

different ways; and the attention and the memory of the child are
always the same. weakened from the very outset.
The Ear is not kept faith with; the child has
s, the scholar's col give different sounds to the same symbol; what
en; he cannot belie and to give is always a question with him; and
his judgment is puzzled.

owing is the

HIS EAR:

One
Symbol
equal to
Six
Sounds

One
Symbol
equal to
Four Sounds

ways of sounding
is ears.

child are the only
only avenues to
d up, it is difficu
nd.

a multitude
to it; and s

There is no firm footing in the symbol—that is
acceptable of the most various interpretations;
here is no reliance on the sound—that varies
ven with the same symbol, or remains the same
with the most contradictory-looking symbols. The
child then cannot trust to his senses; these are
utraged and disappointed in every way. The
teacher must, therefore, train the child's *mind*;
he must look to every quarter of the intellectual
horizon for what help he can get. He must also
rain or arrange the *mind of the language*, that is,
he must so engineer it as to provide a gentle
gradient for the children to walk up.

What the child has to do is not merely to
make himself acquainted with 26 symbols of a
ixed and permanent value, but with a very large
number of self-contradictory habits of a people
who were never allowed by circumstances to reach
a harmonious development, so far as the lettering
of their words was concerned. He sees contra-
dictions all around; he sees

CONTRADICTIONS of ENGLISH with NORMAN-
FRENCH marking, of NORMAN-FRENCH with LATIN
marking, of LATIN with ENGLISH marking, and
of all with themselves and with each other.

In the two chief Notations there are