

children; and at the age of eighteen, probably twenty children. The master would instruct twenty-four, or thirty, or more children in a class, according to circumstances.

The school, therefore, will be divided into classes of twelve, sixteen, twenty, and twenty-four children.

*The Model Farm School* may be described with greater brevity, because much that has been said respecting the *Day School of Industry* is applicable to it.

*The Model Farm School* is intended for the class of labourers who have accumulated sufficient money to become small farmers, and for the small farmers, who with more knowledge and skill, would be enabled to employ their capital to greater advantage. Its object is to create a thriving, loyal, and religious middle class among the agricultural population. As the process of culture must differ in the various colonies, it is not possible to give more than general indications respecting it.

As it would be improbable that a sufficient number of scholars could be collected from one neighbourhood, they should be boarders, and the cost of their lodging, maintenance, and in some colonies also of their instruction, should be defrayed by their parents. The buildings therefore should provide

A lofty dormitory divided by partitions, six feet high, into separate compartments, each containing one bed, and affording the master the means of overlooking the room from his own apartment.

A refectory.

Class-rooms.

A kitchen, &c. &c.

Store-rooms.

Apartment for the master and his assistants.

To these school buildings should be added—

Farm buildings, comprising all the arrangements necessary in each climate for the shelter of the produce of the farm, and when necessary for its preparation for exportation; for the housing of stock; for the dairy; for the preparation of manures, and of food for the cattle; and for the shelter of agricultural machines and implements.

The industrial occupations of the scholars would be those of farm servants.

In the field, the draining or irrigation of the land; ploughing, harrowing, and the preparation of the soil by various manures adapted to its chemical character; the sowing of the different crops with machines or by the hand; the expedients for preserving the seed thus sown; the weeding, hoeing, or drill-ploughing of the growing crop. The gathering in of the harvest would either be done solely by the labour of the scholars or with such assistance as might be required by the climate.

In the homestead, with a similar reservation, they would conduct the management of the stock; of the manures and composts; the housing of the crop, and its preparation for exportation, and the economy of the dairy.

Besides these purely farm occupations, it would be well to have on the premises a wheelwright's and blacksmith's shop, in which they might learn to mend the carts, waggons, and farming machines and implements, to repair the farming premises, and to shoe the horses.

The domestic services of the household should have in view the establishment of religious exercises, such as could be properly continued in a farmer's family.

Besides a thorough instruction in the Holy Scriptures, the course of teaching would comprise the following subjects.

Probably the scholars on their admission into the school would be able to read and write with ease. They should also learn English grammar, as previously explained in relation to the day-school.

They would proceed to acquire arithmetic, in connexion with keeping accounts of the management of a farm, and with practice in all farming calculations. Mensuration, land surveying, and levelling, and plan-drawing would be taught, and their practical application constantly exemplified in the measurement of timber or of labourers' work; in estimates for drainage, irrigation, and other agricultural purposes; and in preparing plans from actual survey.