

**BRIEF PRACTICAL SUGGESTIONS on the Mode of Organizing and Conducting DAY-SCHOOLS of INDUSTRY, MODEL FARM SCHOOLS, and NORMAL SCHOOLS, as part of a SYSTEM of EDUCATION for the COLOURED RACES of the BRITISH COLONIES.**

*Privy Council Office Whitehall,  
January 6, 1847.*

Sir,

THE letter which, by the direction of Earl Grey, was transmitted to this office on the 30th of November, together with the despatches from governors of the West Indian Colonies which accompanied it, have been under the consideration of the Lord President of the Council.

Under his Lordship's directions a short and simple account is now submitted of the mode in which the Committee of Council on Education consider that Industrial Schools for the coloured races may be conducted in the colonies, so as to combine intellectual and industrial education, and to render the labour of the children available towards meeting some part of the expense of their education.

From this account will be purposely excluded any description of *the methods* of intellectual instruction, and all minute details of the organization of schools. Whatever suggestions respecting discipline may be offered will be condensed into brief hints, or confined to those general indications which are universally applicable.

It would be presumptuous to attempt to describe those varieties in discipline which might be suggested by a better knowledge of the peculiarities of a race which readily abandons itself to excitement, and perhaps needs amusements which would seem unsuitable for the peasantry of a civilized community.

While endeavouring to suggest the mode by which the labour of negro children may be mingled with instruction fitted to develop their intelligence, it would be advantageous to know more of the details of colonial culture, and of the peculiarities of household life in this class and thus to descend from the general description into a closer adaptation of the plans of the school to the wants of the coloured races. This, however, cannot now be attempted.

In describing the mode in which the instruction may be interwoven with the labour of the school, so as to render their connection as intimate as possible, it will however be necessary to repeat the illustrations in various forms, which may appear trivial. But this mutual dependence of the moral and physical training; of the intellectual and industrial teaching; and even of the religious education and the instruction of the scholars in the practical duties of life, require a detailed illustration. Christian civilization comprehends this complex development of all the faculties, and the school of a semi-barbarous class should be established on the conviction that these several forms of training and instruction mutually assist each other.

Instead of setting forth this principle more fully, it is considered expedient to furnish numerous though brief practical details of its application, which may with local knowledge be easily expanded into a manual for schools of industry for the coloured races.

Even within the limits which will be assigned to the instruction of the children of these races in this paper, it may be conceived that, bearing in mind the present state of the negro population, and taking into account the means at present at the disposal of the colonial legislatures in the different dependencies, a too sanguine view has been adopted of the amount of instruction which may be hoped to be imparted.

Certainly it is true that some time must elapse before the limits assigned in this paper to such instruction, even in the day-schools, can be reached. But less, that what is described could not be regarded as a transforming agency, by which the negro could be led, within a generation, materially to improve his habits. If we would have him rest satisfied with the meagre subsistence and privation of comfort consequent on his habits of listless contentment with the almost spontaneous gifts of a tropical climate, a less efficient system may be

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