

the learner. It is stations of English and Norman French are
past; but the gold mixed up in ordinary speech and narrative; and
and the broad flap the child is set to learn this mixture. He has to
of the coat only work it into his mind by some process which it is
to the use of the very difficult for us to ascertain or to value. What
liculous. his actual experience, as he goes through this
NOTATION? It is process? The following is the
the following:

Con **sume**
Pre **sume**
Re **sume**
Sub **vert**
In **vert**
Con **vert**
regular, unfortunate
rs, its vocabulary
which do not exist
child learning to
e words *resume*
s in our language
t; they are the
experience which
m ideas or marks
of which has ever
fe or experience
e, for our present

EXPERIENCE OF HIS EYE:

1. B oat
2. T oe
3. Y eo man
4. S ou l
5. S ow
6. S ew
7. N ote
8. B eau
9. H au tboy
10. Owe
11. Fl oo r
12. Oh!
13. O!

= $\bar{o}$

1. W ise
2. B uys
3. P ies
4. **Eyes**
5. S ize
6. G uise
7. S ighs

= $i + s$.

Here he sees a long $\bar{o}$ written down in thirteen
ifferent ways. Amongst this confusion, he meets
th such signs as *w* in *owe* or *gh* in *sigh*, which
present a vanished guttural. He sees a long $\bar{i}$
doubly fallacious