

The remaining clauses, 61 to 66, were adopted without amendment.

A concluding clause was introduced, on the recommendation of Mr. Cooley, providing for the organization of a special police force for the exhibition grounds, and for a certain space around the same, during the days of the Exhibition.

A committee of nine members, composed of Messrs. Rykert, Wheler, Stone, Cowan, Buckland, Shier, Cooley, Denison and Thomson, was appointed to draft a bill based upon the foregoing amendments.

A unanimous vote of thanks was accorded the Chairman and Secretaries, when the Convention adjourned.

**TORONTO MECHANICS' INSTITUTE
EVENING CLASSES.**

In noticing the classes recently formed in this Institute, in our last issue, we promised to give the number of the pupils this month. They stand as follows:

Architectural and Mechanical Drawing.....	11
Ornamental and Landscape "	26
Mathematics	38
English Grammar and Composition	16
Bookkeeping	31
Pennmanship	24
French.....	25
Chemistry and Natural Philosophy	13

Total 184

Pupils are still joining some of these classes.

Selected Articles.

TECHNICAL EDUCATION IN GREAT BRITAIN.

That was a wise, and searching, and widely applicable saying, both morally and intellectually of the Greek—"know thyself," and a pungent counterpart was that of the witty Frenchman, that "it is easy to be so ignorant as to be unconscious of it." Even a little wisdom should suffice to cause us to sound the depths or shallows of our own knowledge before we throw off flippant sentences, or utter fancied oracles upon any subject whose importance is great, and all whose bearings are not to be seen at a glance. Education in general has been looked upon from days even before those of Cyrus as a large and difficult subject, and technical education might seem even to add to its complication, and if we add to these such a question as whether technical education be needed or not needed by an entire nation comprising three distinct nationalities, if not four, and with at least as many systems of secular and ecclesiastical teaching and belief in existence amongst these, one would think that men in proportion to their ability to decide, would be in equal degree slow to dogmatise.

The subject embraces many distinct, large, and complex questions—such as to what extent, or if at all, the rapid progress in arts and manufactures of the chief continental nations during the last half century has been influenced by technical education? Whether such sort of education in Great Britain has been neglected, or, whether assuming it to exist amongst us, if improved and extended, it would prove of any value hereafter in enabling us to run the race that is now set before us as a manufacturing and commercial nation? What constitutes technical education—how is it best conferred? Is it indeed of any value at all—anywhere or at any time—or may it not be a mere whim of the doctrinaire?

These and a score more like questions, more or less fundamental, seem to some, such as almost any unlettered or half-educated scribe is fit to deal with, and apt to teach upon. The effects of these lucubrations are mischievous, because, unfortunately, as yet at least, the standard of knowledge upon these subjects on the part of the public of England, is not such as to enable a large portion of the middle and upper classes to form just conclusions of their own, they are thus poison without an antidote. Some half-dozen fallacies are hashed up again and again and entangled, upon this vast question, which only seems simple to the eye that cannot discern its proportions.

The style of inquiry of those who doubt the advantage or oppose the improvement of technical education generally take some such form as the following. Granted, as a fact, that up to the present, or nearly the present time, we have maintained our position as the first industrial nation in the world, and appealing to our past successes, *personal and national*, in manufacturing arts, which have been achieved without, or almost without, any system of technical education amongst us—is not this alone sufficient to prove either that we have as much technical education already as is good for us, or that technical education itself is either a much overrated thing, or perhaps even a humbug altogether?

"Improvements follow less from organised technical education than from spontaneous invention, competition, and practical experience," we are informed. The French have "great veterinary schools at Alfort and Lyons, but still they are not beating us in the breed of horses." In one word, "we are not beaten in any of our peculiar arts or trades either in France or on the Continent."

Well, let us admit this last as tolerably evident—if it were otherwise, if we were already fairly beaten and passed in the race, there would be little use in entering upon the question of how we may avoid being beaten. But, according to our view, the race has got perilously close—it becomes a neck-and-neck contest hereafter; and those who carry needless weight had best cast it off, or watch their opponents' riding to see if they can improve their own.

Having been led to adopt an image taken from the turf, we will venture to digress for a moment with a remark or two, not quite irrelevant, on this said subject of horses. We shall pass by the amusing absurdity above, which imagines that horses are bred in veterinary schools, and is innocent of any distinction between these and the