

chine," "eight," "sew," and "love." The few unusual irregularities of the language need not be considered as difficulties. The children should be good readers before they meet with them at all, and when they can read they will have to be pretty stupid to pronounce "sew" with "ew" as in "new," or "machine" with the sound of long "i" in such a sentence as "Jane sews her dresses with a sewing machine," or if they fail to pronounce "eight," and "again" correctly, when they are asked to read:

"One, two, three, four, five,  
I caught a hare alive;  
Six, seven, eight, nine, ten,  
I let him go again."

The fact is, as shown by experience, that the pupils will read such sentences as these without being conscious that "e," or "i," or "a," are saying anything unusual, if they are able to read freely before such irregularities are given them to read. There are so few of these irregularities that the pupils may be able to read nearly all of the words in our language before they are introduced to words in which the vowels speak for other vowels, or say anything very peculiar.

### *The Diphthongs*

The diphthongs do not require a separate lesson for each diphthong. Nearly all the necessary teaching about diphthongs may be done in one or at most two lessons. One lesson may be devoted to the coming together of two girls when only one of them speaks. In improper diphthongs it will be found that the first girl is usually the one that speaks. The teacher may take a list of words such as sail, pail, rain, pain, gain, maid, paid, or hear, near,