

(1) That the power to confer degrees in Arts should be exercised by only one University in the Province.

(2) That this University should be equally independent of all the colleges, denominational and Provincial.

(3) That a portion of public moneys should be distributed among the different colleges from year to year in proportion to the number of successful candidates for degrees.

After due consideration, the Corporation of Trinity returned a favorable reply. The other Universities are, I believe, to be consulted by other members of the committee, and, if all prove as liberal as Trinity, university consolidation may soon be a fact.

The plan mentioned seems to me to need no defence; should it prove otherwise, however, plenty will be found able and willing to give it.

Yours, &c.,

CORTEZ FESSENDEN.

BRAMPTON, *Jan'y. 6.*

DRAWING IN THE NEW ENGLAND SCHOOLS.

Walter Smith, the Director of Drawing for the State of Massachusetts, has lately been rearranging the programme of instruction in drawing in the Boston schools, and in the statement of his new plan, he gives the following among the principles that guided him in framing it:—

All children who can be taught to read, write, and cipher can be taught to draw.

Drawing, by the law of Massachusetts, is required to be taught to every child as an element of general education, like reading, writing, and arithmetic.

As an elementary subject, it should be taught by the regular teachers, and not by special instructors.

The true function of drawing, in general education, is to develop accuracy and to exercise the imagination, thereby tending to produce a love of order, and to nourish originality.

Educationally, drawing should be regarded as a means for the study of other subjects such as geography, history, mechanics, design. In general education it is to be considered as an implement, not as an ornament.

The practice of drawing is necessary to the possession of taste and skill in industry, and is therefore the common element of education for enjoyment of the beautiful, and for a profitable, practical life.

In the primary, grammar, and high schools, drawing is elementary and general: in the normal and evening schools, advanced and special; for teaching purposes in the first, and for skilled industry in the second.

Drawing may now take its legal place in the public schools as an element of, and, not as before, a specialty in, education; at as little cost as any other equally useful branch of instruction, with the prospect that at a future time as many persons will be able to draw well as can read or write well, and as large a proportion be able to design well as to produce a good English composition.