

when the lecture is sensational and the lecturer popular, the cost often exceeds the receipts; and when the lectures were of a higher order and spread over a term, it is more than probable that they failed because the moneyed supporters failed in their donations, and the qualified lecturers failed in their zeal when their lectures were gratuitous.

There are, however, no grounds for believing that adult education is a hopeless task. On this continent and in this Province there are abundant evidences of adults learning mechanical and agricultural pursuits, and entering upon a course of long and arduous study with eminent success; and in England and France, where the education has been adapted to their special necessities—the direct technical culture of workingmen—they are at this hour crowding the class-rooms and pursuing their studies with all the ardour of professional students.

THE WORK OF MECHANICS' INSTITUTES.

The work of the Mechanics' Institute is the education of adults—of all who have passed out of the common school into the workshop, or the business of life, whatever it may be, and whose education is defective in the pursuits they are following. In its lowest aspect it is designed to supply the deficiencies of early education; but in its highest and widest application it may legitimately aspire to the highest technical culture of the industrial classes in their special occupations, and their general culture in all that enlarges and refines the mind, and fits them to be useful members of society, and to enjoy all the intellectual resources of which their nature is capable. The importance of this special education has been recognised by most of the civilized Governments of the world. The general education of the youth of a country is admitted to be a State necessity—an imperative obligation for securing rational obedience to the laws, respect for all just authority, the safety of public liberty, and the advancement of civilization. But the technical education of the industrial classes—the education of the agriculturalist in science, and of the mechanic in art—has special objects and methods which cannot be introduced into any system of common-school education. Whatever it may exclude, it must embrace all those studies which have relation with the manu-

factures and productive arts of a country. Statesmen and politicians may suggest forms of legislation for the encouragement of native industry; but in the markets of the world, the produce of manufacturing and agricultural labour must always finally rest their claims to preference on their superiority and intrinsic value. Even manufactures native to the soil, if dependent for their development on the patronage and protection of the Government, will never advance beyond a certain point of excellence, and will inevitably depreciate in value, unless by the skill of the producer they are able, by their superior finish and appropriateness, to compete with the products of the outside world.

The great Exhibitions of Arts and Manufactures which, since 1851, have been held in the chief cities of the world, have been the means of showing the importance of this technical education, especially in industrial drawing, to the artisan class; and as these Exhibitions have given indubitable evidence that nothing but the superior education of the producer, in his special pursuits, can advance art manufactures, the leading countries of the world are making great and liberal efforts to educate the operative manufacturer in the specialties of his work.

Professor Ware, of the Massachusetts Institute of Technology, says: "At the Universal Exhibition of 1851, England found herself, by general consent, almost at the bottom of the list among all the countries of the world in respect to her art manufactures. Only the United States among the great nations stood below her. The first result of this discovery was the establishment of Schools of Art in every large town. At the Paris Exhibition of 1867—that is, after the experience of only sixteen years—England stood among the foremost, and in some branches of manufacture distanced the most artistic nations. It was the Schools of Art and the great collection of works of industrial art at the South Kensington Museum that accomplished this result. The United States still held her place at the bottom of the column."

"The report of the French Imperial Commissioner upon technical instruction, says: 'In some countries, as in Wurtemberg and Bavaria, (Nuremberg,) drawing is the special object of the schools; and the impulse it has given to all the industries requiring that art is sufficiently striking, and so generally recognised as to render evident the usefulness and necessity of this branch of instruction. A glance at the