

**THE GRADED
SCHOOL SPELLER,
BOOK IV, PP 1-52**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649316786

The Graded School Speller, Book IV, pp 1-52 by Frank E. Spaulding & William D. Miller

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

FRANK E. SPAULDING & WILLIAM D. MILLER

**THE GRADED
SCHOOL SPELLER,
BOOK IV, PP 1-52**

The School Committee of the City of Boston
ADMINISTRATION LIBRARY
15 Beacon Street

THE
GRADED SCHOOL SPELLER

Book IV

BY

FRANK E. SPAULDING

SUPERINTENDENT OF SCHOOLS, NEWTON, MASS.

AND

WILLIAM D. MILLER

SUPERINTENDENT OF SCHOOLS, EASTHAMPTON, MASS.

GINN & COMPANY

BOSTON · NEW YORK · CHICAGO · LONDON

✓ Educ T 759.09.832

HARVARD COLLEGE LIBRARY
GIFT OF
BOSTON SCHOOL COMMITTEE LIBRARY
JUL 21 1938

COPYRIGHT, 1908, BY
FRANK E. SPAULDING AND WILLIAM D. MILLER

ALL RIGHTS RESERVED

89.12

The Hibernian Press
GINN & COMPANY, PROPRIETORS, BOSTON, U.S.A.

PREFACE

MAY 1 0 '34

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 II in Grade 4
Book III in Grade 5
Book IV in Grade 6
Book V in Grade 7
Book VI in Grade 8

IN SYSTEMS OF NINE GRADES

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

I

Frank'lin	Benjamin Franklin was a famous man.
cen'tu ry	He lived in the eighteenth century.
em'i nent	Franklin became eminent as an author.
states'man	He also became a shrewd statesman.
at tract'	He attracted the lightning with a kite.

II

birth'place	Franklin's birthplace was Boston.
tal'low	His father made candles of tallow.
chan'dler	He was a tallow chandler.
grease	Benjamin watched the melting grease.
wick	He cut the wicks and filled the molds.

III

dis con tent'	The young boy was discontented.
dis taste'ful	The work was distasteful to him.
broth'er	His brother James was a printer.
trade	Benjamin preferred this trade.
ap pren'tice	So he was apprenticed to his brother.

I

twelve	Franklin was scarcely twelve years old.
prog'ress	Yet he made rapid progress in his trade.
type	His brother taught him typesetting.
op'er ate	The boy learned to operate presses.
ac'cu rate	He was accurate and careful.

II

ea'ger	Franklin was eager to learn.
ac'cess'	He now had access to many books.
po'et ry	At one time he tried to write poetry.
wretch	"It was wretched stuff," he said later.
dis cour'age	His father discouraged poetic attempts.

III

in'ti mate	Franklin had an intimate friend.
de bate'	They had many friendly debates.
ar'gue	Important questions were argued by them.
chal'lenge	They often challenged each other.
con verse'	Debating helped them to converse easily.

IV

oc ca'sion	On one occasion they wrote the debate.
cop'y	They copied their arguments carefully.
ex am'ine	Franklin's father examined the papers.
el'o quent	He said the friend's was more eloquent.
el'e gant	The manner of writing was more elegant.

I

ad van'tage Benjamin had one great advantage.
punc'tu ate He could punctuate correctly.
style But he saw that his style was poor.
fault This was a serious fault.
im prove' The boy decided to improve his style.

II

prose Franklin wished to write better prose.
rec'og nize He recognized the importance of this.
im'i tate "I will imitate good writing," said he.
mod'el He sought for a model.
vol'ume Finally he found an old volume.

III

sen'tence Franklin read a sentence thoughtfully.
sub'stance He wrote down the substance of it.
ex press' Then he tried to express the same ideas.
com pare' He compared his work with the author's.
orig'i nal The original article was much better.

IV

in fe'ri or Franklin realized that his work was inferior.
pa'tient He strove patiently to improve it.
de'tail In every detail he sought to advance.
a void' He learned to avoid many errors.
ac quire' Gradually he acquired a better style.