

**THE MORSE SPELLER:
DICTATION AND SPELLING IN
CORRELATION WITH OTHER
SUBJECTS FOR ALL GRADES**

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The Morse Speller: Dictation and Spelling in Correlation with Other Subjects for All Grades by
Samuel T. Dutton

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OTHER SUBJECTS FOR ALL GRADES

BY
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PREFACE.

THE only excuse for adding another to the list of spelling-books, already large, is that in the development of educational methods certain principles have been established, which, if fully recognized, will tend to make teaching less mechanical, more interesting and more effective.

In view of the place that the written exercise is acknowledged to have in teaching spelling, this work is made to contain a large number of carefully selected and well-graded lessons for dictation.

The claims of *correlation* are recognized in the use of instructive material bearing largely upon the subjects pursued in the schools. Thus many important facts and central truths are economically impressed. In the slow and laborious task of gaining a working vocabulary, the potency of *interest* is not disregarded.

Special care has been taken in the selection, from English and American authors, passages of great moral and æsthetic value. These are to be used not only as dictation exercises, but also as memory gems.

At intervals, lists of words are given as *review* lessons. These may be used by the teacher, according to his judgment, as oral lessons, or may be dictated in sentences of his own forming. Lists of new words are added for use as occasion may require.

Most of the technicalities and perplexities of our language, made so prominent in some spelling-books, have been scrupulously omitted. The aim here is to have spelling ability acquired by practice, under the stimulus of thought and interest.

The book is divided into four parts. Part I. is intended for pupils of the second and third years or grades; Part II. for fourth and fifth grades; Part III. for sixth and seventh grades; and Part IV. for eighth and ninth grades.

Acknowledgments are due to Miss Harriet E. Moses, of the Lawrence School, Brookline, for valuable assistance in the preparation of these lessons.

The selections from the writings of Emerson, Longfellow, Whittier, Holmes and Fisk are used by the kind permission of Messrs. Houghton, Mifflin & Co.

SAMUEL T. DUTTON.

SUGGESTIONS TO TEACHERS.

It is hoped that the attempt to furnish spelling lessons, in the form of exercises for dictation, will be appreciated. It is believed, also, that the omission of technicalities of every sort will be approved.

This is neither a language book, a grammar nor a dictionary. It is a speller, and, if faithfully followed, will teach children to spell. The plan is exceedingly simple. At the close of every exercise, let the next one be read, so that any questions concerning the meaning or pronunciation may be answered.

The pupils are to carefully study, and, in the earlier stages of the work, are to write the exercises. In the recitation, teachers are to dictate each sentence or phrase once only, with distinctness, thus training to habits of attention and application.

The review lessons contain words found in the preceding exercises, and may be used for oral review, if desired.

The *selected words* are new, and it is recom-

mended that pupils be required to write them in sentences.

It is believed that the faithful use of this book will give what the old-fashioned speller failed to give, *viz.* the possession of a good working vocabulary along the line of the studies pursued in the schools, as well as upon practical everyday subjects.

It is assumed that the exercises bearing upon geography, science and history will not be used until those subjects have been taught.

The table of contents will aid the teacher in this connection.

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