

In these oral lessons would be explained the reasons for the succession of crops; for the breadth sown; for the nature of the manure selected; for the mode of managing the crop; and the uses to which it was to be devoted.

The accidents to which the crop is liable, and the means of providing against them, might even lead the teacher into a familiar account of the habits of various insects; their mode of propagation; the peculiarities of season which favour their development; and the mode of detecting and destroying them, before their ravages are extensively injurious or fatal to the crop.

Familiar lessons on the effects of night and day, of heat and light, of dew and rain, of drainage and irrigation, and the various kinds of manure, and of the succession of the seasons on vegetation, would not only inform the minds of the scholars, but give them a more intelligent interest in the common events of the natural world.

In the school also would be kept an account of the expenses incurred on the garden. To this end the reception of all articles on which outlay had been incurred, as for example, tools, manure, wood, seeds, &c., should be attended with some formality; and the boys should be practised in examining or weighing them, and entering them in the account. In like manner the garden produce should be weighed before delivered at the kitchen, and an account kept of the quantity gathered daily, and of its market value.

The objects of outlay and the results of labour should be brought into one balance sheet, showing the profits of the garden at the close of the year.

As a preparation for this general account keeping, each boy might also enter, in a subordinate account, the outlay and produce of his own allotment.

In both cases the amount of labour should be daily registered, and its value fixed, as an element to be ultimately entered in the balance-sheet.

Once or twice in the week the girls and boys would bring from home early in the morning a bundle of clothes to be washed at the school.

The wash-house should be fitted up with the utensils commonly found in the best labourers' cottages, or which, with frugality and industry, could be purchased by a field workman; and the girls should be employed in successive parties in washing, drying, and ironing their clothes.

They should likewise bring from home clothes requiring to be mended, and cloth to be made into shirts and dresses for their families, and the mistress should teach them to cut it out, and make it up, and to mend their clothes.

The employments of the girls would co-operate with those of the boys as respects instruction in cottage economy, by the connection of the garden with the kitchen.

In the kitchen, the vegetables received from the garden would be prepared for cooking, and the girls would be instructed in the preparation of the cheap food which a labourer could afford to purchase, or could grow in his own garden.

For the sake of convenience and dispatch, a large part of this cooking must be conducted in a wholesale manner for the school dinner, but in order to give instruction in the preparation of a cottage meal, a separate dinner should daily be provided for the superintendents of working parties. This should be cooked with the utensils commonly found in cottages.

The employments of the girls should be accompanied by suitable instruction in the school. Thus an account should be kept of the clothes received from each scholar's family to be washed, and of their return to the boy or girl by whom they were brought.

The amount of garden stuff and stores daily consumed in the school dinner should be entered, and the value estimated.

The purchase of utensils, stores, &c., should be recorded by the scholars.

Among the topics of oral instruction, cottage economy should be second only to religious instruction. The duties of a skilful housewife would be exemplified in the training in industry, but these practical arts should be accompanied with familiar lessons on the best mode of husbanding the means of the family, on the prices and comparative nutritious qualities of various articles of food; and on simple recipes for preparing them. Each girl should write in a book, to be taken with her from the school, the recipes of the cottage meals she had learned to prepare; and the familiar maxims of domestic economy which had been inculcated at school.

Such instruction might profitably extend to domestic and personal cleanliness.