

adopted; but if the native labour of the West Indian Colonies is to be made generally available for the cultivation of the soil by a settled and industrious peasantry, no agent can be so surely depended upon as the influence of a system of combined intellectual and industrial instruction, carried to a higher degree of efficiency than any example which now exists in the colonies.

Nor will a wise Colonial Government neglect any means which affords even a remote prospect of gradually creating a native middle class among the negro population, and thus, ultimately, of completing the institutions of freedom, by rearing a body of men interested in the protection of property, and with intelligence enough to take part in that humbler machinery of local affairs which ministers to social order.

With these remarks, I proceed at once to enter on the practical suggestions which I am directed to offer.

The objects of education for the coloured races of the colonial dependencies of Great Britain may be thus described.

To inculcate the principles and promote the influences of Christianity, by such instruction as can be given in elementary schools.

To accustom the children of these races to habits of self-control and moral discipline.

To diffuse a grammatical knowledge of the English language, as the most important agent of civilization, for the coloured population of the colonies.

To make the school the means of improving the condition of the peasantry, by teaching them how health may be preserved by proper diet, cleanliness, ventilation, and clothing, and by the structure of their dwellings.

To give them a practical training in household economy, and in the cultivation of a cottage garden, as well as in those common handicrafts by which a labourer may improve his domestic comfort.

To communicate such a knowledge of writing and arithmetic, and of their application to his wants and duties, as may enable a peasant to economize his means, and give the small farmer the power to enter into calculations and agreements.

An improved agriculture is required in certain of the colonies to replace the system of exhausting the virgin soils, and then leaving to natural influences alone, the work of reparation. The education of the coloured races would not, therefore, be complete, for the children of small farmers, unless it included this object.

The lesson books of colonial schools should also teach the mutual interests of the mother-country and her dependencies; the rational basis of their connection, and the domestic and social duties of the coloured races.

These lesson books should also simply set forth the relation of wages, capital, labour, and the influence of local and general government on personal security, independence, and order.

For the attainment of these objects, the following classes of institutions are required.

Day-schools of industry and model farm schools.

A training school for the instruction of the masters and mistresses of day schools.

The order in which these institutions are enumerated is that in which they may be most conveniently described.

A day school of industry might, in the tropical climates, with the exception of a moderate salary for the schoolmaster, be made self-supporting. The school should be regarded as a large Christian family, assembled for mutual benefit, and conducted by a well-ordered domestic economy.

For this purpose, the children having breakfasted, should be at school at a very early period after sun-rise.

At this hour, they should be assembled for morning prayer. The utmost reverence should pervade this religious exercise.

The work of the day would then commence. The scholars would have their dinner at the school, and in the evening would return to their homes immediately before sunset. The school would close, as it began, with prayer.

From sunrise until sunset their life would be under the training and instruction of the master and mistress of the school. Their labour would be principally devoted to the business of the household and of the school garden. Their instruction would be such as would prepare them for the duties of their station in life.