

after they have learned that the girls do not always say the same thing. Indeed the most logical way to lead the children to see that the vowels do not always say the same thing is to give them short sentences to read in which the vowels say more than one sound.

Some teachers prefer to write the vowels with colored crayons when they say their own names. This makes a good variety in eye problems, and eye problems are the only problems in which it is absolutely necessary to use any method of distinguishing the long sound from the other sounds. When the children are writing the words it is not necessary to indicate which sound the vowels have. The teacher has indicated that by pronouncing the words. It is only in eye problems that the marking of even the long sound needs to be done, and even this should not be continued long.

When the sounds of "o" in such words as "move" or "love" are met with it is only necessary to tell the pupils that "o" sometimes says "oo," and at other times speaks like "u." It is even better to let the children find out these facts for themselves by writing simple sentences such as "Tom loves his mamma." The pupils will speedily find that the long sound of "o" does not make the right word, and they know what the word should be, because the "l" and "v" give the key to it. When the pupils have clearly realized the fact that the letters do not always say the same thing, and have had considerable experience in using vowels with more than one sound, a general statement that "a" sometimes speaks for "e," "i" some times speaks for "e," "e" sometimes speaks for "a," or "o," and "o" sometimes speaks for "u," will be sufficient to account for the few words such as "said," "ma-