Shall we have Popular & Unsectarian or Priestly Education?

"The tendency of that measure is, not by investing them (the Government) with any exclusive privileges, but by securing them a fair occasion for their exertions, mainly to place the Education of the Prople in the hands of the Clergy."—
"D'Israeli.

The above is the candid acknowledgment of a member of the House of Commons as to the policy of the British Government in their late movements upon the subject of public education .- It is, D'Israeli tells us, " to put the Education of the People in the hands of the Clergy!!!" their most deadly enemies. The Government denied this "great fact" altho it is indubitably true, while the great body of the Dissenters in England and Scotland finding themselves betrayed rose as one man and protested against the infamous measure by a petition signed by 900,000 persons. This remonstrance however was scorned by the Whigs; and the Dissenters abandoned them as a party forever and took the noble ground to send in future no men to Parliament but such as understood and were prepared to avow and defend their distinctive principles as Nonconformists. general elections which took place soon after, returned to the present Imperial Parliament 22 anti-State Church members! and 71 who were opposed to any further legislative endowments to religious communities! and found three Cabinet Ministers driven into private life by the force of public intelligence. This is only the beginning: the end is not yet .-The Pusevites in Canada emulous of power, want to follow the course of the English hierarchy and to get hold of our public schools in order to make them nurseries for training a race of religious and political slaves. The following extracts from the fourth annual Report of the Church So. ciety of Toronto and the Church Newspaper, will convince every one of this alarming fact :-

"It is hoped that this time is not far distant, and that such assistance will be obtained from the Government in this matter as we can make available, consistent with the teaching of the Church. By the minutes of the Committee of Council on Education, issued from Whitehall, in August and December, 1846, provision is made for the instructiou "of Pupil Teachers, in Church of England schools, in the Holy Scriptures, Liturgy, and Catechism, the parochial Clergyman assisting in the examination." And, in furtherance of this object, the Home Government have lately caused the necessary money estimates to be placed before the Imperial Parliament, which have passed by a very large majority. The moral effect of this measure will be felt in all the Colonies and dependencies of the Empire, nor is it unreasonable to expect that our Colonial Legislature will follow so just an example, and, under the same limitations, provide for the members of the national Church in the Dioceses of Quebec and Toronto, the like religious instruction, as may be obtained in every Diocese through of Cities, and the required to the England and Wales."

The "Church" the organ of the sect thus unblushingly avows the same respective jurintention—and further suggests the entire abolition of all the popular porations—of checks now provided by law against sectarian or party corruption and man.—They mismanagement!

"Again, for the effecting this object, we need no cumbrous and expensive machinery of Chief Superintendants, and Deputy and District Superintendants, and CenBesides this,
trat Boards, and Visitors, and Trustees: the present organization of the Church wrong, appoint
affords every facility for the management and superintendence
of such a work."

Again, the following extract from the infamous University Bill of last aving 45 officesion, shows the same design to make the very fountains of instruc-

tion and mo poses:—

"And be it es authority, and the course of streport the same Let our read if we calmly here not only schools shall the iron yok and intoleran If not, let their public so The day of the and wisdom.

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An act wa amend the C If the people will, at the n dared to con This Bill lite he election of Common Sch effects upon t Districts, the School-in a funds and the ound that, u f turning th hey could n hese circums nd, as to the s we have se re required t egulate exper renerally all hield to the p