

THE JOURNAL OF EDUCATION AND AGRICULTURE,



PROVINCIAL NORMAL, AND MODEL SCHOOLS, TRURO, N. S.

FOR THE PROVINCE OF NOVA SCOTIA.

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Vol. II.

Halifax, Nova Scotia, October, 1859.

No. 4.

EDUCATIONAL.

BIOGRAPHICAL SKETCH OF HENRY BARNARD.

The Grecian Alexander, and others who, like him, subverted empires, laid waste flourishing countries and pillaged cities, leaving behind them desolation, misery, and death, have been styled *great* by the admirers of their monstrous deeds. True greatness never marks its path with human wretchedness. It does not feed upon the ruined fortunes and crushed hopes of fellow-beings, but thrives most, and becomes most magnanimous, when it sacrifices most for the good of others. It drinks in largely of that spirit which "seeks not its own," but looks abroad upon "the things of others," deeming its most illustrious and self-satisfying acts, not those which bring the largest revenue of selfish gain and glory, but those which tend most to the happiness and well-being of the human race. In this class we would rank those whose whole souls are engaged and whose lives and fortunes have been spent in the cause of Education. Happy is the land which can boast a long array of such worthies. How does New England rejoice in the strivings, the sacrifices, and the achievements of her noble band of educational he-

roes! Conspicuous among these, stands Barnard, a noble son of Connecticut. His very portrait, which lies before us, indicates perseverance, magnanimity, and goodness.

Henry Barnard was born in the year 1811, and after receiving his early education at the district school, where he became experimentally acquainted with the defects of the common school system, he attended Yale College, at which he graduated in 1830. On leaving college he commenced the study of law, and was admitted as attorney and counselor, in his native state, in 1835. Before commencing the practice of his profession, he visited Europe, where he availed himself of every means to acquire useful information. He returned with enlarged views in relation to the duties of the American citizen. He saw that the prosperity of his country with its democratic institutions, was inseparably connected with the sound education of the people at large. As he loved his country, he felt that he must not live for himself alone, and his motto, as expressed in his own words was, "Every man must at once make himself as good and as useful as he can, and help at the same time to make every one about him, and all whom he can reach, better and happier." It was such high-toned principles as these, which led him, after years of diligent preparation, to lay aside a profession, from which, with his talent and learning, he could reasonably expect to gain distinction and wealth, and enlist his energies in the cause of common schools.