

**SWINTON'S GRADED WORD-BOOK.  
WORD-ANALYSIS: A GRADED CLASS-  
BOOK OF ENGLISH DERIVATIVE  
WORDS, WITH PRACTICAL EXERCISES IN  
SPELLING, ANALYZING, DEFINING,  
SYNONYMS, AND THE USE OF WORDS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649485895

Swinton's Graded Word-Book. Word-Analysis: A Graded Class-Book of English Derivative Words, with Practical Exercises in Spelling, Analyzing, Defining, Synonyms, and the Use of Words by William Swinton

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**WILLIAM SWINTON**

**SWINTON'S GRADED WORD-BOOK.  
WORD-ANALYSIS: A GRADED CLASS-  
BOOK OF ENGLISH DERIVATIVE  
WORDS, WITH PRACTICAL EXERCISES IN  
SPELLING, ANALYZING, DEFINING,  
SYNONYMS, AND THE USE OF WORDS**



*SWINTON'S GRADED WORD-BOOK.*

---

# WORD-ANALYSIS,

A GRADED CLASS-BOOK

OF

ENGLISH DERIVATIVE WORDS,

WITH

PRACTICAL EXERCISES

IN

SPELLING, ANALYZING, DEFINING, SYNONYMS, AND THE  
USE OF WORDS.

BY

WILLIAM SWINTON, A.M.,

PROFESSOR OF THE ENGLISH LANGUAGE IN THE UNIVERSITY OF CALIFORNIA, AND  
AUTHOR OF "RAMBLERS AMONG WORDS," "CONDENSED HISTORY  
OF THE UNITED STATES," ETC., ETC.

---

NEW YORK:  
IVISON, BLAKEMAN, TAYLOR & COMPANY,  
138 AND 140 GRAND STREET.  
1873.

Educ T 758.72.820

HARVARD COLLEGE LIBRARY  
GIFT OF  
GEORGE ARTHUR PLIMPTON  
JANUARY 25, 1924

Entered according to Act of Congress, in the year 1871,  
By WILLIAM SWINTON,  
In the Office of the Librarian of Congress, at Washington.

## PREFACE.

---

If the study of WORD-ANALYSIS has not yet the assured and definite place it should by rights have in our ordinary school course, we may perhaps find the reason in the lack, thus far, of text-books technically constructed with a view to such simplification and graduation of the study as are required to meet the needs of elementary instruction. There is, at least, a wide and growing realization of the fact that the study of the English language is very inadequately provided for in the old system, which deals but with the *forms* of our native speech, and does not even touch its *substance*. The barrenness of the ancient grammatical training is too notorious for it to be possible that it should long retain its usurped primacy as the *sole* means of linguistic discipline. Formal grammar will not lose its place, and should not lose its place; but we may well believe that it will undergo such a re-adjustment as the enlarged modern views demand—at any rate, that it shall not displace other branches of the study of English that are equally important and far more fruitful. Theoretically, the study of the English language embraces three departments:

1. The study of the English vocabulary—WORD-ANALYSIS.
2. The study of the structure of English—MIXED GRAMMAR AND COMPOSITION.
3. The study of English forms—GRAMMAR.

The Graded Word-Book has for its object to supply a practical working manual treating of the *first* department of the study of our language—namely, the study of the *English vocabulary*. It presents three prominent points of peculiarity that distinguish it from all previous text-books of etymology:—

1. It is so graded that part I deals exclusively with *English* primitives and their derivatives. On this head little will need to be said in justification. It will probably be conceded by the majority of teachers that the main obstacle to the utility of existing class-books of etymology arises from the fact that they assume on the part of the pupil a knowledge of classical roots and forms which it is impossi-

ble he should possess. The author believes that the whole logic and rationale of word-formation may be amply illustrated without going beyond simple English and Saxon primitives. When once the real nature of the formative elements and the philosophy of word-building have been mastered by the scholar, he will advance with pleasure and profit to the study of Latin and Greek derivatives. Accordingly, all classical roots are relegated to Part II.

2. The treatment of the Latin derivatives in Part II presents a new and important feature, to wit: the systematic analysis of the structure and organism of derivative words, together with the statement of their primary meaning in such form that the pupil inevitably perceives its relation with the root, and in fact *makes* its primary meaning by the very process of analysing the word into its primitive and its modifying prefix or suffix. It presents, also, a marked improvement in the method of approaching the definition—a method by which the definition is seen to *grow out of* the primary meaning, and by which the analytic faculty of the pupil is exercised in tracing the transition from the primary meaning to the secondary and figurative meanings—thus converting what is ordinarily a matter of rote into an agreeable exercise of the thinking faculty.

3. The third point of novelty in the method of treatment is presented in the copious practical exercises on the *use of words*. It is believed this feature will readily commend itself to all practical teachers; and accordingly, the author refers the schoolmaster or schoolmistress to an examination of those exercises themselves. The experienced instructor very well knows that his scholars may memorize endless lists of terms and definitions without having any realization of the actual living power of words. Such a realization can only be gained by *using* the word—by turning it over in a variety of ways, and by throwing upon it the side-lights of its synonym and contrasted word. The method of thus utilizing English derivatives gives a study which possesses at once *simplicity* and *fruitfulness*—the two desiderata of an instrument of elementary discipline.

☞ The prominent points in the GRADED WORD-BOOK are:—

1. The clear and simple method of word-analysis and definition.
2. The practical exercises in spelling, defining, and the *use of words* in actual composition.
3. The adaptation of the manual, by its progressive character, to the needs of the several grades of public and private Schools.

W. S.



# CONTENTS.

---

## PART I

	PAGE
I. Definitions.....	7
II. English Prefixes.....	9
III. English Suffixes.....	13
IV. Exercises in Word-Formation.....	25
V. English Derivatives.....	28
VI. Exercises for Practice.....	43
VII. Derivatives from Anglo-Saxon.....	44

## PART II

I. Explanations.....	53
II. Latin Prefixes.....	53
III. Latin Suffixes.....	55
IV. Latin Derivatives.....	57
V. Derivatives and Definitions.....	86

## PART III

I. Greek Derivatives.....	95
II. The Study of Words.....	107
III. English Synonyms.....	110
IV. Latin Words and Phrases in current use.....	130
V. Geographical Derivatives.....	133
VI. Abbreviations.....	124



# WORD-ANALYSIS.

## PART I.

### I—DEFINITIONS.

1. An English **primitive** word, or root, is a word in its simplest English form, without prefix or suffix. Give examples. *Ans.* Man, Safe, Tell, Navigate.

Part I. of the Word-Analysis takes no note of the origin of words back of the *English* language. "Navigate," for example, is derived from a Latin root—*navis* a ship, and is, with reference to *Latin*, a derivative word; but in Part I. it is treated as a primitive word for the reason that it occurs in no simpler *English* form.

2. A **prefix** is a significant syllable joined to the *beginning* of a primitive word. Give examples. *Ans.* Un, fore, circum.

Join the prefix **un** to the beginning of the primitive word 'safe,' and what word have you? *Ans.* Unsafe. Define it. *Ans.* Not safe. What, then, does the prefix **un** mean? *Ans.* It means *not*.

Join the prefix **fore** to the beginning of the primitive word 'tell,' and what word have you? *Ans.* Foretell. Define it. *Ans.* To tell *beforehand*. What, then, does the prefix **fore** mean? *Ans.* *Beforehand*, or previously.

Join the prefix **circum** to the beginning of the primitive word 'navigate,' and what word have you? *Ans.* Circumnavigate. Define it. *Ans.* To navigate or sail *around* the earth, or a part of it. What, then, does the prefix **circum** mean? *Ans.* *Around*.

3. A **suffix** is a significant syllable joined to the *end* of a primitive word. Give examples. *Ans.* Ly, er, less.

Join the suffix **ly** to the end of the primitive word 'man,' and what word have you? *Ans.* Manly. Define it. *Ans.* Man-like, or like a man. What, then, does the suffix **ly** mean? *Ans.* It means *like*. What is it originally? *Ans.* It is a shortening of the old English word *like*, which signified *like*.

Join the suffix **er** to the end of the primitive word 'teach,' and what word have you? *Ans.* Teacher. Define it. *Ans.* *One who*