

**NEW
WORLD-DRUMS
SYNTH-ANALYSIS**

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NEW
WORD-ANALYSIS:

OR,

SCHOOL ETYMOLOGY OF ENGLISH
DERIVATIVE WORDS.

WITH PRACTICAL EXERCISES

IN

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

By WILLIAM SWINTON,

GOLD MEDALIST FOR TEXT-BOOKS, PARIS EXPOSITION, 1878; AND AUTHOR OF
"SWINTON'S GEOGRAPHIES," "OUTLINES OF THE WORLD'S
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P R E F A C E .

THE present text-book is a new-modeling and rewriting of Swinton's *Word-Analysis*, first published in 1871. It has grown out of a large amount of testimony to the effect that the older book, while valuable as a manual of methods, in the hands of teachers, is deficient in practice-work for pupils.

This testimony dictated a double procedure: first, to retain the old *methods*; secondly, to add an adequate amount of new *matter*.

Accordingly, in the present manual, the few Latin roots and derivatives, with the exercises thereon, have been retained—under “Part II.: The Latin Element”—as simply a *method of study*.* There have then been

* To teachers who are unacquainted with the original *Word-Analysis*, the following extract from the Preface to that work may not be out of place:—

“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

added, in "Division II.: Abbreviated Latin Derivatives," no fewer than two hundred and twenty Latin root-words with their most important English offshoots. In order to concentrate into the limited available space so large an amount of new matter, it was requisite to devise a novel mode of indicating the English derivatives. What this mode is, teachers will see in the section, pages 50-104. The author trusts that it will prove well suited to class-room work, and in many other ways interesting and valuable: should it not, a good deal of labor, both of the lamp and of the file, will have been misplaced.

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 analyzing 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. Another point of novelty in the method of treatment is presented in the copious practical exercises on the *use of words*. The experienced instructor very well knows that pupils 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."

To one matter of detail in connection with the Latin and Greek derivatives, the author wishes to call special attention: the Latin and the Greek roots are, as keywords, given in this book in the form of the *present infinitive*, — the present indicative and the supine being, of course, added. For this there is one sufficient justification, to wit: that the present infinitive is the form in which a Latin or a Greek root is always given in Webster and other received lexicographic authorities. It is a curious fact, that, in all the school etymologies, the present indicative should have been given as the root, and is explicable only from the accident that it is the key-form in the Latin dictionaries. The change into conformity with our English dictionaries needs no defense, and will probably hereafter be imitated by all authors of school etymologies.

In this compilation the author has followed, in the main, the last edition of Webster's Unabridged, the etymologies in which carry the authoritative sanction of Dr. Mahn; but reference has constantly been had to the works of Wedgwood, Latham, and Haldeman, as also to the "English Etymology" of Dr. James Douglass, to whom the author is specially indebted in the Greek and Anglo-Saxon sections.

W. S.

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WORD-ANALYSIS.

PART I.—INTRODUCTION.

I.—ELEMENTS OF THE ENGLISH VOCABULARY.

1. **Etymology**¹ is the study which treats of the derivation of words, — that is, of their structure and history.

2. **English etymology**, or word-analysis, treats of the derivation of English words.

3. The **vocabulary**² of a language is the whole body of words in that language. Hence the English vocabulary consists of all the words in the English language.

I. The complete study of any language comprises two distinct inquiries, — the study of the *grammar* of the language, and the study of its *vocabulary*. Word-analysis has to do exclusively with the vocabulary.

II. The term "etymology" as used in grammar must be carefully distinguished from "etymology" in the sense of word-analysis. Grammatical etymology treats solely of the grammatical changes in words, and does not concern itself with their derivation; historical etymology treats of the structure, composition, and history of words. Thus the relation of *loves*, *loving*, *loved* to the verb *love* is a matter of grammatical etymology; but the relation of *lover*, *lovely*, or *loveliness* to *love* is a matter of historical etymology.

¹ "Etymology," Greek *etymon*, the true literal sense of a word according to its derivation, and *logos*, a discourse.

² "Vocabulary," Latin *vocabularium*, stock of words; from *vox*, *voeis*, a voice, a word.