

**SWINTON'S WORD-BOOK
SERIES: SPELLER. WORD-
BOOK OF ENGLISH SPELLING,
ORAL AND WRITTEN**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649476329

Swinton's Word-Book Series: Speller. Word-Book of English Spelling, Oral and Written 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

WILLIAM SWINTON

**SWINTON'S WORD-BOOK
SERIES: SPELLER. WORD-
BOOK OF ENGLISH SPELLING,
ORAL AND WRITTEN**

Swinton's Word-Book Series: Speller.

WORD-BOOK
OF
ENGLISH SPELLING,
ORAL AND WRITTEN.

DESIGNED TO ATTAIN PRACTICAL RESULTS IN THE ACQUISITION
OF THE ORDINARY ENGLISH VOCABULARY,
AND TO SERVE AS

AN INTRODUCTION TO WORD-ANALYSIS.

BY

WILLIAM SWINTON, A. M.,

Author of "Word-Analysis," "Rambles among Words," "Condensed History of the
United States," "First Lessons in Our Country's History," "Campaigns
of the Army of the Potomac," "Decisive Battles of the War."

NEW YORK AND CHICAGO:
IVISON, BLAKEMAN, TAYLOR, AND COMPANY.
1873.

✓
Eduet 758.73.923

RECEIVED
SEP 10 1872

Entered according to Act of Congress, in the year 1872,
BY WILLIAM SWINTON,
in the Office of the Librarian of Congress, at Washington.

PREFACE.

LEARNING to spell the English language correctly is the most difficult task of school life. Hence correct spelling is rightly regarded as a sign of culture, and bad spelling as indicating a lack of it.

Orthography cannot be taught in twelve easy lessons: it can be acquired only by hard study. It is true that the spelling of many words is learned by pupils from the reading-lessons; but these lessons, valuable as they are, need to be supplemented by a special text-book for special study. The Word-Book is neither a "Primary Speller" nor a Dictionary. It omits the alphabet and the "ab ab's" on the one hand, and on the other, quite a number of sesquipedalian words common to all old-time "spelling-books."

It is designed to precede the author's class-book of Word-Analysis (though perfectly suited for use by itself), and is adapted to ungraded schools, and to the lower classes of grammar schools.

Spelling is the *leading* idea; but at the same time a foundation is laid for the subsequent study of words and of language.

Some of the technical points of superiority claimed for the Word-Book over the old-style "spelling-books" are:—

1. Short lessons.
2. A careful division of lessons into written spelling and oral spelling.
3. A specific division of lessons into monthly and yearly sections.
4. Systematic monthly, yearly, and general review lessons, by means of which the spelling of the more difficult words is secured by continued repetition.
5. A careful arrangement of words in Section I. with reference to the vowel sounds, as an aid to correct pronunciation.
6. A distribution in Section I. of short lessons including common abbreviations and given names of persons.
7. A classification in short lessons of the names of common objects, and of words used in various trades and occupations.
8. A classification of words with reference to certain leading ideas, and the use of the principle of association of ideas as an important auxiliary in definitions and discriminations.
9. Particular attention to the vocabulary of every-day life, not omitting colloquial words and Americanisms.
10. A distribution in short lessons of French and Latin words and phrases in common use in the daily press.
11. The introduction of a simple method of word-

analysis, with reference to Saxon and classical roots, prefixes, and suffixes. The main object of these lessons is the orthography, but at the same time the pupil will get at the *drift* of the meaning of the derivative words.

12. The *practical* character of the work, which aims to set forth, not the tens of thousands of "long-tailed words in *osity* and *ation*," but the actual vocabulary used in speaking and writing.

There seems to be a fair field for a text-book more in harmony with the spirit of modern philology than the old-fashioned "spelling-books." The Word-Book is submitted to the judgment of educated teachers with the hope that it may secure correct English spelling and at the same time awaken an interest in the *study* of words.

W. S.

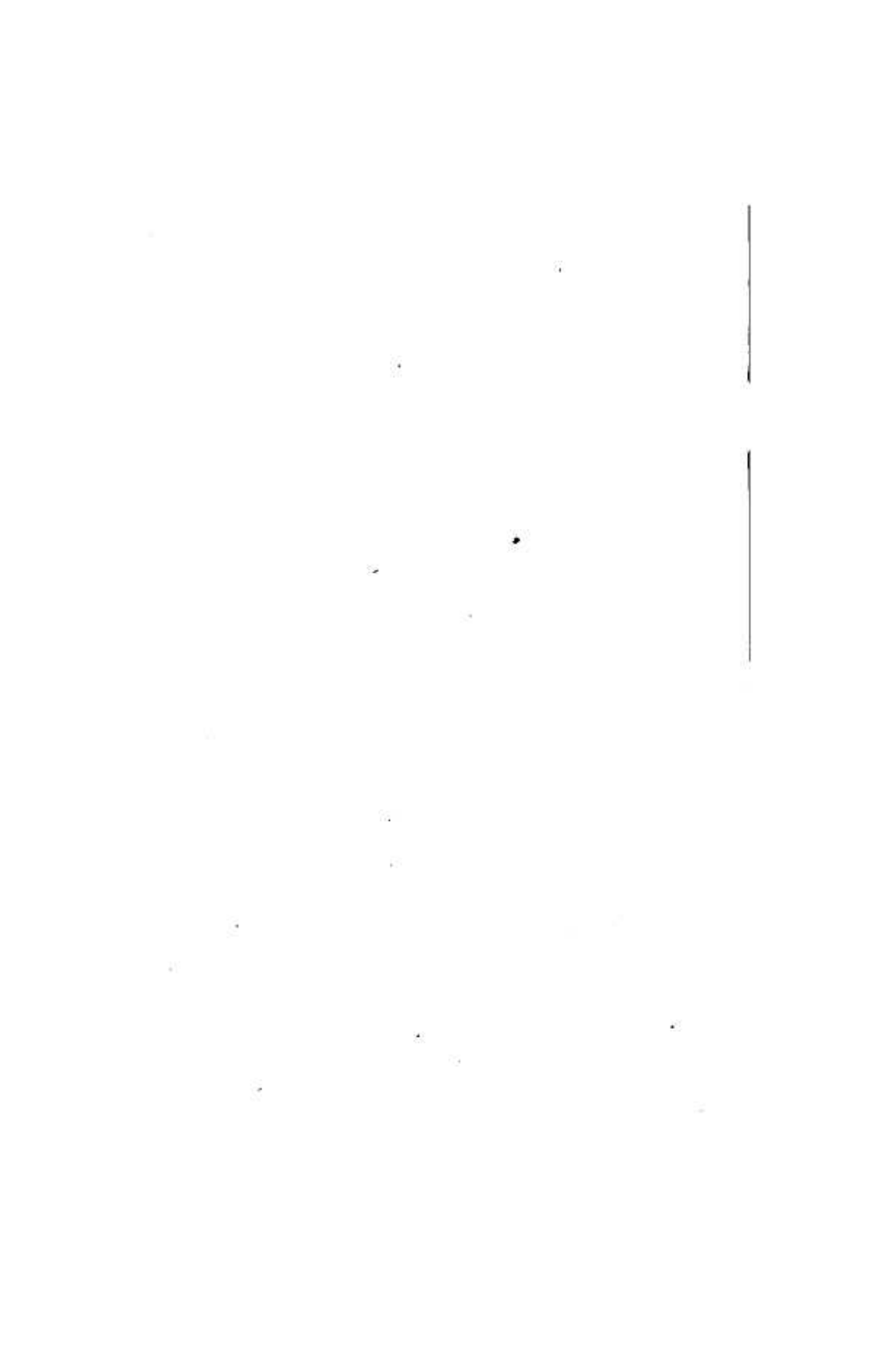
NEW YORK, 1872.

NOTE TO THE REVISED EDITION.

The present issue presents the Word-Book in the form of its final revision.

W. S.

1873.



SWINTON'S WORD-BOOK.

SECTION I.

FIRST YEAR'S WORK.

First Month.

1. OBJECTS IN A SCHOOL-ROOM — WRITTEN EXERCISE.

Write on slates or paper, and put a period after each word.

<i>desks.</i>	<i>table.</i>	<i>blackboards.</i>	<i>sponges.</i>
<i>chairs.</i>	<i>chalk.</i>	<i>platform.</i>	<i>pencils.</i>
<i>books.</i>	<i>stove.</i>	<i>pointers.</i>	<i>knives.</i>
<i>slates.</i>	<i>teacher.</i>	<i>rubbers.</i>	<i>rulers.</i>
<i>charts.</i>	<i>bell.</i>	<i>pictures.</i>	<i>clock.</i>
<i>maps.</i>	<i>crayons.</i>	<i>scholars.</i>	<i>paper.</i>

2. NAMES OF BOYS AND GIRLS. — WRITTEN EXERCISE.

They should always begin with a capital letter. Be careful to put a period after each word.

<i>Albert.</i>	<i>Henry.</i>	<i>Alice.</i>	<i>Grace.</i>
<i>Charles.</i>	<i>Jacob.</i>	<i>Bertha.</i>	<i>Helen.</i>
<i>David.</i>	<i>John.</i>	<i>Clara.</i>	<i>Ida.</i>
<i>Edward.</i>	<i>Lewis.</i>	<i>Dora.</i>	<i>Jane.</i>
<i>Frank.</i>	<i>Moses.</i>	<i>Ellen.</i>	<i>Kate.</i>
<i>George.</i>	<i>Peter.</i>	<i>Florence.</i>	<i>Lucy.</i>