

The management of children in infancy, and general rules as to the preservation of health.

On the subject of cottage economy, it would be well that a class book should be prepared, containing at least the following heads:—

1. *Means of preserving Health.*

A. Cleanliness. B. Ventilation. C. Drainage. D. Clothing. E. Exercise. F. Management of children.

2. *Means of procuring Comfort.*

A. The cottage garden. B. The piggery. C. The cottage kitchen. D. The dairy. E. The market. F. Household maxims.

The various industrial employment of the scholars would curtail the ordinary hours of school. Certainly, all that has been described might be accomplished, and at least two or three hours daily reserved for religious and other instruction.

The Holy Scriptures should be used only as a medium of religious teaching. They should not be employed as a hornbook, associated in the mind of the child with the drudgery of mastering the almost mechanical difficulty of learning to read, at an age when it cannot understand language, too often left unexplained. On the contrary, the Holy Scriptures should only be put into the hands of those children who have learned to read with fluency.

To the younger children a short portion of the Scripture should be daily read, and made the subject of an oral lesson.

Those of riper age should be taught to receive and read the Scriptures with reverence.

The art of reading should be acquired from class books appropriate to an industrial school. Besides the class book for the more advanced scholars on cottage economy, the earlier reading lessons might contribute instruction adapted to the condition of a class emerging from slavery or barbarism.

The lessons on writing and arithmetic, as has been before observed, ought to be brought into daily practical use in the employment of the scholars. Nothing is learned so soon or retained so surely as knowledge the practical relation of which is perceived.

The scholar should *thus* be taught to write from dictation, as an exercise of memory, and of spelling and punctuation, as well as of writing.

They should be gradually trained in the composition of simple letters on the business of the school, the garden, or kitchen; and exercised in writing abstracts of oral lessons from memory. The power of writing on the actual events and business of their future lives would thus be acquired.

Within these limits the instruction of the coloured races, combined with a systematic training in industry, cannot fail to raise the population to a condition of improved comfort; but it will also give such habits of steady industry to a settled and thriving peasantry, as may in time develop the elements of a native middle class. This would probably be a consequence of an education within these limits; but if this were accomplished, and time permitted further instruction, an acquaintance might be sought with the art of drawing plans, and those of land-surveying and levelling. Some instruction in geography also would enable them better to understand the Scriptures, and the connection of the colony with the mother country.

The master and mistress should be assisted by apprentices, whose number should be proportioned to the size of the schools. These apprentices should be chosen from the most proficient and best conducted scholars, who are also likely to have an example set them by their parents in harmony with their education. At the age of thirteen, they should be bound by agreement for six years, and might receive in *lieu* of stipend a quantity of the garden produce, sufficient to induce their parents cheerfully to consent to their employment in the school. Careful separate instruction should be given them by the master, at a period daily set apart for the purpose, and they should be furnished with books, as means of self-education.

With the aid of such apprenticed assistants, the school might be divided into classes varying in size, according to the skill and age of the apprentices, and the number of the scholars. In the early stage of their apprenticeship, it may not be expedient to entrust these youths with the management of a class containing more than twelve children. At the age of sixteen, they might teach sixteen