INDUSTRIAL DRAWING.—DR. RAND stated that it had been intended to have, at this Session, a lesson on *Form*, given by MISS MINARD to her pupils; but it was omitted for want of time.

He took this occasion to speak of the development of the study of Form in what is called *Industrial Drawing*. He described the arrangements existing for the teaching of this subject in the Schools of Fredericton, and said he looked for good results. While objection might fairly be made against the introduction into the Common Schools, of Drawing and Painting as *picture making*, yet *Industrial Drawing*, (including the free-hand delineation of forms, geometrical drawing and designing,) was a branch of study of very great value, not only in view of its practical uses but also of its adaptability as an educative agency. This phase of Drawing was of great importance to all the pupils of our schools. The attention of the British Parliament was, about thirty years ago, called to the fact that Great Britain was falling behind France and Belgium in respect to the mechanical arts. A Commission was appointed to enquire into the causes. From their report it appeared that the deficiency on the part of the English artisans was largely due to the want of proper means of instruction in the delineation of Form. In Belgium, industrial drawing was taught in the schools. In consequence of the representations made by this Commission, measures were taken to introduce the study into the English common schools, and special institutions for instruction in this and kindred branches were also established,—such for instance as those at South Kensington and Leeds. If in the lower grades one-third of the time, and in the more advanced one-half of the time, now devoted to writing copies, be set apart for regular practice in the elements of Industrial Drawing, both the penmanship of the scholars will be improved and their equipment for the needs of daily life.

The CHIEF SUPERINTENDENT then called upon MR. J. L. MCINNIS, Principal of the "Park Barrack" Schools, Fredericton, to state briefly the results of his experience in the teaching of this subject.

MR. MCINNIS said that few or none of the pupils knew anything of Drawing when it was introduced into the schools last Autumn. They had to begin at the first steps and proceed very gradually. First, straight lines were learned through such examples as occurred in the school-room. The children learned to draw straight lines in different positions,—to make them of any given length,—to divide them into equal parts. They first practised single lines, whether straight or curved, before combining them. Much practice was required before the pupils could draw curves well in all positions. Simple forms must be practised before the more complex. In the schools under his charge, MR. MCINNIS thought there were not three per cent. of the pupils who were unable to reproduce forms, and master drawing, *more readily than* they could master *writing*.

SIXTH SESSION.

THE CONSTRUCTION OF TIME-TABLES.—The CHIEF SUPERINTENDENT read the Regulation [22, (11)] relating to *Time-Tables*, and stated that some teachers had made inquiries and complaints concerning this Regulation, considering it as a *hard* one,—as making a severe demand upon them. The fault, however, was not in the Regulation but in the very nature of the teacher's work. Some thought the Board of Education should arrange a