

which is of very great value for the learner. It is an alphabet which is true to its past; but the gold lace and the cord and the tags and the broad flaps and the other ancient decorations of the coat only serve to make its inadequacy to the use of the child all the more marked and ridiculous.

What, now, of the LATIN NOTATION? It is quite regular; as is plain from the following:

D	ate	} Sound and Symbol always in Complete Accord	Con	sume	
R	ate		Pre	sume	1. B o
St	ate		Re	sume	2. T o
In	fer		Sub	vert	3. Y e
Re	fer		In	vert	4. S o
Con	fer		Con	vert	5. S o

But, though it is so perfectly regular, unfortunately for its use to us as Teachers, its vocabulary relates to a set of conceptions which do not exist in the mind of a child. What child learning to read knows or understands the words *resume*, *invert*, or *refer*? The Latin words in our language are terms more or less abstract; they are the algebraical marks for totals of experience which the child has never had; they form ideas or marks for a multitude of data not one of which has ever been placed in the child's daily life or experience. Our Latin notation must, therefore, for our present purpose, be left out of the count.

Now the two double and doubly fallacious