

Bowles, Esq."; and "The Crisis of Religion: a Sermon by the Rev. E. W. Grinfield, M.A." Still the outcry against Lancaster produced little effect; the British school, like the British oak, seemed only to be the more firmly rooted by adverse winds. The charges made against Lancaster bore a strong resemblance to those made "in these last days" against the School Boards. He, like them, was charged with over-educating the poor, and with giving them "godless" instruction; and the outcry against him, as against them, was never popular: it was the howl merely of interested persons.

As his system spread, Lancaster's expenses increased. The free school for a thousand children at the Borough-road, the training college, the lecturing tours, all involved an outlay of money; and, as Lancaster was not the kind of man to sit down and count the cost before beginning to do anything, he found that in 1807 he was, notwithstanding liberal support from the public, over £3,000 in debt. He was arrested, and taken to a sponging-house. Failing bail, he was removed thence to the King's Bench Prison, but his evident honesty and his earnestness so impressed the bailiff who arrested him, that he himself became security! and Lancaster was discharged. One of his friends—Joseph Fox—drew bills for the amount of the debt, and they were accepted by another friend—William Corston—and duly honoured when they became due. The supporters of Lancaster now saw that if his system was to prosper, he himself must be deprived of any share in the management of its finances. Thomas Sturge, William Corston, Joseph Fox, William Allen, John Jackson, and Joseph Forster, accordingly, on March 1st, 1808, formed themselves into a committee of trustees. This was practically the establishment of the British and Foreign School Society. Lancaster's life work was now done; he invented a system of education which, whatever flaws the experience of eighty years may discover in it, was immeasurably superior to anything which preceded it; he had practically exemplified its working on a large scale; he had, by writing and lecturing, been instrumental in starting many schools; he had established a seminary, to provide for those schools teachers imbued with his spirit and acquainted with his plans. Now, the carrying on of the system was undertaken by a body of men whose love of education, though ardent as his, was tempered by business habits and a knowledge of the world. Had he, therefore, died now, his life would have been, dramatically, complete; but he was destined—I would almost say "doomed"—to live thirty years more. All the movement and passion of his *role* had been crowded into the first part; during the second he lagged superfluous on the stage. Since I have to do with him only as an educationalist, and his work as an educationalist was done when the British and Foreign School was established, I shall tell the remainder of his life in a few lines. He carried on the school and college at the Borough road, delivered lectures, and brought out new editions of his works, till 1818, when he emigrated to America. After experiencing there many freaks of fortune—poor, neglected, and forgotten, he was run over in the streets of New-York, and died on October 23rd, 1878.

It is difficult to mete out to him the exact amount of praise to which he is entitled, for while our national system of education, beyond a doubt, is the result of the movement commenced by him, it is hard to decide how much the result is due to him, and how much to fortunate accidents for which he deserves no credit. There was, first, the fortunate accident referred to at the beginning of this article—that, namely, of his being

born at a time when the most enlightened of his countrymen were beginning to see that the disgraceful ignorance of the people was a constant source of weakness and danger—when, therefore, there were many prepared to welcome any plan which promised to place an efficient education within reach of the poor. Then there was the fortunate accident (if, indeed, "accident" it may be called) of his being a Dissenter and a Quaker; for as a Dissenter he would be unwilling to propagate the tenets of the Established Church, while, as a Quaker, he would not be anxious to propagate his own. He would thus, of course, take up ground which might be occupied by all religious sects—their common Christianity. Then there was the fortunate accident of the existence of Dr. Bell; so that when the liberality of Lancaster aroused the indignation of the clergy, they had in Dr. Bell a weapon ready to their hands wherewith to combat him. Still, when every allowance has been made for happy circumstance, we must give Lancaster credit for much ingenuity in inventing a system of instruction, and for much enthusiasm in carrying it out. He did not build the great temple of national education, which is the chief ornament of our age, but he chose the site, and dug the foundations broad and deep. He may not deserve to have his name graven above its portals, but he is certainly worthy of a place in the memory of each one of us its priests.

DAVID SALMON.

SCHOOL EXAMINATION.

McGill Normal School.

DISTRIBUTION OF DIPLOMAS.

A very large number of people chiefly composed, however, of ladies, assembled at this school yesterday afternoon, 25 June, to witness the twenty-first annual distribution of teachers diplomas.

The Hon. Mr. G. Ouimet, Superintendent of Education, occupied the chair, and there were also on the platform the Hon. Mr. Ferrier, Dr. Dawson, Professoers Hicks, Cornish, McGregor, Robins, and Andrew.

Principal Hicks, Messrs. Lund and Baynes, Dean Bond and Dr. Baker Edwards.

Dean Bond opened the meeting with prayer, and after the Hon. Mr. Ouimet said a few words in French, he called on Principal Hicks to read the annual report, which ran as follows:—

REPORT.

At the close of the Session of 1877-78 of the McGill Normal School, the duty devolves upon me of presenting the annual report.

During the past year we admitted into the school 135 pupils of whom 29 were males, and 106 females. Of these pupils 55 were from country districts.

Our Academy Class received 12 of these pupils, the Model School Class 44 and the Elementary Class 82.

According to the rules of the school, the students underwent the semi-sessional examination at Christmas, 1877, which reduced the number in the insti-