

formation of an Auxiliary Committee, some of whom should be ladies. Let your lectures be preceded and followed by some cheerful vocal or instrumental music and select readings. This will make your entertainment pleasing to all, and the number participating in the performance will tend to popularize it and bring in the money which no Lecture Committee pretends to despise. I would strongly urge the appointment of some ladies on this Committee. Where the conversation room is sufficiently large, it might be used for these lectures, thereby saving the rent of a hall, which may be away from the Institute.

In conclusion, permit me to make a few GENERAL REMARKS. The non-success of most Literary Associations is—first, bad

management; second, want of means. If directors and members will work together with a will, there is no reason why either should prevail. Institutes are for the public good, irrespective of creed, class, or colour, and only require a proper representation of their claims to meet with the hearty support of every right-thinking citizen. It is often the only Institution in the town that attempts to counteract the baneful effects of the drinking saloons. From every pulpit (it would not be too much to say) its claims should be urged. Let, then, any community who may have, or intend to have, an Institute, see that it does not halt, but go steadily forward, progressing with the population, and fulfilling the duties of a public educator and public benefactor.

MECHANICS' INSTITUTES, AND THE BEST MEANS OF IMPROVING THEM.

II.

BY RICHARD LEWIS, TORONTO.

MOTTO.—“*To make the Man a better Mechanic, and the Mechanic a better Man.*”

MECHANICS' INSTITUTES form an important element in the development of popular education. They are associated with the history and progress of National and of Sabbath Schools, and their claims upon public benevolence and philanthropy arose almost simultaneously with those great institutions which, in their splendid results, are now regarded as the great necessities of civil society and the Church. When National Schools for the education of the youth of the country were claiming the sympathies of the philanthropist and the statesman, the friends of the adult population urged the pressing necessity of supplying them with the means of instruction. While the common schools, open to the poorest, were established to arrest future ignorance and all its evils, it was urged that multitudes who had never received the advantages

of early culture were hungering and thirsting for knowledge—suffering all the consequences of neglected education—ripe for vice or crime or any form of lawlessness, because they were destitute of common knowledge, and because man is never satisfied to exist in a state of ignorance and mental darkness—ripe for intellectual improvement and for advancement to a higher state of social life. Deeply impressed with these views, able and benevolent men, at the head of whom stood the great Lord Brougham and Dr. Birkbeck, urged the necessity for establishing night institutions for the education of the working-classes in the useful branches of elementary knowledge, and for their instruction in science by means of popular lectures, and their entertainment by means of public reading rooms. The idea was novel, striking, and reasonable,

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