

from which would be that as you reduce the *illiterates* numerically, you reduce the criminal classes numerically. In Quebec the "unable to read or write" represent 20 per cent. of the whole population and 50 per cent. of the criminals.

These facts are certainly worthy of consideration. It cannot be, it *must* not be, that the great moral interests of this country are to be overlooked in our haste to develop its financial resources and to open up its vast forests to the emigrant. The social forces which really determine our power must be considered. It is not enough that we add Province to Province, and go on consolidating political power. It is not enough that we build railways and connect with bands of iron the distant parts of our

great Confederacy. The true basis of national power, and the true bond of union between the various parts of a nation, are more subtle and more durable than those ordinarily recognized by political economists, and legislated for by Ministers of Finance. What avails it, if wealth should increase and political boundaries should be extended, while vice revels in our streets, and ignorance is undermining the foundations of the State. Let us grapple with this evil—let every teacher who reads our columns bestir himself to diffuse to the utmost of his ability a spirit of refinement and progress, and thus check in the most effectual manner those evils for which our Public Schools are admitted on all hands to be a most effectual corrective.

A PLEA FOR THE INTRODUCTION OF PHONETIC ORTHOGRAPHY INTO COMMON SCHOOLS.

READ BEFORE THE SEAFORTH TEACHERS' INSTITUTE BY MR. T. J. GODFREY, TEACHER,
SEAFORTH.

When one considers the immense advantage of the Phonetic, over the common, but very laborious and arbitrary, orthography, he cannot fail to wonder how a person of any advanced, or liberal, ideas could sanction the use in our schools of such an alphabet as that which is, at the present day, the basis of our orthography. Let any person not prejudiced in favor of our present alphabet contrast the two systems, and I will venture to say not one in a hundred will be found willing to continue the use of our common alphabet any longer. The only reason why it is continued now, is, in my opinion, that the phonetic system has not been properly introduced to the public,—its immense advantages have not been properly displayed—and they have not, therefore, had an opportunity of consider-

ing its merits. If it were fairly brought out before the people, public opinion would undoubtedly be in its favor. There are a number of individuals in its favor at present, but none of them have money, time, or influence enough to introduce it. The rich are as a general rule against the change, because they have money enough to educate their children by the common method, they do not therefore feel the necessity of the change; it is the poor who feel the necessity of the change; it is the poor who feel the need of it and to whom it would do most good. What we want, to test the system fairly, is its authorization by the Council of Public Instruction; when that is done the system will sweep the country like a message of light, unfolding its blessings to the thousands who are now in com-