

it, and it is *low*.
 re quite safe. But
 step farther; and
 le of one of our
 to **o n**; and it
 ont of it, and it is
 abit, and becomes
 ve. But front it
 d, and it is *done*.
 ere; add **th**, and
 ; but place an
 nes *eyes*. Such
 language keeps
 the child; at
 course—it per-
 promise to the
 ither with eye

e letters should
 on of the word.
 s stand for one
 represented on
 tter stands for
 confusing con-
 all for several
 several letters,
 ching to a code
 his procedure.
 ne sound, and
 by only one
 toms himself
 er; his expe-

rience is always true and self-consistent; and
 every act of attention he makes goes to the
 good—goes to build up the edifice of his
 knowledge.

But, in the most genuinely English part of the
 language, this is not at all the case. It is not
 only not the truth; it is the very opposite of the
 truth. The child's experience is more upset in
 the notation of the words which are the native
 words of his own mother-tongue, than in any
 other part of our national language. The two mal-
 formations which infest our speech are there found
 in the highest degree and in their most virulent
 form. These two malformations are:

1st, **One symbol** or printed sign may be inter-
 preted to the ear in from **two to nine different**
ways. This is seen in the well-known case of the
 symbol *ough*, which is translated into sound in
 nine different ways. Thus:

B	ough	=	ow
Bor	ough	=	ũ
C	ough	=	off
En	ough	=	uff
H	ough	=	ock
Hicc	ough	=	up
Th	ough	=	ō
Thr	ough	=	oo
Thor	ough	=	õ

The symbol
(ough) remains the
 same; but the
 sound — which
 varied in the old
 dialects of England
 —still varies.