

**GRADED CITY SPELLER: SEVENTH  
YEAR GRADES. COMPILED FROM  
LISTS FURNISHED BY PRINCIPALS  
AND TEACHERS IN THE SCHOOLS  
OF SIX CITIES**

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Graded City Speller: Seventh Year Grades. Compiled from Lists Furnished by Principals and Teachers in the Schools of Six Cities by William Estabrook Chancellor

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**WILLIAM ESTABROOK CHANCELLOR**

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**SEVENTH YEAR GRADE**

USEFUL WORDS ONLY

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# GRADED CITY SPELLER

SEVENTH YEAR GRADE

COMPILED FROM LISTS FURNISHED BY PRINCIPALS  
AND TEACHERS IN THE SCHOOLS OF SIX CITIES

EDITED BY

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## PREFACE

THE plan of this series of graded city spelling-books is to present useful words in lessons of literary value and interest. The words selected for the text for this grade have been compiled from the lists of principals and teachers, as in the case of all the earlier books. Most of the quotations also have been approved in actual class-room experience in language teaching. The large use which has already been accorded to the earlier books, though published but a half year ago, shows that the coöperative plan has enabled the editor to reach the actual needs of the schoolroom.

As far as practicable, each word is presented, first, in a sentence or paragraph, usually quoted in the language of an author of high standing; then, it is syllabicated for the analysis of the literal elements; and, lastly, it is repeated several times in reviews. By this method each word is first developed in association with a context that is in itself worth reading, and is then stamped upon the visual memory by a sufficient number of repetitions to insure with ordinary pupils its quick and accurate recollection.

Whether the drill be solely oral or both oral and written is a matter to be determined by the authorities of the schools where the series may be used. It is probably a correct opinion that written drill increases accuracy because it associates the motor nerve functions

with the activity of the mind. At the same time, to hear good spellers (as in spelling-matches) no doubt assists those who find difficulty in oral exercises. Of course, we seldom need to know the true spelling of a word save when we ourselves must write it.

The reviews in each of the higher books of this series contain not only words presented for the first time in the text, but also such words from the earlier books as have been found by experience most difficult for the pupils to learn and to retain.

Words printed in boldface are synonymous.

The *International Dictionary* has been followed as the standard of authority for syllabication, and the *Century Dictionary* for spelling.

In all language lessons, it is important to distinguish the division of words for syllabication from that for pronunciation. The syllabication of the Latin words has been presented in general accordance with the principles of English syllabication.

For a discussion of methods and devices of teaching spelling, see *Spelling: Principles and Methods*, by the editor. Good tests as to whether spelling is being well taught determine whether or not the pupils are learning to observe and to remember the spelling both of new words and also of old and difficult words. The object of the spelling lesson is not only to learn certain assigned words, but equally to develop the power of attention to all words.

Lowell's *Finding of the Lyre* is used by the kind permission of the publishers, Houghton, Mifflin & Company.

W. E. C.



## DAILY LESSONS

### 1

in volve'	"True self-denial involves personal sacrifice for the good of others."
per'son al	"A cunning knave needs no broker."
self-de ni'al	"Knavery and flattery are blood relations."
sac'ri fice	"A sculptor wields the chisel; the stricken marble grows to beauty."
knave	"The desperate man has lost hope."
bro'ker	"A bad excuse confirms a fault."
knav'er y	"As our privileges are abridged our pleasures are curtailed."
sculp'tor	"Opportunities are very sensitive; if you slight their first visit, you seldom see them again."
strick'en	
des'per ate	
con firm'	
a bridge'	
cur tail'	
op'por tu'ni ty	
sel'dom	

### 2

op por tune'	a e'ri al	cho'ral	flow'er y
gear'ing	nic'o tine	morgue	wrath'ful
clique	o ce an'ic	bisque	tim'or ous
plea	in'fan tile	thwart	pas'sion ate

"Endurance is the crowning quality,  
And patience all the passion of great hearts."

— *Lowell.*

## 3

## WORD BUILDING

*Nox* [*noctis*] = night.

*Ae'quus* [*equi, equ*] = equal.

*Cad'e re* [*ces'sus*] (*ceed, cede*) = to yield.

cede	co e'qual	prec'e dent	ac cess'i ble
ac cess'	e'qual ize	pro ced'ure	in'e qual'i ty
con cede'	e'qui nox	ces'sion	e'qui noc'tial

## 4

a tone'	in clo'sure	bard	cen'sur a ble
ar ray'	ab sorb'ent	fet'ter	mem'or a ble
brogue	tes'ti mo ny	bev'el	teach'a ble
plaid	lu'mi na ry	frieze	hon'or a ble

## REVIEW

clique	opportune	beseech	plea
aerial	fillet	antenna	brogue
sculptor	choral	rehearse	oceanic
knavery	timorous	concede	infantile
desperate	precedent	trapeze	frieze

## 5

plaque	laud'a ble	dis til'	del'i ca cy
ac crue'	sol'u ble	bar'rack	bril'lian cy
syn'od	plaus'i ble	catch'up	en dur'ance
syn'a goue	de bat'a ble	scram'ble	re bel'lion

"In most things, success depends upon knowing how long a time is required to succeed."—*Montesquieu*.

## 6

ca reer'	"A great career is a dream of youth
re'al ize	realized in mature age."
ma ture'	"To Adam, Paradise was home; to
Par'a dise	the good among his descendants, home
de scend'ant	is paradise."
es'ti mate	It is difficult to estimate what
un tried'	profits will result from an untried
en'ter prise	enterprise.
in teg'ri ty	For integrity of character, the man
es deem'	was highly esteemed.
de ceit'	"Deceit and treachery make no man
treach'er y	rich."

## 7

## WORD BUILDING

*Ve ni're* [*ven'tus*] (*veni, ventur*) = to come.

*Pet'e re* [*pe ti'tus*] (*peti*) = to ask, seek, fly to.

ad'vent	ad ven'ture	im pet'u ous
com pete'	com'pe tence	com pet'i tor
e vent'ful	pre ven'tion	re peat'ed ly
in ter vene'	con ven'ient	in com'pe tent

## 8

ar'tis an	busi'ness	aus tere'	ter'mi nate
team'ster	mu'tu al	gam'brel	em bel'lish
chem'ist	bor'ough	de fault'	re plen'ish
lag'gard	loathe	bru nette'	hea'then ish

"The best hearts are always the bravest." — *Sterne*.