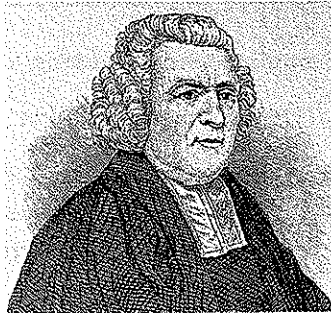


Atheists, humanists, and others often blame the Bible for the confusion, fear, depression, and despair suffered by many today. William Cowper (kōō'pər) was a man who suffered greatly from depression and despair throughout his lifetime. Far from condemning him to a useless life, exposure to the Scriptures saved and preserved this man, leading him to assurance and a life that found meaning in places most people overlook.



Born and raised in London, William Cowper was a shy, withdrawn boy who, it appears, was teased and bullied much during his years at Westminster School. Such treatment ill-prepared him for the legal profession for which he was educated. During his first ten years as a lawyer, he was frequently unable to work due to the depression that eventually reduced him to insanity. Forced to retire from public life in 1765, he came under the care of a Christian doctor. Under the doctor's care, Cowper developed a love for Scripture, especially Romans 3:25.

Next to enter Cowper's life was a man who had turned from trading slaves to caring for men's souls—John Newton, who wrote "Amazing Grace," quite probably the best-known hymn of all time. Steadied, strengthened, and encouraged for many years by Pastor Newton, who was his next-door neighbor, Cowper wrote and contributed 67 hymns to *Olney Hymns*, a volume the two men co-produced in 1779.



Read the following hymn by William Cowper (from *Olney Hymns*).

**Light Shining Out of Darkness**

<p>God moves in a mysterious way His wonders to perform; He plants His footsteps in the sea, And rides upon the storm. Deep in unfathomable mines Of never-failing skill He treasures up His bright designs, And works His sovereign will. Ye fearful saints, fresh courage take; The clouds ye so much dread Are big with mercy, and shall break In blessings on your head.</p>	<p>Judge not the Lord by feeble sense, But trust Him for His grace; Behind a frowning providence He hides a smiling face. His purposes will ripen fast, Unfolding every hour; The bud may have a bitter taste, But sweet will be the flower. Blind unbelief is sure to err, And scan His work in vain; God is His own interpreter, And He will make it plain.</p>
--	---

Underline the correct answers. Don't forget to consult your dictionary for unfamiliar words.

- (1) A problem dealt with by Romans 3:25 is guilt for (a) past (b) present (c) future (d) others' sins.
- (2) Cowper's (a) education (b) upbringing (c) exposure to the Scriptures (d) association with John Newton, the author of "Amazing Grace" restored Cowper to sanity.
- (3) The opening flower in stanza 5 encourages us to be (a) hopeful (b) satirical (c) doubtful (d) rational when life's circumstances seem unfavorable.
- (4) A theme of the poem is (a) all that glitters is not gold (b) the joy of the Lord is your strength (c) things are not always what they seem (d) love one another.

In William Cowper's day, most poetry was still written in the neoclassical mode—very philosophical, highly polished, and often unrelated to the particulars of practical, everyday living. Without a subject for a poem, Cowper, one day, began to write about his living room couch! The result was *The Task*—a poetic breakthrough that helped give meaning to everyday people, places, and things. In the excerpt below, a winter morning's walk was the occasion for a refreshing sketch of the world fashioned by the Creator.

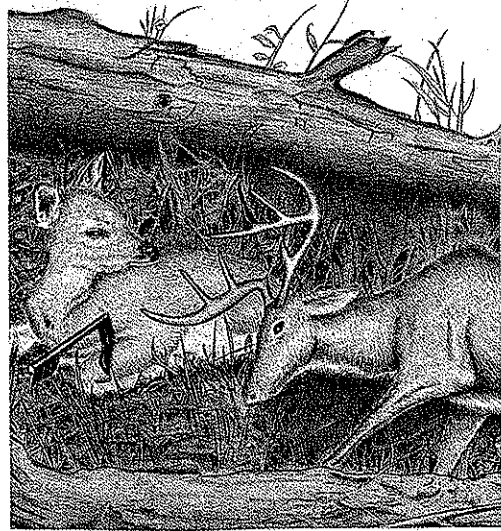
Read these lines from *The Task*. Use your dictionary for words you don't understand.

'Tis morning; and the sun  
with ruddy orb  
Ascending, fires the horizon;  
while the clouds  
That crowd away before  
the driving wind,  
More ardent as the disk emerges more,  
Resemble most some city in a blaze.  
Forth goes the woodman,  
leaving unconcerned  
The cheerful haunts of man,  
to wield the ax  
And drive the wedge  
in yonder forest drear,  
From morn to eve his solitary task.

Shaggy, and lean, and shrewd,  
with pointed ears  
And tail cropped short,  
half lurcher and half cur,  
His dog attends him. Close behind  
his heel  
Now creeps he slow; and now with  
many a frisk  
Wide scampering, snatches up  
the drifted snow  
With ivory teeth, or plows it  
with his snout;  
Then shakes his powdered coat,  
and barks for joy.

Complete these activities.

- (1) *The Task* was different from most poetry of Cowper's day in that it (a) was very philosophical (b) was neoclassical (c) was highly polished (d) focused on things of everyday life.
- (2) The rhyme scheme of *The Task* is (a) aabb (b) abca (c) abcd (d) unrhymed.
- (3) What two words does Cowper use to depict the circular shape of the sun?  
\_\_\_\_\_
- (4) The words, "Resemble most some city in a blaze" refer to the (a) wind (b) horizon (c) sun (d) clouds. (Hint: Look for subject-verb agreement.)
- (5) In the text, the word (a) "cheerful" (b) "unconcerned" (c) "drear" (d) "solitary" describes how the woodman feels about going alone to spend the day in the forest.
- (6) Cowper gives us a sharp mental picture of the woodman's dog by \_\_\_\_\_.  
(a) relating the dog's color and size | (c) portraying the dog's actions  
(b) quoting the woodman's words | (d) describing its physical traits
- (7) Quote the only phrase that indicates the one sound breaking the stillness of the wintry scene depicted in this excerpt. \_\_\_\_\_



### The Stricken Deer

I was a stricken deer, that left the herd  
 Long since; with many an arrow deep infix'd  
 My panting side was charged, when I withdrew  
 To seek a tranquil death in distant shades.  
 There was I found by one who had himself  
 Been hurt by the archers. In his side he bore,  
 And in his hands and feet, the cruel scars.  
 With gentle force soliciting the darts,  
 He drew them forth, and healed, and bade me live.  
 Since then, with few associates, in remote  
 And silent woods I wander, far from those  
 My former partners of the peopled scene;  
 With few associates, and not wishing more.

Complete the following activities. Use your dictionary where necessary.

- Referring to Cowper himself, this excerpt from *The Task* is (a) neoclassical (b) autobiographical (c) deistic (d) rhyming.
- Because deer symbolize people, this excerpt is actually (a) an epic (b) a novel (c) a satire (d) an allegory.
- What phrase helps us realize that the second deer symbolizes Christ? \_\_\_\_\_
- Underline the Scripture verse that best expresses the theme, or central lesson, of this portion of "The Stricken Deer."  
 (a) Psalm 64:7 (b) Proverbs 18:14 (c) Hebrews 2:18 (d) I Peter 2:21 (e) Revelation 13:3

Match symbols and reality.

- |                      |                  |                   |                    |
|----------------------|------------------|-------------------|--------------------|
| _____ (5) one        | (A) sins         | _____ (8) deer    | (D) Cowper himself |
| _____ (6) associates | (B) friends      | _____ (9) archers | (E) society        |
| _____ (7) arrows     | (C) Jesus Christ | _____ (10) herd   | (F) Roman soldiers |

On the lines below, write what it means to be persuasive.

(11) \_\_\_\_\_  
 \_\_\_\_\_

Score pages 21, 22, 23, and your vocabulary notebook.	<input type="text"/>	Correct mistakes.	<input type="text"/>	Rescore.	<input type="text"/>
---	----------------------	-------------------	----------------------	----------	----------------------

Underline the correct answer.

- Alongside the neoclassicism of the Age of Johnson was a stream known as the Literature of (a) Sentiment (b) Reason (c) Romance (d) the Classics.
- Literature of Sentiment writers reacted to neoclassicism and its emphasis on (a) emotion (b) reason (c) satire (d) imagination.
- (a) Satire (b) Sentiment (c) Personification (d) Blank verse is a literary technique whereby an animal or thing is given human qualities.
- A/An (a) elegy (b) sonnet (c) preface (d) stanza is a lament for the dead.
- Olney Hymns* was written by (a) Joseph Addison and Richard Steele (b) Samuel Johnson (c) Adam Smith and Edward Gibbon (d) John Newton and William Cowper.

Match the following items.

- |   |   |
|---|---|
| _____ (6) William Cowper's best poem                      | (A) <i>The Task</i>                         |
| _____ (7) Gray's famous elegy                             | (B) unrhymed iambic pentameter              |
| _____ (8) Literature of Sentiment poem                    | (C) "To a Mouse"                            |
| _____ (9) blank verse                                     | (D) <i>The Seasons</i>                      |
| _____ (10) from <i>Olney Hymns</i>                        | (E) "Light Shining Out of Darkness"         |
| _____ (11) poem of Robert Burns, Scotland's greatest poet | (F) "Elegy Written in a Country Churchyard" |

Match these quotes and poets. (Names may be used more than once.)

- |  |                    |
|--|--------------------|
| _____ (12) "Along the woods, along the moorish fens,<br>Sighs the sad genius of the coming storm;" | (A) James Thomson  |
| _____ (13) "God moves in a mysterious way,<br>His wonders to perform;"                             | (B) John Newton    |
| _____ (14) "O, my love is like a red, red rose,<br>That's newly sprung in June;"                   | (C) William Cowper |
| _____ (15) "The best-laid schemes o' mice an' men<br>Gang aft agley,"                              | (D) Thomas Gray    |
| _____ (16) "The curfew tolls the knell of parting day,"  | (E) Robert Burns   |

Underline the meaning of the word.

- |                  |                       |             |              |            |
|------------------|-----------------------|-------------|--------------|------------|
| (17) hamlet:     | a. hero               | b. villain  | c. village   | d. pig     |
| (18) reclusive:  | a. gregarious         | b. crowded  | c. withdrawn | d. sad     |
| (19) jocund:     | a. wise               | b. straight | c. merry     | d. winding |
| (20) unfathomed: | a. not understandable | b. simple   | c. shallow   | d. logical |

Score this page.	<input type="text"/>	Correct mistakes.	<input type="text"/>	Rescore.	<input type="text"/>
------------------	----------------------	-------------------	----------------------	----------	----------------------

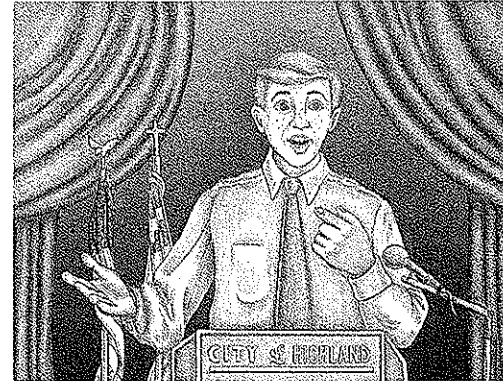
### Creative Writing Opportunity

Again you have the privilege and challenge of writing a character trait story. Continue to refer to the Scripture verses and the basic plot, setting, and characters. In this PACE, the creative writing note discusses another point of view that a writer can use as narrator—the omniscient point of view. Keep in mind and practice this point of view as you develop your story. Scoring will be based on how well you have illustrated the character trait, resolved the conflict, and used the omniscient point of view.

Using the information below, write a character story on separate paper or computer.

Plot, characters, and conflict:

Early one Monday evening, Pastor Alltruth, Ace, Sandy, Racer, and several other senior students and their parents are sitting in the city council chambers of Highland City. They are there to show support for a tough, new bylaw that would prevent sexually oriented businesses from opening in Highland City. Racer has volunteered to speak on behalf of the students. As he awaits his turn to address the crowded city council chamber, Racer prays and ponders the words of his speech. Suddenly, he hears his name on the loudspeaker! It is his turn . . . .



Note the following Scriptures, using them as guides in portraying Racer's persuasive character. Write your story from the omniscient point of view.

Psalm 27:14

John 14:26

Titus 1:9

**CREATIVE WRITING NOTE**

Point of view—refers to the person through whose eyes the reader sees the action of a story.

A writer telling a story using the omniscient point of view knows everything about everyone in his story. He knows each event down to the smallest detail, and he has the privilege of knowing the thoughts, feelings, and plans of every character. The omniscient writer artfully decides when, where, and how much he will reveal to the reader.

HINT: If you are having trouble getting started, try this beginning.

The sight of Racer striding boldly to the podium inspired various thoughts in the minds of the mayor and the six city council members presiding over the meeting.

Find these Scripture verses in your Bible and read them; then underline the verses that teach us to be persuasive.

Nehemiah 1:11

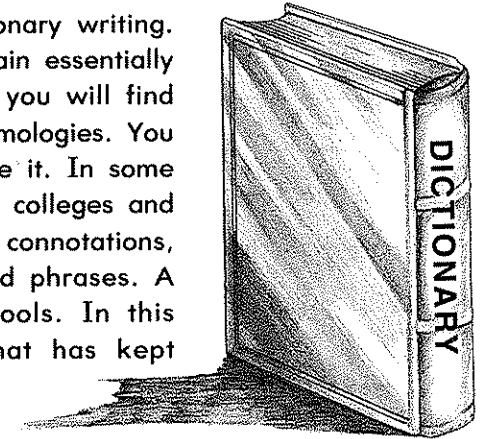
Exodus 4:15

Daniel 2:23

I Peter 3:15

James 1:12

When you look up a word in your English dictionary, what you find is the result of nearly 300 years of lexicography—the science of dictionary writing. Although they may differ in arrangement, most dictionaries contain essentially the same information. In addition to spellings and definitions, you will find synonyms, antonyms, syllable divisions, parts of speech, and etymologies. You can discover whether to capitalize a word and how to pronounce it. In some dictionaries, you will find biographical and place names, lists of colleges and universities, lists of English given names with their origins and connotations, and sometimes a vocabulary of rhymes and foreign words and phrases. A good dictionary is perhaps the most valuable of resource tools. In this section of the PACE, we are going to look closely at what has kept lexicographers so busy all these years.

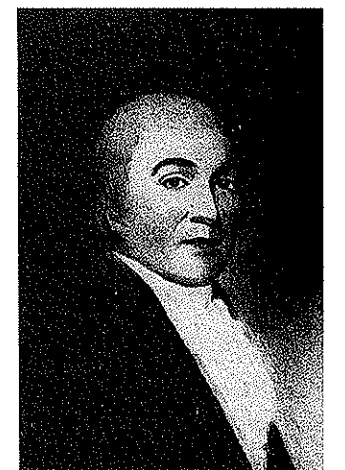


**dictionary:** the word is derived from *dictiōnārium*, a medieval Latin word which, in turn, stems from an earlier Latin word, *dictio*, meaning saying. Thus, a dictionary is a "collection of sayings."

Dictionaries of many kinds have existed since ancient times. Assyrians and Babylonians compiled dictionaries explaining the signs of their ideographs (a writing system whereby symbols represented ideas). Greeks had dictionaries for various subjects: cookery, vessels, synonyms, and dialect words. The Chinese had a large dictionary more than a century before Christ. By the tenth century A.D., lexicography was highly developed in Islamic lands.

English lexicography began in the seventeenth century. *A Table Alphabetical of Hard Words* (1604) by Robert Cawdrey (kō'drē) had 3,000 entries. *An English Expositor* (1616) by John Bullokar (bōōl'ō-kār) explained 6,000 difficult words. Henry Cockeram's (kōk'er-əm) *The English Dictionarie* (1623) included proper names. *Glossographia* (1656) by Thomas Blount provided etymologies. *An English Dictionary* (1676) by Elisha Cole included dialect and archaic words. In the eighteenth century, John Kersey (kūr'zē), the first professional lexicographer, published his *New English Dictionary*, a work with 28,000 entries, which included everyday words. Then, in 1755, came Samuel Johnson's *A Dictionary of the English Language* (40,000 entries), a work that printed quotations using the word being defined.

After Dr. Johnson's dictionary appeared, lexicography moved into a new era of technical innovation. In 1806, Noah Webster completed *A Compendious Dictionary of the English Language*, the first dictionary of American English. By 1850 updated dictionaries were replacing Johnson's dictionary in Britain and her colonies. In the 1890s, dictionaries like Dr. Isaac Kauffman Funk's, *Standard Dictionary of the English Language*, were adding encyclopedic information. By then, work was also under way on the *Oxford English Dictionary (OED)*, the most prodigious project in the history of lexicography. The task facing *OED* researchers was to record every word ever used in the English language, when it came into use, and how its meaning has changed over time. By 1928 the *OED* consisted of twelve volumes containing nearly 415,000 words (15,487 pages) with nearly 2,000,000 instances of usage down through history. Because new words are born every day, and because old words often take on new meanings, the *OED* project continued. By 1982 five full supplemental volumes had been added to the original twelve!



Noah Webster

**Complete the following activities.**

(1) List nine kinds of information contained in most dictionaries.

\_\_\_\_\_

\_\_\_\_\_

(2) A (a) glossary (b) biography (c) dictionary (d) lexicography is a collection of sayings.

(3) Name five civilizations that were busy with lexicography before the English.

\_\_\_\_\_

**In the space, write the lexicography advancement provided in each of the following books.**

(4) *An English Expositor* \_\_\_\_\_

(5) *The English Dictionarie* \_\_\_\_\_

(6) *Glossographia* \_\_\_\_\_

(7) *An English Dictionary* \_\_\_\_\_

(8) *New English Dictionary* \_\_\_\_\_

(9) *A Dictionary of the English Language* \_\_\_\_\_

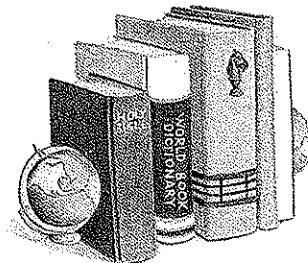
(10) *A Compendious Dictionary of the English Language* \_\_\_\_\_

(11) *Standard Dictionary of the English Language* \_\_\_\_\_

(12) Explain why the number of volumes in the *Oxford English Dictionary (OED)* continues to grow.

\_\_\_\_\_

\_\_\_\_\_



**Study the definitions of the words below and write the abbreviation for the part of speech of each. Some may have more than one abbreviation.**

(25) latch \_\_\_\_\_ (29) horseback \_\_\_\_\_

(26) disappear \_\_\_\_\_ (30) with \_\_\_\_\_

(27) hurrah \_\_\_\_\_ (31) so \_\_\_\_\_

(28) myself \_\_\_\_\_ (32) subarctic \_\_\_\_\_

After the first part-of-speech information, you will often find forms of the entry word known as inflected forms. Inflected forms show the different spellings from the principal parts of verbs and the plural spellings of some irregular nouns.

**Write the inflected forms of the following words.**

(33) initial \_\_\_\_\_

(34) levy \_\_\_\_\_

(35) beef \_\_\_\_\_

The meanings of entry words are grouped together according to their parts of speech. Noun, verb, and adjective meanings, etc., are grouped separately and are arranged numerically according to their frequency of use. More frequently used meanings come first. Technical meanings, or meanings gone from current usage, come last.

**Look up the meanings of the italicized words in the following sentences. Rewrite each sentence, replacing the italicized word with the correct dictionary meaning.**

(36) The lecturer had a decidedly *pedestrian* style.

\_\_\_\_\_

(37) Any tool that is *obtuse* can be used for hammering.

\_\_\_\_\_

(38) The judge will *remand* the prisoner.

\_\_\_\_\_

(39) *Sequestration* often has a calming effect.

\_\_\_\_\_

At different points of an entry word's definition, the dictionary often uses the words *archaic*, *informal*, and *slang* as comments on the word's usage.

**Using your dictionary, write a definition of archaic, informal, and slang, and find two examples of such words in your dictionary.**

(40) archaic \_\_\_\_\_

\_\_\_\_\_

*Examples:* \_\_\_\_\_

(41) informal \_\_\_\_\_

*Examples:* \_\_\_\_\_

**When a word is first entered in a dictionary, it is broken down into syllables. Look up the following words, and write them as entered in your dictionary.**

(13) foresighted \_\_\_\_\_ (16) putative \_\_\_\_\_

(14) pointillism \_\_\_\_\_ (17) pneumatic \_\_\_\_\_

(15) poikilothermal \_\_\_\_\_ (18) congenial \_\_\_\_\_

**In parentheses immediately after an entry word is the pronunciation. When two or more pronunciations are given, the first is the preferred one. Using the pronunciation guides given in your dictionary, write the preferred pronunciation for each of these words.**

(19) curare \_\_\_\_\_ (22) monetize \_\_\_\_\_

(20) jocose \_\_\_\_\_ (23) fructification \_\_\_\_\_

(21) piquant \_\_\_\_\_ (24) vinaigrette \_\_\_\_\_

After the pronunciation guides, many dictionaries list the abbreviations of the parts of speech classification of each word as it first appears. For example, *n.* following the word *outlaw* means *noun*. The dictionary will then go on to list the definitions of *outlaw* as a noun. If a word has more than one part of speech, that abbreviation will also be given along with a definition in that part of speech. Some dictionaries also indicate a verb's transitive (*v.t.*) and intransitive (*v.i.*) definitions.