

Tucholsky Wagner Zola Scott  
Turgenev Wallace Fonatne Sydon Freud Schlegel  
Twain Walther von der Vogelweide Fouqué Friedrich II. von Preußen  
Weber Freiligrath Frey  
Fechner Fichte Weiße Rose von Fallersleben Kant Ernst Richthofen Frommel  
Engels Fielding Hölderlin Eichendorff Tacitus Dumas  
Fehrs Faber Flaubert Eliasberg Eliot Zweig Ebner Eschenbach  
Feuerbach Maximilian I. von Habsburg Fock Ewald Vergil  
Goethe Elisabeth von Österreich London  
Mendelssohn Balzac Shakespeare Rathenau Dostojewski Ganghofer  
Trackl Stevenson Lichtenberg Doyle Gjellerup  
Mommssen Thoma Tolstoi Lenz Hambruch Droste-Hülshoff  
Dach Thoma von Arnim Hägele Hanrieder Hauptmann Humboldt  
Karrillon Reuter Verne Rousseau Hagen Hauff Baudelaire Gautier  
Garschin Defoe Hebbel Hegel Kussmaul Herder  
Damaschke Descartes Schopenhauer Bebel Proust  
Wolfram von Eschenbach Darwin Dickens Grimm Jerome Rilke George  
Bronner Campe Horváth Aristoteles Voltaire Federer Herodot  
Bismarck Vigny Gengenbach Barlach Heine Grillparzer Georgy  
Storm Casanova Lessing Tersteegen Gilm Gryphius  
Chamberlain Langbein Lafontaine Iffland Sokrates  
Brentano Strachwitz Claudius Schiller Bellamy Schilling Kralik Gibbon Tschchow  
Katharina II. von Rußland Gerstäcker Raabe Gleim Vulpius  
Löns Hesse Hoffmann Gogol Morgenstern Goedicke  
Luther Heym Hofmannsthal Klee Hölty Kleist  
Roth Heyse Klopstock Puschkin Homer Mörike Musil  
Luxemburg La Roche Horaz Kraus  
Machiavelli Kierkegaard Kraft Kraus  
Navarra Aurel Musset Lamprecht Kind Kirchhoff Hugo Moltke  
Nestroy Marie de France Laotse Ipsen Liebknecht  
Nietzsche Nansen Lassalle Gorki Klett Leibniz Ringelntz  
Marx vom Stein Lawrence Irving  
von Ossietzky May Michelangelo Knigge Kock Kafka  
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# **Orthography As Outlined in the State Course of Study for Illinois**

Elmer W. Cavins

# Imprint

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## PREFACE.

This book is prepared for teachers and pupils who use the Illinois State Course of Study. The outline in Orthography for the Seventh and Eighth Years is the basis of all that is included herein. Three fifths or more of this work is word analysis which, valuable as it is, teachers as a rule are unable to teach without the aid of a text, never having learned much of it themselves. What, for example, can the average teacher unaided do toward writing a list of words to be analyzed which contain the root *ann*, meaning year? He might turn in the dictionary to *annual*, *anniversary*, and *annuity*, but he must fall back on his acquired knowledge for such as, *biennial*, *centennial*, *millennium*, *perennial*, and *superannuate*. And having the list, very many teachers, as well as pupils, need help in the analysis.

The aim of this book has been to set down in an orderly and convenient form such facts as are needed by those who follow the State Course of Study.

Emphasis has been placed upon word analysis. The author believes that this has more value in education than is generally attributed to it. When Mr. Kennedy named his work on word analysis "What Words Say", he gave it the best possible title. Composite words have a wealth of meaning; each syllable is significant. And, as a rule, only to those who can read this significance does the word yield its full meaning. Accuracy is the mark of a scholar. Accuracy in speech and in the understanding of speech cannot be attained by those whose knowledge of words is vague and general. Pupils should early learn how to interpret *what words say*, and to discriminate carefully in the use of words, for these are the tools which they are to use in all the various departments for acquiring knowledge.

Normal, Ill., Aug. 30, 1904.

E. W. Cavins.



## INTRODUCTION [4]

BY DR. EDWIN C. HEWETT.

I have long thought that the careful, discriminating study of words is much neglected in our schools. And I am glad to approve, and help to forward, anything that will promote such a study.

Not only will such a study improve a person's language greatly, but it will, at the same time, do much to improve the clearness and precision of his thinking; thought and language have a reciprocal effect.

If a child, while young, can be made to be interested in words themselves,—their origin, their exact meaning, their relations to each other and some of the changes in their meaning which result from their use,—he will be likely to retain that interest through life; it will be more likely to increase than to diminish.

It seems often to be assumed that a student can do nothing profitably with the study of words made up from Greek and Latin roots till he has acquired some mastery of those languages. But I know from experience and much observation that this is not true. Why should it be? Must one master Greek and Latin before he can understand that, in English words, *graph* means write; *ge* means earth; *phone* means sound; *cur* means run; *fin* means limit; *port* means carry, etc.?

And then having learned the meaning of the prefixes and suffixes, is it preposterous to train him to know the [5] etymological significance of a few hundred words by showing him how they are built up?

Of course, we know that many words in common use have shades of meaning quite different from, and in some cases almost opposite to, their literal significance. But will not the student be better able to understand these derived meanings by knowing their literal significance than in any other way? At any rate, I am fully persuaded that such a study of words as this book proposes can be made very profitable to those pupils for whose use it is prepared.

The teacher will find, however, that the teaching of this subject will require much careful labor on his part. The mere learning of the meaning of prefixes and suffixes and of the roots themselves, with the brief remarks on the meaning of some of the words, will need to be supplemented by a careful mastery of it all on his part. And to this must be added much thought of his own, together with careful research in the great dictionaries. But to the earnest and intelligent teacher, such thought and research will yield very rich fruit in his own thinking, and in his use of English speech.

I cheerfully commend the book as a move in the right direction; and as adapted, in my opinion, to do much to supply a serious lack in the present work of the schools.

Normal, Ill., Aug. 18, 1904.

E. C. H.

## SUGGESTIONS TO TEACHERS. [6]

1. From the lists given in this book omit such words as in your opinion are beyond the vocabulary of your pupils.

2. All words given for the first month's work are either defined or illustrated below the lists. This is done to help make clear the method of showing their *literal* significance. Further along in each year's work only the most difficult words are explained. Insist that pupils in every case where it is possible define or illustrate so as to show the *literal* meaning, else much of the value of the study is lost.

And, moreover, the ordinary, or current meaning, *where it differs from the literal*, should be given. Very many of the words have various uses. Thorough work requires that these be illustrated. This necessitates a free use of the dictionary.

It is strongly urged that the pupils (with the aid of the teacher when necessary) try to find *an appropriate sentence to illustrate each word* and write the same in an orderly way in a note book for the purpose.

In work of this kind a teacher should not underrate the value of reviews. By this means fix facts on the minds of your pupils, especially the meanings of roots and prefixes. Since these meanings are given in a single word, reviews may proceed rapidly.

One convenient method of recitation in this subject is to send pupils to the blackboard without their books, assign them by turns words to be analyzed according to the examples given under "Directions to Pupils", and then let each pupil read to the class what he has written on the board.



## DIRECTIONS TO PUPILS. [7]

Given in the seventh and eighth years' work of the State Course of Study are 45 prefixes, 64 roots, and 33 suffixes,—in all 142 elements or component parts of words. In this book a list of words is furnished to illustrate each element, the average number of words in each list being about eleven, and the total number of different words analyzed, or partially analyzed, is over 1200.

### TO ANALYZE A WORD.

1. Name its component parts—root, prefix, and suffix—and give the literal meaning of each.

2. Combine these meanings in a definition, *supplying additional words if necessary*, to make the sense complete. In exceptional cases, however, the exact literal meanings of the parts cannot be put together in a good definition. One or more of the parts must then be omitted entirely, or represented by words which are not exactly literal.

3. Give an illustration of the use of the word.

(Caution: Carefully distinguish verbs, adjectives and nouns. Do not define adjectives as nouns or verbs, or vice versa. Do not, for illustration, say *audible* is *that which can be heard*; but rather say *audible* means *capable of being heard*.)

### EXAMPLES.

avert: (1) *a*, away + *vert*, turn.

(2) To *turn away*; to ward off.

(3) The evils which exist are necessary to *avert* greater evils.

deify: (1) *dei*, god + *fy*, to make.

(2) To *make a god of*; to praise and revere as if a deity.

(3) The people of India *deify* the Ganges River.

hostile: (1) *host*, enemy + *ile*, belonging to. [8]

(2) *Belonging to* or having the characteristics of an *enemy*.

(3) Yon tower which rears its head so high invites the *hostile*

winds.

portable: (1) *port*, carry + *able*, capable of.

(2) *capable of* being *carried* or moved from place to place; not stationary.

(3) A *portable* photograph gallery stopped for three days at the cross-roads near my home.

benefactor: (1) *bene*, good + *fact*, make, do + *or*, one who.

(2) *One who does good*; especially one who makes a charitable donation.

(3) "He is a true *benefactor* and alone worthy of honor who brings comfort where before was wretchedness, who dries the tear of sorrow."

A careful study of the five examples given above will reveal that to analyze words a pupil must—

1. Learn some *facts*—meanings of the component parts of words.

2. Be careful in putting these facts together to make a sensible definition.

3. Use the dictionary to find the ordinary, or current, use of a word.

4. Gather illustrations. This is not easy, but it should not be neglected, for it is the most practical feature of word analysis. Pupils should help each other, and the teacher may contribute when his help is needed. One good illustration for a difficult word might suffice the entire class. [9]

## PART ONE

### Word Analysis.

#### SEVENTH YEAR.

##### FIRST MONTH.

**a, ab, abs** = from, away.

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. a <i>vert</i> , turn       | 6. ab <i>origin</i> es, beginning |
| 2. ab <i>brevi</i> ate, short | 7. ab <i>rupt</i> , break         |
| 3. ab <i>duct</i> , lead      | 8. ab <i>sorb</i> , suck in       |
| 4. ab <i>ject</i> , cast      | 9. ab <i>solve</i> , loosen       |
| 5. ab <i>lut</i> ion, wash    | 10. ab <i>use</i> , use.          |

2. To *shorten*, to take *from*; to make briefer.

3. To *lead away*; to carry off by force; to kidnap.

4. An *abject* person is one sunk to low condition (as if *cast from* the society of others).

5. An *ablution* is a *washing* or *cleansing*; especially a religious rite.

6. The inhabitants of a country *from* the *beginning*. The earliest inhabitants of which anything is known.

7. *Broken* or appearing as if broken *away* or off; as an *abrupt* cliff.

8. To *suck up*; to drink in. A brick will *absorb* a pint of water.

9. To *loosen* or set free, as *from* some duty or obligation

10. To divert *from* the proper *use*; to misuse.

**ambi, (amphi)** = both, on both sides, around.

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. ambi <i>dextr</i> ous, right hand | 3. ambi <i>bi</i> ous, life         |
| 2. ambi <i>ti</i> on, go             | 4. ambi <i>theatre</i> , view. [10] |

1. *Having* skill with *both* hands (as if both were *right hands*).

2. A *going around* or about, as of a candidate soliciting votes; eager for favors; strongly desirous.

3. *Living both on land and in water.* Frogs, turtles, crocodiles, seals, otters, and beavers are *amphibious*.

4. An *amphitheatre* is a building built circular so that spectators may *view* a performance from *both sides* or from *all around*.

**bene** = well, good.

- |  |                                  |
|--|----------------------------------|
| 1. bene <i>dict</i> ion, speak         | 6. bene <i>fit</i> , do          |
| 2. bene <i>fact</i> ion, do            | 7. bene <i>vol</i> ent, will     |
| 3. bene <i>fact</i> or, one who        | 8. beni <i>gn</i> , (genus) kind |
| 4. bene <i>fic</i> ent, do             | 9. beni <i>gn ant</i> , being    |
| 5. bene <i>fic ial</i> , pertaining to | 10. <i>nota</i> bene, note       |

1. The *act of speaking well* to or of; a blessing pronounced at the close of divine service.

2. The *act of doing good*; making a charitable donation.

4. *Doing or effecting good*; performing acts of kindness.

5. *Pertaining to what does good*, is useful or profitable.

6. A *good deed done*; an act of kindness.

7. *Willing to do good*; well-wishing; charitable.

8. *Good and kind of heart*; expressive of gentleness or kindness. Literally, of a *good kind*.

9. *Being kind* and gracious.

10. *Note well*; observe carefully; take notice. Usually abbreviated to N. B.

**circum** = around.

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. circum <i>fer</i> ence, carry  | 5. circum <i>scribe</i> , write, draw |
| 2. circum <i>flex</i> , bend      | 6. circum <i>spect</i> , look         |
| 3. circum <i>locut</i> ion, speak | 7. circum <i>sta</i> nce, stand       |
| 4. circum <i>navig</i> ate, sail  | 8. circum <i>vent</i> , come.         |

1. Think the *circumference* in the process of making; [11] *carry* the crayon *around* the circle to produce the *circumference*.

2. A *bending around*; a wave or bend of the voice embracing both a rise and a fall on the same syllable.

3. The *act of speaking* in a *round* about way; particularly a studied indirectness or evasiveness of speech.

4. The *act of sailing around*; especially the earth or globe.

5. To *draw* a bounding line *round*; hence to mark out the limits of.

6. *Looking around* on all sides; examining carefully.

7. That which attends or relates to (*stands around*, as it were,) an event, a person or a thing.

8. To *circumvent* one in any enterprise is to *come around* in an unexpected way for the purpose of gaining an advantage.

**contra, (contro, counter) = against**

1. *contra dict*, speak

4. *counter act*, do

2. *contra vene*, come

5. *counter balance*, scales

3. *contra st*, stand

6. *contro versy*, turn

1. To *speak against*; to assert the opposite of.

2. To *come against*; to oppose.

3. To *stand against*; to set in opposition to, as two or more objects of a like kind with a view to showing their difference.

4. To *act against*; to *do* what hinders.

5. To *weigh against* with equal weight; equal weight, power or influence acting in opposition to.

6. A *turning against*; debate, contention.

**ann = year.**

1. *annu al*, relating to

5. *cent enial*, hundred

2. *anni vers ary*, turn

6. *mille nnium*, thousand

3. *annu ity*, that which

7. *per enial*, through

4. *bi enial*, two

8. *super annuate*, beyond

1. *Relating to a year*; yearly. [12]

2. *That day which returns* once a *year* commemorating some event.
3. A stated sum of money payable *yearly*.
4. Happening once in *two years*; lasting two years.
5. Consisting of or lasting a *hundred years*. Happening every hundred years.
6. A period or interval of a *thousand years*.
7. *Throughout the year*; lasting, perpetual.
8. Condition of being *beyond the years* of active service; impaired or disabled by length of years.

**art** = skill.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. art <i>ist</i> , one who  | 3. artist <i>ic</i> , relating to |
| 2. arti <i>fic</i> ial, make | 4. art <i>less</i> , without      |
1. *One who* is *skilled* or *adept* in any of the fine arts.
  2. Produced or *made* by *art* or *skill* rather than by nature.
  3. *Relating to skill* in any field.
  4. *Without skill*; especially without skill in fraud or deceit.

**aster, (astr)** = star.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. aster <i>isk</i> , little | 3. astr <i>olog er</i> , speak.   |
| 2. aster <i>oid</i> , form   | 4. astr <i>onomy</i> , distribute |
5. *dis aster*, apart
1. Literally, a *little star*; a mark like a star used to refer to a note in the margin.
  2. *Formed* like a *star*.
  3. *One who speaks* about the *stars*; one who foretells events by the stars, or interprets the supposed influence of the stars.
  4. The science which treats of the *distribution*, arrangement and size of heavenly bodies (*stars*).
  5. An unfavorable aspect of a *star* or planet, hence an ill portent, a calamity. [13]