

*Junior Dictionary*

THORNDIKE + BARNHART

# THORNDIKE + BARNHART JUNIOR DICTIONARY

BY E. L. THORNDIKE  
CLARENCE L. BARNHART

EDITOR OF THE THORNDIKE • BARNHART DICTIONARIES

SCOTT, FORESMAN AND COMPANY

CHICAGO ATLANTA DALLAS PALO ALTO FAIR LAWN, N. J.

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# TO THE TEACHER AND PARENT

The ideal dictionary for a young learner is a book that will help him learn the meaning of any word that he needs to understand, the spelling of any word that he needs to write, and the pronunciation of any word that he needs to speak. It will give him the help that he needs when he needs it, with a minimum of eye-strain and fatigue. For every minute that he spends, it will give him a maximum of knowledge and skill and power for reading, writing, and speaking. It will fit him in due time to make proper use of a dictionary for adults.

To make a dictionary that comes near to this ideal requires not only adequate knowledge of the English language, but also expert scientific knowledge of children's minds, and of their needs in reading, hearing, and using words. The presentation of every detail about every word requires ingenuity and thoughtfulness.

## THE SELECTION OF WORDS AND MEANINGS

The selection of words is based on counts of the actual occurrences of words in reading matter. These counts enable us to measure the frequency and range of occurrence of each word.

The count used in the first edition of the Junior Dictionary was the Thorndike count of ten million words. This was later supplemented by a Thorndike count of occurrences of all words (save 2,500 of the commonest) in each of 120 books from the Terman and Lima list of juvenile books, using only the first 40,000 words in the case of books more than 40,000 words long. Dr. Irving Lorge has made a count of over 4½ million words in current magazines. In addition to this, Dr. Lorge and Dr. Thorndike made a semantic count of nearly five million words in representative reading. This semantic count, giving the frequency of each meaning of a word, has been of great value in selecting the meanings to be defined. The important data on the frequency and range of words in all of these counts have been gathered together in the Thorndike-Lorge *Teacher's Word Book of 30,000 Words*. As a guide, there is thus available now a total count of about thirty million instead of ten million. Various smaller counts made by others have also been studied. These counts have enabled us to concentrate our efforts on those particular meanings of each word that will probably be found in a child's reading matter.

## TEACHING THE MEANING OF WORDS

It is not enough to abbreviate and adapt definitions made originally for adults, and especially for adults of much ability and knowledge. Definitions are not like clothes that can be cut down and made to fit. What has a clear and correct meaning to a well-informed adult may confuse and mislead a child. We have therefore sought to frame definitions directly to meet the needs of children. We make great use of illustrative sentences containing the word being defined and of pictures when pictures can teach the child what he needs to know better than words can. The illustrative sentences and pictures are chosen or made with the same unfailing consideration of the young learner's needs.



The general arrangement of entries in this dictionary is in one single alphabetical list, which is simple and easy for a beginner.

The arrangement of the definitions for each word will help children find what they need to know. No uniform, rigid system is followed. Arranging the different meanings of a word always in the sequence of their historical development, or according to grammatical categories does very little good for children and may do much harm. For them the proper principles of arrangement are: common uses before rare, easily understandable uses before difficult, literal uses before figurative, and general uses before special. Each of these principles is, of course, subject to the rule that the arrangement is best that helps the learner most.

## TEACHING THE SPELLING OF WORDS

A dictionary is a great aid in spelling if the user knows the first three or four letters of the word in question and its general sound, and if the dictionary presents the word conveniently with a suitable description by definition, illustrative sentence, or picture, so that the user can easily find among the words beginning with those letters the one he wants, and is speedily assured that it is the one he wants.

To help children use this dictionary for spelling, such inflected forms as *brought*, *done*, and *knew* are entered in alphabetical sequence and defined. For the same reason certain proper names, abbreviations, and contractions, which some dictionaries omit or make difficult to find, are included in regular order in our list.

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All irregular spellings of plurals of nouns, past tenses, past participles, and present participles of verbs, and the comparatives and superlatives of adjectives are shown in heavy boldface type at the end of the definitions. Irregular spellings include those in which the ending is attached to the stem of a word, rather than to the complete word. Thus *abbreviated* and *abbreviating* appear but *administered* and *administering* do not. As a result, many children who have been unable to use a dictionary profitably in learning to spell may now be able to do so.

Each word of more than one syllable is printed with thin spacings, which separate the syllables without unduly changing the word in the dictionary from its ordinary appearance in reading.

To help pupils who know the initial sound or sounds of a word but not its spelling (*knife*, *pneumonia*, for example), a table of spellings of English sounds is given on pages 46-47 of the section called "How to Use This Dictionary."

## TEACHING THE PRONUNCIATION OF WORDS

We use a system of diacritical marks and a pronunciation key that have the approval of our committee of scholars. This system of representing English sounds is adequate, usable, and easy to learn and remember. We do not present all the permissible pronunciations of all words, but rather those chosen by the committee as most common among educated people in the United States. This does not mean that users of the dictionary should think that all other pronunciations are not acceptable. Some may be equally satisfactory, or even in certain localities, preferable. Space in a dictionary of this sort does not permit giving all possible variant

pronunciations. Furthermore too many pronunciations would be confusing for the pupil.

The pronunciations given are for normal speech at a conversational rate of speed. A pupil who is slowly pronouncing a word syllable by syllable with accents on each syllable in order to learn its constituent parts or its spelling may replace the sound of *ə* by the more specific sound that the *a* or *e* or *i* or *o* or *u* would have if it were accented. Or he may replace the sound of (*i*) by that of (*ē*) in words like *detain*, *presume*, and *receive*.

## ACKNOWLEDGMENTS

The making of a reliable dictionary—a record of existing usage—is, or should be, the work of many scholars and editors working together. In framing the policies of this book, we have had advice and help from twenty-seven scholars on the General Editorial Advisory Committee. The editors are much indebted to them for their conscientious, helpful, and friendly advice, and especially to Professor W. Cabell Greet, who, as chairman of the committee, has given freely of his time and knowledge to its work.

The special editors (listed on page 4) have had charge of special sections of the book—pronunciation and new words—and have made these sections a convenient and authoritative guide to modern standard American usage. To Professor Lorge we are indebted for the right to use the *English Semantic Count*, which has been greatly expanded and brought up to date with a special count of the 570 commonest words. Finally, we have had the right to use material from the *Thorndike•Barnhart Comprehensive Desk Dictionary*, *The New Century Dictionary*, *The Dictionary of Americanisms*, and *The Dictionary of American English*. In addition to these, we have, of course, been guided by the great and invaluable store of tested and proven material in the original *Thorndike-Century Junior Dictionary*.

We have tried throughout to approach the language problems of this dictionary in the spirit of the late E. L. Thorndike. Professor Thorndike's remarkable grasp of pedagogical techniques enabled him to construct dictionaries that made the complex meanings of our language more understandable for literally millions of young people. He would have been pleased to know that a permanent editorial staff has been set up to apply to dictionaries the results of scientific research on language and vocabulary.

Clarence L. Barnhart

# HOW TO USE THIS DICTIONARY

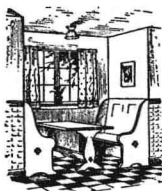
## HOW TO FIND A WORD

### Entries

**Alcott** (əl'kət), **Louisa May**, an American author (1832-1888). Her most famous book is *Little Women*. *n.*

**alcove** (əl'kōv), 1. a small room opening into a larger room.  
2. a recess or large hollow space in a wall. *n.*

**Alden** (əl'dən), **John** (1599-1687), one of the Pilgrims who settled at Plymouth, Massachusetts. *n.*



Alcove (def. 1)

**Odessa** (ō des'ə), a seaport city in Russia on the Black Sea. *n.*

**pneumonia** (nū mōn'yə or nū mōn'yə), a disease in which the lungs are inflamed. *n.*

**Po** (pō), a river in northern Italy, flowing into the Adriatic Sea. *n.*

**P.O.**, post office.

**in.**, inch; inches.

**non-**, prefix meaning: not; opposite of; lack of; as in *nonbreakable*, *nonconductor*, *nonessential*.

**Robin Hood** (rob'en hūd'), in English legend, an outlaw who robbed the rich but gave money to the poor.

The words in your dictionary that are explained or defined are called entry words or entries. Entry words are printed in large black type. Read the entries and their definitions given above.

Which entry words are the names of real people?

Which is the name of a legendary person?

Which is the name of a city? the name of a river?

Which are abbreviations?

Which is a prefix?

These entry words give you some idea of the many kinds of words explained in your dictionary. As you look through your dictionary, you will see all kinds of entries, including the names of places, the names of people, abbreviations, prefixes and suffixes.

Now use the entries and their definitions given above to answer the following questions:

1. When was Louisa May Alcott born?
2. Could John Alden have known her?
3. Where is the Po River? Is Odessa in the same country?
4. What does P.O. Box 148 mean? 14 in.?
5. Is pneumonia a disease of the nose and throat?
6. *Essential* means "necessary." What does *nonessential* mean?



A B C D E F G

H I J K L M N O P

Q R S T U V W X Y Z

The entries in this dictionary are given in one alphabetical list that begins on page 1 and ends on page 784. The first entry on page 1 is A (the first letter of the alphabet). Besides words like **aback** and **abacus**, you will also find on page 1 the abbreviation **A.B.** and the name of a person, **Aaron**.

To find entries in your dictionary, you must know the letters of the alphabet in order. As you do the exercises on this page and on the next page, refer to the alphabet above if necessary.

#### EXERCISES

1. Write the letters of the alphabet in a column. After each letter write a word beginning with that letter. For example, after A, write *apple*. If you need help in thinking of a word, use your dictionary. When you have finished, you will have an alphabetical listing of words by their first letters.

2. Joe had a new bicycle. Everyone wanted to ride it. There were Don, Iris, Alice, Mary, Jack, George, Walter, Tom, and Ruth. Joe told his friends that each could ride to the corner and back but that they must take turns in alphabetical order by first names. Who rode first? last? Copy the names of Joe's friends in the order in which they rode the bicycle.

3. John sent the following secret message to Bill:

*hunting down yourself keep going to breakfast  
in plans everyone come after our jeep*

Can you figure out the message? You can if you put the words in alphabetical order.

vase  
velvet  
vinegar  
voice  
vulture

wedge  
weekly  
weigh  
welcome  
west

brief  
bright  
brim  
bristle  
Briton

Sometimes you cannot put words in alphabetical order just by using their first letters, because two or more words in a list may begin with the same letter. You have to look at their second, third, or fourth letters—maybe even beyond the fourth letter.

The words in each box above are in alphabetical order. The words in the first box all begin with the letter **v**; so they are arranged in alphabetical order by their second letters. The words in the second box all begin with the letters **we**; so they are arranged in alphabetical order by their third letters. The words in the third box all begin with the letters **bri**; so they are arranged in alphabetical order by their fourth letters.

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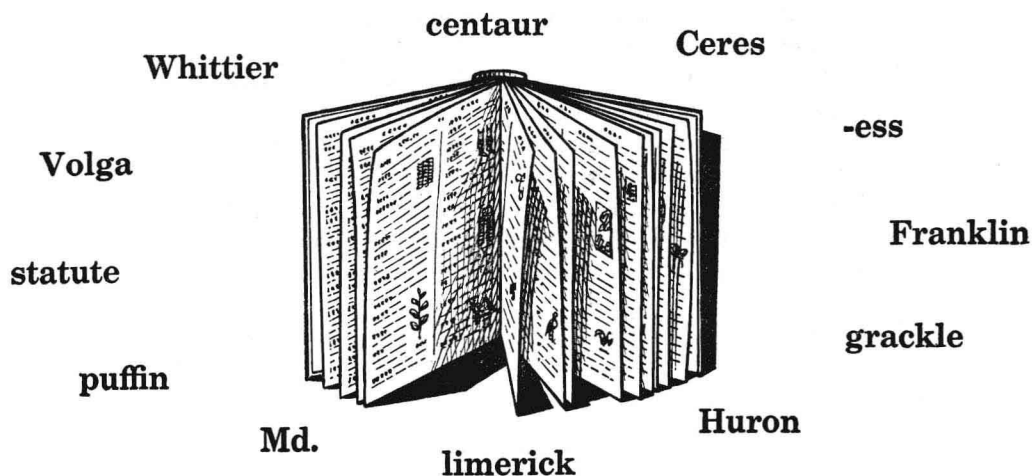
If you wanted to add the word **vy**ing to the list of words in the first box, where would you put it? Why? Where would you put the word **we**apon in the second box? Where would you put the word **br**illiant in the third box?

#### EXERCISES

1. Sometimes to put words in alphabetical order you may even have to look beyond the fourth letter. This is what Sue had to do when she made an alphabetical list of the names of the girls in her club. Their names were Dorothy, Debby, Shirley, Betty, Edith, Diane, Barbara, Doris, Eleanor, Sandra, Betsy, and Dorothea. Write the names of these girls in alphabetical order (be sure to include Sue).

2. Now put the words below in alphabetical order. Check your list with column 2, page 103, of your dictionary.

charge, char, chapter, character, charade, characterize,  
characteristic, charcoal, characterization, characteristically



Look at the entries from your dictionary that are shown around the illustration at the top of this page. Now find the word **centaur** and read what your dictionary says about it. Then answer the first question below by writing *yes* or *no* after number 1 on a piece of paper. Continue with the other entries and questions.

1. Can a centaur be found in a zoo?
2. Was Ceres the same goddess as Demeter?
3. Is a poetess a man who writes poems?
4. Did Benjamin Franklin fight in the War of 1812?
5. Is a grackle a kind of noise?
6. Is Huron the second largest of the five Great Lakes?
7. Is a limerick a kind of soft drink?
8. Is Md. an abbreviation for "doctor of medicine"?
9. Is a puffin a small pillow?
10. Is a statute a law?
11. Is the Volga an inland sea?
12. Was John Greenleaf Whittier a British poet?

## Guide Words

Look at the words **above** and **abstract** at the top of page 3 in your dictionary. These words are called guide words because they tell you whether a word you are looking for is to be found on this page. Every page in your dictionary has two guide words. Notice that on page 3, **above**, the word at the top of the left column, is the same as the first entry on the page. **Abstract**, the word at the top of the right column, is the same as the last entry. The words **abroad**, **absent**, and **absorb** are on page 3 because they occur in alphabetical order between **above** and **abstract**.

Here are the guide words that are on pages 41, 53, 55, and 57 of your dictionary. Use these guide words as you do the following exercises:

|                 |    |                  |
|-----------------|----|------------------|
| <b>Atlantic</b> | 41 | <b>attention</b> |
| <b>baseball</b> | 53 | <b>bat</b>       |
| <b>bay</b>      | 55 | <b>bear</b>      |
| <b>become</b>   | 57 | <b>beetle</b>    |

1. Will you find the entry **atomic** on page 41? **athletic**? **attack**? **attend**? **attentive**? **Atlanta**? **atom**? **attic**? **atlas**? When you have decided which of the words occur on page 41, put them in alphabetical order beneath the guide words **Atlantic** 41 **attention**. Check your list with the dictionary.

2. Each word given below is an entry on page 53, 55, or 57. Copy the words, and after each one write the number of the page in your dictionary on which you will find the word.

|         |          |         |
|---------|----------|---------|
| beef    | be       | bee     |
| basket  | beach    | bed     |
| bayonet | basement | bashful |

3. Would you find the entry **audience** on page 40 or on page 42? Would you find the entry **bath** on page 52 or on page 54? On what page would you find the entry **beard**? the entry **bawl**?

## Where Will You Find It?

Of course you know what the words **sea** and **dog** mean. But do you know that **sea dog** often means "sailor"? If you do not know the meaning of a combination of words like **sea dog**, you can usually find it in your dictionary. It will be listed alphabetically just like one word. For example, **sea dog** comes between **sea cucumber** and **seafarer** on page 599. You will find **range finder** between **range** and **ranger** on page 542 and **smooth-tongued** on page 635 between **smooth-spoken** and **smote**.

### EXERCISES

1. After what entry in your dictionary do you find each of the twelve entries given below?

|                 |                 |
|-----------------|-----------------|
| fountain pen    | pin money       |
| Camp Fire Girls | goose flesh     |
| red flag        | cat's cradle    |
| skeleton key    | second nature   |
| rolling stock   | daddy-long legs |
| coat of mail    | air drop        |

2. You know what the words **magic** and **lantern** mean. But what is a **magic lantern**? To find out, look up the entry **magic lantern** in your dictionary.

3. Look up the following entries in your dictionary and read the definitions.

|                    |               |
|--------------------|---------------|
| yellow jacket      | ground swell  |
| air castle         | battering ram |
| ship of the desert | sweet william |
| cat's-paw          | smoke screen  |

Now answer these questions:

- Can a yellow jacket fly?
- Can you take a picture of an air castle?
- Does a ship of the desert have sails?
- Can a person be a cat's-paw?
- Can a ground swell rock a boat?
- Is a battering ram an animal?
- Is sweet william a kind of candy?
- Can a ship hide behind a smoke screen?

## Different Words with the Same Spelling

Do you know that there are two words spelled **hamper**? One word means "hold back" and the other means "a large covered basket." Notice how these words are entered in your dictionary.

**ham per**<sup>1</sup> (ham/pər), hold back; hinder: *A heavy bundle hampered Joe.* *v.*  
**ham per**<sup>2</sup> (ham/pər), large basket with a cover. *n.*

Words like **hamper** that are spelled alike but are different words are called homographs. Your dictionary enters and defines these words separately. A small number is put after each homograph. This number reminds you that there is at least one other word spelled the same way if you do not find the definition you need after the first one.

How many words are spelled **batter**? **till**? The following entries from your dictionary will tell you.

**bat ter**<sup>1</sup> (bat/ər), beat with repeated blows so as to bruise, break, or get out of shape; pound: *The policeman battered down the door with a heavy ax.* *v.*

**bat ter**<sup>2</sup> (bat/ər), a liquid mixture of flour, milk, eggs, etc., that thickens when cooked. Cakes, pancakes, muffins, etc., are made from batter. *n.*

**bat ter**<sup>3</sup> (bat/ər), player whose turn it is to bat in baseball. *n.*

**till**<sup>1</sup> (til), until; up to the time of; to the time when: *The child played till eight. Walk till you come to a white house.* *prep., conj.*

**till**<sup>2</sup> (til), cultivate (land); plow: *Farmers till the land.* *v.*

**till**<sup>3</sup> (til), a small drawer for money. The till is under or behind the counter. *n.*

### EXERCISES

1. Use your dictionary to find out how many different words are spelled **hawk**, **dock**, **painter**, **bank**, **port**, **beetle**.

2. Each sentence below contains a homograph printed in heavy black type. Read the first sentence, look up the entries spelled **baste** in your dictionary, and decide which one is used in the sentence. Write that entry after the sentence number, for example,

1. baste<sup>1</sup>. Continue in the same way with the other sentences.

1. Mother showed me how to **baste** the meat.
2. This book tells about a family who lived on a **junk**.
3. The table was made of polished **ash**.
4. **Bats** lived in the old barn.
5. I would like to know how to play **cricket**.
6. We use nets to catch **smelt**.



## Finding the Root Word

Many words that end in **s, es, ed, ing, er, est** are not entry words in your dictionary. You may need to look up the root word to find the meanings of words that are formed from it.

For example:

To find the meaning of **roamed** or **roaming** you will have to look up the root word **roam**.

To find the meaning of **gazed** or **gazing** you will have to look up the root word **gaze**.

To find the meaning of **sadder** or **saddest** you will have to look up the root word **sad**.

To find the meaning of **cities** you will have to look up the root word **city**.

**roam** (rōm), wander; go about with no special plan or aim: *to roam through the fields.* *v.* | **gaze** (gāz), 1. look long and steadily. 2. a long, steady look. *v., gazed, gazing, n.*

Compare the two entries given above. Do you see why **gazed** and **gazing** are given after the definitions of **gaze** but **roamed** and **roaming** are not given after the definitions of **roam**?

As you have probably guessed, if there is a change in the spelling of a root word before an ending, your dictionary shows you this spelling in heavy type after the definitions of the entry word.

Why does your dictionary give the words **sadder** and **saddest** after the definitions of **sad**? Why does it give the word **cities** after the definitions of **city**?

### EXERCISES

1. Look up the entry words **prefer, army, slim, and grope** in your dictionary. How is the spelling of each of these root words changed when endings are added?

2. Copy the words given below, and after each, write its root word. Use your dictionary to check your work.

|            |           |           |
|------------|-----------|-----------|
| jetties    | vagaries  | compelled |
| mustier    | mystified | merited   |
| haughtiest | crouches  | imploring |
| scrapped   | glimpsing | scantiest |

## HOW TO FIND A MEANING

### What Does It Mean?

Suppose you read "Tom was a contentious person." Do you know what the word **contentious** means? How can you find the meaning of a word you do not know? You can always look the word up in your dictionary. If you turn to the entry word **contentious** in this dictionary, you will find that it means "quarrelsome." Now you know what kind of person Tom was.

Would you like a friend to call you **parsimonious**? **complaisant**? **odious**? **vivacious**? **benevolent**? **considerate**? Copy each word. Then look up its meaning in your dictionary, and write *yes* or *no* after the word.

**irk some** (ɪrk/səm), tiresome; tedious: *Washing dishes all day would be an irksome task.* adj.

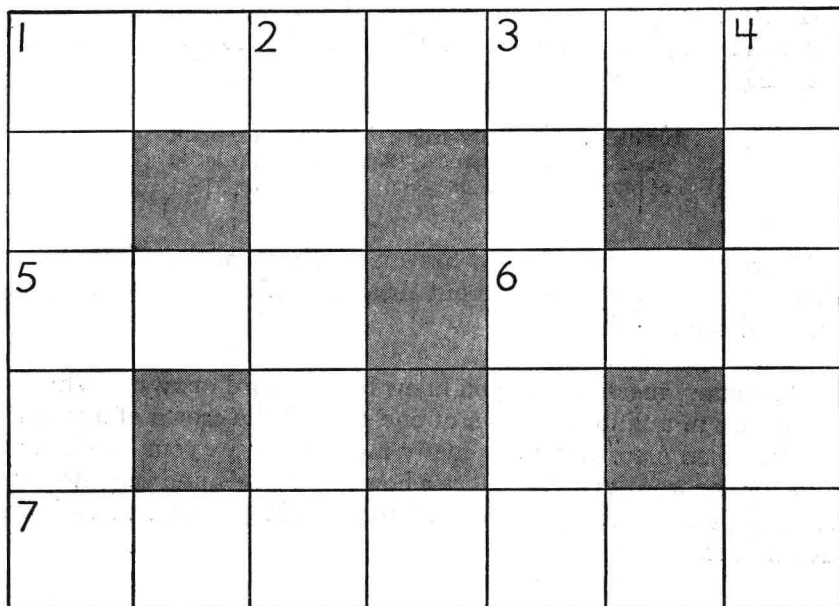
**pam per** (pam/pər), indulge too much; allow too many privileges: *to pamper a child, to pamper a sick person, to pamper one's appetite.* v.

Now look at each entry word given above. After the definition of the word **irksome** notice the sentence printed in italic type. The word **irksome** is used in this sentence. After the definition of the word **pamper** there are three phrases printed in italic type. Each phrase uses the word **pamper**.

At the end of many definitions your dictionary gives sentences or phrases printed in italic type to show you how an entry word may be used.

Read the definitions for the entries **elapse**, **fidgety**, **rouse**, and **raucous**. Notice how the sentences or phrases in italic type help you understand the definition of each word.

## A Word Puzzle



### Across

1. a large old-time sailing ship
5. a small poisonous snake
6. at the stern or back of a boat
7. an old-time weapon

### Down

1. to strike together
2. part of a coat
3. to rub out
4. well known; famous

Can you work this puzzle? You can if you know what these words mean: **noted, gnash, aft, galleon, halberd, lapel, erase, asp.**

Copy the puzzle on a piece of paper. Next, look up the meaning of each of the words above in your dictionary. Then read the first definition under *Across*—"a large old-time sailing ship." Write the word that fits this definition across the top of the puzzle—one letter of the word in each square. Continue with 5, 6, and 7 under *Across*. Do the same with 1, 2, 3, and 4 under *Down*.