Barnard, his work in Connecticut.

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BARNARD, HIS WORK IN CONNECTICUT

Beyer - 1941
In the preparation of any paper on Barnard one is naturally challenged by the name of Mann, and so, it is best for one to peruse the pages of books which give light on Mann's life and work. The result will be a much clearer idea and better understanding of the mission of that great educator who was born in Hartford, January 24, 1811 some fifteen years after the birth of the great Horace Mann of Massachusetts.

The names of Mann and Barnard are synonymous, each a compliment of the other, philosophers with distinguished results. The dynamic brilliancy of Mann is matched by the tremendous power of a sustained effort on the part of Barnard in the highest magnitudes of educational endeavor and over a longer period of time. One is continually reminded of Shakespeare's Julius Caesar Act I Scene I, A public Place in which Cassius in his sly and crafty manner is firing the sluggish ambition of Brutus with an evil emotion which can only end in disaster.

"Brutus and Caesar: What should be in that Caesar!
Why should that name be sounded more than yours?
Write them together, yours is as fair a name;
Sound them, it doth become the mouth as well;
Weigh them, it is as heavy; conjure with them,
Brutus will start a spirit as soon as Caesar."

Now let us consider the same quotation without a political background and substitute an educational setting for the political one. Insert Barnard's name for Brutus and Mann's name for Caesar. A research worker is our modern Cassius. The spirits
of these men are invoked—

The dialogue takes on real life and meaning, and the truth lies before us.

Barnard and Mann: What should be in that Mann? Why should that name be sounded more than yours? Write them together, yours is as fair a name; Sound them, it doth become the mouth as well; Weigh them, it is as heavy; conjure with them, Barnard will start a spirit as soon as Mann.

(With apologies to the Bard of Avon)

In consulting the files of our libraries, the fact is most obvious and striking that Mann's name is "sounded" many more times than Barnard's. Volume after volume has been written about Mann from Massachusetts. A full measure of credit, and adequately so, is devoted to him. Yet of Barnard there is much less information. He has not been written up enough. A drift to a fuller recognition of his arduous tasks and genius is in the offing. More books, recently have been written yet these are inadequate and fall short in attempting to show what the real accomplishments of Barnard were. It will take a writer of no mean ability to produce a book which in some measure will partly at least approximate the standard and of Henry Barnard's greatest single achievement in his career namely, his editing of that tremendous school magazine, The Journal of Education.

No passage in any book on Barnard equals the clear picture of a great man as this editorial in the New York Review on the lofty and arduous struggles of Barnard in his fight for educational
legislation 1838-1842. If Tristan and Isolde is an apotheosis to song, then this is surely an exaltation of a great man. Though epitomized and abridged the picture is clear. A book from the pen of this editorial writer would more nearly approximate a fair appraisal.

We have lost something. He says,

"We are glad to see such men engaged in such a cause. We honor the spirit which is willing to spend and be spent in public service, not in the enjoyment of sinecures loaded with honors and emoluments but taking upon itself the burden, and if supported, carrying it alone, through good report and through evil report, alike indifferent to the flattery or censure of evil-minded men, and intent only on the accomplishment of its work of benevolence and humanity. To that spirit, is the world indebted for all of goodness or of greatness in it worth possessing. The exploits of the conqueror may fill a more ambitious page in history, the splendors, of royalty may appear more brilliant and dazzling in the eyes of the multitude, and to the destroyer of thrones and kingdoms they may bow in terror of his power; but the energy and devotion of a single man, acting on the hearts and minds of the people, is greater than they all. They may flourish for a day and the morrow will know them not, but his influence shall live, and through all the changes and vicissitudes of thrones, and kingdoms, and powers on earth, shall hold its onward, upward course of encouragement and hope in the great cause of human progress and
While Horace Mann was called the "Father of the Free Public School in America, the term, "Father of Teacher Education" was well applied to Barnard. With him the teacher was the circus, all other things as text-books, building, and administration were the side-show. Throughout his entire life he guarded her lest the side-show swallow the circus. How often this has happened in the evaluating of educational problems! Beautiful buildings, impressive, like a three-ring circus. But what about the performer who holds the torch of learning? Shall she be deprived of her proper status in the educational world? Barnard knew full well her worth and for her he went to battle. Naturally it was the good teacher whom he wished to help. They who worked for the love and joy of its intangible rewards. Of course there were many who disliked to be interfered with. That condition obtains to-day. We here in Hartford are well paid and Barnard would have been well satisfied at the recognition given to teachers who really are professionally alert and give of their time and interest willingly. Questionnaires which we were asked to fill out by the Strayer survey were unanswered in some cases. By whom? Those in the vanguard of that profession? No! But by those who are daily irked by their duties and care little about the future citizen they should guide. Below is the list of the seventeen famous questions which Barnard sent around when a member of the Connecticut House of Representative. How well they apply to us to-day!

1. Teacher's name
2. Age and Place of birth.
3. Have you attended a normal school? Which and how long?
4. Have you attended a college? Which and how long?
5. Have you attended an Academy or any other school of a higher grade than that in which you are now teaching, and how long?
6. How many sessions of teachers institutes have you attended?
7. What books on theory and the practice of education have you read?
8. What books or documents on schools or education do you own?
9. What educational periodicals do you take?
10. Do you belong to any teacher's educational association, and how many of its meetings have you attended during the last year?
11. Do you keep a journal of your reading on the subject of education or of your observations in schools or of your plans?
12. How long have you been employed in teaching and in what grade of teaching?
13. For how long a time are you engaged in this school?
14. Do you suppose to make teaching your business for life?
15. How many hours daily are you occupied in the school?
16. Is your time wholly devoted to the business of the school, or is it partly employed in some other occupation? If so what is the nature of it?
17. What is your compensation per month?
This is a splendid questionnaire and shows the thoroughness with which Barnard strove to get the best information from the teacher. A State Commissioner should keep his eye on the teachers. His tenure is usually short and it would be just as well to throw a few professional bombs among mortals in the teaching profession. Connecticut has made great strides in teacher preparation but the problem of permitting personalities to teach who have no flare or natural gift for it still obtains.

As A Legislator

In 1837 a real surprise was in store for Barnard. Without any knowledge on his part of the intentions of his friends, he was nominated and elected by a generous majority of votes cast to represent his constituents in the House of Representatives. Here at least he would find an opportunity to propound his personal interest, an interest which meant a sacrifice in time and money so that the many might benefit through the efforts of one man.

Here he served as a member for three years at the expiration of which he retired from all active participation in political affairs in order that he might devote his future to the promotion of all those measures which had to do with educational reform and improvement. His arduous struggle for legislation favorable to educational matters was indefatigable. Here at an early age, politically speaking, he received the hard knocks of crafty politicians. No one took the rebuffs with a greater ease and grace than Barnard. Only great men can do and act in such a manner. A man of lesser native talents would have lost control of his emotions and would have sacrificed all those endeavors to which
he dedicated his life.

It was the improvement of the public schools which Barnard continually struggled for. The prevalent sentiment among people at that time was: "what was good enough for me is good enough for my children" was one of the greatest barriers he had to overcome. The breaking down of this attitude could not be done at once. It would require a constant and vigilant program of preparing the people for the next step. It is most refreshing to notice to-day that people have traveled a great distance from the time when they believed that, "what was good enough for me is good enough for my child," and, "we didn't have those things either." That sentiment does not obtain to-day. Even the most unfortunate, from an economic viewpoint, are able to obtain a different outlook on life and want something different and better for the next generation. No other force in this country seems to have changed and hastened this point of view more quickly than the "movie", radio, and yes, we'll have to give the New Deal credit whether it hurts or not. No longer are the crumbs of culture and learning being grabbed up by a few who are fortunate enough to be at the spot where they are carelessly cast aside by the more privileged.

Into such a class of privilege Barnard was born. A polished gentleman, cultured, generous, and kind. An orator with great powers of persuasion. But he walked a head above his own class and gave his entire life to the task of spreading and popularizing the schools. He wanted the poor to share its advantage and the rich to enjoy its offerings. He instinctively know what the other class needed most and fought all his life against the desire of the upper classes of people to keep education for the fortunate
few. His efforts for the amelioration of the lot of the poor was constantly a problem which he greatly aided and partly solved by proper legislation. Consideration for this class came all too late into the circles of society. Must it take such a destructive holocaust as England is enduring today, to impress upon the upper-crust the common brotherhood of mankind?

Such Men There Were

Jesus knew what his message was as he preached from a boat on the sea of Galilee. And how the slave and down-trodden listened to the words of hope and the promise of salvation—that they would not die but they would live in peace and in brotherly love in another world after death. How those words gripped them! And had it not been for the small convoys sailing as a protective measure about the boat of Jesus, the multitude would have surged into the sea in their enthusiasm and swamped the vessel of Christ. Very few of the rich pagans on the shore. It took three hundred years of time before Constantine legalized the teachings of Christianity. Then the rich became converts and flocked to this teaching not so much because they believed in it but rather because it was the thing to do. The fashion! If only the poor had had an earlier start!

The confiscation of the church Property by Henry VIII was highway robbery. But such an act being a king’s prerogative took some of the taint from the loot. If this had been more equally distributed so that the common man too might have enjoyed its benefits, democracy in a truer light would have strengthened. No provisions for schools. The privileged few who received these outright gifts from Henry used the grants for their own personal power
and benefit and gave little regard to the man in whom burned
a hopeless zeal and desire for knowledge. How many times such
acts have been repeated even in this land of the free.

Sutter that boastful pretender, thief and bankrupt deserted
his wife and children in Switzerland, fled to Paris with several
warrants out for him. He set sail for New York, went west, and
wandered up the valley of the Sacramento. He next met the Gover-
nor Alvarado and declared his intention to govern the land. He
pledged himself to build houses for his settlers and to colonize.
He never once thought of the establishment of a free public school.

He called the country New Helvetia. The Governor asked him why
New Helvetia. "I am Swiss," he answered. Land in the remote
Wilderness was valueless so that the Governor made him a present
of forty-nine thousand acres. Greed of a personal selfish kind
overtook him and he increased his original gift by purchase to
146,495 acres. Never a thought for a school. But in 1848 it
was the tragic cut of a spade which sealed his doom. Gold was
discovered. Thousands from the World over settled on his land
and he was helpless to protect his rights. In the later years
of his life a senator introduced a motion in Congress to give the
ruined man who had done so much for the development of California
$50,000 but owing to forthcoming elections the matter was adjourned
without fixing another day for action. Sutter learned of this.
Apoplexy killed him and the only soil which he now possessed was
the six feet of soil that held remains. It is this greed, this
lust for power and riches that has been the greatest foe to educa-
tion. Barnard saw it. So did Mann. Finney in his Socialogical
Philosophy of Education noticed it and devotes one chapter in his book to it based wholly upon Barnard speeches made in the Connecticut Legislature. So it is to-day. Our politicians seeking office for trivial personal gain. And you Can't tell me the majority are above it. Just the personality is enough to display the caliber of the man. I have run from the king to the vagabond and dealt science of government but tries to run it. This same dominating emotion of selfish greed permeates their whole life. That has been a concomitant of our democracy. All too little thought for the general good. Barnard knew that if schools had been made more universally common, surely the world to-day would be much more advanced, and a state nearer perfection enjoyed by all. The degree of the world's progress is in direct to the intelligence of its citizens and when the grasp of opportunity for learning is no longer withheld or impeded by an economic problem, then shall the progress of mankind be universally fought for and its fruits enjoyed by all. Barnard realized this easily for his vision looked deeply into the future. How he loved the underprivileged man! A personal episode must be brought into the picture here. Henry VIII, Sutter, and the impious politician will appear more disgusting.

Here Was A Man

The teachers had just closed their class room work. It was Friday afternoon and a general let-down and relaxation seemed to be in order. The children had gone home. The Art teacher came into my room and saw several books on Barnard lying on my desk. She asked me why I was reading his life. I told her and added that I was going over to the Historical Society Library and see
whether I could gain a more personal point of view of Barnard and a clearer picture from some of his letters on file and made available for study. I wanted something more with a personal touch about the human qualities of this man and felt sure that the letters were the nearest approach to such information.

"What a wonderful man Barnard was."

"How I wished I had known more about him years ago," she exclaimed.

"Listen to what I can tell you," she added and at the same time became very enthusiastic and interesting.

She told me the following incident.

Years back she had embarked from the port of Southampton in a Canadian vessel bound for a Canadian port. One day during the delightful passage, she was sitting on deck when an elderly gentleman approached her, introduced himself and asked whether she was the person that hailed from Hartford. "Yes, indeed," she exclaimed. "Well, I have been reading the passenger list and found to my great surprise the name of a woman, booked from Hartford," he related. For several days he had attempted to locate this person and finally his success led to a disclosure of a kind act by the great educator. He told of his being a protege of Barnard who had taken him under his guardianship, aided him through college, and launched him upon a career in the teaching profession. The gentleman at the time of the voyage was a school official in the state of New York. The joy experienced by this man in finding someone on board who came from the city in which Barnard was born, and in being able to find someone to whom he could tell of this precious chapter in his life, was unbounded. To meet a person from that city which gave to the
American public one of the greatest educators. "The elan and burst of arder with which he spoke left an impression upon me which I shall never forget. My fellow passenger seemed to become a boy again," she concluded. She too, now understood the man Barnard and knew that he was truly great and wise, a philosopher who understood clearly the lot and struggle of the common man and who realized that greatness is common to both rich and poor and that the less fortunate being loses out most often in his attempts at personal struggles simply because of his poor economic standing and lack of opportunity in his environment.

His Great Struggle

While Barnard was a member of the Connecticut State Legislature he dedicated his greatest efforts to the one dominating urge within him. That was very definitely school improvement. Judge Sharpe of Abington introduced a bill which provided for more thorough local visitations of schools by paying visitors, and at the same time provisions the first official information with respect to the common schools of the state. This was downed by the politicians as rather impractical. The unsuccessful attempt nevertheless focused the attention of the people on the schools and while the results of his efforts seemed at the time futile, yet it was just this which started the ball rolling, gathering with it much thought and information; particularly did it challenge discussion among the representatives and constituents.

Now he became a dynamo of energy and industry. He made personal inquiries on the subject of school conditions, addressed a circular to every member elected in 1878 asking each to direct his attention to the conditions of the schools in their districts.
As soon as the session opened he conferred with all the prominent members regardless of their political leaning and thereby secured their favorable reception to the bill which was reconsidered by a joint selected committee on education to whom it had been referred, and strongly advocated by Mr. Barnard in a speech which won for it a very pleasing consideration. His power of oratory were so convincing that on the motion of Minot, the rules were suspended and the bill passed to its third reading without one dissenting voice. By a unanimous vote it passed the senate. The "Boy Legislator" accomplished this and more too. The manner in which he presented this bill and his eloquent defense of it indicated the work of a genius. A brilliant contribution by a magnetic young man.

This "Act to provide the better supervision of Common school" passed in the May session of 1839 and thereby was created the Board of Commissioners of the common school. "This terrible young man with the notebook," attended a common school convention in each of the eight counties, addressed more than 60 public meetings in various parts of the state, inspected more than 200 schools while in session, received official returns from the school visitors of more than 1200 districts. He also had personal or written communication with school officers or teachers in more than two-thirds of all the school societies. In addition he had charge of the publication of the Connecticut Common School Journal.

It was the horse and buggy days and communication was much slower than to-day. He had a hard task to find anybody able to give information of the common school out of his own district. School meetings were poorly attended and one is greatly surprised
to learn of the great variation in the school year. Fuel for heating the school houses was often scarce and so the school was closed. Connecticut was well-wooded yet no wood available for fuel. Quite similar to our modern bread lines and surplus wheat. Anyone could teach as there were no legal requirements on the fitness of teachers. Many of the school houses were in lamentable condition, unfit for use. No wonder late and irregular attendance of children was so prevalent as to become wasteful. Barnard exposed a most disheartening condition. The prevalence of professional apathy in the public mind in general that nothing could be done, or that it was not necessary to do anything about their improvement was depressing. To enlighten public sentiment in the community Barnard tried to do it through the medium of the pulpit, press, by lecture and every other possible agency.

The "Act concerning Schools" passed both house unanimously. It was an attempt to remedy all the existing evils in the school system. This Act embodied one or two important provisions. It empowered the school societies to establish schools of different grades without references to districts and the important one of distributing the school money among the districts according to the actual attendance of children at school for a period of six months to each. It required each society to raise by tax on the property of the society, an amount equal to one-half of the dividend of the income of the school fund; another, providing for a county superintendent, one for making small appropriations for school libraries, reference books and apparatus, the distribution of plans for school houses and the holding of Teachers Institutes.

This $5,000 which in 1839 he wished to have the legislature
appropriate passed the House and was defeated in the Senate. But he was going to have a Teachers Institute so he furnished the money and issued invitations to all the teachers of Hartford County to meet in Hartford for a few days to discuss professional procedure. Twenty-five teachers attended that first Teachers Institute. Last October 1940 nearly 3500 teachers crowded into the Horace Bushnell Memorial Hall.

He was achieving his goal in calling the public's attention to the school question. It was always a case of going slowly and having the public catch up with him. He never tried to force them to accept any measure; they did it freely.

So, Great Men Fall

Barnard was well known throughout Europe as well as the United States and that which made him still greater was the rather bitter and tragic experience he had to endure when Governor Chauncey F. Cleveland in a letter to the legislature charged him with disappointing the public's expectation. Cleveland found great difficulty in explaining this move but then the Governor's administration was not an exemplary one. Barnard was publicly discredited in the following message by the Governor:

"I think it is obvious that the public expectations, in regard to the consequences of the theses experiments, have not been realized; and that to continue them would be only to entail upon the State a useless expense. In uniformity with this opinion, and in obedience to what I believe to be the public sentiment, I recommend the repeal of these laws."

Barnard who studied for the law and whose future in that line promised a brilliant career now endured real grief, false accusations and dispossess of office. Connecticut at this time did
not show up any too well. Massachusetts was in the vanguard. Mann wrote to Barnard, so also did Horace Bushnell and many other leaders throughout the country deploring such action and making the Governor and politicians mighty uncomfortable.

Thus was the Board of Commissioners of common schools abolished. All various plans of improvement devised by the Board were suddenly arrested. The Message seemed so very personal. It continued, "The expenses attending the duties of the Secretary of State have been a source of serious complaint." Here was a personal challenge to Barnard and it was due Mr. Barnard in particular with whom the praise or blame of the measure of the Board belonged, to study this allegation.

Barnard answered that the expenses of the Board had been paid not out of the School Fund but out of the general fund of the Treasury.

The Board came to his support in the following quotation: "His labors will long be felt in our schools and will be highly appreciated by all who entertain just and liberal views on education, and whether appreciated or not, he will assuredly have the satisfaction of having generously with little or no pecuniary compensation, contributed four of the prime years of his life to the advancement of a cause well worthy of the persevering efforts of the greatest and best of men."

In spite of his treatment, an unbounded faith and hope in the future still burned brilliantly. The injustice done him by abandoning a profession to which three years of preparation and study had been devoted did not subdue his incomitable courage.
His honesty was challenged and Barnard answered the accusations. "Not one farthing of what we have received as compensation for our time and labor for two years has been applied to our own personal benefit or expenses, but to advance the cause of common school education in the state. We look for our reward in the contemplation of the ever extending results of educational efforts, and in the consciousness that we have labored with fidelity on our small allotment in the great field of usefulness."

He showed in figures that he had paid $3,049 from his own personal funds and proved that no unwarranted expense was ever incurred. No feeling of bitterness appeared in his sentiments.

Such was the treatment of a man who had accomplished so much. It is well to list the topics and questions sent throughout the state for the improvement of the common school.

Barnard, The Educational Scientist

Prior to 1838 there was a great want of information as to the practical working of our school system, and the means of popular education generally in the state. To supply this information, inquiries were started and continued for nearly four years covering the particulars listed below. These inquiries were originally made in ten circulars and blanks for school returns. The first part had to do with the following and the object in view was to collect and disseminate information as to the existing defects and desirable improvements in every practical way. Here are the questionnaires he sent out and, so urgently wished to have returned with the correct information.
I

Name, territory, conditions, population, pecuniary resources of the district, or locality of the school. This required twelve answers.

II

School premises. The figure at the right of each topic represents the questions to be answered on each one of the specified issues; General-7, site-15, school house-54, apparatus and library-10.

III

The School

general-7, Teacher-17, attendance-14, classifications-6

course of instruction: Physical Department 10, moral and religious Department 9,

Intelligent Department 2 aesthetical Department 4, Industrial Department 5.

Studies and Text Books: - methods-8, spelling 16, Reading 19,

Compensation 10, geography 5,

Arithmetic 11, penmanship 10, government 21, examination 7, Parental and public interest 6, other means of education 22.

Such was the work of the man Connecticut cast aside. This tremendous questioning of all phases of education showed him to be an educational scientist of the brightest magnitude. His heart was heavy. He loved his work. And he loved Connecticut. He had no grievances but his greatest disappointment was this delay in his work for the benefit of public school education.
The Connecticut Institute Of Instruction

In order to keep interest alive, he formulated a simple plan for a voluntary association of all who were inclined to act together for the improvement of the common schools. He drew up a list of measures which were adopted for an orderly and systematic furtherance of their objectives. This was called the Connecticut Institute of Instruction and its sole object was the improvement of the school. One can see the all powerful passion which urged him on to fight. A lesser man could allow injustices to pile up and interfere with the main purpose of his life. There lies the difference between mediocrity and genius.

His friends seemed more downhearted about the deplorable matter than he did. With renewed purpose and determination never to let anything interfere with his struggle for the improvement of public schools, he started off on a tour of the United States in order to collect data for a "History of Public Schools and the means of Popular Education in the United States." He was thirty-one years of age now and his trip took him into nearly every state in the Union. He could never be swerved from his purpose and throughout this journey which lasted for fifteen months he continually kept his eyes on the sad conditions prevalent now in his home state.

Barnard called to Rhode Island

One day he was called to take over the educational supervision in Rhode Island. So here for five years he worked in a most intensive and concentrated effort, writing books and courteously handling politicians who stood in his way for a free hand. He had hard going here but was very successful in his undertakings.
He secured public taxation for educational purposes. This right had been denied for two hundred years.

Barnard Returns to Connecticut

His good friends kept their eyes on him all these years and in 1850 they called him back to Connecticut. His satisfaction was very great because he saw every provision which he had earlier drafted for the school and everyone of which stricken out by the Governor in 1842 restored. His happiness knew no bounds when he was offered not only the office of State Superintendent of Education, but also the principalship of the new state Normal School in New Britain.

His following was great and in 1845 his close friends had been able to get a report through to a friendly Legislature on the bad conditions of the school. They referred constantly to Barnard's work with favor and that resulted in the creation of the office of State Superintendent of Education.

The New Britain Normal School

His pet project which he had urgently advocated long before he was a legislator had really come into being. Its purpose was to lay the foundation for a thoroughly trained body of teachers for the commonwealth. Now his questionnaires sent out while a member of the House of Representatives would come in good stead.

In establishing this school, he struck many snags which required much skill and tact in simplifying. He had to make a choice between attaching his teacher training institution to one of the existing colleges in Connecticut or establishing a separate Institution. He established a separate Institution. In his European trips he noticed that there, in no state, had the experi-
merit proved successful where they tried to make seminaries for primary school teachers an appendage to a University.

Where was the Normal School to be located? He wisely located it as near the seat of Government as was possible. He said, "The interests of popular education in each state demand the establishment, at a seat of government, and under the patronage of the legislature, of a normal school."

What were to be the standards of admissions? That meant much to those who were contemplating a career in the teaching profession. He stressed good health with a buoyant, vigorous and strong constitution, and a fund of "lively, lovely, cheerful spirits." He understood human nature; a happy child at school is a willing child. He emphasized Courtesy, politeness, in otherwords, good manners. Those who entered must have a natural love for children and a sympathetic understanding. They must also possess an adequate and competent share of talent and information. A general knowledge of life and how it is and how it had been lived. All these requirements are so modern that surely Barnard was far ahead of the public.

Then there arose the question of discipline. What should be the standard desired for the set up? What criterion upon which to base an opinion? His quick sense of perception was very keen and natural. He decided Self-Government. In his first yearly circular of the State Normal School at New Britain, he wrote, "The age of the pupils, the objects which bring them to a normal school and the spirit of the Institution itself will, it is believed, dispense with the necessity of a code of rules."

Were the prospective pupils a higher type than we have to-day?
It seems hardly possible. We must admit at that time they were more homogeneous.

He also advocated the promotion of Principals from smaller to larger institutions. He believed that they should be provided with houses, given opportunity to travel, be a good musician and, gifted speaker. The faculty at the normal school should be called Professors. He advised the use of several reference books rather than a single textbook, and also believed in the correlation of subject matter. He recommended that members of the faculty visit the schools in the area served by the normal school and that Alumni reunions of all graduates at least once a year be held and that Normal schools be free of tuition charges. They were not private schools but supported by the state and as such anyone who wished to follow teaching as a profession should find the doors wide open, free from economic hardships.

The biggest and to be sure most outstanding problem that confronted Barnard was the one of securing pupils for the student teachers to practice upon. What good was a normal school without a model school? He knew that a "normal school without a model school is like a shoemaker's shop without leather." In 1850 when he was debating just what the trustees would require of a town in order that the town might have the projected normal school he wrote, "The Trustees will require at least one school to be placed at their disposal for a model school, the teachers to be appointed by the Trustees, but paid by the district."

Barnard had great powers of visualization. He had two important offices. He knew after the Normal School was going in good order he would go back to the more general and pressing problem
which was the question of the common schools. So he revised the appointment of an assistant principal who would perform the actual duties of teacher and executive of the Normal School, leaving him free for the bigger problem, the general supervision of the whole State.

In May 1850 Barnard escorted fifty-five students into the new Normal school at New Britain, Connecticut. The building was not finished but a roof was above his head and the rain could not wet him as it did in the old State House in Hartford. On June 4, 1851 it was formally dedicated and all the dignitaries of the state were there as were men of renown from throughout the land. And so a trained teacher was to preside in the school of the future. And he was glad indeed.

In 1855 Barnard resigned his principalship of the Normal School and was succeeded by John D. Philbrick. His health was greatly impaired and upon advice from his doctor he came to the above decision. This left him free to devote his efforts to "certain educational undertakings of a national character." His funds were low and The Connecticut Common School Journal had never brought any profits. But it was invaluable as a preparation to a more elaborate undertaking. He now planned to publish a magazine of national scope in ten volumes which should contain all the educational history of every state and nation, biographies of educators, detailed descriptions of model school-houses, teaching methods and model curricula.

A very fine reason why he found resting so fascinating. And so in his native city surrounded by his family, he undertook with characteristic zeal and energy this crowning act of his life. He
worked on this three years when in 1859 he accepted the Chancellorship of the State University and Agent of the Normal School Regents. Here again he struggled for the teacher and teacher training, keeping up an incessant fight for two years at the end of which he returned to his home again and resumed his work in the American Journal. In 1866, sixteen volumes appeared.

He was called to St. John's College at Annapolis but relinquished it after one year owing to the unusual policy in force. It was a grand telegram he received from President Garfield, President of the United States asking him to run over to fight for "his bill." It successfully weathered the storm of Education in the United States. The seventeenth volume of the American Journal of Education contained the first national school law that was ever written in American territory. He was its author.

During his periodic occupations with these various offices, he never lost interest in Froebel's Kindergarten experiments. While in London he observed Madame Ronges demonstration of infant culture. He became intensely interested, and in his ardor he sent a letter to Miss Peabody from Hartford, dated December 1877. He said that he intended to do more in 1880 than he had done since 1858 for this subject of child culture. He would enroll all possible agencies in this undertaking. His desire was intense to help this whole subject of the early development and training of human beings advocated by the Froebel method before teachers, parents, and school officers. So he planned to issue child culture papers in separate numbers or parts alternating with the regular numbers of the American Journal but not necessarily with the discussion of other educational topics and issued the whole in a volume of Contributions to the literature of the Kindergarten.
So one can see that the school was the all-time consuming interest of his long and useful career. The school house and its architecture were tremendously improved through his efforts. Whatever problem arose in connection with schools in any of its aspects was tackled by him with sleeves rolled up. And the results were a success.
Conclusions

Barnard may be considered to have made ten distinct contributions to the first 100 years of public school education in America.

1. His work supplemented that of Horace Mann by supplying a scholarly and philosophical background which Mann lacked in spite of his much more dynamic work. Barnard made known to the American Public all the great leaders of Education. Froebel, Comenius, Pestalozzi.

2. He helped to initiate and develop the teacher training class as a "quick normal school." This was used with great telling effect in Connecticut, Rhode Island, and Wisconsin. It helped to lay the foundation of the permanent Normal school.

3. His development of the model and practice school idea in connection with the Normal School. Movement was most practical.

4. He made it his business to know most of the men identified with education.

5. He created an educational literature for teachers which was of inestimable value. The ninth edition of the Encyclopaedia Britannica referred to the American Journal of Education as "the most valuable work in our language on the history of Education."

6. The idea of public education as a continuous process from the kindergarten through college tended to unify the various kinds of teacher training institutions.

7. He was a modern and a progressive, one of the first to
expounded the methods of Pestalozzi in this country, as also one of the earliest advocates of the Froebelian kindergarten technique. He was much opposed to the memoriter method of the text book learning.

8. He started each new educational job by collecting great quantities of facts about the conditions as he found them.

9. Throughout his entire life he stressed the importance of improving the teaching profession and of raising it to higher levels. This he accomplished by means of professional organizations of the teachers themselves.

10. He played a unique role in making religious tolerance a priceless heritage of the American Teaching Profession. His marriage to a Roman Catholic bears this out excellently.

On July 5, 1900 he quietly passed away leaving a rich field for future generations to enjoy and to harvest. As an author, editor, and Educational administrator he greatly excelled his contemporaries, and to-day stands out as an heroic figure through his intense devotion to his work. With his goal clearly in mind and with a burning zeal to further education so that all might benefit he entered himself in the hearts of mankind and grew to heights attained by few in their work.

The world is better because he worked therein.
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