

"Clean, simple, valiant, well-beloved.
Flawless in faith and fame
Whom neither ease nor honors moved
A hair's breadth from his aim."

Kipling's Recessional too can most fittingly be talked over in this crisis of the world's history, and the attitude of the Empire to the "God of our Fathers" noted. In this way, we may to a certain extent offset the horrors of the war by giving to the children a sane, honest and healthy outlook on the subject.

SPELLING — WITH THE BEGINNERS.

By ETHEL J. COSSITT.

The writer of this article found herself not long since, in charge of a little miscellaneous country school in a remote section, where a long succession of untrained teachers had deprived the children of the help of modern methods in acquiring the art of reading and spelling.

Many of the children were not of English parentage, and to them the letters of the alphabet had apparently no connection whatever with the sounds of the words which they spelled.

This was seen as far up as grade IV, but of course more markedly in the younger grades, to whom the letters r-e-d, would as likely spell blue or green, as the word to which they are generally conceded.

Work was begun with the youngest class. These children knew the names of the letters, and without any particular phonetic drill they were started at word building.

One of them knew that a-t, spelled at. With this word as a foundation, they were given the following list, which they were taught to spell and pronounce distinctly, the class being drilled individually and collectively.

-at	f-at	s-at.
-bat	h-at	t-at.
c-at	m-at	v-at.

As far as possible, little drawings, placed beside these words on the blackboard, helped the children to remember the pronunciation, and words and drawings were copied as desk-work.

When this list was mastered, which was very soon, they were introduced to the a-n family with drill as in preceding list.

-an	s-an	p-an.
b-an	f-an	r-an.
c-an	m-an	t-an.

The -ad family followed as:

-ad	l-ad	m-ad.
b-ad	h-ad	p-ad.
d-ad	f-ad	s-ad.

Others followed in swift succession as:

-in	f-in	t-in.
b-in	k-in	s-in.
d-in	p-in	w-in.

-it	h-it	p-it.
b-it	k-it	s-it.
f-it	l-it	w-it.

-ed	n-ed	T-ed
b-ed	r-ed	f-ed.
l-ed	w-ed.	

-en	f-en	p-en.
b-en	h-en	t-en.
d-en	m-en.	

-ot	h-ot	n-ot.
d-ot	j-ot	p-ot.
g-ot	l-ot	t-ot.

-un	n-un	s-un.
b-un	p-un	t-un.
d-un	r-un	g-un.

With these lists they had got all of the short vowel sounds, and most of the consonants. They were encouraged to listen for certain letters in words, and when they could spell a new word for themselves, which they could soon readily do, they were very proud.

The sounds of some of the letters were especially noticed, such as the roar of r, the hiss of s, and the panting of h, but for the most part the sounds were left for their ears to detect.

While the youngest class was struggling with beginnings, the older grades became interested, and requests for permission to make the a-t or the a-n family became quite frequent, each child trying to find the most words in any certain family, till a marked improvement in spelling was noticed in all the grades.

After the very simple words were mastered by the beginners' class, the old groups were reviewed, with less well known and more difficult words added, such as: that, flat, chat, bran, than, sled, shed, fled, them, when, etc.