

VOCABULARY

FOR THE

COLLEGE BOUND

BOOK B



PRESTWICK HOUSE, INC.

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Strategies for Completing Activities

Analogies

While analogies can be a bit confusing when first seen, they can be viewed as challenging mind games once the logic of the question is understood. Here is the strategy we recommend.

1. Change the symbols into words.
Pistol : Weapon :: Rose :
A pistol is to a weapon as a rose is to a _____
2. Determine the relationship in the first set and put it in a sentence.
A pistol is one kind of a weapon.
3. Complete the second part.
A pistol is one kind of a weapon; therefore, a rose is one kind of flower.

Analogies can be of many different types, but the most common types are the following:

synonyms	calm : peaceful :: anger : ire
opposites	praise : criticize :: hovel : mansion
degree	warm : hot :: grin : laugh
person : object	engineer : train :: pilot : airplane
function	car : garage :: airplane : hangar
order	dusk : night :: dawn : day
action : object	hoe : garden :: bake : cake
part : whole	leg : body :: stanza : poem

While it is not important that you verbalize the type of analogy you are working on, you may, if you get stuck on one, want to consider the type in order to determine the relationship between the words.

Roots, Prefixes, and Suffixes

To the person interested in words, a knowledge of roots, prefixes, and suffixes turns each new, unfamiliar word into a puzzle. And while it is a sure and lifelong way to build your vocabulary, there are two points to keep in mind.

1. Some words have evolved through usage so that today's definitions are different from what you might have inferred from an examination of their roots and/or prefixes. For example, the word *abstruse* contains the prefix "ab" (away) and the root "trudere" (to thrust) and literally means "to thrust away," but today the word is used to describe something that is hard to understand.

2. Occasionally, you may go wrong on a root. For example, knowing that the root “vin” means to conquer, you would be correct in concluding that the word *invincible* means not able to be conquered; but if you tried to apply that root meaning to the word *vindictive* or *vindicate*, you would miss the mark. So, in analyzing an unfamiliar word, check for other possible roots than the one you first assumed if your inferred meaning doesn’t fit the context.

These warnings notwithstanding, a knowledge of roots and prefixes is one of the best ways to build a strong, vital vocabulary.

Reading Comprehension

Reading questions generally fall into several types.

1. *Identifying the main idea or the author’s purpose.* In short, the question asks, “What is this selection about?”

In some paragraphs, this is easy to spot because there are one or two ideas that leap from the paragraph. In some selections, however, this may be much more difficult, especially if there are convoluted sentences with clauses embedded within clauses. It also may be difficult in those selections in which there are inverted sentences (the subject at the end of the sentence) or elliptical sentences (a sentence in which a word or words are left out). All of these obstacles, however, can be overcome if readers take one sentence at a time and recast it in their own words. Consider the following sentence:

These writers either jot down their thoughts bit by bit, in short, ambiguous, and paradoxical sentences, which apparently mean much more than they say—of this kind of writing Schelling’s treatises on natural philosophy are a splendid instance; or else they hold forth with a deluge of words and the most intolerable diffusiveness, as though no end of fuss were necessary to make the reader understand the deep meaning of their sentences, whereas it is some quite simple if not actually trivial idea, examples of which may be found in plenty in the popular works of Fichte, and the philosophical manuals of a hundred other miserable dunces.

But if we edit out some of the words, the main point of this sentence is obvious.

These writers either jot down their thoughts bit by bit, in short
sentences, which apparently mean much more than they say,
or else they hold forth with a deluge of words
as though [it] were necessary to make the reader understand the deep mean-
ing of their sentences, whereas it is [a] simple if not actually trivial idea.

While the previous sentence needed only deletions to make it clear, this next one requires major recasting and additions; that is, it must be read carefully and put into the reader's own words.

Some in their discourse desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

After studying it, a reader might recast the sentence as follows:

In their conversations, some people would rather win praise for their wit or style of saying something rather than win praise for their ability to judge between what is true or false—as if it were better to sound good regardless of the quality of thought.

2. *Identifying the stated or inferred meaning.* Simply, what is the author stating or suggesting?
3. *Identifying the tone or mood of the selection or the author's feeling.*

To answer this type of question, look closely at individual words and their connotations. For example, if an author describes one person as stubborn and another as firm, it tells you something of the author's feelings. In the same manner, if the author uses many words with harsh, negative connotations, he is conveying one mood; but if he uses words with milder, negative connotations, he may be striving for quite another.

Lesson One

1. **abate** (ə bāt´) *verb* to lessen in violence or intensity
When the winds *abated*, the helicopter was able to land.
syn: subside, decrease *ant:* intensify, increase
2. **abet** (ə bĕt´) *verb* to assist or encourage, especially in wrongdoing
For hiding the thief in his basement, he was charged with aiding and *abetting* a criminal.
syn: encourage, promote, incite *ant:* impede, dissuade, deter
3. **abhor** (ăb hōr´) *verb* to detest, loathe, hate strongly
The father warned his children to *abhor* lying.
syn: despise, abominate *ant:* love, esteem
4. **acquit** (ə kwīt´) *verb* to find not guilty of a fault or crime
The jury *acquitted* the man, and he was free to go.
syn: vindicate, absolve, exonerate *ant:* convict, incriminate, condemn
5. **acrimony** (ă´ krə mō´ nē) *noun* harsh temper or bitter feeling
Because of his *acrimony*, the old man found himself lonely and friendless.
syn: resentment, rancor, unkindness *ant:* amiability, tenderness, kindness
6. **adamant** (ăd´ ə mănt´) *adj.* unyielding; firm in opinion
Despite the protests of the entire city council, the mayor remained *adamant*.
syn: stubborn *ant:* amenable, flexible
7. **adulation** (ăj´ ōō lă´ shən) *noun* excessive praise or admiration
She despised the *adulation* heaped on rock stars by young fans.
syn: flattery, adoration *ant:* derision, mockery
8. **affable** (ăf´ ə bel) *adj.* friendly; courteous; agreeable in manner; easy to talk to
The *affable* old man never wanted for visitors.
syn: amiable, good-natured *ant:* disagreeable, irritable, bad-tempered
9. **agnostic** (ăg nōs´ tĭk) *noun* one who believes that the existence of God is unknown and unknowable
Although he would not say there was no God, he did not attend church because he was an *agnostic*.
syn: skeptic; one with a critical or doubting attitude *ant:* believer
10. **agrarian** (ə grār´ ē ən) *adj.* having to do with farms, farmers, or the use of land
Because New Jersey is mostly *v*, it is called “The Garden State.”
syn: agricultural; rural; pastoral *ant:* urban

EXERCISE I — Words in Context

From the list of words below, supply the words needed to complete the sentences.

acquitted
abetting

abhorred
affable

acrimony
abate

- A. Having been betrayed by a friend in his youth, the hermit _____ mankind and kept mostly to himself. One dark night, after a storm which had raged for hours began to _____, he was surprised by a knock on his door. It was a man who had just escaped from a nearby prison. The lonely old man fed and clothed the stranger and gave him a place to sleep. The next morning, however, he was awakened by the police who arrested him for _____ an escaped convict. Had the old man not acted typically unpleasant at his trial, he probably would have been _____. His acrimonious comments, however, had antagonized everyone in the courtroom; consequently, he was convicted.

From the list of words below, supply the words needed to complete the sentences.

affable
acrimony

agnostic
agrarian

adulation
adamant

- B. The mayor and the city council had debated for weeks on the rezoning issue. The councilmen were in favor of urbanizing, but the mayor insisted on maintaining the _____ nature of the county. Despite the well-planned arguments of the councilmen, the mayor remained _____ and refused to change his vote.
- C. The school board meetings began pleasantly enough with the spectators exchanging _____ greetings with one another. However, once the issue of school prayer was raised, affability changed to _____. Mr. Johnson, a self-professed _____, who once had received a great deal of _____ in the community for his work with troubled children, was the object of many attacks.

EXERCISE II — Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The prefix *mal* means “bad; evil.”

The root *bene* means “good.”

The root *dict* means “to speak.”

- A. Without using a dictionary, try to define the following words.
1. malevolent
 2. malediction
 3. malefactor
 4. benevolent
 5. benediction
 6. benefactor

- B. After a biopsy, tumors are generally labeled _____ or _____ .
- C. List as many other related words as you can that begin with either *mal* or *bene*.

EXERCISE III – Analogies

Complete the analogy by choosing the most appropriate words.

- | | |
|---|---|
| <p>1. abhor : hate ::</p> <p>A. abate : assist</p> <p>B. abate : lessen</p> <p>C. abate : intensify</p> <p>D. abate : late</p> | <p>3. rural : agrarian ::</p> <p>A. farm : farmer</p> <p>B. taxi : driver</p> <p>C. urban : industrial</p> <p>D. country : city</p> |
| <p>2. abhor : esteem ::</p> <p>A. affable : urban</p> <p>B. affable : pliable</p> <p>C. affable : ease</p> <p>D. affable : unfriendly</p> | <p>4. review : movie ::</p> <p>A. star : show</p> <p>B. critique : book</p> <p>C. stand : parade</p> <p>D. crowd : party</p> |

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EXERCISE IV — Reading Comprehension

Read the selection and answer the questions.

Let us suppose, therefore, that the government is entirely at one with the people and never thinks of exerting any power of coercion unless in agreement with what it conceives to be their voice. But I deny the right of the people to exercise such coercion, either by themselves or by their government. The power itself is illegitimate; the best government has no more title to it than the worst. It is noxious, or more noxious, when exerted in accordance with public opinion, than when in opposition to it. If all mankind, minus one, were of one opinion and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.

from: *On Liberty* by: John Stuart Mill

1. The writer of this selection is primarily concerned about
- A. a government of the people.
- B. the abuse of power.
- C. justice for all.
- D. censorship.
- E. men and nations.

2. The word “noxious” in the fifth sentence means
 - A. helpful.
 - B. harmful.
 - C. silly.
 - D. important.
 - E. peaceful.

3. The author states or implies that if the majority of people agree on one point
 - A. then the minority who disagree should keep silent.
 - B. that in no way gives the majority the right to silence the minority.
 - C. that is how democracy works.
 - D. that is bad for the entire country.
 - E. that a few people should not be allowed to disrupt things for everyone else.

4. The author contends or implies that
 - A. when the government is entirely at one with the people, only then can it exert coercion.
 - B. only the best of governments, i.e., the most democratic, has the right to control the speech of its citizens.
 - C. no government has the right, under any circumstances, to control the speech of its citizens.
 - D. if only one or a few voices disagree they may be silenced.
 - E. if the government and public opinion agree, only then can disagreements be silenced.

Lesson Two

1. **altercation** (ôl' tər kâ' shən) *noun* a heated argument
As a result of the mounting tension, an *altercation* between the police and the residents broke out.
syn: controversy, quarrel, contention *ant:* amity, harmony, agreement

2. **ambivalent** (ăm biv' ə lənt) *adj.* being uncertain; unable to decide between two opposing points of view
He felt *ambivalent* about his job; although he hated the pressure, he loved the challenge.
syn: indecisive *ant:* opinionated, decisive

3. **amicable** (ăm' ĭ kə bəl) *adj.* friendly; peaceable
After years of arguing, the two sides put down their weapons and came to an *amicable* agreement.
syn: agreeable; amiable *ant:* quarrelsome; warlike

4. **anathema** (ə năth' ə mə) *noun* a greatly disliked, hated person or thing; a curse, or a person cursed
Because they saw him as a traitor, his presence in town was an *anathema* to the townspeople.
syn: abomination; abhorrence *ant:* blessing

5. **apathy** (ăp' ə thē) *noun* lack of interest
Because of the *apathy* of its citizens, the town went from bad to worse.
syn: lethargy; unconcern; indifference *ant:* interest; zeal; fervor

6. **appease** (ə pēz') *verb* to make calm or quiet; to give in to the demands of
The small snack before dinner did nothing to *appease* his appetite.
syn: pacify, placate, allay *ant:* enrage, aggravate, defy

7. **arduous** (ăr' jōō əs) *adj.* difficult; requiring much effort; strenuous
Refinishing the old bookcase proved to be an *arduous* task, though the finished product was well worth it.
syn: strenuous, laborious *ant:* facile, easy, simple

8. **audacity** (ô dăs' ĭ tē) *noun* insolence; rude boldness
The student's *audacity* in talking back to the teacher earned him a detention.
syn: effrontery, presumption, impudence *ant:* decorum, propriety, timidity

9. **augment** (ôg mēnt') *verb* to enlarge; to increase in amount or intensity
I had to take a second job to *augment* my income.
syn: expand, enhance, increase *ant:* abate, shrivel, reduce

10. **austere** (ô stir') *adj.* stern, severe, plain
The sober, old judge was as *austere* in his manner as he was in his lifestyle and dress.
syn: abstemious, rigorous, ascetic *ant:* luxurious, affable, indulgent

EXERCISE I — Words in Context

From the list of words below, supply the words needed to complete the sentences.

anathema	amicable	ambivalent
augment	altercation	appease

- A. The two friends shared similar interests and for a long time had enjoyed an _____ relationship. One time, however, the younger friend suggested a trip to the mountains; but the older friend hesitated. He felt _____ because he wanted to go to the mountains, but he also wanted to go to the beach. The disagreement that followed resulted in a bitter _____. Now the younger friend regards the older as an _____ and will not even speak when they meet on the street.

From the list of words below, supply the words needed to complete the sentences.

apathy	audacity	austere
augment	arduous	appease

- B. The New England Puritans led a very _____ lifestyle. The hard, rocky soil made farming a most _____ task. Because their supply of stored goods sometimes ran very low, they depended on a good harvest to _____ their food supply.
- C. Tom was a timid boy; but when one of his teachers mistook his quiet reserve for _____ and ordered Tom to pay attention, his forthright response to her bordered on _____. It took the principal some time to _____ both angry parties.

EXERCISE II — Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root *anthro* means “man.”

The suffix *ology* means “study of.”

The root *theo* means “god,” “religion.”

- A. Without using a dictionary, try to define the following words.
- | | |
|-----------------|--------------------|
| 1. anthropology | 4. anthropomorphic |
| 2. theology | 5. atheism |
| 3. anthropoid | 6. theocracy |
- B. What is sociology the study of?
- C. List as many words as you can think of that begin with either *anthro* or *theo* or end in *ology*.

EXERCISE III — Analogies

Complete the analogy by choosing the most appropriate words.

- | | |
|--|--|
| 1. altercation : battle ::
A. warm : hot
B. change : progress
C. enemy : ally
D. soldier : army | 3. traitor : anathema ::
A. country : enemy
B. spy : agent
C. give : sell
D. hero : adulation |
| 2. ambivalent : indecisive ::
A. hasty : new
B. adamant : stubborn
C. clear : murky
D. politician : lawyer | 4. apathy : disinterest ::
A. greater : lesser
B. adamant : firm
C. moon : star
D. incisive : decisive |

EXERCISE IV — Reading Comprehension

Read the selection and answer the questions.

Life has never been a May-game for men: throughout time the lot of the dumb millions born to toil has been defaced with suffering, injustices, and heavy burdens; not play at all, but hard work has made the sinews and the heart sore. As slaves, and even as dukes and kings, men have often been made weary of their life. They said, behold, it is not sport. Life is a grim business and our backs can bear no more. And yet, I venture to believe that in no time since the beginning of society has the lot of millions been as unbearable as it is today. It is not to die, or even to die of hunger, that makes a man wretched; all men must die. But it is to live miserable and not know why; to work hard and yet gain nothing; to be heart-worn, weary yet isolated; to die slowly all our life long, imprisoned in a dead, dead, infinite injustice; this is what is intolerable and causes revolutions.

from: *Past and Present* by: Thomas Carlyle

1. The phrase “dumb millions” refers to the
A. not very bright people in the country.
B. people who can neither speak nor hear.
C. poor people in the country.
D. people who do not share Carlye’s opinion of the government.

2. The author contends that the men of his time are miserable because
 - A. they are starving to death.
 - B. they know they are going to die young.
 - C. they are suffering many injustices.
 - D. they have no one to love.
 - E. they have lost their faith in God.

3. The author implies that the situation may result in
 - A. millions of people starving to death.
 - B. people rising in revolt.
 - C. a dictator taking over the country.
 - D. a complete breakdown of authority.
 - E. All of the above.

4. The author states that life for the working man
 - A. has constantly been improving.
 - B. is much worse now than it has been in the past.
 - C. is pretty much the same.
 - D. is improved through hard work.
 - E. is improved through prayer and good works.

Lesson Three

1. **avarice** (ăv' ə rīs) *noun* excessive greed; desire for wealth
He became a doctor not to save lives but to appease his *avarice*.
syn: greed *ant:* liberality; generosity
2. **avid** (ăv' ĭd) *adj.* eager; extremely interested
He was such an *avid* moviegoer that the theater gave him a half-priced, lifetime pass.
syn: voracious; keen *ant:* apathetic
3. **bacchanalian** (băk' ə' nāl' yən) *adj.* wild with drunkenness
The student flunked out of college because of the *bacchanalian* life he had lived.
4. **balk** (bôk) *verb* to stop short and refuse to continue; to obstruct
Although he desperately needed the money, he *balked* at the idea of working for less than minimum wage.
syn: hesitate; frustrate; block *ant:* facilitate; abet
5. **banter** (băn' tər) *noun* teasing; good-natured joking
As she sat at the table, Ruth enjoyed listening to the *banter* of her husband and his old college roommate.
6. **barrister** (băr' ĭ stər) *noun* lawyer
In England, a lawyer or attorney who argues cases in court is called a *barrister*.
7. **bask** (băsk) *verb* to lie in or be exposed to warmth
While in Florida on vacation, all she did was *bask* in the sun.
8. **bastion** (băs' chən) *noun* a strong defense; a fort
During critical times in the history of the world, the United States has been called the *bastion* of democracy.
9. **bawdy** (bô' dē) *adj.* indecent; humorously obscene
Because some people called it a *bawdy* show, the car manufacturer withdrew as a sponsor for the program.
syn: risqué
10. **befuddle** (bĭ fŭd' l) *verb* to confuse; to perplex
Did he try to *befuddle* you with his fast talk?
syn: bewilder; fluster *ant:* clarify

EXERCISE I — Words in Context

From the list of words below, supply the word needed to complete the sentence.

balk **bacchanalian** **bask**
avid **avarice** **banter**

- A. Although he had a good salary, he was driven to steal the money because of naked _____. In prison, although he initially enjoyed the _____ of the other inmates, he soon became bored with the stories of their former _____ lifestyles. Thus, while in prison, he became a(n) _____ reader.

From the list of words below, supply the word needed to complete the sentence.

balk **bawdy** **bask**
befuddled **bastion** **barrister**

- B. By winning this particularly tough case which dealt with British maritime law, the _____ hoped to be able to _____ in the praises of his fellow lawyers.
- C. When the show originally opened thirty years ago, the _____ language offended many people. Today most people walk away from the show _____ by the controversy that once surrounded it.
- D. The judge expected not only that the reporter would _____ at divulging his news sources, but also that the reporter would repeat his speech about America being a _____ of free speech.

EXERCISE II – Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root *aud* means “hear.”

The root *cis, cide* means “cut,” “kill.”

The root *vis, vid* means “see.”

The suffix *ible, able* means “able.”

- A. Without using a dictionary, write a definition for each of the following words.

- | | |
|--------------|-------------|
| 1. audible | 4. vista |
| 2. visionary | 5. auditory |
| 3. herbicide | 6. incision |

- B. In the word “suicide” the root *sui* probably means _____ .
- C. List as many words as you can that have the roots *aud* and *vid* in them.
- D. An “incisive comment” is one that is figuratively _____.
- E. List as many words as you can that end in *cide*.

EXERCISE III — Analogies

Complete the analogy by choosing the most appropriate words.

1. befuddle : clarify ::
 - A. clean : neat
 - B. complex : confuse
 - C. night : day
 - D. audience : show
2. bask : sand ::
 - A. agree : concur
 - B. swim : ocean
 - C. see : torch
 - D. warm : pleasant
3. insecticide : insects ::
 - A. suicide : humans
 - B. herbicide : weeds
 - C. colorize : color
 - D. birds : bugs
4. leg : tripod ::
 - A. words : book
 - B. stand : dictionary
 - C. act : play
 - D. furniture : store

EXERCISE IV — Reading Comprehension

Read the selection and answer the questions.

A foolish consistency is the hobgoblin of little minds that is adored by little statesmen, philosophers and divines. With consistency, a great soul has simply nothing to do. He may as well concern himself with his shadow on the wall. Speak what you think now in hard words and tomorrow speak what tomorrow thinks in hard words again, though it contradict every thing you said today. You are sure to be misunderstood, but is it so bad then to be misunderstood? Pythagoras was misunderstood, and Socrates, and Jesus, and Luther, and Copernicus, and Galileo, and Newton, and every pure and wise spirit that ever took flesh.

from: *Self-Reliance*

by: Ralph Waldo Emerson

1. The first sentence suggests that
 - A. consistency is to be valued.
 - B. consistency is not always necessary.
 - C. that only people with small minds value foolish consistency.
 - D. Both B and C.
 - E. All of the above.
2. The author suggests if a man is inconsistent in his statements
 - A. people will have little faith in him.
 - B. people may misunderstand him.
 - C. he will become great.
 - D. he will understand the great philosophers.
 - E. he will never be able to understand the great philosophers.

3. The author states or implies that
- A. we will be both happier and wiser if we think through our feelings.
 - B. each day brings us new thoughts, and the thoughts we have today may contradict thoughts of yesterday.
 - C. some of the great minds of the past believed in spiritual values.
 - D. “like shadows on the wall” we never see reality directly.
 - E. most statesmen, philosophers, and divines do value inconsistency.
4. The author’s main point in this selection is that
- A. greatness is often misunderstood.
 - B. speaking the truth can be dangerous.
 - C. consistency is necessary for logical thinking.
 - D. consistency is much admired by little minds.
 - E. we should speak the truth as we see it even at the risk of being inconsistent.

EXERCISE I — Words in Context

From the list below, supply the words needed to complete the sentences.

caustic	charlatan	bigot
candid	cajole	castigate

- A. The fortune teller knew that they would eventually find her out to be a _____ as the people in her town became more sophisticated. This fear caused her to turn bitter towards her neighbors, and she started making _____ comments to her customers. One such customer, an undercover policeman, _____ her for her rude behavior. He also warned her that she needed to be much more _____ in her comments to her customers or she could be charged with fraud.

From the list of words below, supply the words needed to complete the sentences.

cajole	chastise	bigot
chaos	capricious	canine

- B. He spent some time trying to _____ the store owner into giving him the tool for half price; but when that failed, he decided to rob the store on a whim. When arrested by the police, he tried to excuse his actions by saying the store owner was a selfish _____.
- C. After breaking into the store late that night, he stole what he wanted and quickly left the store. As he left, however, he was spotted by a police _____ patrol. While he might have been able to outrun the police officer, he was no match for the dog which quickly brought him down. Now, as he stood amidst the screaming and _____ in the police holding cell, he realized the full weight of law would be used to _____ him for his _____ decision to rob the store.

EXERCISE II — Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root *alter* means “change,” “other.”

The root *ego* means “I.”

The root *mega* means “large.”

The root *polis* means “city,” “state.”

- A. Without using a dictionary, write a definition for each of the following words.
- | | |
|----------------|-----------------|
| 1. megalopolis | 4. metropolitan |
| 2. alteration | 5. egotist |
| 3. alter ego | 6. egocentric |
- B. A person who is a megalomaniac has a mental disorder characterized by delusions of _____ .

- C. If you alter your plans, you _____.
- D. List as many words as you can think of that begin with the root *ego* and the root *mega*.

EXERCISE III — Analogies

Complete the analogy by choosing the most appropriate words.

- | | |
|--|---|
| 1. balk : thwart ::
A. stop : begin
B. block : frustrate
C. book : chapter
D. cajole : threaten | 3. canine : dogs ::
A. species : genus
B. culinary : food
C. feline : cats
D. rats : rodent |
| 2. ambivalent : decisive ::
A. candid : posed
B. frank : honest
C. hasty : mistake
D. regret : remorse | 4. capricious : whimsical ::
A. black : gray
B. thin : lean
C. hot : warm
D. cool : cold |

EXERCISE IV — Reading Comprehension

Read the selection and answer the questions.

One only has to go back several generations, to find a time when the household was practically the center in which were carried on, or about which were clustered, all the typical forms of industrial occupation. The clothing worn was for the most part made in the house; the members of the household were usually familiar also with the shearing of the sheep, the carding and spinning of the wool, and the plying of the loom. Instead of pressing a button and flooding the house with electric light, the whole process of getting illumination was followed in its toilsome length from the killing of the animal and the frying of fat, to the making of wicks and dipping of candles. The supply of flour, of lumber, of foods, of building materials, of household furniture, even of metal ware, of nails, hinges, hammers, etc., was produced in the immediate neighborhood, in shops which were constantly open to inspection and often centers of the neighborhood congregation. The entire industrial process stood revealed, from the production on the farm of the raw materials, till the finished article was actually put to use. Not only this, but practically every member of the household had his own share in the work. The children, as they gained in strength and capacity, were gradually initiated into the mysteries of the several processes. It was a matter of immediate and personal concern, even to the point of actual participation. As such, the educative forces were constantly operative.

from: *The Child and the Curriculum*

by: John Dewey

1. The last sentence suggests that the education of earlier generations was
 - A. better than the education children get today.
 - B. not as good as the education children get today.
 - C. different from the education of today in that it was immediate and continually in operation in daily life.
 - D. much cheaper and much more effective.
 - E. neither cost-effective nor good education.

2. The author states or implies that
 - A. education was less important in earlier times.
 - B. man lost control of his own life.
 - C. children today do not grow up observing many of the things their forefathers had.
 - D. in early times families were happier because they were closer.
 - E. in early times children were exploited and forced to fill adult roles.

3. The author's main point in this selection is that
 - A. not everything that changes always changes for the best.
 - B. education is where you find it.
 - C. we have to look back only a few generations to see how much the world has changed.
 - D. in earlier times children received their education by observing and participating in the world around them.
 - E. the child's role in society has changed for the better.