

# 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, November, 1859.

No. 5.

## EDUCATIONAL.

### BIOGRAPHICAL SKETCH OF HENRY BARNARD.

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MR. BARNARD'S removal from office did not alienate his mind from the cause of education. When public avenues were closed against him, he sought in a more private way to benefit his country. He conceived the design of writing the history of education in the United States, and immediately began to collect materials for the work.

After laboring assiduously for more than a year, he received an invitation from Rhode Island to superintend the education of that State. With much reluctance he complied, and spent several years there laboring with the same assiduity that had characterised his efforts in his native State. Here he found matters even worse than at home, and prejudices yet more injurious in their tendency. The mass of the people were not only ignorant, but they gloried in that ignorance. Many of them thought education necessarily associated with pride, duplicity, and tyranny; hence they viewed it as a disqualification for those stations in which honesty and humility were held indispensable. In addition to the acquisition of

many wiles, "the college larn't minister" was an imputation on the sufficiency of the Holy Spirit. To overcome such prejudices was a task of no ordinary character, yet his success was signal. Doubtless, however, his activity, earnestness, perseverance and suavity might have failed to produce so complete a transition in public feeling, had his labors not been seconded by many public spirited and intelligent coadjutors. The blighting influence of party politics was not allowed to intermeddle and mar the whole prospect. A writer, contrasting Barnard's achievements in Rhode Island with his less triumphant success in Connecticut, says, "It should be mentioned to the credit of Rhode Island, that during his labors in that State, not a single article appeared in the public press, calculated to impede the progress of school improvement, to injure the feelings of those who were laboring in this field, or to mingle up the question of public schools and general education with the topics of angry, political, sectarian and personal controversy, by which every community is liable to be disturbed and embittered."

The results of Mr. Barnard's labors were improved school-houses, increased attendance, and a gradation of schools by which far more labor could be effected, the course of education was rendered more thorough and practice; the labors of the teacher were facilitated by improved school-books and apparatus, means were provided for obtaining better qualified teachers, the public mind was, to a great extent, aroused, and