

parents began to feel an interest in schools and to regard them as the richest legacies to their offspring.

These were great achievements, and prepared the way for successful legislation; but before Mr. Barnard had the satisfaction of seeing the consummation of his labors, ill health obliged him to resign his office. Deeply was his departure regretted by those who had reaped the benefits of his labors, and whose intelligent perception of his worth prepared them to feel his loss.

Mr. Barnard's parting advice deserves to be written in letters of gold. "Let no Rhode Islander forget the immense fund of talent which has slumbered in unconsciousness, or been only half developed, in the country towns of this State, by reason of the defective provision for general education.—Let the past four years be the first of a new era,—an era in which education, universal education, the complete and thorough education of every child born or living in the State,—shall be realised. Let the problem be solved,—how much waste by vice and crime can be prevented, how much the productive power of the State can be augmented, how far happy homes can be multiplied by the right cultivation of the moral nature, and the proportional development of the intellectual faculties of every child; how much more, and how much better, the hand can work when directed by an intelligent mind; how inventions for abridging labor can be multiplied by cultivated and active thought; in fine, how a State of one hundred and fifty thousand people can be made equal to a State of ten times that number,—can be made truly an Empire State, ruling by the supremacy of mind and the moral sentiments. All this can be accomplished by filling the State with educated mothers, well qualified teachers, and good books, and bringing these mighty agencies to bear directly, and under the most favorable circumstances, upon every child and every adult. As fellow-laborers in a common field, he would say to all,—teachers, school officers, and citizens, persevere in the measures which have thus far been adopted, and adopt others more efficient. Act directly, and by all available means, on the public mind; quicken, enlighten, and direct aright the popular intelligence, as the source of all practical legislation and judicious action on the subject of schools.—Secure every advance in popular intelligence and feeling by judicious legal enactment,—for public sentiment and action will not long remain in advance of the law. See to it, that the children of the State, and especially those who live in the lanes and alleys of your city, or labor in your mills and shops, are gathered regularly, during their school years, into good schools. Establish institutions of industry, and reformation, for vagrant children, and juvenile criminals. Educate well, if you can educate only one sex, the female children, so that every home shall have an educated mother. Bring the mighty stimulus of the living voice, and well matured thought, on great moral, scientific, literary, and practical topics, to bear on the whole community, so far as it can be gathered together to listen to popular lectures. Introduce into every town, and every family, the great and the good, of all past time, of this and other countries, by means of public libraries of well selected books. And, above all, provide for the professional training, the permanent employment, and reasonable compensation of teachers, and, especially, of female teachers, for upon their agency in popular education must we rely for a higher style of manners, morals, and intellectual culture."

Mr. Barnard returned to his old home in Connecticut,

where he sought to recover his health in the seclusion of his private avocations, and amid the rusticity of his farm and garden. But his country could not long afford him such retirement. He was solicited to accept professorships in two different colleges. These, together with other honorable posts, he refused.

He reserved himself for a more congenial work. His native State, though it had once madly discarded him, now turned to him with outstretched hands imploring him to superintend its educational affairs. He accepted the invitation, and soon had the satisfaction of delivering the inaugural address in the New Normal College, of which he was the honored Principal.

Here he had a full opportunity of inculcating and developing those principles of which, in less auspicious days, he had been the unsuccessful advocate.

The heaven which he had hid in every corner of the land had done its work,—at length, it had pervaded the whole mass of society.

Mr. Barnard's successes and triumphs may furnish encouragement to those who, like him, are called to labor in the midst of opposition. Let none forsake the path of duty because the results of their labors may not be manifest.

"In the morning sow thy seed, and in the evening withhold not thy hand, for thou knowest not which will prosper, this or that, or whether they both will be alike good."

## II.—PRACTICE OF EDUCATION.

### WRITING.

FROM MORRISON'S MANUAL OF SCHOOL MANAGEMENT.

(Continued from Page 52.)

#### WRITING-BOOKS.

The pupils having thus taken their seats, they are next supplied with writing material. Slates, from false notions of economy, are frequently employed with beginners. We question the propriety of this. To write on slates is a very different thing from writing on paper—it is on the latter that the pupil will have to exercise the art. For dictation and many other exercises, writing on slates must be largely practised in schools; but we would be inclined to suggest whether slate writing should not be acquired from paper writing, instead of writing on paper from writing on slates, as is sometimes done. A slate and slate pencil are hard and unpliant, and have a tendency to give the fingers a stiffness and rigidity quite destructive of good writing. Besides, the mode of holding a pencil is so different from that of holding a pen that to learn to write with a pencil does not materially assist the acquisition of writing with a pen. On these and many other grounds, we would prefer to use paper with beginners. But the paper must be prepared in a certain way; and here we must enter somewhat more into details than we have hitherto done. We have seen that good writing requires that the letters be of a proper form, be correctly inclined, and at proper distances from each other. The writing-books in common use give very little assistance to the pupil in respect to these three things. For the most part, they simply assist him in writing straight, but as to the height, inclination, or distance of the letters from one another, he is left to imitate the model as best he may. Now whilst we are no advocates of keeping children always in leading-strings, we are certainly of the opinion that to expect a boy to copy exactly the model of any letter whatever, with-