THE WORD
WITHIN THE WORD II

PARENT MANUAL

BY
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THOMAS MILTON KEMNITZ

Royal Fireworks Press
Unionville, New York
A Volume II Overview

The essence of *The Word Within the Word, Volume II*, is that it resumes right where *The Word Within the Word, Volume I*, left off, allowing the first year’s exploration of the interior of English vocabulary to be preserved, reinforced, and used as a foundation for important further study of this usually unseen language within words.

The program is easy to implement, with a small core of vocabulary knowledge supplemented by a flexible array of activity choices expandable to fit any available timeframe. There are so many activity choices that it is impossible to do them all, which puts the parent in control to implement the activities that seem most important or that the child enjoys most. These activities now include beautiful photographs and essays about ancient Roman history and culture.

In *Volume I*, students became acquainted with language as a reflective word system made of interacting ancient Greek and Latin stems. Students studied 500 Greek and Latin stems, followed by 250 words made of those stems. An array of higher-order thinking/feeling questions and problems probed this classical content, allowing students to have a profound intellectual and affective involvement with the words and the human ideas contained in the words. Students learned to peer inside words to seek their magical contents and to perceive ancient micropoems preserved and protected within words.

Using *Volume I* as its foundation, *Volume II* continues that program. With the same foundation of Greek and Latin stems studied in *Volume I*, *Volume II* proceeds forward, presenting new words made of the stems learned previously and introducing interesting new stems as required. Ten new stem words are presented in each lesson, and five words are reviewed from *Volume I*, while the stems in these fifteen words are highlighted at the top of each list page. In other words, each list contains ten new words, five review words, and the stems of both. This format allows *Volume II* to incorporate and review virtually all of the content from *Volume I* and has the practical advantage of allowing students who never studied *Volume I* to participate in the program with a manageable minimum of extra effort. The real object of study is still the word system, rather than the individual words, and the same array of thinking/feeling processes is applied to the content.

The blood that runs through the veins of this book is the idea that words are fun: learning words, creating words, using words, figuring out the hidden words within words, understanding the cultural norms and mores depicted in words, and exploring the inquisitive and creative experiences that words make possible—it is a neat game, bigger than any puzzle, richer than any crossword, more complex than any chess game, more human than any story. And even for the very brightest child or parent, it is a game that is sophisticated and elaborate enough to last an entire lifetime, getting better with each year.
Volume I, Volume II

How they’re alike: Like Volume I of The Word Within the Word, Volume II is not a study of a list of words. Instead, it is an exploration of a word system, of the constellation of echoes that we inherit from our ancient past. Fifty percent of every quiz is composed of Greek and Latin stems, rather than words, and the creative exercises in each lesson are designed not just to teach students to use words, but to let them use stems to make new words, to analyze words through stems, to find the stem-poetry hidden inside words, and to absorb the culture of word invention and application. The word system is the object of study.

The actual words listed in each lesson are only specimens, illustrations, a thin sample of the huge population of words that is a function of the Greek and Latin stems. The words are selected to include both words that are common and words that are rare, words from literature and words from science, literary words and scholarly words. The list is a sort of multi-directional intellectual springboard, capable of propelling students off in a multitude of directions; after all, we don’t know whether a child is going to become a doctor or a novelist, a historian or an artist, and any child will benefit from a broad foundation of ideas. And as in Volume I, a few extremely rare and erudite words are included for curiosity value and to help students overcome word anxiety.

As in Volume I, the emphasis is on appreciation. I hope that, working together, we can teach children to love words absolutely. To this end, I have tried to infuse this book not only with a sense of learning, but with a sense of fun, of experiment, of carefree playfulness—all applied to what I think is indisputably outstanding content: our glistening heritage of Greek and Latin stems and words.

Volume II also shares with Volume I the application of a set of thinking/feeling processes, ranging from synthesis, divergence, convergence, and analysis to emotion, intuition, and aesthetics. As I have mentioned in previous works, Barbara Clark’s work convinced me that education that ignores or minimizes the functions that we associate with the right hemisphere of the brain does so at its peril. I am aware that not everyone is yet convinced of the importance of hemisphericity research, but even in the absence of such research, it is cogent common sense that ideas that appeal to the broad and deep humanity of children have more opportunity to take hold than those that have limited meaning.

How they’re different: In developing Volume II of The Word Within the Word, I have attempted to incorporate a number of refinements and improvements while still allowing Volume II to emerge organically from the context provided by Volume I. These refinements range from a better (visual) way of indicating whether a stem is Greek or Latin, to including flip-side questions on each test, to including word creation exercises in every list, to indicating the ways in which different kinds of thinking processes interact with each other, to developing a far greater range of creative and imaginative activities, to taking advantage of my own extensive research study in the language of the classics. I hope that all of these improvements will make Volume II exciting and intellectually stimulating and that you and your child will enjoy using it.
Lesson Components

The Lists: In Volume I there were twenty stem lists followed by ten word lists. In Volume II all thirty lists are similar to each other. Each list consists of ten new words derived from the Greek and Latin stems studied in Volume I—as well as some new stems that we introduce in this volume—plus five review words pulled forward from the lists in Volume I, plus a selection of the Greek and Latin stems contained in the fifteen words in the list. This format allows Volume II to emerge organically from Volume I, it keeps the focus on the word system rather than the words, it avoids abandoning last year’s words, and it is still manageable enough for children who have not studied Volume I to learn the material without a great deal of extra effort.

<table>
<thead>
<tr>
<th>STEMS OF LIST WORDS</th>
<th>10 NEW WORDS</th>
<th>5 REVIEW WORDS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Latin stems are in standard style; Greek stems are in italics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• mal (bad) malapropism</td>
</tr>
<tr>
<td>• non (not) nonplussed</td>
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<tr>
<td>• post (after) postlude</td>
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<tr>
<td>• archy (government) hierarchy</td>
</tr>
<tr>
<td>• port (carry) portly</td>
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<tr>
<td>• inter (between) interdiction</td>
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<tr>
<td>• vid (look) vide</td>
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<tr>
<td>• omni (all) omnibus</td>
</tr>
<tr>
<td>• mono (one) monolithic</td>
</tr>
<tr>
<td>• lith (rock) monolithic</td>
</tr>
</tbody>
</table>

- malapropism (ludicrous misuse of a word) His malapropisms amused us.
- nonplussed (perplexed) He was nonplussed by the unexpected question.
- postlude (concluding section) It was a tragic postlude to her long life.
- hierarchy (ranking) There must be a hierarchy of values.
- portly (stout) The portly doorman carried himself gracefully.
- interdiction (prohibition) The judge’s interdiction stopped the construction.
- vide (see) Vide Johnson’s definition of politics on page 35.
- omnibus (covering many things) The omnibus legislative bill passed.
- monolithic (massive and uniform) The monolithic totalitarian society revolted.
- imponderable (difficult to ponder) He tried to weigh the imponderable issue.

| • benediction (blessing) The grandfather’s benediction made them happy. |
| • incredulous (not believing) Her incredulous face revealed her mistrust. |
| • omniscient (all-knowing) The story was told from an omniscient point of view. |
| • neophyte (beginner) The graduate was a neophyte in the business world. |
| • unilateral (one-sided) The unilateral decision required no conference. |

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In Volume II stems that are Latin are set in Times Roman type, to look Latin; stems that are Greek are in italic type, to look Greek, and new stems that did not appear in Volume I are also in bold. The result looks like this:

- in (in) inamorata
- inter (between) interpolate
- ex (out) effulgence
- sub (under) subjacent
- pot (drink) symposium
- fus (pour) effusion
- vect (carry) invective
- acro (high) acrophobia
- amor (love) inamorata
- sub (under) subjugate
- fulg (shine or flash) effulgence
- sym (together) symposium
- nomy (law) nomothetic
- dign (worthy) condign
- fract (break) refractory
- phobia (fear) acrophobia

This format enables children and parents to see at a glance what is Greek, Latin, and new. In the list above, for example, the stems sub, fus, vect, and fract, among others, are Latin; the stems acro, sym, nomy, and phobia are Greek. There are two new stems, amor and fulg, that did not appear in Volume I, and these are also Latin. The student should be informed that intellectual etiquette calls for us to make new words by adding Greek to Greek and Latin to Latin stems, rather than Greek to Latin. In my Neologist’s Lexicon section, I have not rigidly adhered to that etiquette, however; it is just a point of information.

Tests: The tests in Volume II are different from those in Volume I. In Volume I the first quadrant of questions always contained the stems from that week’s list, and the other three quadrants contained review stems. In Volume II the top two quadrants contain stem questions, the left bottom quadrant contains words with blanks to fill in the definitions, and the bottom right quadrant contains definitions with blanks to fill in the words. In other words, the top quadrants are stems, and the bottom quadrants are words, with the bottom right side being a flip-side test. Words are put in the flip-side section on a random basis, forcing students to think about each word they learn in two ways: to understand what it means if they see it, or to be able to recall it if they see its meaning. This will give students an advantage in the use of the words, since they cannot use words they cannot recall, even if they can define them.

Answer Keys: In this parent edition, each test is followed by an answer key that contains answers in italics. When I taught this program in my classes, spelling counted, and I did not accept synonyms for answers, but I think that these details are best decided on an individual basis.

Notes: The Notes pages in Volume II are more elaborate than those in Volume I. In addition to identifying the part of speech of words discussed, I also include ideas derived from research I have done in the words of the classics. In many cases, this research enables me to show students how the words in the lists have been used by authors of great books, in some cases for centuries. This idea finds its fullest development in the Classic Word section of each Notes page. The idea here is that the word itself is a sort of microclassic, an exquisite artifact of thought prized by the best writers. These Classic Words (see the book Classic Words at the Royal Fireworks Press website) notes are intended not only to give students fascinating examples of usage and variety of usage, but also to prove to
INTRODUCTION TO THE STUDENT BOOK

As I described in my original introduction to this book several years ago, it took me two years to write it, getting up at 4 a.m. every morning and writing—on a good day—one page before going to class to teach English. The purpose of the book was to extend the vocabulary curriculum begun in *The Word Within the Word, Volume I*, and I first imagined that I would use the same lesson format, introducing 500 new stems, but that proved to be impossible. I already had used the majority of important stems, and the lessons of this book had to embrace a different format, although the focus continued to be on the massive interdisciplinary power of the Latin stems—a factor that makes this book, in essence, ten vocabulary books in one.

When I wrote this book, I scarcely imagined what it would become—a vocabulary text used in all states and many foreign countries, steadily revised to include new features and improvements with each succeeding edition. The reason, I think, that *The Word Within the Word* vocabulary curriculum has been so widely adopted is the inherent interdisciplinary nature of the stems. English is at its foundation a Germanic language, not a Romance language; its origin is not from Latin. But over the centuries, the academic strata of English have been infused with thousands of Latin-based words in every major discipline—so much so that academic English now feels like a Romance language. As a result, when students study the great base of stems in this curriculum, the stems make them better students in every subject. Students acquire a powerful vocabulary connection to the words of science, history, mathematics, Spanish (of course), and other courses. The stems are a kind of magic content that expand—once ingested—into an internal vocabulary comprehension engine. There is nothing else, so far as I know, like this content in intellectual life. It is truly power-learning at its most powerful, and it has a global academic effect.

And now, after many years, we arrive at this new enhanced edition of *The Word Within the Word, Volume II*. In this edition the original vocabulary knowledge is supplemented by a kind of book-within-the-book: superb photographs and essays by Dr. Thomas Milton Kemnitz, a historian by training and a photographer who took more than 100,000 photographs for this project. The new material focuses on the Roman Republic, as he explains in his introduction on the following page. You might, however, wonder if the focus of the text has been narrowed to history, when the central strength of the stems is that they are interdisciplinary. Indeed, we also could have created a science edition, if we had wanted to, with great effect. The most important observation is that the focus has not been narrowed. *The Word Within the Word* is just as interdisciplinary as it has always been, just as powerful a foundation for science or mathematics as it always was, but in addition to that, it now provides superior intellectual training that it never had before. It has acquired new vitamins, without losing any of its previous ability to make students stronger in every subject.

Let me explain. Unlike science or mathematics, Roman history is the actual background and source of academic English vocabulary. To study Rome is to study English vocabulary. To study Rome is, for any English speaker, to study yourself. Furthermore, there has been a renaissance in educational theory emphasizing the importance of nonfiction readings—what some movements refer to as informational or factual readings—and these new readings about Roman history and culture are perfect—a dream come true—for that purpose. In these advanced readings, students can discover what it is like to leave basic schoolbook prose behind and begin to read real, grown-up history. They can absorb the feel of real academic writing and apply it to their own nonfiction essays. This is exceptional training for the mind. The curricular focus is still on the stems; we do not even provide quizzes or questions for these historical readings because the emphasis is not on assessing them; it is on enjoying and absorbing them. They are a bonus. As you learn the stems, read Roman history too, and see the effect on vocabulary, reading power, writing style, and intellectual light.

Michael Clay Thompson
This new edition of *The Word Within the Word, Volume II*, has been revised to give you some insight into the Roman world. In this volume we have limited the topic to the Roman Republic, i.e., Rome until the assassination of Julius Caesar in 44 B.C.

We saw in the previous volume of *The Word Within the Word* that the Greeks were not only inordinately competitive but also highly creative. In the Romans we meet a people who were no less competitive than the Greeks but who were more organized, flexible, pragmatic, and practical. They lacked the Greek cultural sophistication, but they had a genius for finding solutions to problems.

In this period we are tracing the rise of Rome from a small, land-locked mud village in central Italy to the center of the civilized world. Rome created an empire that was larger in extent than any before or since in the West. From Scotland to Saudi Arabia, from North Africa to Turkey, Rome dominated the Western and Middle Eastern world—and maintained that dominance for half a millennium.

Rome is important to us in the first instance because it was the source of Latin, which is the foundation of so many English words. Rome was the vehicle by which most Greek culture was transmitted to us. The Roman government of the last centuries of the Republic was the model on which the American Founding Fathers based the United States Constitution, and Roman architecture was the model chosen for the buildings of the new American Republic.

This discussion of the Roman Republic is included for your enjoyment and edification, intended to broaden your education and to give you a wider understanding of the world from which our language derives. We hope that no one uses it as a basis for testing.

*The Word Within the Word* remains the premier text for developing English vocabulary, and we have not altered that aspect of this volume except to make some minor changes to improve your comprehension. The word lists and the activities are the same as in the previous edition. You should not be diverted by any of the discussion of ancient Rome from the fundamental purpose of this book, which is to increase your comprehension and to enhance your enjoyment of the English language.

Thomas Milton Kemnitz
Latin stems are in standard style; Greek stems are in *italics*:

- *mal* (bad)  
  - malapropism

- *non* (not)  
  - nonplussed

- *post* (after)  
  - postlude

- *archy* (government)  
  - hierarchy

- *port* (carry)  
  - portly

- *inter* (between)  
  - interdiction

- *vid* (look)  
  - vide

- *omni* (all)  
  - omnibus

- *mono* (one)  
  - monolithic

- *lith* (rock)  
  - monolithic

- *pond* (weight)  
  - imponderable

- *dict* (say)  
  - benediction

- *bene* (good)  
  - benediction

- *in* (not)  
  - incredulous

- *cred* (believe)  
  - incredulous

- *sci* (know)  
  - omniscient

- *neo* (new)  
  - neophyte

- *phyte* (plant)  
  - neophyte

- *uni* (one)  
  - unilateral

- *lat* (side)  
  - unilateral

**malapropism** (ludicrous misuse of a word)  His malapropisms amused us.

**nonplussed** (perplexed)  He was nonplussed by the unexpected question.

**postlude** (concluding section)  It was a tragic postlude to her long life.

**hierarchy** (ranking)  There must be a hierarchy of values.

**portly** (stout)  The portly doorman carried himself gracefully.

**interdiction** (prohibition)  The judge’s interdiction stopped the construction.

**vide** (see)  *Vide* Johnson’s definition of politics on page 35.

**omnibus** (covering many things)  The omnibus legislative bill passed.

**monolithic** (massive and uniform)  The monolithic totalitarian society revolted.

**imponderable** (difficult to ponder)  He tried to weigh the imponderable issue.

...  

**benediction** (blessing)  The grandfather’s benediction made them happy.

**incredulous** (not believing)  Her incredulous face revealed her mistrust.

**omniscient** (all-knowing)  The story was told from an omniscient point of view.

**neophyte** (beginner)  The graduate was a neophyte in the business world.

**unilateral** (one-sided)  The unilateral decision required no conference.
From Sir Walter Scott’s *Ivanhoe*

After these neophytes came a guard of warders.

<table>
<thead>
<tr>
<th>Parts of Speech:</th>
<th>prep.</th>
<th>adj.</th>
<th>n.</th>
<th>v.</th>
<th>adj.</th>
<th>n.</th>
<th>prep.</th>
<th>n.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parts of Sentence:</th>
<th>AVP</th>
<th>subj.</th>
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</table>

<table>
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<tr>
<th>Phrases:</th>
<th>-----prepositional phrase-----</th>
<th>--prep. phrase--</th>
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</thead>
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<thead>
<tr>
<th>Clauses:</th>
<th>----------------------------------independent clause------------------------------------</th>
<th>a simple declarative sentence</th>
</tr>
</thead>
</table>

Here Sir Walter Scott used the plural common noun *neophytes* as the object of a preposition, where the prepositional phrase modifies the verb. Notice how the subject and verb are reversed. The word *these* is a demonstrative adjective here. AVP means action verb predicate.

**Pronunciation**

- malapropism: mal uh PRO pism
- nonplussed: non PLUST
- postlude: POST lood
- hierarchy: HI er arky
- portly: PORT lee
- interdiction: in ter DICT shun
- vide: VIE dee
- omnibus: OM nih bus
- monolithic: mono LITH ic
- imponderable: im POND er uh bul
- benediction: beneh DICT shun
- incredulous: in KRED ju luss
- omniscient: om NIH shunt
- neophyte: NEE oh fite
- unilateral: yoo nih LAT ur ul

**Spanish Cognates**

English and Spanish are close relatives, as we see in these cognates:

- incredulous: incrédulo
- interdiction: interdicción
- neophyte: neófito
- monolithic: monolítico
- unilateral: unilateral
- omniscient: omnisciente
- omnibus: ómnibus
- benediction: bendición
- hierarchy: jerarquía
- imponderable: imponderable
1. **A Micropoem**: When we say that a beginner is a **neophyte**, we are comparing the beginner to a new (*neo*) plant (*phyte*) that has just pushed through the surface of the ground. In other words, to call a person a neophyte is to use a metaphor—only we often become so accustomed to using a word in its metaphorical sense that we forget that we are even doing so. The word *neophyte* is also a good example of the way we borrow words from various fields (in this case botany) for more general usage.

2. Why does the adjective **nonplussed** mean perplexed? In Latin it literally means no (*non*) more (*plus*). It is a plea for mercy! Please, no more, I am confused enough already! By the way, *nonplussed* is also sometimes spelled *nonplused*.

3. The adjective **monolithic** can refer to something made of stone, such as a large column formed from a single stone—as are some of the stones at Stonehenge. But we also use the word **monolithic** to refer to human societies. In 1989 Chinese students, massed in Tiananmen Square to protest for democratic reform, learned through bloodshed that their government intended to keep China monolithic: massively, totally uniform.

4. The noun **malapropism** is based on the character Mrs. Malaprop, created by Richard Brinsley Sheridan in his 1775 comedy *The Rivals*. It was Mrs. Malaprop’s habit to misuse words in ridiculous fashion, usually confusing two words that sounded similar. Sheridan no doubt formed Mrs. Malaprop’s name from the French *malapropos*, meaning badly suited to the purpose.

5. The verb **vide** is sometimes pronounced WEEday, and sometimes VYEdee, the latter being probably more common. It is rare in speech but is often used in formal academic writing to direct the reader’s attention to a specific passage.

6. Please do not confuse the adjectives **incredible** (unbelievable) and **incredulous** (full of disbelief). If you witness an incredible phenomenon, such as a tornado, you will have an incredulous expression on your face.

7. **A Classic Word**: The adjective **portly** is often seen in the classics. In 1596 Shakespeare used it in *Romeo and Juliet*: “A bears him like a portly gentleman.” (The *A* in Shakespeare’s sentence is not a typo; it was shorthand for *he*.) Almost three hundred years later, in 1876, Mark Twain used *portly* to modify the same noun: “a fine, portly, middle-aged gentleman.” Barrie described “two portly figures” in *Peter Pan*. In *Lord Jim* (1900), Joseph Conrad described a man “well set up, portly, and of conquering mien.” But the most fun to be had with *portly* was by that American genius Herman Melville, who used *portly* to describe—what else—the whale! “The Fin-back,” said Melville with his distinguished tongue in cheek, “resembles the right whale, but is of a less portly girth.” The sperm whale, according to Melville, was also portly. Even the words themselves that Melville applied to the whale seemed to him to be necessarily portly: “Applied to any other creature than the Leviathan—to an ant or a flea—such portly terms might justly be deemed unwarrantably grandiloquent.”
The myth of the founding of Rome is that the Trojan Aeneas escaped from Troy as it fell and made his way to Italy, where he founded a town called Lavinium. Four centuries later his descendants Romulus and Remus were cast out as infants and were saved by a she-wolf, who fed and cared for them. This particular bronze wolf dates back to the beginning of the fifth century B.C.; the two infants were a later addition. The lamp shows Aeneas leaving Troy with his father on his back and his son in hand. The Greeks in the Classical Age left tens of thousands of vases with wonderfully sharp images; much of what the Romans of the Republic left is far less distinct, and we have to puzzle out the meaning of images that are less clear. Frequently we have to look to other sources to be certain that our interpretation is correct. Often it is what the characters are holding or wearing or their juxtaposition that provides the evidence we need to interpret an image correctly.
THE FOUNDING OF ROME
Dr. Thomas Milton Kemnitz

Rome is the site of old settlements—far older than the legend of its founding by Romulus and Remus in 753 B.C. indicates. However, the ancient Romans believed the founding story of Romulus and Remus, as well as a chronology that Rome was ruled by seven kings before it became a republic in 509 B.C. Because the records of the city were destroyed by Gallic invaders in 387 B.C., the Romans knew little about their early history. The difficulty was that in 387, the Romans had no sense of history or its importance. The Greek Herodotus had begun to write history less than a century earlier, and the concept had not yet reached Rome, so when the records were destroyed, no one tried to recreate them. The legend of the founding of the Roman Republic in 509 B.C. might or (more likely) might not be accurate; the date gives Rome precedence by two years over Athens in the formation of that city’s democracy. The interesting questions are how and why a little mud village in central Italy became the center of the greatest empire the West has ever known.

Rome’s rise from a village of no consequence to the major power controlling all of the Italian peninsula was the result of a multitude of factors. First, the Roman belief structure was based on the family, clan, and community as more important than the individual. These beliefs produced men and women who were willing to sacrifice for the state, who thought in terms of their duty to larger entities rather than looking out for their own individual welfare. Second, the organization of the Republic fostered a small number of families and clans fighting for pre-eminence. Pre-eminence was gained by serving Rome. The Roman Republic was based on a constant striving for auctoritas, on having a prestige based on family eminence and individual achievement. The individual gained recognition through his service to the state, and that included administration as well as military service—Romans did not separate the two. Third, the Romans were remarkably pragmatic, flexible, undogmatic, and organized in their arrangements—particularly in comparison to those of their contemporaries; this enabled them to co-opt rather than conquer the people they defeated in battle. Fourth, the Romans did not give up.

The family/clan arrangement is crucial to understanding Rome; the head of the family (paterfamilias) ruled with complete authority over everyone in the family except his wife—women in Rome had some personal freedoms not generally enjoyed by women in the ancient world. Rome was effectively ruled by a small number of patrician families. The patrician paterfamilias played an especially important role because he was the head of a group of men and their families for which he was the patron, and they were his clients. Their obligation was to support him, his to provide for them. This relationship might include dozens or hundreds of clients. In Rome itself, the clients (clientes) would gather at the home of their patron (patroni) in the morning and accompany him to the Forum or the Senate or wherever his business took him. In a city without a police force, they were his personal safety; in a country without a safety net, he was their long-term security. There might be a difference in power, but their interests were mutual. The relationship was a matter of tradition, honor, and law; the patrons did not cheat or fail the clients. This patron/client relationship (clientala) was extremely important in Rome; it was often a hereditary bond that superseded family obligations. The Roman terms were pietas for the respect the clients owed to the patron and fides for the faithfulness both sides felt in carrying out their duties in the relationship. This sense of mutuality was fundamental to how Romans understood the world, and it would prove key to their ability to conquer it.

<table>
<thead>
<tr>
<th>First known Olympic games</th>
<th>Traditional date for founding of Rome</th>
<th>Traditional date for founding of Roman Republic</th>
<th>Athenian democracy established</th>
</tr>
</thead>
<tbody>
<tr>
<td>767 B.C.</td>
<td>753 B.C.</td>
<td>509 B.C.</td>
<td>508/07 B.C.</td>
</tr>
</tbody>
</table>
In each case below, one of the choices was really the word used by the author in the sentence provided. All of the choices can be found in the example words on the first page of this lesson. Your challenge is to decide which word the author used. This is not a test; it is more like a game because more than one word choice may work perfectly well. See if you can use your sensitivity and intuition to guess correctly which word the author used. You may use a dictionary.

1. **From Herman Melville’s *Billy Budd***

   He was __________, evincing a confusion.
   a. omnibus  
   b. monolithic  
   c. nonplussed  
   d. omniscient

2. **From Herman Melville’s *Moby Dick***

   What things real are there, but __________ thoughts?
   a. omnibus  
   b. imponderable  
   c. incredulous  
   d. unilateral

3. **From Joseph Heller’s *Catch-22***

   His ruddy __________ face softened with amusement.
   a. incredulous  
   b. portly  
   c. nonplussed  
   d. monolithic

4. **From E.L. Doctorow’s *Ragtime***

   He talked incessantly in his European accent, with __________ he himself...laughed over.
   a. malapropisms  
   b. imponderables  
   c. neophytes  
   d. benedictions

5. **From John Milton’s *Paradise Lost***

   Sternly he pronounced the rigid __________.
   a. hierarchy  
   b. postlude  
   c. interdiction  
   d. benediction
Though it is a good thing to have a rich vocabulary, it is not a good thing to abuse that vocabulary by writing verbose, abstruse, sesquipedalian sentences. Those who overuse their vocabularies often do so at the expense of clarity. Translate the following showy, ponderous passage into graceful, direct English. Do not use slang, but do use words that seem familiar and comfortable.

UPON HEARING the omniscient judge issue his imponderable interdiction against omnibus legislation and monolithic government, the nonplussed, portly neophyte unilaterally pronounced a benediction, which included the following malapropism: “I have not begun to postlude remarks about such matters.” This sentence formed a condign postlude to the day’s events.

Lavinium in Roman legend is the city Aeneas founded after reaching Italy on his journey from Troy via Carthage. It is there that he deposited the Penates that he had carried from Troy. The Penates were worshipped privately as protectors of the individual household, particularly the larder and food stores. Villas had shrines with images of them—like the one pictured here—that were worshipped at family meals and on special occasions. The shrines were often in the atrium as well as in the areas where food was prepared or eaten. Offerings were made of small portions of food. The state as a whole worshipped the public Penates (Penates Publici). This state cult occupied a significant role as a focal point of Roman patriotism and nationalism. The Penates were related to Vesta, the goddess of the hearth—and of the city of Rome. This Penate is carrying a cornucopia, or horn of plenty, as a symbol of abundance in his right hand, and he holds a libation bowl (like the Greek phiale) in his left hand.
Reading Comprehension

1. In Translation #31, which of the following best expresses the main idea?
   a. Most judges do not know what they are talking about.
   b. Powerful governments need to be restrained by the people.
   c. A beginner was pleased that the judge stood up to big government.
   d. It is important to choose your words precisely.

2. The author’s attitude in Translation #31 is best described as:
   a. The day’s events had been ridiculous.
   b. Judges deserve more respect than they get.
   c. The neophyte should have kept quiet.
   d. The day’s events had been important and meaningful.

Analogy:

3. **BENEDICTION : INTERDICTION ::**
   a. order : command
   b. blessing : judge
   c. Pope : judge
   d. church : prohibition

4. **IMPONDERABLE : NONPLUSSED ::**
   a. confusing : confused
   b. heavy : more
   c. impressive : noncombatant
   d. perplexed : difficult to ponder

Antonyms:

5. **INCREDULOUS :**
   a. incredible
   b. credulity
   c. omniscient
   d. gullible

6. **OMNIBUS :**
   a. taxicab
   b. narrow
   c. monolithic
   d. unilateral

The sanctuary for the household gods—a small alcove called a lararium—can be seen in many of the structures still standing in Pompeii and Herculaneum. The curved top was the limus, and the most sacred spot in the home was under the limus. It is from this association that we get the word sublime and its meaning. These household gods fell victim to the eruption of Vesuvius. The shape of the lararium can be seen more clearly on page 24.
The Word Within the Word • Ideas #31

synthesis
With which other word in List #31 do you think the adjective *nonplussed* has the most in common? Explain why you think the two words have something in common. Remember that your connection can be in any category at all.

analysis
Imagine that you decided to organize your values into a *hierarchy* so that you knew what was important to you. To begin, you would sort your values into categories in order to make better sense of them. What would be some of the main categories of values you would use?

divergence
List as many things as you can that might be described as *imponderable*. Remember to keep listing after the easy answers are exhausted so that you find some original and creative answers.

convergence
If you had to live in a *monolithic* society in which a tyrannical government demanded mass, uniform adherence to its ideas, which society would you choose? You may select any society you can think of, ancient or modern, fictional or historical. Explain your choice.

application
Use five or more of the words in List #31 to describe something or to make a statement.

evaluation
What criteria might a judge use to determine whether or not to issue an *interdiction* against building a toxic waste site in a populated area? List at least five criteria, and then rank them in order of importance.

ethics
Imagine that a strange virus was slowly giving you the power of *omniscience* but that you could still choose not to know certain things if you wished. What things, other than some of the obvious private matters in individuals’ lives, would you choose not to know because you think it would not be ethical for you to know them?

intuition
You have just written a short story in which the character wakes with a start, a completely *incredulous* expression on his face. Why is he incredulous?

emotion
Is being *nonplussed* an emotion? Or is it not an emotion but simply a perception, more intellectual than affective? Explain.
Neologist’s Lexicon

Use the stems in this list to create a new word (neologism). Give the word, the pronunciation, the part of speech, the etymology, and the definition(s). Keep a record of the neologisms you create from list to list. Here are some examples:

monoscient (mah NO shent) adj. [mono (one), sci (know)] 1. being fixed and obsessed with a single idea 2. so specialized as to know only one thing, while being ignorant of all else

lithovidesis (lith o vid EE sis) n. [lith (rock), vid (look)] 1. a look that turns one to stone, as the look of the Gorgon 2. the look of one whose name you have mispronounced

Sesquipedalian Theater

Using at least one word from this week’s list in every sentence, write a small one-act play. If circumstances allow, it would be good to perform the sesquipedalian play in class. Having a witty prop is a good idea. Use a pseudonym, or nom de plume, if you like. Emphasis should be on creativity and fun; feel free to be silly or absurd. As an example:

Unidentified Flying Monoliths
by Michael Skellig

Scene: A small group of people are walking in the park. One is pulling a stuffed animal on a leash. One is bouncing a basketball and never stops or looks up throughout the play. One is chewing gum animatedly and stares wide-eyed at the audience the whole time.

One: Look, in the imponderable sky! It is a bird, a plane, an unidentified flying monolith!
Two: Monolith?? Oh no! I see, but I’m incredulous, but I see, but I’m incredulous!
One: Be not nonplussed! Trust to the verification of your own eyes!
Three (looking up, agape): Oh my omnibus mind, my neophyte eyes! Can this vision be unilateral, or does all the world see what I see?
One and Two: Vide, VIDE, VIDE!! (They pronounce the word differently each time.)
One: Oh hierarchy of truths! Oh benediction and postlude to nonplussed day! Oh omniscient visitors from afar! What interdictions have we broken, that you visit us??
Two: Wait!
One: Oh, my earthbound portliness! Oh, my . . .
Two: Wait!
One: Oh, OMNIBUS OMNISCIENT BENEDICTIONS AND INTERDICTIONS AND...
Two: WAIT! Did you say “unidentified flying monolith”? That’s no monolith! That’s a monoplane, you neophyte! MONOPLANE! Ha!! What a malapropism!
One: Monoplane? . . .
One: Plane? . . .
One: Malapropism? . . .
All (muttering): Ooohh nooo . . .
All stare blankly at audience.

finis
Latin stems are in standard style; Greek stems are in *italics*; new stems are in **bold**:

- **re** (again) remonstrate
- **sol** (alone) solipsism
- **ism** (doctrine) solipsism
- **in** (not) ineluctable
- **ex** (out) ineluctable
- **luct** (struggle) ineluctable
- **super** (over) supererogatory
- **rogat** (ask) supererogatory
- **infra** (beneath) *infra dig*
- **terr** (land) disinter
- **lent** (full of) truculent
- **ject** (throw) *disjecta membra*
- **ob** (against) obloquy
- **loqu** (talk) obloquy
- **acro** (high) acronym
- **nym** (name) acronym
- **pugn** (fight) pugnacious
- **cise** (cut) incisive
- **dia** (across) diatribe
- **trib** (pay) diatribe
- **ab** (away) abrogate
- **con** (together) recondite

**remonstrate** (plead in protest) Her earnest, repeated remonstrations were in vain.

**solipsism** (doctrine: only self exists) His narcissistic solipsism was amusing.

**ineluctable** (not escapable) You must face the ineluctable consequences.

**truculent** (fiercely savage) His truculent nationalism was undiplomatic.

**supererogatory** (beyond what’s asked) His supererogatory efforts annoyed us.

**infra dig** (beneath dignity) It was considered *infra dig* even to ask.

**recondite** (abstruse) The recondite subject was beyond his intellect.

**disinter** (unearth) The crew slowly disinterred the buried home.

**disjecta membra** (scattered fragments) Only the *disjecta membra* of her work remained.

**obloquy** (verbal abuse) Hester received the obloquy of the community.

**abrogate** (annul) It is preferable not to abrogate a firm agreement.

**acronym** (initials-name) NATO, RADAR, and SCUBA are acronyms.

**pugnacious** (combative) The pugnacious youth always started fights.

**incisive** (sharp) Her incisive questions cut to the heart of the issue.

**diatribe** (abusive criticism) The senator’s public diatribe reflected his rage.
From F. Scott Fitzgerald’s *The Great Gatsby*

<table>
<thead>
<tr>
<th>The policeman</th>
<th>looked</th>
<th>over</th>
<th>with</th>
<th><strong>truculent</strong></th>
<th>eyes.</th>
</tr>
</thead>
</table>

**Parts of Speech:**
- adj.
- n.
- v.
- adv.
- prep.
- adj.
- n.

**Parts of Sentence:**
- subj.
- AVP

Here Fitzgerald used the adjective *truculent* to modify a noun, *eyes*, that is the object of a preposition. The prepositional phrase modifies the verb.

**Pronunciation**

- *remonstrate*: reh MON strate
- *dissecta membra*: dis JEK tuh MEM bruh
- *solipsism*: SOLL ip sizm
- *obloquy*: OB lo kwee
- *truculent*: TRUCK yoo lent
- *abrogate*: AB row gate
- *supererogatory*: super eh ROGG atory
- *acronym*: ACK row nim
- *infra dig*: IN fra DIG
- *pugnacious*: pug NAY shus
- *recondite*: RECK un dite
- *incisive*: in SIE siv
- *diatribe*: DIE uh tribe
- *disinter*: dis in TUR
- *disinterment*: desenterramiento

**Spanish Cognates**

- *truculent*: truculento
- *recondite*: recóndito
- *pugnacious*: pugnaz
- *acronym*: acrónimo
- *diatribe*: diatriba
- *abrogated*: abrogado
- *solipsism*: solipsismo
- *incisive*: incisivo
1. I admit it: *disjecta membra* is an erudite term that you will rarely see, but it is still fun to look at a word such as this sometimes. And it is good to begin to have a sense of what these scholarly terms are like. You might see this term if you are studying, say, a classical poet such as Sappho, whose work only exists in scattered fragments, leaving us wishing that we still possessed her other poems that we know existed but that have been lost.

2. It will be easy to remember what the noun *obloquy* means because the word is such a literal construction of its pieces. If you are receiving the obloquy of the community, people are talking (*loqu*) against (*ob*) you. You are the object of unfavorable discussion—most unpleasant.

3. A *Micropoem*: Imagine absolute and final solitude. Well, *solipsism* is the doctrine (*ism*) that you are alone (*sol*). It is the philosophical idea that only the self exists (only I exist and, everyone else is merely a figment of my imagination). It seems to be a ridiculous idea—until you try to disprove it. And then you begin to see its value. Attempting to disprove solipsism is a fascinating intellectual experience because in doing so, you realize the difficulty of thinking deeply. If you cannot prove that solipsism is false, do you know that it is false? And if you cannot prove something so seemingly obvious, how can you hope to prove or know other things that are apparently far more difficult and complex?

   After thinking about *solipsism*, you become more careful with the word *obvious*. Bertrand Russell and Alfred North Whitehead labored for years on *Principia Mathematica*, in which they attempted to prove that the foundation of mathematics and arithmetic was sound. This task proved to be so difficult that Russell later said it had permanently reduced his intelligence; he claimed never to be as sharp again, which brings up the well-known fact that most mathematicians make their major contributions to mathematics while they are young.

   And another thing. The old stereotype that boys need to study more mathematics than girls do is superannuated—obsolete. In the challenging economy of the future, mathematics will be more important than ever, and there is no reason why bright boys and girls should not equally study and profit from as much advanced mathematics as they can possibly learn. Hundreds of exciting futures will be closed to the ill-advised student who takes the low and short road in mathematics. Bright girls are hereby urged to ignore limiting stereotypes and pursue academics.

4. *Truculent* refers to behavior that is more than hostile or violent. It describes behavior that is disturbingly brutal, fiercely savage, such as the attacks that Mr. Hyde makes on a little girl and an old man in Robert Louis Stevenson’s *Dr. Jekyll and Mr. Hyde*.

5. A *Classic Word*: To *remonstrate* is to try emphatically or over and over again (*re*) to show (*monstrare*) someone something, as someone who is pleading in protest does. Since *remonstrate* is a word that possesses energy and human emotion, we would expect it to be a common word in the classics, and it is; Barrie, London, Conrad, Wells, Crane, Dickens, Melville, Stowe, Hawthorne, the Brontës, and Scott all used it. In *Jane Eyre*, Miss Temple seemed to remonstrate, while Jane eschewed upbraiding and curtailed remonstrance. In *Ivanhoe*, the Saxon remonstrated strongly with his friend upon the injudicious choice he had made of his party.
Wars in the East brought Romans into direct contact with Greece and Greek culture. Among the primary Greek deities who gained added importance in Rome in the third and second centuries B.C. was Apollo, shown here in a statue that is one of many Roman copies of a Greek original. The kithara was a stringed musical instrument more sophisticated than the lyre, and Apollo is often depicted with one or the other, as he is in this sculpture.
The Romans fought a series of wars in Greece, the Balkans, and Asia Minor from 214 to 146 B.C. An unadorned list of them indicates the Roman determination to prevent any challenge from the East: First Macedonian War, 214–205 B.C.; Second Macedonian War, 200–196; Seleucid War, 192–188; Third Macedonian War, 172–168; Fourth Macedonian War, 150–148; and the Achaean War, 146. At the beginning of this period, Alexander’s empire had devolved into three significant powers in Macedonia, the Seleucid Empire, and Egypt, as well as some secondary powers such as Pergamum and Rhodes.

By 217 Philip V of Macedon controlled all of Greece except Athens. In 215 B.C., however, Philip—following the Roman defeat at Cannae—formed an alliance with Hannibal and made himself and his kingdom Rome’s enemy. Rome immediately moved to neutralize Philip by forming alliances with Rhodes and Pergamum and the Achaean cities. They sent enough troops to Greece to keep Philip busy and unable to aid Hannibal and made peace with him in 205 when the Carthaginians were no longer a threat.

The Second Macedonian War erupted when Philip entered into an alliance with the Seleucid Empire, and the two sought to take control of Egypt. Again Rome lured away Philip’s allies in Greece and in 197 B.C. decisively defeated him at the Battle of Cynoscephalae. Philip had to surrender his fleet, become a Roman ally, and abjure any foreign policy, but he was otherwise spared. The Roman victor, Titus Quinctius Flaminius, declared all the Greek cities free, although Roman garrisons were placed at Corinth and Chalcis. Flaminius meant that the Greeks were free to do what Rome wished.

In the Seleucid War, Antiochus III (the Great) led his Seleucid army into Greece and attempted to hold Thermopylae Pass, but the Romans did as Xerxes had done: they went around the pass and drove Antiochus out of Greece. The Romans decisively defeated the empire at sea, invaded Asia Minor for the first time, and decisively won on land. Rome had thus destroyed two of the three major remnants of Alexander’s empire and had begun to exert indirect control over the other parts, including Egypt, Rhodes, and Pergamum. By 188 B.C., the Romans were masters of the known world.

In the Third Macedonian War, Perseus, the successor to Philip V, challenged the Romans and was defeated decisively at Pydna in 168 B.C., where 32,000 of the 40,000 Macedonian troops died. The Romans sold about 300,000 of the inhabitants of Macedonia into slavery, divided the province into four republics, and settled many retired legionnaires and allies on the land. The same year saw the defeat of Genius, the last king of Illyria; he was brought to Rome in chains and displayed. The following year the Romans attacked Epirus, and 15,000 of its inhabitants were sold into slavery.

In 150, a pretender claiming to be Perseus’s son led a revolt against Roman rule. After some success, he was defeated at Pydna in 148 B.C., and the Romans simply annexed Macedonia as a Roman colony with a permanent Roman garrison. The remaining Greek cities of the Achaean League rose up in their objection of this arrangement, but they were speedily crushed. The Romans totally destroyed the ancient city of Corinth, plundered much of the rest of Greece, and took many Greeks as slaves. They divided Greece into two Roman provinces. The Romans intended to ensure that they would never again have to fight the Greeks by leaving Greece without the resources to wage war.
This slave collar bore a message that asked that the slave be returned for a reward. It is a telling fact that sometimes when archaeologists find just the inscribed disc, they cannot be certain whether it attached to a collar for a slave or for a dog.
SLAVERY
Dr. Thomas Milton Kemnitz

Slavery was an increasing phenomenon in the Roman Republic, and it was a major factor in changing Roman society, economics, and living conditions. Slavery in the United States was racial; people of color were enslaved by white people, and an ideology evolved that people of color were inferior to their white masters. In the ancient world slavery was not racial but rather a condition of life in the Persian Empire, as it was in ancient Greece. The Greeks tended to enslave foreigners—their term was barbarians—whom they captured in battle or when they took a city, and the Spartan act of en slaiving fellow Greeks—the Helots—outraged the Athenians when they saw it firsthand.

As Roman conquerors moved farther from Rome and encountered strangers in Gaul or the Iberian Peninsula or North Africa or Greece or the Middle East, they increasingly took prisoners whom they sold into slavery. Indeed, selling slaves was one of the most profitable outcomes of winning a battle or of taking a city that had closed its gates to the Roman army. Selling slaves paid the army’s wages, and taking prisoners to sell into slavery was a means by which a commander could ensure his popularity with his troops. By the middle of the third century B.C., the Romans held tens of thousands of slaves; by the middle of the second century B.C., with Carthage enslaved and Corinth reduced to ashes, the Romans held hundreds of thousands of slaves.

The most desirable slaves were Greeks, who frequently were used to educate children, to run the library, or to manage the household. A wealthy urban household might contain many slaves, while a country villa might run entirely on slave labor. Skilled slaves were an advantage at every point in the domestic economy, from food preparation to clothing manufacture to shoe making to grooming of the master and mistress of the household to the arrangement of the master’s toga. A large country villa might include slaves capable of making tiles, drainpipes, or even fired bricks. Slaves would till the fields, harvest the crops, and look after the livestock. State-owned slaves undertook public works such as repairing roads and aqueducts. The abundance of slave labor enabled the wealthy of Rome to have a very luxurious life.

The children of a slave woman were slaves. Unlike in America, where skin color meant permanent servitude, in Rome slaves might be able to purchase their freedom. Many masters made arrangements with their slaves so that they profited substantially from the transaction whereby a slave paid for his freedom. The elder Cato bought young men who were without skills, trained them in a trade, and then sold them at a handsome profit, and he was not alone in profiting by training slaves. Fortunes were made from slaves, beginning with those who risked their lives following the army and buying the captives directly after battles. Their lot could become very precarious in any military reversal or if the baggage train was ambushed or overrun; they might easily be killed or taken captive themselves.

Many men made their fortune by using slaves for enterprises such as mines or quarries or indeed anywhere that heavy manual labor was done regularly. Slaves were often used by fullers (cleaners), in bakeries, and in other uncomfortable or unpleasant occupations. One of the most spectacular endeavors in which slaves were trained was as gladiators. This was a particularly apt use of barbarian warriors.

Runaway slaves were a constant problem in Rome. They were not so much a threat to the social order as they were an economic loss for their owners. One large disruption was caused by a slave rebellion led by Spartacus and others who were being trained as gladiators. After a series of setbacks, the destruction of a lot of property, and the murder of many slave-owning families, the Roman army led by Crassus won a decisive victory and crucified every one of Spartacus’s army who survived the final battle.
The Word Within the Word • Classic Words #43

In each case below, one of the choices was really the word used by the author in the sentence provided. All of the choices can be found in the example words on the first page of this lesson. Your challenge is to decide which word the author used. This is not a test; it is more like a game because more than one word choice may work perfectly well. See if you can use your sensitivity and intuition to guess correctly which word the author used.

1. From James Joyce’s *Portrait of the Artist as a Young Man*

   He drove his soul daily through an increasing circle of works of ________.
   a. truculence
   b. solipsism
   c. supererogation
   d. disjecta membra

2. From Upton Sinclair’s *The Jungle*

   I am not to be silenced by poverty and sickness, not by hatred and ________.
   a. obloquy
   b. pugnacity
   c. truculence
   d. diatribe

3. From George Orwell’s *1984*

   The word you are trying to think of is __________.
   a. solipsism
   b. diatribe
   c. ineluctable
   d. remonstrate

4. From Alan Paton’s *Cry, the Beloved Country*

   The pain was deep, deep and ________.
   a. recondite
   b. ineluctable
   c. incisive
   d. truculent

5. From James M. Barrie’s *Peter Pan*

   “Wendy,” ________ Michael, “I’m too big for a cradle.”
   a. abrogated
   b. disinterred
   c. remonstrated
   d. truculent
Though it is a good thing to have a rich vocabulary, it is not a good thing to abuse that vocabulary by writing verbose, abstruse, sesquipedalian sentences. Those who overuse their vocabularies often do so at the expense of clarity. Translate the following showy, ponderous passage into graceful, direct English. Do not use slang, but do use words that seem familiar and comfortable.

AS THE RUSTY, MONOLITHIC ROCKET settled into the dusty terra firma of the moribund planet, the crew could see archaeological excavations scattered over the tortuous landscape, disinterring the ruins of the autochthonous truculent civilization that had once developed there. Incisive scientists had come to the ineluctable conclusion that the pugnacious and malefic society had finally become too bellicose for its own survival; had abrogated all of its treaties; had contravened galactic interdictions; had received the remonstrations, objurgations, obloquies, diatribes, and finally the maledictions of all neighboring planets; and had fallen into the ignominious and solitary decadence that it condignly deserved. The collapse was so complete that it had become infra dig to mention it in polite society.

A recent discovery, however, cast a new light on things. The disjecta membra of an ancient hagiography were slowly being pieced together by archaeologists and poets working together. Recondite, sesquipedalian, and sententious, the magnum opus appeared to offer a posteriori evidence (in mellifluous assonance) of metempsychosis on the warrior planet and could become the omnibus locus classicus for the new science of psychocosmology, the study of the universe as a solipsistic manifestation of the omniscient mind of the Divine Emissary, which is what the planets in this wing of the spiral galaxy (known as Messier Object M33, or by the acronym ELVIS, for Extragalactic Lifeform V1ral Situ) called their anthropomorphic deity.

Descending the gangplank into the mauve, circumambient, translucent atmosphere, the crew felt the nonplussed xenophobia of the neophyte. Fair enough. They were beginners, after all, and they were uncertain what supererogatory efforts would be expected of them, but nothing, they knew, could ever make them abjure their duties to the planetary confederacy.
The Word Within the Word • Verbal Diversions #43

Reading Comprehension

1. Which of the following best expresses the main idea of Translation #43?
   a. Political violence is most destructive to the society that employs it.
   b. Loyalty to one’s superiors is the only thing that matters.
   c. Science is the most powerful weapon in the search for truth.
   d. An ethical life can only be circumvented at great cost.

2. With which statement would the author likely agree?
   a. If you are going to use military force, use enough, or do not use it at all.
   b. Do not use military force to assert your goals over other societies.
   c. Military force is necessary in political affairs because the end justifies the means.
   d. Military force should be strictly confined to defensive purposes.

Analogies

3. TRUCULENT : PUGNACIOUS ::
   a. 8 : 5
   b. wolf : rabbit
   c. murderer : pugilist
   d. cannibal : anthropophagite

4. RECONDITE : INCISIVE ::
   a. obscure : keen
   b. erudite : perspicuous
   c. reclaim : include
   d. smart : astute

Antonyms

5. REMONSTRATE :
   a. expostulate
   b. acclaim
   c. ignore
   d. stolid

6. INELUCTABLE :
   a. rife
   b. omnipresent
   c. rare
   d. capture

This little statue of a slave boy shows him chained to the box that is between his feet.
synthesis
Can you use the adjectives **pugnacious** and **incisive** to describe the same noun? Think of a way to use them both in a sentence to modify the same noun. What things can you think of that are both **truculent** and **ineluctable**? Can you think of a behavior that is both **infra dig** and **supererogatory**?

How many words from List #43 can you apply to Shakespearean characters or plays? Hamlet’s mind, for example, is **incisive**. Could any of these words describe characters or events in *Julius Caesar*, *A Midsummer Night's Dream*, *Romeo and Juliet*, or *King Lear*?

imagination and intuition
As the desert sun rises over the Nile, you gaze at the pits where the crew members are **disinterring** one thing after another. Describe some of the wonderful artifacts that are being unearthed.

emotion, imagination, and intuition
Imagine, as vividly as you can, that you are desperately **remonstrating** with someone, but the person is **intractable**. Write a short story that gives elaborate detail about this scene.

divergence
How many **acronyms**, such as NATO, SCUBA, and RADAR, can you think of? Make a long list of acronyms, and then invent some. Try to invent an acronym that is funny or witty, such as STICK: Strict Teachers of Incorrigible Children in Kindergarten.

emotion
What if you suddenly realized with complete certainty that **solipsism** was true, and that you actually were the only living thing, and that everything else, living and inanimate, was only your imagination? How would you feel?

These shackles would have hampered the slave who tried unsuccessfully to flee Vesuvius when it erupted.
Neologist’s Lexicon

Use the stems in this list to create a new word (neologism). Give the word, the pronunciation, the part of speech, the etymology, and the definition(s). Keep a record of the neologisms you create from list to list. Here are some examples:

terraluction (TERR a LUCK shun) n. [terr (land), luct (struggle) tion (act)]  1. the struggle to live off of the land  2. farming, especially operating a family farm under economic conditions that are unfavorable to profitability

loqucism (LOW kyew sizm) n. [loqu (talk), cise (cut)]  1. a form of obloquy in which the victim is cut to shreds by what is said  2. the art of offensive criticism

Sesquipedalian Fiction

Using at least one word from this week’s list in almost every line, write a short play, scene, or story. You may also use words from previous lists if you like. Feel free to be imaginative, silly, or absurd. Do not let your critical or judgmental faculties interfere with your creative ideas.

Sesquipedalian Poetry

Using at least one word from this week’s list in every (or almost every) line, write a short poem. You may use regular meter, or end rhyme, or other poetic devices, or not. You can even experiment with creative punctuation.

me disjecta membra

scattered fragments of memory
disjecta membra
mind present, mind lost, mind losing, ineluctable fragments . . .
da doo ron ron ron da doo ron ron
disinterred recollections reinterred
autoincisive self-awareness.
it has become/intra dig to/become meself
becoming/intra dig
in a solipsism of gentle truculence.