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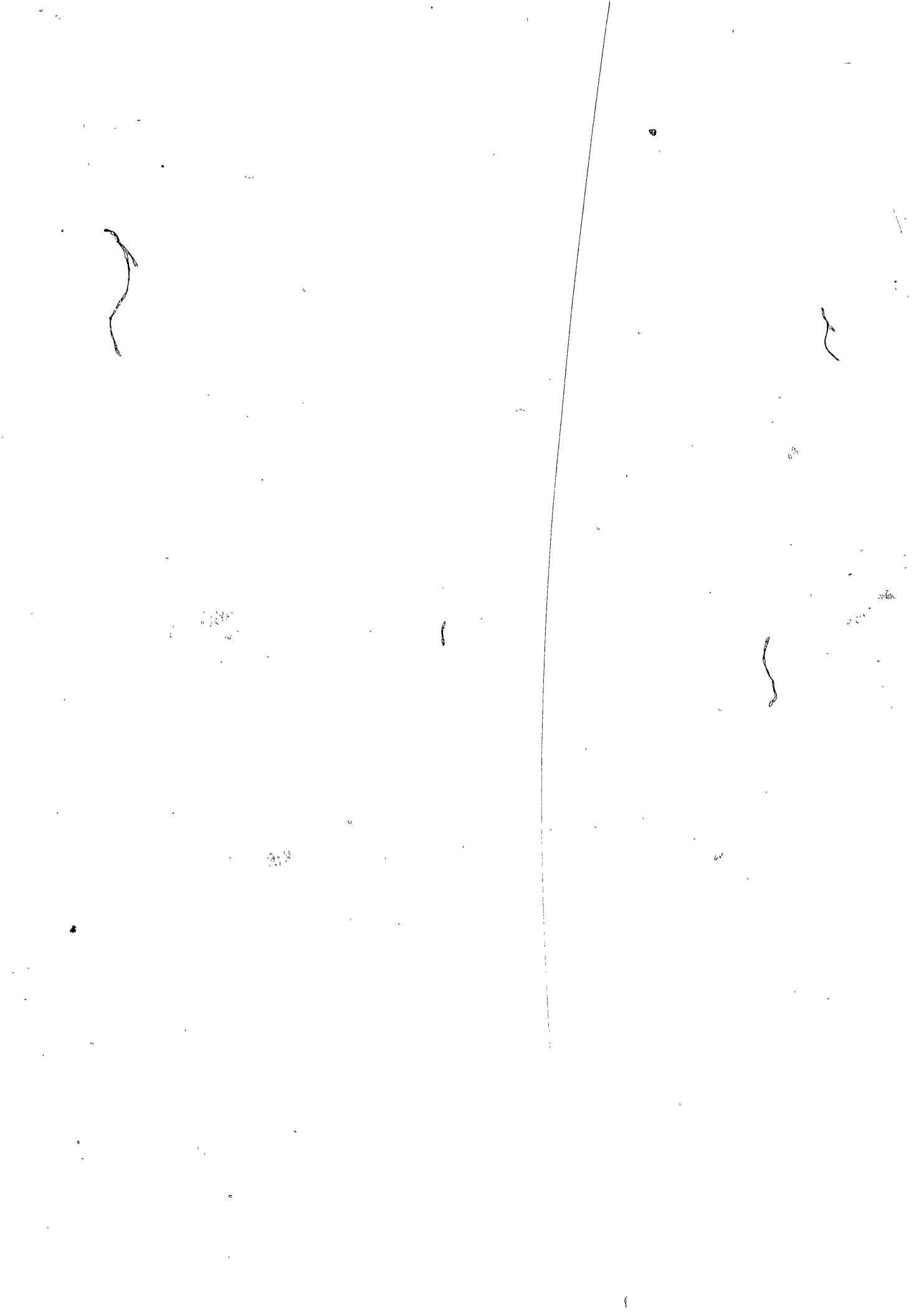
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**BRIEF PRACTICAL SUGGESTIONS on the  
Mode of Organizing and Conducting DAY-  
SCHOOLS of INDUSTRY, MODEL FARM SCHOOLS,  
and NORMAL SCHOOLS, as part of a SYSTEM  
of EDUCATION for the COLOURED RACES of the  
BRITISH COLONIES.**

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London: Printed by W. Clowes and Sons, Stamford-street,  
For Her Majesty's Stationery Office.



**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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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.



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.





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.



The management of children in infancy, and general rules as to the preservation of health.

On the subject of cottage economy, it would be well that a class book should be prepared, containing at least the following heads:—

1. *Means of preserving Health.*

A. Cleanliness. B. Ventilation. C. Drainage. D. Clothing. E. Exercise. F. Management of children.

2. *Means of procuring Comfort.*

A. The cottage garden. B. The piggery. C. The cottage kitchen. D. The dairy. E. The market. F. Household maxims.

The various industrial employment of the scholars would curtail the ordinary hours of school. Certainly, all that has been described might be accomplished, and at least two or three hours daily reserved for religious and other instruction.

The Holy Scriptures should be used only as a medium of religious teaching. They should not be employed as a hornbook, associated in the mind of the child with the drudgery of mastering the almost mechanical difficulty of learning to read, at an age when it cannot understand language, too often left unexplained. On the contrary, the Holy Scriptures should only be put into the hands of those children who have learned to read with fluency.

To the younger children a short portion of the Scripture should be daily read, and made the subject of an oral lesson.

Those of riper age should be taught to receive and read the Scriptures with reverence.

The art of reading should be acquired from class books appropriate to an industrial school. Besides the class book for the more advanced scholars on cottage economy, the earlier reading lessons might contribute instruction adapted to the condition of a class emerging from slavery or barbarism.

The lessons on writing and arithmetic, as has been before observed, ought to be brought into daily practical use in the employment of the scholars. Nothing is learned so soon or retained so surely as knowledge the practical relation of which is perceived.

The scholar should *thus* be taught to write from dictation, as an exercise of memory, and of spelling and punctuation, as well as of writing.

They should be gradually trained in the composition of simple letters on the business of the school, the garden, or kitchen; and exercised in writing abstracts of oral lessons from memory. The power of writing on the actual events and business of their future lives would thus be acquired.

Within these limits the instruction of the coloured races, combined with a systematic training in industry, cannot fail to raise the population to a condition of improved comfort; but it will also give such habits of steady industry to a settled and thriving peasantry, as may in time develop the elements of a native middle class. This would probably be a consequence of an education within these limits; but if this were accomplished, and time permitted further instruction, an acquaintance might be sought with the art of drawing plans, and those of land-surveying and levelling. Some instruction in geography also would enable them better to understand the Scriptures, and the connection of the colony with the mother country.

The master and mistress should be assisted by apprentices, whose number should be proportioned to the size of the schools. These apprentices should be chosen from the most proficient and best conducted scholars, who are also likely to have an example set them by their parents in harmony with their education. At the age of thirteen, they should be bound by agreement for six years, and might receive in *lieu* of stipend a quantity of the garden produce, sufficient to induce their parents cheerfully to consent to their employment in the school. Careful separate instruction should be given them by the master, at a period daily set apart for the purpose, and they should be furnished with books, as means of self-education.

With the aid of such apprenticed assistants, the school might be divided into classes varying in size, according to the skill and age of the apprentices, and the number of the scholars. In the early stage of their apprenticeship, it may not be expedient to entrust these youths with the management of a class containing more than twelve children. At the age of sixteen, they might teach sixteen



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.

Apartments 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.



As soon as the rudiments of chemical knowledge were acquired, further instruction should proceed, in connexion with the practical application of these elements to the actual operations of the farm (all of which should be explained with their aid), and afterwards to practical illustrations which the farm itself did not afford.

The pupils should, by frequent practice, acquire expertness in the use of tests of the quality of soils.

The chief characteristics of soils should be understood, and their relation to different forms of vegetation, together with the expedients by which, under varying circumstances, soils naturally of a low degree of fertility may be cultivated, so as to produce abundant crops.

In like manner practical lessons should be given on the influence of various soils; of different kinds of manure; of the natural influences of light, heat, rain, dew, night and day, and of the seasons on vegetable life; on the effects of drainage, and of the various modes of working and of cultivating the soil, and managing different crops.

On such knowledge should be grounded instruction in the most improved methods of cropping a farm; the use of the best implements and machines; on composts and manures; and the best mode of procuring seeds.

Time would also probably be found to impart some acquaintance with veterinary medicine, as far, at least, as a general knowledge of the structure of the horse, cow, sheep, and other common domestic animals; of the methods of preparing their food; of the best means of preserving them in health by appropriate food, warmth, ventilation, and cleanliness; the precautions to be employed in peculiar localities and under special circumstances of climate.

Under the head of *arts of construction*, falls the mode of planning farm buildings, so as to ensure an economy of labour with the utmost convenience and security; and with arrangements for promoting the health of the stock; the best plans for constructing roofs; the proper strength required for timbers of different bearings, and the best method of economising materials, with a due regard to permanence of structure.

Wherever peculiar processes are required for the preparation of the crop for exportation, the object of them, whether mechanical or chemical, should be explained to the pupils.

Some knowledge of the laws of natural phenomena would enable them to comprehend the use of the thermometer, barometer, and other common instruments, and would free them from vulgar errors and popular superstitions.

The head master of the farming school should be competent by experience and skill to superintend the farm, as well as to give the combined practical and theoretical agricultural knowledge of the course proposed to be taught.

He would require assistant masters, according to the size of the school, to teach the rudiments, and thus prepare every class for his instruction.

Each class should be taught in a separate room. The assistant masters would probably be promoted to these offices, from the charge of day-schools of industry, and might there be deemed to be in training, as candidates for the head mastership of farm-schools.

A matron or house-steward would manage all the domestic duties, with the aid of some servants.

It is not necessary here to repeat the general indications given, respecting discipline, which have been set forth in relation to the day-school. The same principles are applicable to the model farm-school.

The course of study should extend, if possible, from the age of 14 or 15 to that of 18 or 19. There would not be the same need of apprentices in these schools, as in the day-schools, because the scholars would be of a riper age, and might be more fitly intrusted, as monitors, with the superintendence of working parties. The whole of the instruction in classes would be conducted by the head master and his assistants.

The *day school of industry*, and the *model farm-school*, having thus been described, it is now convenient to set forth the arrangements for the *training of the masters of such schools*.

The apprenticeship of scholars from 13 to 19 years of age in the day-school of industry must be regarded as a preliminary training in all the duties of the masters of such a school. It would be expedient that the pupil teacher





should be the child of parents who would set him a good example; that he should be bound by indentures which should specify his work, his remuneration, the knowledge he was to gain in each year under the instruction of the master; the nature of the annual examination which he should pass before some competent officer; the persons from whom certificates of conduct should be annually required; the test of his practical skill in gardening and field-work, and in the art of teaching and governing a class.

When the indenture was fulfilled, the pupil teacher should be admitted to a competition of bursaries or exhibitions to the normal school, to be held annually. The most proficient, skillful, and best conducted should be selected for these rewards, and sent with a bursary, which would defray the chief part of the expense of their further training, to the *normal school*.

If the day-schools of industry were efficient, the residence in the normal school might be limited to a year or a year and a half; but if these schools were not in an efficient state, the period of training in the normal school would have to be proportionately extended.

The *normal school* would adjoin a *model day-school of industry*. The students of the normal school would thus have an opportunity of witnessing a good example of the management of such a day-school, and of acquiring the art of teaching. They would here improve the processes of instruction, and the modes of discipline which they had acquired in schools of inferior efficiency, and make practical trial of the principles of school management, which would be taught in the normal school.

A principal master and assistant-masters in the proportion of one master to every 30 or 40 candidate teachers would be required in the normal school.

All the subjects of instruction pursued, either in the model farm schools, or in the day schools of industry, should be here resumed.

The masters should here lead the candidates through a systematic course of instruction on each subject, revising their previous acquirements; rendering them more precise, accurate, and rational; and developing them beyond the limits within which their future duties as teachers would be confined.

The group of subjects from which the pursuits of the candidates in the normal school might be selected can be more properly described than the exact limits to be placed on such studies in each colony.

The course of the normal school would comprise certain of the following subjects:—

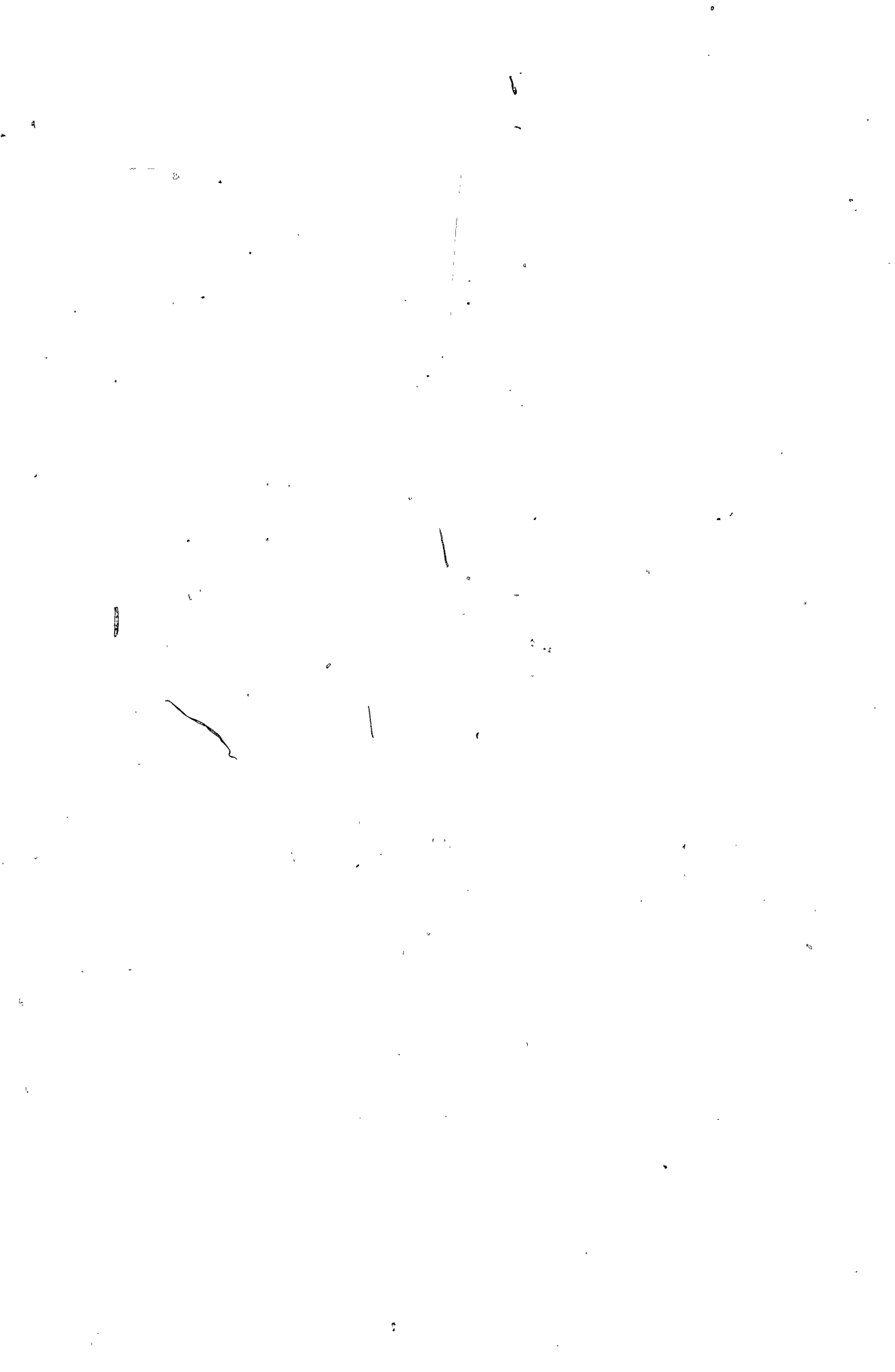
1. Biblical instruction and the Evidences of Christianity.
2. English Grammar and Composition.
3. English History.
4. Geography.
5. Chemistry and its applications to Agriculture.
6. The Theory of Natural Phenomena in their relation to Agriculture.
7. The rudiments of Mechanics.
8. Arithmetic and Book-keeping.
9. The art of Land Surveying and Levelling, and practical Mensuration.
10. Drawing from Models, and plan drawing.
11. The Theory and Practice of Agriculture and Gardening.
12. The management of farming Stock, including the treatment of their diseases.
13. The art of organizing, and conducting an elementary school.
14. Vocal Music.

It is unnecessary to enter into minute details, as to the daily routine of the normal school: some general indication of principles only is required.

The principal object to be kept in view throughout the training of the apprentice and candidate teacher is the *formation of character*.

The prolonged training in the day school, followed by the residence in the normal school, cannot fail to make them acquainted with the details of the school keeping; with the management of a garden, and the art of teaching a class.

As only the most advanced of the pupil teachers would be selected for the normal school, the revision of their studies in that school would give them a considerable command of the elementary knowledge required in schools of industry. In these respects, much confidence may be expressed as to the results



of their training. The dispositions with which they approach their duties as schoolmasters and mistresses are still more important.

The discipline of the apprentice and student should afford no encouragement to the presumption and pedantry, which often accompany an education, necessarily incomplete, yet raised above the level of the class from which the pupil teachers are taken; yet it should not be such, as to weaken the spring of the natural energies, or to subdue the force of individual character. No form of training is less capable of establishing sound moral sentiments, than that which exacts an unreasoning obedience. The discipline which thus subdues the will, makes the pupil feebler for all virtuous actions.

To train the student in simplicity, humility, and truth; and at the same time to strengthen his mental powers, to inform his intelligence, to elevate his principles, and to invigorate his intellect, are the objects of his education.

On this account, the domestic life of the apprentice with his own parents, under the best influences of his own class in society, might, if his family were a religious household; usefully alternate with the discipline and duties of the day school. He would understand, from experience, the wants, the cares, and hopes of the labouring class whose children he would have to educate. Instead of being repelled by their coarseness and poverty, and thus unfitted for daily contact with them, he would have a sympathy with their condition, which the training of the school would direct to proper objects.

He ought to enter and to leave the training school, attracted by preference to the education of the labouring poor.

While in the day school, the pupil teacher would partake the common work of the garden, &c. This labour should be during some hours daily continued in the normal school. He should still feel that his origin and his future employment were in harmony.

With this view, his dress should have no distinction but that of greater simplicity and cleanliness. Any pretension beyond the ordinary peasant's dress, which his parents could provide, should be discouraged. He should strive to teach by his example how that common dress could be worn with frugality and neatness.

In like manner, in the normal school a peculiar dress is undesirable. The candidate teacher should continue, during three hours daily, to partake the rudest toils of the field and garden. Out-door labour should alternate with mental cultivation, both to enable the student to conduct a school of industry with success, and also to build all his intellectual acquirements on the experience of the life of those supported by manual industry. No alteration in the dress of the student should appear to suggest, that, with his entrance into the normal school, commences the separation between the candidate and his own class in society. Few things could be more injurious than to do anything which might tend to sever such sympathies, or to take the example of an educated peasant out of his own sphere in life.

The apprentice should not exchange the fare of the peasant's cottage and the simple dinner of the day school, for a better diet in the normal school. His meals should be such only as he might certainly hope to procure by his vocation as schoolmaster. In like manner, while, in his bedroom, provision was made for privacy, every arrangement should be marked by a severe simplicity. More abundant comfort, approaching to luxury, would make it difficult to the candidate in after life to encounter the inevitable privations of his profession, as a teacher of the poor.

The household life of the normal school should be marked by reverential attention to religious exercises and duties.

At an early period in the morning, the school should be assembled for prayers. After prayers, the principal would speak to the students on subjects connected with the moral discipline of the school. He would endeavour to lead them to feel under what influences their life could enable them to fulfil the highest aims of their calling. Whatever had happened incompatible with such a view of their duties, and which was not rather a subject for private personal admonition, might become, after prayers, a source of instruction, in which should mingle no element of rebuke. In like manner the pursuits of the day should close.

No part of the discipline of the establishment should contradict such instruction. In everything an appeal should be made to the reason and the conscience.



Vigilance, to be wisely exerted, should wear no appearance of distrust or suspicion, but it should also be incessant.

The intercourse between the principal and the candidate teachers should be frank and confiding.

Whenever concealment and evasion commence, even in slight matters, the authority and influence of the principal are in danger. It would become him then to reflect on the grounds of his regulations; to explain them fully to his students, and to endeavour to establish in their minds a conviction of their value. On some occasions it may be wise to make some relaxations in his rules, in a matter not essential to principle, and which is found to be galling in practice. In this way, and not by any system of "espionage" the whole life of the students should constantly pass in review before him. The advice of the principal should be open to his scholars as that of a friend.

Their time should be as fully occupied as possible. Relaxation should be found in change of employment and exercise in the duties of the field and garden. If the sense of life in a family were maintained, and a filial subordination characterised the discipline, the most wholesome results would ensue.

With these brief indications, I am directed to solicit your attention to those portions of the Minutes of the Committee of Council on Education which relate to the establishment and support of Normal Schools, and to the Reports presented by Her Majesty's inspectors on the condition of the Normal and Model Schools now existing in Great Britain, in which will be found further details of the principles on which these institutions are conducted.

I have the honour to be,

Sir,

Your obedient Servant,

**B. KAY SHUTTLEWORTH.**

**Benj. Hawes, Jun., Esq. M.P.**

**Under-Secretary of State for the Colonies.**