

ension of the Bank note circulation, while the principle (standard) of the bill of 1810 exists, becomes necessarily evil, as surely leading to a money panic. It appears, therefore, the result of an entire want of reflection. As so many currency reformers oppose Peel's Bills of 1845 *in toto*, and believe that the repeal of those (or the language of humbug, is called *Free trade in money*),

is all we want. I believe that the repeal of our bank note restriction acts (the bills of 1844 and 1845), or an expansion of the currency prior to the repeal of our money bill (the act of 1810), or an expansion of the country's legal tender, would be most disastrous and fatal policy. It will be observed that *legal money* that which is a legal tender, and *currency* that part of the circulation which is not a legal tender.

PUBLIC SCHOOLS, UPPER CANADA, 1848.—(UNDER THE COMMON SCHOOL ACTS.)

MONIES.			SCHOOL POPULATION AND PUPILS.				TEACH.		SALARIES.			LIBRARIES.											
Appropriation from the Legislative School Grant.	Amount imposed by the Municipal Councils.	Amount imposed by Rate Bill.	Total Annual Salaries of Teachers.	No. of Children between the ages of 5 and 16 years.	No. of Pupils between the ages of 5 and 16 years, on the Roll.	No. of Indigent or non-paying Pupils.	Total Boys.	Total Girls.	Bibles and Testaments used in.	Male Teachers.	Female Teachers.	Average Annual Salary of Male Teacher, without Board.	Average Annual Salary of Female Teacher, without Board.	Number of Good or First Class Schools.	Number of Middle or Second Class Schools.	Number of Inferior or Third Class Schools.	No. of separate Schools.	Common Schools.	Number of Volumes therein.	Sunday School.	Number of Volumes therein.	Public.	Number of Volumes therein.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
24 18 4	2265 1 4	3876 9 3	10150 10 5	24110 2	12845 12 6	3690 730 25	5771 17 6	2507 6 0				62 6	32 0	537	1218	1017	32 26	1570	360	469	20	45	11378

FIRST STEP OF THE SOCIAL ECONOMISTS.

PERMANENT PROVISION FOR NATIONAL EDUCATION.  
A circular letter to the members of the Assemblies of established and Free Churches when last met in Edinburgh.

*Every man thinks that the interest of these nations, and the Christianity are two separate and distinct things, I wish they may never enter into his secret.*

Glasgow, 28th May, 1850.

Your Assembly is, I understand, about to discuss the subject of National Education, and I therefore take the liberty of calling your attention to the magnificent common system of Upper Canada, in the creation of which, in 1841, you have received, and by it you will observe that a province of the British empire has to boast of doing more for public education than probably any other country in the world, there having been spent in that year in schoolmasters' salaries upwards of a hundred thousand pounds, Canada currency, (or four hundred thousand dollars), although the population scarcely exceeds one million of souls. You will also observe that of that amount, a sum of about eighty thousand pounds was contributed to the provincial treasury, assisted by public assessments.

A newspaper which I yesterday received by the American mail, I find the following:—"Amongst the nations of the world that can boast of their educational institutions, Canada stands up her head and triumphantly point to her success. The din of contending factions, the cause of popular education has been onward! onward! until every locality is now a separate school purposes. The Chief Superintendent of Education is equalled, we are confident to affirm, not excelled, in his office by purpose, and energy of action, and the longer he remains in office he appears to increase in usefulness." I am happy to mention of mentioning the name of the Rev. Dr. Ryerson, who has been the Chief Superintendent from the commencement of this well managed school system; and I may refer to Dr Ryerson was enabled by the great and good Lord Elgin (the then Governor-General of the Canadas), before entering his arduous duties to visit for information every educational institution in Europe and America; here, therefore, we have a man who may yet be a conspicuous instrument in our system of education at home, if the existence of any country deserving the name of *national* can be expected to be permanent, the narrow and sectional feelings and prejudices of every country.

Considering, though Upper Canada does, such unrivalled progress of education for its people, and containing, though it is a very element of the greatest prosperity, that noble progress nevertheless blighted by the same cause which prevents the regeneration of the people of this country in the industrial age of our masses. Like us, the Canadians are threatened with a social confusion if the vital question of labour, or of the education of our own people, is much longer prevented from settling on its own merits, through the friends of the workmen being kept asunder by the distinctions of CHURCH MEMBERS, or to speak more plainly through the Church being allowed to usurp the chief place in our politics of the industrial question. And I beg to be permitted to say (what many may be willing to shut their eyes to till it is too late), that a COMPROMISE, BY WHICH ALL THE DISTINCTIONS WILL SINK, ALL THEIR DISTINCTIONS, THE NAME OF CHRISTIANITY, must immediately be come to, or you will prevent the unprincipled or Tory Liberalism now prevailing from reducing this country religiously and morally to the level of the rest of Europe, just as British industry has been dragged within the law, or circumstances, under which wages are at the lowest level, in the poorest countries in the world.

Nothing in the political future was ever more plainly ABOUT TO be than the alteration of the CONSTITUTION OF PARLIAMENT SO AS TO GIVE REPRESENTATION TO THE INDUSTRIOUS CLASSES, which practically is just another way of expressing the DENYING PARLIAMENT OF BRITISH INDUSTRY, as a national consideration, all our statesmen hereafter being driven to hold the elevation of our working classes as the great end of Legislation, with which nothing whatever must be allowed to interfere, our political quarrel being reduced to the friendly one of "WHAT PARTY'S MEASURES SHALL BEST PROMOTE THE GREAT COMMON OBJECT?" And my weight of confidence in the patriotism of the cosmopolitan statesmen of the present day makes me anxious to see THE EDUCATIONAL AND RELIGIOUS QUESTION RESCUED FROM INSIGNIFICANCE, by being settled, and set for ever to rest, in the terms of the new parliamentary constitution, which I consider is soon to be forced on us by its impossibility, as things stand, of forming any other government than the imbecile ministry of political economists which may be said (by an excess of courtesy) to HOLD POWER in this country at present, but which is in truth only a helpless central committee of observation, possessed of no moral power whatever, either in this country or in the world.

We all the friends of education united, I see no difficulty in our getting our future political franchise based on an educational assessment, and I would have each of them consider the responsibility of his not using all his exertions to promote union in this matter, unless he can satisfy his own mind that there is some other way in which a magnificent endowment can be secured for public schools as permanently, and extending to the body of the whole power over the national education to the body of the people, thus throwing into our schools the practical and religious tone of our population instead of the equivocal and temporising character of the unprincipled conspirators for place, who in the present day usurp the place, abuse the power, and make contemptible the name, of statesman, as indicating a character which uses the privilege of making his word of to-day to be no guarantee for his action of to-morrow.

The British public, at this moment under the clear conviction that France owes all its unsettledness and miseries to the want of the religious element in the French character, could never be found more favourably inclined to secure by some permanent arrangement the peculiar blessings of this nation; and this, I think, would be attained by basing the right of voting for members of Parliament, on the fact of the subject's co-operation towards the public security, proved by his contributing to education "ignorance, the mother of crime," through means of education for the million. My own plan would be to let each Christian Church of any considerable size, (say having adherents that pay to the school assessment fifty thousand pounds and upwards), be entrusted with the management of public schools to the extent of the assessment furnished by its adherents, for I think it is the want of religion, as in France, not the peculiarities of religion, that as a nation we have to dread, while I have always rejoiced in that national disunion of the Church, which it is fashionable to regret, believing as I do, that the multiplicity of large and powerful sects, animated with the same spirit, is the good feature and great security of society in Britain and America, as compared with what we find in other countries in which the religious unanimity seems only in things non-essential, or worldly, even if the churches are not corrupt, or mere conspiracies of men instead of embodiments of principles.

Of course the law would make the assessment, or payment towards education, compulsory, although the application of the money would be voluntary, as any man who did not approve of religious education in the school might be enabled under the arrangement to direct his money to a system of merely secular education, which I would enable these non-professing Christians to endow with their combined assessments. The school assessment from each church or sect being kept in separate columns of the schedules, would show the field for usefulness open at the