

Then words of more complex foundation sounds were introduced as:

-ick	w-ick	st-ick	br-ick.
t-ick	s-ick	sl-ick	qu-ick.
D-ick	l-ick	th-ick	cl-ick.
p-ick	r-ick	ch-ick	fl-ick.
and -ing	r-ing	br-ing.	
d-ing	k-ing	str-ing.	
s-ing	w-ing	sw-ing.	
	th-ing	sl-ing.	

Then followed groups of words having the long vowel sounds, the effect of the final *e*, being noted thus —

-ake	r-ake	fl-ake.
b-ake	s-ake	sh-ake.
l-ake	t-ake	sn-ake.
m-ake	w-ake	st-ake.
and -ine	l-ine	v-ine.
d-ine	n-ine	wh-ine.
k-ine	p-ine	tw-ine.
w-ine	sp-ine	sh-ine.

Groups were developed also from the sounds, -ate, -ite, -ight, -ill, -ell, -ink, -ay, -old, -ood, -ook, etc.

These spelling drills were carried on for about ten minutes each day, and altogether apart from the regular reading and spelling lessons.

Perhaps some new word introduced in the day's reading lesson would furnish the base for a whole group of words.

For instance the -ick family grew out of the sentence "May I pick you?" pick being a new word to the class. Similarly, the word "best" in, "She likes you best of all the flowers," suggested:

-est	n-est	w-est.
b-est	p-est	ch-est.
j-est	r-est	qu-est.
l-est	t-est	z-est.

One advantage of this method of word drill is that a teacher needs no Normal College training in order to carry it out successfully, and a young teacher with little or no knowledge of phonetics may see great improvement in her classes through its use.

Notwithstanding all said to the contrary, the great majority of words have a strong suggestion of their spelling in their pronunciation, and continued word drills enthusiastically carried on, will work wonders with the most unpromising classes.

HINTS FOR MARCH AND APRIL.

With the spring months comes restlessness.

"When that Aprille with his schowres swoote
The drought of March hath perced to the roote.
Then longen folk to gon on pilgrimages."

So wrote Chaucer five hundred years ago, and it is still true. When the brooks begin to run and we get the smell of earth, we want to do and see something different.

In the schoolroom this spring feeling shows itself in fidgets and slackness about work. And yet it is just at this time that the teacher begins to realize how much has yet to be done, how little time of the school year remains, and that every minute must be made to count.

Do not repress the fidgets too sternly, but try to give the restlessness a vent in frequent marches and simple physical exercises, with plenty of fresh air in the room; and give what relief from monotony you can without neglecting regular work. A very little variety means a great deal to a child. A change of seat, a rearrangement of the time-table, a new plant or picture in the room, changes in the opening exercises, in the order or manner of dismissal, or of forming classes, or going to seats — any of these may add a little interest and freshness. We have been in schoolrooms where the Christmas decorations were still in place in June, and where the same drawings or stencils stayed on the board the year round, betokening a lack of interest on the part of the teacher. Have some pleasant little change in the room to greet the children after the Easter holidays, if not before.

Reviews of the work done through the winter may be made interesting by different devices. Some suggestions for reviewing history lessons are given in another column. Where a class is weak at some particular point in arithmetic, spelling or grammar, for instance, invent or adopt some stimulating little competition, and offer a trifling reward, such as half an hour's story-reading, a new game taught at recess, or dismissal of the class a few minutes earlier.

Colds are so common in spring that a morning talk might be given on their prevention and cure, and on good manners in connection with coughing, sneezing and use of a pocket hand-