

**THE GRADED
SCHOOL
SPELLER, BOOK VI**

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The Graded School Speller, book VI by Frank E. Spaulding & William D. Miller

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SCHOOL
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THE
GRADED SCHOOL SPELLER

BOOK VI

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PREFACE

The most important features which characterize the books of this series are the following: words are presented at the same time in columns and in use; they are used not in dry, isolated sentences, but in sentences naturally connected in describing the manifold interests, occupations, and experiences of childhood, in telling children's classic stories, in biographies of great men, in describing historical events, in explaining the chief features of the government of city, state, and nation. All this matter is carefully graded both in respect to the words and the thought, and is presented in a way to interest and instruct. The pupil is conscious of the meaning and the use of the word as he learns to spell it. If the context does not make the meaning of a word clear to a pupil, it does enable him to use his dictionary intelligently in getting the meaning of the word.

By means of this method of presentation words are reviewed, many of the more difficult ones repeatedly. This review is not a mere mechanical repetition of the isolated word; each time the word recurs it is in use. This is the most effective kind of review. At the same time the meaning of the word is becoming, for the child, broader, fuller, and more clearly defined.

Throughout the series words in columns are separated into syllables and the primary accent marked. All words in use appear in their usual form. Webster has been followed in spelling, pronunciation, syllabication, marking (which appears only in the list of foreign words in Book VII), and accent.

NOTE TO TEACHERS

The use of each word in the columns is illustrated by a sentence containing the word.

Every other word in the sentence, with the exception of a few very easy words, has been used in the same or in a preceding book as a column word.

Therefore every sentence is a review of words already taught. The more difficult words are reviewed many times.

SUGGESTION

When the books are used for the first time many of the review words of which the sentences are composed may not be familiar to the pupils; on this account the lessons may seem somewhat difficult.

Hence it is suggested that for the first year the books be placed as follows :

IN SYSTEMS OF EIGHT GRADES

Book I in Grade 2
Book II in Grade 3
Book III in Grade 4
Book IV in Grade 5
Book V in Grade 6
Book VI in Grade 7
Book VII in Grade 8

IN SYSTEMS OF NINE GRADES

Book I in Grade 3
Book II in Grade 4
Book III in Grade 5
Book IV in Grade 6
Book V in Grade 7
Book VI in Grade 8
Book VII in Grade 9

After the books have been used for a year the grading may be arranged as desired, concluding with Book VII in grade 8 or grade 9.

GRADED SCHOOL SPELLER

BOOK VI

I

co erce'	England attempted to coerce the colonists.
re strict'	She restricted the colonists' commerce.
block ade'	The port of Boston was blockaded.
re vok'	The Massachusetts charter was revoked.
an nul'	All its provisions were annulled.

II

aug ment'	The governor's power was augmented.
in ter dict'	Public meetings were interdicted.
se di'tion	These were regarded as "nests of sedition."
sup press'	Public addresses were suppressed.
men'ace	These acts were a menace to liberty.

III

co öp'er ate	The colonists coöperated with each other.
main tain'	A regular correspondence was maintained.
com mu'ni cate	They communicated with each other often.
ac'tu ate	They were actuated by common interests.
dis trust'	They began to distrust England.

I

con vene'	The first Continental Congress convened.
ev'i dent	A united spirit was evident.
in sur rec'tion	England called it insurrection.
cri'sis	The crisis had arrived.
ap par'ent	It was apparent that war must come.

II

res o lu'tion	The second Congress passed a resolution.
in de pend'ence	The Declaration of Independence followed.
stu pen'dous	This step was of stupendous importance.
plead	Some delegates pleaded for delay.
re luc'tant	Others voted for the declaration reluctantly.

III

u nan'i mous	But the vote was finally unanimous.
as sent'	New York assented afterwards.
ter'mi nate	This terminated England's rule.
or dain'	A new nation was ordained.
con ceive'	Its importance can hardly be conceived.

IV

pro mul'gate	The declaration was promptly promulgated.
a bol'ish	It abolished relations with England.
jus'ti fy	It justified the separation.
tran'sient	The causes were not light or transient.
af fect'	They affected the whole country.

I

con demn'	The declaration condemned the king.
des pot'ic	His rule had been despotic.
tyr'an ny	He had established a tyranny.
re dress'	He had refused to redress wrongs.
re lin'quish	The people would not relinquish rights.

II

op pose'	The opposing armies fought seven years.
cam paign'	There were long campaigns.
siege	There were sieges of fortified towns.
To'ry	Many Tories joined the English.
cru'el ty	Indians were guilty of many cruelties.

III

dis heart'en	The Americans were often disheartened.
mu'ti ny	There was mutiny among the officers.
ra'tion	The army was often without rations.
de scrt'	Some of the soldiers deserted the army.
pan'ic	There was panic fear.

IV

ob'sta cle	But obstacles were eventually overcome.
de ci'sive	The Americans won decisive victories.
re ën force'	Their army was reënforced.
al li'ance	An alliance with France was contracted.
al ly'	France became the ally of America.