

To this end the school premises should comprise—

1. A house for the master and for the mistress.
2. A school-room for the boys, and another for the girls, each convertible into a dining-room.
3. A class-room for undisturbed religious instruction.
4. A large garden plot, sufficient to provide garden stuff for the dinners of the school during the whole year.
5. A tool-house and carpenter's shop.
6. A kitchen, store-room, larder, and scullery.
7. A wash-house and laundry.

The training of the scholars in industry and in cottage economy would, under these arrangements, be regarded as second only to their instruction from the Holy Scriptures, and their training in the duties of a religious life.

In a race emerging from barbarism, the training of children in obedience and cheerful industry, in mutual forbearance and good will, and in that respect for property and care to use the blessings of Providence without abusing them, for which a school of industry affords an opportunity closely resembling the training of children in a Christian family, would greatly promote the success of the religious instruction.

Immediately after prayers the master would divide the boys into working parties under the charge of apprenticed monitors or pupil teachers. The schedule of the school routine would describe the duty of each party, and the time allotted to it.

The garden should be divided into two principal plots. The school plot should be cultivated by the whole school, in common, for the production of all those vegetables which would be required in considerable quantities for the school kitchen.

These crops should be so adapted to the seasons as to afford a constant supply, either in store or to be daily gathered from the ground.

In the labour and practical instruction of the garden they would learn the theory and practice of its culture, and the use of the crops of the different seasons in supplying the wants of a family.

The scholars' plot should be divided into allotments proportioned to the strength of the scholars. The sense of personal interest and responsibility would here be developed, and the pupil would cultivate habits of self-reliance, neatness, and perseverance.

In the large school plot the combination of individual efforts, for a common object, and the advantages of order, method, harmony, and subordination would be exemplified.

For the management of the garden two or three parties could therefore be detached, according to the work appropriated to the season.

The repairs of the tool-house and of the implements of gardening, as well as the fencing of the garden, would sometimes employ a party in the carpenter's shop.

In the colonies in which the slave population has recently been emancipated, and in those very recently settled, it might also be desirable to have at hand, as a part of the school stock, a quantity of the rough material of which labourers' dwellings are constructed. With this material a cottage might be built on an improved plan, with a due regard to ventilation, to drainage, to the means provided for the escape of smoke, to the nature of the floor, the provision of rude but substantial furniture, and the most healthy bedding, together with the out-buildings required for domestic animals and the family.

Such a cottage, when built, might be again altered, enlarged, or pulled down and rebuilt, as a part of the industrial instruction, important in its civilizing influences.

The master would superintend, direct, and explain the garden operations.

While in the field or workshed, he would have an opportunity of improving the manners and habits of his scholars, not by the rigidity of a military discipline, exacting an enforced order, but by the cheerful acquiescence of a sense of duty and convenience arising from his patient superintendence. The harmony, industry, and skill of his scholars should be promoted by his vigilance, and encouraged by his example.

The garden operations of the month would form a subject of oral instruction in the school.