

meat, seat, neat, bean, lean, read, lead, oar, soar, coat, goat, coal, goal, moan, loan, hoe, etc., and by a series of experiments lead the pupils to make two discoveries: first, that in each case the first girl says her own name, and second, that the second girl says nothing. They may thus be led to make a general law, which will have exceptions, that when two girls come together, if the second is silent the first usually says her own name. They should in due time be shown that this is not always true by such examples as head, meant, said, their, etc., but it will help them to overcome more than half their difficulties with diphthongs to learn that when two girls come together in the same syllable the second girl usually says nothing and the first says her own name. They may be shown in the same lesson that if the two girls are in the same syllable or the same small word the same rule is nearly always followed, by taking a list of words such as: hat—hate, kit—kite, pet—Pete, not—note, cut—cute, etc. In every such case the second girl will say nothing, and the first will say her own name. The pupils may be led to discover this in a few cases in which the teacher gives hate, kite, Pete, note, cute, etc., as combined eye and ear problems. For a time in using improper diphthongs or short words ending with “e” silent it is wise to draw the crayon through the silent letters, when eye problems are given to the pupils. Silent consonants may be marked in the same way. It is not really necessary for the pupils to draw a line through the silent vowels when solving ear problems. A good kind of problems to fix this lesson in the minds of the pupils is to ask them to make words in two ways as pail and pale, sail and sale, pain and pane, lain and lane.