Similarly, irregular plurals of nouns and comparative and superlative degrees of adjectives are given in brackets.

Etymology. No attempt has been made to analyze sources of words, except when a word or phrase has been adopted bodily from a foreign language. In that case the name of the foreign language appears in brackets after the definition.

Derivatives. Certain derivative words which come directly from words listed in the vocabulary are given after the definition of the original word, with the part of speech of the derivative indicated. See *adorable*.

ABBREVIATIONS USED IN THIS BOOK.

<i>adj.</i>	Adjective.	<i>It.</i>	Italy, Italian.
<i>A. D.</i>	Anno Domini (Year of our Lord).	<i>JAP.</i>	Japan, Japanese.
<i>adv.</i>	Adverb.	<i>LAT.</i>	Latin.
<i>AM.</i>	America, American.	<i>masc.</i>	Masculine.
<i>Ant.</i>	Antonym.	<i>METH.</i>	Methodist.
<i>AR.</i>	Arabic.	<i>MEX.</i>	Mexico.
<i>A. S.</i>	Anglo-Saxon.	<i>mt.</i>	Mountain.
<i>AUS.</i>	Austria, Austrian.	<i>n.</i>	Noun.
<i>B. C.</i>	Before Christ.	<i>N.</i>	North.
<i>BAPT.</i>	Baptist.	<i>naut.</i>	Nautical.
<i>BEL.</i>	Belgium, Belgian.	<i>neut.</i>	Neuter.
<i>BR.</i>	Britain, British.	<i>N. Z.</i>	New Zealand.
<i>CAN.</i>	Canada, Canadian.	<i>obs.</i>	Obsolete.
<i>CATH.</i>	Catholic.	<i>p.adj.</i>	Participial adjective.
<i>C.</i>	Centigrade.	<i>pdf.</i>	Preferred.
<i>Co.</i>	Company.	<i>pl.</i>	Plural.
<i>co.</i>	County.	<i>POET.</i>	Poetic.
<i>COLLOQ.</i>	Colloquial.	<i>PORT.</i>	Portugal, Portuguese.
<i>com.</i>	Commonly.	<i>p.p.</i>	Past participle.
<i>comp.</i>	Comparative.	<i>p.pr.</i>	Present participle.
<i>CONFED.</i>	Confederate.	<i>PRES.</i>	President.
<i>CONG.</i>	Congregationalist.	<i>prep.</i>	Preposition.
<i>C. S.</i>	Christian Science.	<i>pres.</i>	Present.
<i>DEPT.</i>	Department.	<i>PRESBY.</i>	Presbyterian.
<i>E.</i>	East.	<i>pron.</i>	Pronoun.
<i>EGYPT.</i>	Egyptian.	<i>prov.</i>	Province.
<i>ENG.</i>	England, English.	<i>p.t.</i>	Past tense.
<i>EPIS.</i>	Episcopal, Episcopalian.	<i>RUSS.</i>	Russia, Russian.
<i>etc.</i>	Et cetera (and so forth).	<i>S.</i>	South.
<i>F.</i>	Fahrenheit.	<i>SCOT.</i>	Scottish.
<i>fem.</i>	Feminine.	<i>sing.</i>	Singular.
<i>FR.</i>	France, French.	<i>SPAN.</i>	Spanish.
<i>G. BR.</i>	Great Britain.	<i>sq.</i>	following.
<i>GEN.</i>	General.	<i>sq. m.</i>	Square miles.
<i>GER.</i>	German, Germany.	<i>superl.</i>	Superlative.
<i>GR.</i>	Greece, Greek.	<i>SWITZ.</i>	Switzerland.
<i>HIND.</i>	Hindu.	<i>Syn.</i>	Synonym.
<i>HUNG.</i>	Hungary, Hungarian.	<i>TEUT.</i>	Teutonic.
<i>i. e.</i>	Id est (that is).	<i>TURK.</i>	Turkey, Turkish.
<i>interj.</i>	Interjection.	<i>UNIT.</i>	Unitarian.
<i>IR.</i>	Ireland, Irish.	<i>U. S.</i>	United States.
		<i>v.i.</i>	Verb intransitive.
		<i>v.t.</i>	Verb transitive.
		<i>W.</i>	West.

See "Abbreviations Used in Writing and Printing," page 803.