

souls but ought to have one in its midst, and if it does not at present exist it is the bounden duty of every intelligent man to immediately take steps for the formation of one. The work of doing so will be found to be of the most agreeable and pleasing character, and will entitle those who initiate it to the lasting gratitude of the community. Once started, there need be no bounds to their prosperity. Begun in good spirit, conducted in a popular and intelligent manner, nothing, apart from christianity itself, is so well calculated to improve the morals and habits of the community.

The manner of conducting them, or the necessary steps for commencing them, may at any time be learned by communicating with experienced officers of old established Institutes, or through the medium of the Board of Arts and Manufactures; but one of their principal means of usefulness, and the one to which special attention is now directed, is that of evening classes. It is not only one of the principal means of usefulness but the most desirable, because directly educational, and the most useful field of educational enterprise. Useful because it is the rule rather than the exception that boys employed in industrial pursuits, after leaving school, lose nearly the whole of the learning they ever had. If, therefore, after leaving school they are subject to no systematic mental training, they grow up in ignorance, and very often into vice and all kinds of immorality, a disgrace to themselves and a source of continuous grief to their fond and indulgent parents. We therefore submit it as a rule that, after entering upon active employment, when commencing his experience as an embryo man, his intelligence being awakened and his curiosity excited, he will learn faster and retain better in his memory that which he does learn; it is, therefore, the duty of his parents to see that his leisure hours are, *in moderation*, devoted to the improvement of his mind. Unless this is done, the mind will become enervated as the body becomes strong; in the same way, and in accordance with the same law, as the body would become enervated if he used his mind only. Hence we have in the illiterate and uneducated masses of the world strong, vigorous, and enduring bodies, but minds uninformed and unintelligent—wedded to notions and prejudices which were held by their fathers before them, and incapable of giving a rational opinion on any subject beyond their immediate daily routine, and barely on that.

Now we have in the case of Mechanics' Institute evening classes admirable facilities for the education of all such. Conducted at moderate cost, with all modern facilities, and at hours suited to such

as are employed during the day; they offer every advantage to the persevering and industrious of acquiring a practical and liberal education. They may embrace any or all of the following subjects: English Grammar and Composition, Arithmetic, Penmanship, Book-keeping, Architectural and Mechanical Drawing, Ornamental Drawing, Mathematics, French, Grammar, History, Music, &c. &c. As a general rule, they can be conducted successfully only during the fall and winter months—say from October or November to the end of March. There should be but one session, and the fees payable in advance.

Suppose preparations were made during the month of October, the village, town, or city well canvassed or advertised, and on the first Monday of November a public meeting were called of all who were willing to enroll their names, and to pay their fees. Begin with enthusiasm, but begin right. The session may continue twenty weeks—November to March, inclusive—giving to each class two lessons per week, or forty as the course. Suppose two dollars were charged each pupil for the session, this would be but five cents per lesson, and within the reach of every industrious citizen of Canada. Who shall say what might not be effected in a single season, what capabilities developed out of the growing and expanding mind, or to what extent it might exercise an influence on the future destiny of those who thus employ their evening hours? There is no royal road to learning, nor would we convey any such an enthusiastic idea, but there is a road by which it may be reached, and we know of none more capable of attaining it than the hardworking, industrious sons of toil; nor, let us say, of ornamenting it better when reached. The road to learning is by hard, diligent, intelligent work—no man can aspire to it who is not willing to employ these means, or worthy of it if he could; but, all things considered, the hardworked body with a well employed mind is capable of accomplishing more in the shape of practical available talent than those whose brains are enervated by idleness, and uninspired by honourable and manly ambition. But we must start right. Any man who would understand literature, art, or science, must by educational training be prepared for it. Men not so prepared cannot be taken from the common—or in fact any other—walks of life, and be taught science. The theory that he can is utopian and fallacious; but the lesson had to be learned by experience. Many learned lectures had to be delivered, costing money, time, and careful preparation ere it was exploded. But now, by the light of that experience, we urge as strongly as we possibly can the absolute neces-