THE LIFE AND CONTRIBUTIONS OF
BARNABAS C. HOBBS
TO
INDIANA EDUCATION

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by
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"Men and nations are as they are taught. As a people elevate and sustain their educators so will their educators be found in turn, the great instrumentality which brings them intelligence, freedom and prosperity, and peace and in the end true glory and honor."

Barnabas C. Hobbs
To the memory of

my Father

Jesse Daniel Boruff
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O. B.
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CHAPTER I

THE INTRODUCTION AND PRESENTATION OF THE STUDY

I. GENERAL STATEMENT

The Purpose of the Study. States and nations in the evolution of their institutions and ideals appear to pass through two rather distinct phases. These phases may be thought of as the material and the cultural. But in the great drama of American life, peopled as America was, by emigrants from civilizations already very old, no sharp line of demarcation separates the two. Both were developing concurrently.

The material phase is marked by the period of discovery and exploration, the period of conquest and settlement, the period of development and perhaps exploitation of natural resources, and the accumulating of great fortunes in material wealth.

The cultural phase is characterized by the development of the home, the church, the state, and the educational institutions. This cultural phase may be said also to be characterized, especially in its later development, by the tendency on the part of mankind to re-define more clearly the forces which have contributed most to the advancement of
the social order, to eliminate those forces which are detrimental to further progress, to re-state purposes and principles, to see more distinctly directions to be taken, to re-discover its great leaders and contributors of the past and to express in appropriate form appreciations, often too long delayed, for their wisdom, foresight, sacrifice and courageous effort, which made the best in the present possible.

Indiana as a state is no exception to the rule in these matters. In common with other states she has passed through these various phases of growth. She has had her great leaders and advocates in every form of material and cultural development leading up to her present position, and now, perhaps more than at any other time, is attempting to re-discover her great leaders of the past, to evaluate their work more carefully and to give credit where credit is due.

Among the honored names of Indiana's past in the field of education is found that of Barnabas C. Hobbs, the subject of this study.

The purpose of the study is:

a. To find the facts relating to the contributions of Barnabas C. Hobbs to Indiana Education;

b. To organize the facts into a treatise of one volume which will make this information
more readily available than it now is, and which will fill a gap, altogether too apparent, in the assembling of all available information bearing upon the development of education in Indiana.

c. To show that the educational system of Indiana as it is today is partially due to the sincere efforts and influence of Barnabas C. Hobbs.

d. To give a further increment of recognition and credit to Barnabas C. Hobbs as being instrumental, to a very high degree in establishing the principle of equal educational opportunity for all; that future generations, regardless of color or creed, might be assured the opportunities for a peaceful, prosperous and more enlightened existence--so necessary for the development and perpetuation of a great democratic commonwealth.

The Need for the Study. The need for the study is apparent enough. The data are scattered through many publications, which makes it appear that the information contained therein, on the subject under consideration, will be used but little if at all, and then only, under the compulsion of meeting some special requirement imposed by a particular study in the field of education.
There is yet another reason why the study should be made. As time passes and changes occur, the sources of the data become more and more obscure; some sources may disappear altogether. Friends and acquaintances die and carry out with them much valuable information which can never be known, however intensive the research may be. The institutions of a day which were alive and functioning, under the guidance of some great personality, fade out of even the memories of men, or become mere traditions, and are replaced by others, so that no very comprehensive picture can be formed of their importance and influence, in their particular period. This situation is becoming noticeable in a study of the life and times of Barnabas C. Hobbs. It is becoming more and more difficult to get a comprehensive view of his influence and work as a whole.

The Value of the Study. The value of the study is implied in the purpose as heretofore given. It should make the information bearing upon the influence of Barnabas C. Hobbs more accessible to the student of Indiana history. It should emphasize the importance of vision and determined leadership in any worthy cause; it should impress upon the reader this fact that without the tireless efforts of great champions of causes little could be accomplished of permanent
value. Dr. Hobbs was a tireless worker. He wished to see a free public school-system firmly established in Indiana, operating upon the principle of equal educational opportunity for all and under state control, and to realize these things he spent his life in the effort. His life's work thus enters into the whole educational fabric of the state.

This study, if it can cause any reader to see the importance of absolute sincerity of purpose, to see the importance of vision and tireless effort, and the inevitability of their reward in achievement, should have value. Indiana has much to be proud of in Education, little to be ashamed of except its inability to accomplish more rapidly the reforms which its leaders already know should be accomplished. It has the leaders who have the fight to make which Hobbs made. If it can add anything to make the struggle for betterment more determined, this study has value.

**Sources of the Data. (A). Primary Sources.** The author of this study has relied chiefly for information upon the following primary sources: The Indiana School Journal which was the official publication of the Indiana State Teacher's Association, the first issue of which was published in Indianapolis, Indiana in January, 1856. This Journal contains all programs and proceedings of the Association until the year, 1900, when it and the Indiana Educator of Terre Haute,
Indiana, were consolidated at Indianapolis under the name of the Educator-Journal. "From its first issue in 1856 the Journal has been thoroughly representative of the best thought and sentiment in Indiana."¹ This Journal also contains the proceedings of the Indiana Collegiate Association, the proceedings of the County Examiner's Association, the Northern Teacher's Association, the Southern Teacher's Association, the leading addresses of many of the best educators of the day, the reports of the State Superintendents of Public Instruction, their suggestions and recommendations, changes in the school laws, etc. The Journal is a valuable source of material bearing upon the development of education in the state of Indiana.

A second primary source has been that of the published reports of the State Superintendents of Public Instruction, which are required by the laws of Indiana to be published regularly.

A third source has been the various published editions of the Indiana School laws.

A fourth has been the publications and addresses of Barnabas C. Hobbs himself.

¹F. A. Cotton, Education In Indiana (Indianapolis: Wm. B. Burford, 1904), p. 163.
A fifth has been the newspapers, especially the Rockville Republican which dates from 1854 to the present and is published in Rockville, Indiana, the county seat of Parke County, Indiana, the county in which Barnabas C. Hobbs conducted the Bloomingdale Academy. The Indianapolis Journal for May 11, 15, 18, and December 7, 1868, contains material which proved valuable. Others used were the Indiana Sentinel, the Daily Herald, and the State Journal.

A sixth source was the reports of the Indiana Governors' Messages and Letters. Other sources were the Bulletins of Earlham College and of the Indiana State Normal School.

(B). Secondary Sources. Among the chief secondary sources used are: Boone, Richard G., A History of Education in Indiana, New York, D. Appleton Company, 1892. Much information was found in this source, bearing upon the problems of organization confronting educators in the early days of the State's educational history. It is invaluable as a source and should by all means be republished.

Cotton, F. A., Education in Indiana, Bluffton, Progress Publishing Co., 1934. This is a valuable secondary source and contains pretty much the same material covered by Boone. Mr. Cotton deserves much praise for publishing this material.

Woollen, W. W., Biographical and Historical Sketches of Early Indiana, Indianapolis, Indiana, Hammond and Company,
1883. This is becoming a rather old book now and is out of print. Every effort should be made to preserve it because it contains information found nowhere else by the writer of this study.

The Indiana Magazine of History published by the Department of History of Indiana University, the purpose of which, as stated in the first issue, 1905, was that it should be "a magazine devoted to the preservation of matter that is of real value to the history student." This publication contains several articles bearing upon the subject of this study.


Smart, J. H., Indiana Schools, Cincinnati, Wilson, Hinkle Co., 1876. This is an invaluable source of information bearing upon education in Indiana, as its name implies. It contains among other things the article by B. C. Hobbs entitled, "Early School Days in Indiana." This article gives the most complete picture of the very early Indiana school situation which the author of this study has ever read. Mention of it is made here because it was with no little difficulty that it was located, and when found it furnished a half hour
or more of the greatest pleasure in the reading. It is regarded by this writer, at least, as a classic, and making its acquaintance was worth all the misgivings and agonies of uncertainty, felt so often, in the preparation of this thesis.


These last are valuable sources among many others which were used more or less extensively for the material needed. All are included in the bibliography.
CHAPTER II

A SHORT LIFE HISTORY OF BARNABAS C. HOBBS

Birth. "Out of the valleys of the beautiful Carolinas, in the olden time, into Southern Indiana, came pilgrims whose first thought was the establishment of a haven in this western wilderness where their children and their children's children might know the happiness vouchsafed by the school and church. From the rock-ribbed hills of New England, down the beautiful Ohio, glided loads of home builders buoyant with lofty expectation for the future, but building their hopes entirely on the silent guarantee of the school and the church. When these two streams of immigrants fused there was begotten a type of citizenship known the world around as the Hoosier, whose faith is anchored to the regeneration of the race through the influence of the school and the church—the foundation stones of an American home."¹

Barnabas Coffin Hobbs was born the fourth day of October, 1815.² He was the grandson of Elisha and Fanny McLana Hobbs, and the son of William and Priscilla Coffin Hobbs, who came from Guilford County, North Carolina to Indiana in the year 1812, and settled near Salem, Washington County, where Barnabas, youngest of a family of eight children was born.

²Minnie B. Clark, "Barnabas Coffin Hobbs." Indiana Magazine of History. Published by Indiana University, Department of History Vol. XIX, p. 283.
William Hobbs was a farmer by occupation but because the soil was poor and the income from farming too little, he learned the saddler's trade and followed it also in order the better to support his family. In religious belief he was a friend commonly called a Quaker, although he had been born into a family of Episcopalians. William became a minister in the Quaker following. "So firm in this belief was he that he traveled near two hundred miles through the almost unbroken forest to attend a Quarterly Meeting."3 "He was a man of much force of character and had a firm faith in the triumph of the right, so much so that he possessed no gun with which to defend himself against the Indians. He was never molested by them."4

Early Life. The early life of Barnabas was spent in the neighborhood of Salem in the atmosphere of a Christian home where he seems to have become deeply grounded in the belief of the Friends, and to have acquired those traits of character, pretty universally possessed by them, which he carried with him through life, and which made him outstanding among the men of his time. It was said of him later that his life was the greatest sermon he ever preached.5 Like his father he became a minister in the Friends belief.


4Ibid., p. 1

5Ellwood D. Allen, op. cit., p. 7.
Education. At the age of six years Barnabas moved with his parents to Martin County, Indiana, just where, the writer has been unable to discover.

His early education was acquired in the log school houses of the time, of which he has given a classic account in his "Early School Days in Indiana."\(^7\)

Whether the first schools he attended were Friend's Schools or the district schools is not known. The Friends themselves, as a rule, established their own schools in whatever community they happened to have settled. As a group they have always shown a deep interest in education and were always among the first to take the necessary steps to provide educational facilities for their children. They were opposed, as a body, to sending their children to those schools which were supported or thought to be supported by military fines and exemption moneys. These, of course, were the district schools at that time. So it appears very likely that Barnabas first attended Friends' Schools.\(^6\)

At any rate, in these schools as crude as they were, and under very incompetent teachers for the most part, he seems to have learned to read and to have formed very early a love for books.

\(^6\)Minnie B. Clark, *op. cit.*, p. 284


\(^8\)Benjamin S. Parker, *Early Services of Quakers to Education in Eastern Indiana* p. 34.
In speaking later of these early teachers Hobbs says that they were "generally adventurers from the East or from England, Scotland, or Ireland, who sought temporary employment, during the winter while waiting for an opening for business. . . . another class was men unsuccessful in trade or who were lame or otherwise disabled." Again he says "In those days teaching was not a profession but simply a temporary makeshift. In fact public education then was not a system but a multiplicity of divided efforts."  

The first Friends' school house in the settlement was on John Trueblood's farm, and Barnabas probably received his first year's training in this school. In 1822 this school was replaced by a hewed log house erected about two hundred yards west of the bridge that spans the creek a mile west of Canton which is not far from the site of Blue River Academy.  

It is thought that Hobbs received most of his early education in this school. As to the manner in which such schools were conducted he says:

9James H. Smart, op. cit., pp. 13-14  
"All our work was noisy and when it came time for learning the spelling lesson-- never was so grand a concert. Sound intensified the memory and gave a wonderful inspiration. If music is the 'Harmony of Discord,' we had it. This system had its merits. Boys and girls were educated to think in the midst of such surroundings."\[1\]

From all accounts the Friends stressed the principles of love and peace and good will in all their dealings with each other and with others but it appears that sometimes in school it became necessary to use other means to obtain the results desired. In this connection Hobbs says:

"Many pioneer teachers prided themselves on their ability to govern, and kept ferule or rod constantly in their hand, as well as a goose-quill pen behind their ear. I have studied many a lesson in the consciousness that a failure was sure to receive a stinging reward."\[2\]

However the Friends' philosophy of what was right and proper in conduct could not tolerate irreverence for good government. Discipline was a fundamental of the belief too.

The subjects taught in the schools at this time were penmanship, spelling, reading, grammar, and geography. In speaking of grammar Hobbs says:

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\[1\] James H. Smart, *op. cit.*, p. 20

\[2\] Ibid., p. 20.
"We had to commit to memory the coarse print and rules and stand in the middle of the room 'to say it.' If we failed, a dose of beech stimulant was administered and the lesson given again. Another failure was met by another dose, and so we went on and on. The reader may think he could not learn by this method. He is mistaken. I have tried it and ought to know."  

As far back in history as the year 1785, after the conquest of the Northwestern Territory by George Rogers Clark, Congress had passed an ordinance which declared that one square mile in every township in the Northwestern Territory should be set apart for the maintenance of public schools.

Two years later a new ordinance was passed by Congress for the government of the same territory, which confirmed this policy and declared that "religion, morality, and knowledge are essential to good government and the happiness of a people," and that schools and the means of an education should forever be encouraged in the new territory. This is called the "Ordinance of 1787". To these two great principles we owe much of our happiness and prosperity and much of our later progress in the field of education. "The ordinance has clearly been one of the great guiding influences of the nation. It prepared the way in the Ohio Valley for the

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12 James H. Smart, op. cit., p. 23
attitude of the people toward slavery, and its assurance of religious freedom and friendliness to learning brought to the new territory the benefit of the experience of those who had striven for such liberties and advantages in the seaboard colonies." The history of civilization in Indiana may be said to date from its passage.  

The constitution of 1816 required the State Legislature to provide suitable laws for the management of the school land, and to prevent its sale before the year of 1820. It also required that the laws should be made to provide for the security and use of all the school funds, and that a general system of education should be established, which should embrace all grades of scholarships, from the common schools to a State University, wherein tuition should be free to all.

For a long time after Indiana became a state, little or nothing was done toward establishing a public school system. The chief difficulty was lack of money with which to build school houses and employ teachers. There were but few capable teachers, populations of school districts were small and worse still, many of the settlers did not see the necessity of educating their children, some were indifferent—others

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positively opposed to it. As late as the year 1850, the census showed that there were in Indiana, nearly seventy-five thousand people over the age of twenty-one who could not read. "Forty thousand voters could not read the ballot they voted, and nearly thirty-five thousand mothers could not teach their children the alphabet."15

But since the adoption of the State Constitution in 1816, the subject of common schools has been constantly agitated, and from time to time laws relating to them have been made. The Assembly tried to provide for a system of seminaries. Between 1825 and 1843, thirty-two seminaries, in as many counties were chartered. All county fines were donated for this purpose and it was hoped private gifts would furnish the balance of the money needed. About twenty of these schools grew to be good seminaries but none of them had sufficient money to meet running expenses. The course of study was much like that of our high schools and prepared boys for college.

The course at this institution contained less of the sciences and literature than do our high schools of today, but the work given seems to have been of a high quality and to have been thoroughly done. And it furnished the basis for his admittance to college.

But the courses studied in the academy were not the sole extent of his education and training. While in Salem, he lived in the home of Judge Parke, and for a time was his private secretary. The judge was quite famous in his day. In Drake's Dictionary of American Biography is this notice of Benjamin Parke: "Parke, Benjamin, jurist; born in New Jersey in 1777; died Salem, Indiana; July 12, 1835. A western pioneer. He settled in Indiana about 1800; was a delegate to Congress in 1805-8; was soon after appointed by Mr. Jefferson a judge of the District Court and held office until his death. President Indiana Historical Society."\(^{18}\)

John I. Morrison says of Judge Parke: "He was ever on the look out for opportunities to do good, especially to the young, the poor, the wayward. What made other people happy seemed to increase his own happiness, and if ever there was a man who performed works of disinterested benevolence he surely was the man".\(^{19}\)

Barnabas Hobbs says of him: "Judge Parke was honest and generous to the core. He scorned all subterfuge, dishonesty, and hypocrisy."\(^{20}\) Hobbs further says of him: "Benjamin Parke was a Christian in the true acceptation of

\(^{18}\)W. W. Woollen, op. cit., p. 384

\(^{19}\)Ibid., p. 386

\(^{20}\)Ibid., p. 388
the term, though he identified himself with no religious denomination. He attached much value to the spiritual acceptation and experience of Christian life." While a resident of Vincennes, Judge Parke was mainly instrumental in the formation of a public library. Under his care it grew until it contained over 1500 choice books embracing standard works in many branches of science and departments of literature. "He was a member of the Board of Trustees of Vincennes University, and helped to organize and start that institution of learning. He was the father of the movement that established at Indianapolis a law library, which has grown to be one of the best of the kind in the country. It was by his influence and activity that the Indiana Historical Society was formed, once an institution of much promise, but now scarcely known." When Judge Parke died the bar of Indiana selected Judge Dewey to deliver an address commemorative of his virtues. This address closes as follows: "His venerable form is in the tomb, but his spirit lives and still kindly admonishes us to consecrate the remainder of our lives to life's great purposes, to duty and to usefulness."

21W. W. Woollen, op. cit., p. 390
While living with Judge Parke, Barnabas met many of the leading characters of the time among whom was General William Henry Harrison. Hobbs says:

"On one occasion we were agreeably surprised to have a call from General Harrison, who was making a visit by saddle from North Bend to Vincennes and dined with us. I was much interested in witnessing the old-time friendship of these pioneer officials. After dinner I brought out the General's horse and helped him to his stirrup, and they parted to meet on earth no more."

In the school itself he became acquainted with such men as Dr. Elijah Newland, a noted physician and at one time state treasurer, W. C. Depauw, a great financier for whom Depauw University was named, Thomas Rodman, Newton Booth, Nathan Kimball, General Robert Allen Mineard, John S. Campbell and John G. May.

Educational or not? If in making an estimate of a man two things must be known—the character of his ancestry and of his environment—then this chapter in the life of Barnabas C. Hobbs is educational because it was a part of his environment, and it seems to the writer to have been an environment of a very high order. If not, in his case at least, it appears, in the light of events to come, to be illuminating and

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22 Ibid., p. 389
prophetic. Barnabas Hobbs was later to reflect in his life and achievements many of the virtues and accomplishments of Judge Parke, and John I. Morrison, and other great and sincere leaders, who at the time he was a student in the seminary, were endeavoring to lay the foundations for the state's future greatness. At this point the writer is reminded of that part of Tennyson's "The Bugle Song," which runs, "Our echoes roll from soul to soul, and grow forever and forever," Who can say that they do not? Yet all that Barnabas proved to be was not acquired. There had to be something within him for which things of merit and worth had a powerful appeal. His entire life seems to have been one of steadiness of purpose, earnestness of effort and unwavering loyalty to causes looking toward human betterment and the improvement of the social order. If it were not so, in the turmoil of the times and under the discouraging conditions, political and otherwise which he had to meet, he might have acquired other traits not so commendable.

It is intensely interesting to reflect upon the Anglo-Saxon blood and the development of English institutions in England and then to observe this same blood, submerged in the American wilderness for three generations, under conditions
promoting ignorance and illiteracy, to rise again, at the first opportunity, to build constitutions, systems of law and order, great educational institutions, and great states. Yes, there were precedents, but why the appeal? Why the interest rather than indifference? Esarey says, in speaking of these people, "Where-ever they settled they built states and established institutions." And again he says, "In numerous instances brothers and sisters parted in the eastern valleys and their children met as cousins in Kentucky, one branch of the family having come by Tennessee and the Wilderness Road, the other by Pittsburg and the Ohio River. The fourth generation, about a century after their ancestors came from abroad, crossed the Ohio River into Indiana and Illinois, or crossed the Mississippi River into Missouri and Arkansas."

"The thirst for education was continually upon them. Witness the founding of Washington College at Salem, Tennessee, Transylvania in Kentucky, Vincennes in Indiana. . . . The usual library among the pioneers was the Bible, the King James translation."23

In the Seminary at Salem, Morrison kept his classes "evened up" which was rather unusual for the time. In most schools pupils advanced as rapidly as they saw fit, or could, regardless of what others were doing in about the same group. This procedure may have been one of the reasons why Barnabas later, when he became State Superintendent of Public instruction, "saw the preparation of a uniform course of study and the gradation plan adopted in schools."24

The most capable students in the Seminary became, at times, assistants to Morrison or became teachers in other schools.

At the age of eighteen Hobbs taught his first school in the region made famous by Eggleston's "The Hoosier School Master."25 This school was near Columbus, Bartholomew County, Indiana.

He says, "The whole neighborhood was made up of good material socially, financially and religiously,"26 but like many other communities there was a great scarcity of books, one young woman having used a spelling book the entire term for a text-book.

25 Minnie B. Clark, op. cit., p. 284
26 James H. Smart, op. cit., p. 26
When this term of school was over, Hobbs returned to the seminary and remained there parts of four years, as a student and assistant teacher. In 1837 he became assistant to Joseph Trueblood, who was conducting a monthly meeting school called "Blue River Academy." This was a Friends' school located north of Salem and near the birthplace of Hobbs. The next year he became the principal, and it was said of him, "That the whole school flourished under his management, which could not have been otherwise under such a man as he."27

In 1837 the law was revised in regard to the selection of teachers. Under a previous law, district trustees selected the teachers on any sort of examination they cared to make, but by the law of 1837, three county examiners were to be appointed by the circuit judge. Hobbs gives an amusing account of his first experience with this law. He says:

"The only question asked was: What is the product of twenty-five cents multiplied by twenty-five cents?" We had no normal schools, no teacher's institutes, nor best methods, and Pike's arithmetic which gave the sums and rules—and since no such problem was given, how could I tell? The Examiner thought it would be about six and one-fourth cents. I thought just as he did, but this looked too small. We discussed its merits for an hour, then he decided I was qualified to teach, and a first class certificate was given me."28

27 Washington County History, op. cit., p. 347.
While teaching his first school, Barnabas became acquainted with Wm. H. McGuffey, the author of the Eclectic Readers, who opened the way for him to enter Cincinnati College, over which he, McGuffey, presided, by permitting him to teach a part of the time to meet his expenses.

At Cincinnati College, which was considered the best in the west at the time, Hobbs studied Mathematics under Professor O. M. Mitchell, famous in his field, and was brought into intimate acquaintance with Doctors Drake, Rogers, Harrison, and McDowell of the medical department; and with Professors Drury and Mansfield. In addition to mathematics he studied surveying, chemistry, comparative anatomy, and literature, and perhaps, some other sciences. He did not get a degree because, at that time, although the sciences were taught, they did not count toward a degree.29

However, in 1858 he was given a Master's Degree by Wabash College, and, in 1870, was granted a LL. D. by Indiana University.30

29Minnie B. Clark, op. cit., p. 288.

Cincinnati was, at the time Barnabas was a student, a notable educational center. The city was a scene of busy life. The college, the market, and the court were filled with animating and instructive scenes. "Students of law, medicine and theology, engineering and art belonged to the circle of acquaintances."31 It is reasonable to believe that the soul of Barnabas was stirred in such scenes, and his ambitions aroused and re-dedicated to noble efforts.

Barnabas left the college in 1839. His first position, thereafter, was that of superintendent of a Friends' Boarding School located at Mt. Pleasant, Ohio. He remained in the place until 1843. In this year he married Mary Tatum, said to have been a very beautiful and talented woman, and with her came back to Indiana to begin a long career of great usefulness to his native state.

Ministry. In the year 1843 Mr. Hobbs began the most active period of his career. In that year he assumed charge of a monthly meeting school, sponsored by the White Water Friends Meeting of Richmond, Indiana. This school was then called the White Water Academy. He was said to have had "Uniform success here for four years."

In 1847 the White Water Academy was absorbed by the Friends' Boarding school at Richmond,32 a sort of collegiate

32Ellwood D. Allen, op. cit., p. 4.
Institute established by the Society of Friends. Their purpose here was to provide a higher type of educational training than the Academy afforded. "His work was appreciated and continued with gratifying results." The curriculum was similar to that of high schools of today but included some higher courses. Barnabas taught Literature in addition to acting as superintendent. It is said that he was able to place the school upon a good financial basis.

In 1849 he entered a book store in Richmond but did not like the business.33

In 1854 Mr. Hobbs had published "The School Friend," fourth book, a book of reading exercises for the use of more advanced students in The Friends' Schools. He was assisted in this work by a committee of Friends appointed for the purpose who were to act as critics and advisors. The publication of the book was made possible financially by the contributions of a few Friends of London Yearly Meeting, London, England.

"In 1850 he ran the first compass line from Richmond, Indiana, to Indianapolis for what was then called the Indiana Central Railroad."34

In 1851 he was given the principalship of the Western

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33 Ibid., p. 4

34 Ellwood D. Allen, op. cit., p. 4.
Manual Labor Institute in Bloomingdale, Parke County. The Institute had been founded in 1845 by Harvey Thomas of Pennsylvania. "The socialistic system was rampant at the time, communities were being organized, and manual labor schools had many enthusiastic advocates. But in a few years the manual labor phase of the institution was abandoned as impracticable."35

This school was later known as the Bloomingdale Academy. Mr. Hobbs served here as principal for sixteen years "with market success."

In 1858 Mr. Hobbs was chosen president of the Indiana State Teachers Association.

In 1866 he was appointed by Governor Morton, a member of the Board of Trustees of Indiana State Normal School, which position he held until his death in 1892.

In 1866 he was elected first president of Earlham College, Richmond, Indiana. The Friends' Boarding School of which he had been first superintendent had now become Earlham College. He remained in this position two years and won great praise by his able management of this institution.

In 1868 he was elected State Superintendent of Public Instruction.

In 1870 while in attendance at the Convention of the Department of Superintendence, National Education Association at Washington, D. C., he was appointed chairman of the committee organized for the consideration of the subject of Federal aid for Education in the South.

In 1871 he again assumed charge of the Bloomingdale Academy.

In 1872 he made a Geological Survey of Parks County, Indiana, which survey was considered to be a very accurate piece of work.

"In 1879 he was sent by the Society of Friends as an ambassador of Peace to Russia and to Germany. To the Russian government he made a plea that Mennonites be relieved from military service. At Berlin Dr. Hobbs presented the Crown Prince with a memorial advocating the settlement of international disputes by arbitration.

In 1879 and for some time following he worked in North Carolina and Tennessee in the Indian service. He made an enumeration of the Cherokees of the Reservation, and determined their share of apportionments of revenue authorized by the General Congress, which share had been diverted from its purpose by errors and fraud."36

36H. M. Skinner, op. cit., p. 52
This work was a part of the plan instituted by President Grant, who was aware of the success the Friends had had throughout in getting along on friendly terms with the Indians. In his first annual message, President Grant made known what is now regarded as the "Quaker Indian policy." He had this to say upon the subject:

"I have attempted a new policy toward these wards of the nation with fair results so far as tried and which I hope will be attempted ultimately with success. The Society of Friends is well-known as having succeeded in living in peace with the Indians in the early settlement of Pennsylvania, while their white neighbors of other sects in other sections were constantly embroiled. They were also known for their oppositions to all strife, foilence, and war. These considerations induced me to give the management of a few reservations of Indians to them and to throw the burden of the selections of agents upon the Society itself."37

As a result of his work as educational agent among the Indians, and the equitable distribution of funds belonging properly to them their schools were increased in length from six months to nine months. Agriculture, horticulture, science, housekeeping, religion, and morality were taught them.

In 1885 Mr. Hobbs had published a book of religious lectures called "The Earlham Lectures." These lectures had

previously been delivered to Earlham Bible Students. In them Mr. Hobbs seems to make the effort to explain the Scriptures as he saw them in terms of his belief. They are very technical and difficult to read, and, to this writer of rather doubtful value now. If his students understood them they probably had value enough. However these lectures do not show narrowness nor prejudice. There is nothing contentious about them.

In the introduction to this publication is found this statement which is easy enough to understand and which clarifies matters somewhat: "The more and better acquainted personally with Christ and the better we shall understand his doctrine." If his students understood his lectures, they were evidently rather well acquainted with Christ.

Mr. Hobbs was often criticized for being too liberal, but it seems that he was too broadminded to be denominational and narrow.

"While he maintains a membership in The Society of Friends, and has been by them approved as a minister for twenty years, he is liberal and tolerant towards all. His religious sentiments are of the full evangelistic type, recognizing men of

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every'nation, race and color as brethren."39

"Barnabas Coffin Hobbs was, throughout his life, an earnest advocate of the principles of The Society of Friends, and was probably the best informed man on the doctrines of this society on the American Continent."40

In addition to these varied services which are definitely known, he made many lectures, undoubtedly wrote much, and traveled about a great deal in the interest of causes relating to the school, the church, or the state. It seems no less than a tragedy of the first magnitude to students of the History of Education in Indiana that at his death his private papers and correspondence were piled and burned, and that his library was sold to a second hand book dealer in Indianapolis. How universal and common it is for the books and papers, so dear to the school-man, to be considered as rubbish by his family, and how eager they seem to be to put away all reminders of him and his mania! Yet they are willing to assume any of the honors that he may have made possible.

In the period between 1854 and 1873 when education in Indiana was trying to develop some sort of a working

40Ellwood D. Allen, op. cit., p. 5.
organization from district up to state supervision of education, Mr. Hobbs was one of the most active educators of the time. In the meetings of the Indiana State Teachers Association for this period the name of Mr. Hobbs is found among those who had pledged themselves to fight for a state school system. Logan Esarey says in this respect: "Reading the reports of the State Superintendents from 1854 to 1873 will convince one that these leaders had in mind a state school system, and moreover saw pretty clearly what was necessary for its realization. Conceding public opinion, which was fairly well established by 1870, the requirements fell into five broad classes: First, a state school Fund raised by State Taxation and administered by state authority; Second, uniform State controlled administration; Third, State Supervision; Fourth, professional preparation; Fifth, and last, a state curriculum."41 Hobbs repeatedly served on various committees in this body with other leading members, which committees were created for the purpose of furthering some phase of education, which the Association was dealing with at the time. Among the leaders in this body were such men as Charles Barnes, James G. May, E. P. Cole, Caleb Mills, A. C. Shortridge, Wm. A. Bell, J. M. Olcott, and many others.

On instance is given here of the work of Mr. Hobbs, on committee as a member of the Indiana State Teachers Association. At the meeting of this body in Indianapolis in January, 1857, Mr. Campbell moved that certain resolutions prepared by Mr. Hobbs, be read, and the substances of them, be added to the memorial to be presented to the legislature.

Mr. Hobbs then read a series of resolutions.

Resolved, that the select committee be requested to prepare a suitable memorial to our next legislature on behalf of this association, for the establishment of one or more Normal Schools, as set out in the report made by Professor Barnes; for an alteration in our school laws, providing for a school superintendent in each congressional district, and for a more efficient system for the examination of teachers, and for granting graded certificates.

Mr. Hobbs proceeded to remark that he was a native of the state; could remember its history from its admission into the union, and was familiar with its laws upon the subject of education. The laws were better defined now than heretofore. The object of education is national; it is the interest of Indiana to provide that her resources shall be developed, she has wealth in her soil—upon her soil. In order that Commerce shall have its proper share, her arts and sciences must be developed; at their foundation lies the prosperity of the state. It is to the interest of our state that we have
a system of common schools, a system social in character. It is the interest of Indiana to have a comfortable, a social, a happy people. It is her interest to attract here people, seeking homes. All science is circumscribed in its latitude, and the line is the Bible. It is therefore the interest of Indiana to see to it that a deep religious influence shall be infused into all her intellectual institutions.

You must have school teachers who know what they are at. We must have a new order of teachers; we must develop that mind which constitutes living teachers. No teacher can be called successful till he can touch the heart. Here are the elements of the Normal School.

Mr. Hobbs' remarks were very animated and what was more they were to the point.42

The motion was discussed by several members and laid on the table. The association adjourned until morning.

Wednesday morning 9:00 o'clock, a resolution was adopted ordering one thousand copies of the Memorial to the Legislature.43

"Mr. Hobbs was a close personal friend and advisor of

43Ibid., p. 7.
Chauncey Hose in educational matters, and it was largely due to the influence of Hobbs that Hose founded the Polytechnical School in Terre Haute which now bears his name.

He was one of the earnest advocates of Reform Schools for both boys and girls and for prison reform. He has the pleasure of witnessing the successful inauguration of the first, and anticipating such legislation as will make our state and city prisons self-supporting, educational and reformatory. 44

He advocated higher education for women, and thus influenced to some degree the founding of Bryn Mawr College for Women, Bryn Mawr, Pennsylvania.

In the light of the foregoing it appears that Barnabas C. Hobbs was extremely successful as a man and as an educator. Few men have been so versatile, or so successful. Starting as he did in the crude log schools of the early days with their poorly qualified teachers in many cases, he became a great teacher himself and attained to the office of State Superintendent of Public Instruction. This is the highest educational office in the State. He made himself a useful, practical citizen as well as, his services, listed, would indicate.

44 Hon. W. S. Haymond, op. cit., p. 656.
If education in its crudest beginnings in the State can produce or inspire or develop such an advocate and champion for itself, and such a citizen and servant for the state, as was done in the case of Hobbs, what are the possibilities of education in this state?

**Death.** Barnabas Coffin Hobbs died from complications set up by a siege of la grippe on June 22, 1892. The funeral took place at nine o'clock, Saturday morning at the Bloomingdale Church and was largely attended, not only by people from the vicinity but by numbers abroad. Persons were present from Richmond, Terre Haute, Rockville, and other places. The funeral discourse was preached by President J. J. Mills of Earlham College. Prayer and remarks were made by President W. W. Parsons of the State Normal School. Prof. McGaggert of the same school and Mrs. Mattie Curl Dennis of Earlham College.

The interment took place in the Bloomingdale Cemetery.45

**Memorial Services.** On Sunday following the death of Barnabas C. Hobbs a memorial service in his honor was held at the Friends' Church in Bloomingdale, at three o'clock p. m. Friends and acquaintances, the governor of the State, members of the bar, ministers of various denominations, and his former students formed the assembly paying tribute to his abilities,

45*The Rockville Republican*, June, 1892.
his exalted character and his eminent service to the Church and State.

Among the speakers of the afternoon was Governor Ira J. Chase, who said that he came to represent the State and also to pay his tribute of respect to the memory of the deceased as a friend. Mr. Chase spoke of the services of Dr. Hobbs in behalf of peace among nations and his labors in behalf of the Indians.

The Hon. Thomas N. Rice delivered a noble eulogy, in which his intellectual abilities and moral character were clearly set out. Mr. Rice made special mention of the valuable services of Prof. Hobbs in perfecting the school laws of Indiana and establishing our present school system. He said that hardly a measure had passed the legislature in reference to our common schools but had first received the examination and sanction of Barnabas C. Hobbs.46

On the death of Mr. Hobbs the Rockville Republican had this to say:

"Prof. Hobbs was one of the beat known men of the Society of Friends in the world. He was head of the Bloomingdale meeting and was a man of unusual attainments. He was a ripe scholar, a man of stern and uncomprising integrity and a good man in every sense. His influence was wholesome at all times.

These school sons of his rise up to call him blessed. He was a stately gentleman of the old school, kind and courteous, grave but with a keen sense of humor. Like all of his church during the war, he was an uncompromising Republican and stood for his country at all times. He did not desert his party but maintained its principles to the close of his life.  

Probably no truer or more appreciative tribute to Dr. Hobbs' worth has been written than the following paragraph taken from a recent report of his colleagues on the Board of Trustees of the Indiana State Normal School, to the Governor of Indiana.

"Dr. Hobbs was an agreeable companion, a steadfast friend, and a devoted Christian. He had a buoyant hopeful spirit. He was an optimist. He believed in God, in man, and in an overruling righteous Providence. He had an honesty of purpose, and too a strict sense of justice he united the kindliest, tenderest sensibilities. He was a man of warm heart. He possessed the most singular and consecrated piety. His faith was of the simplest and most unquestioned character."

In an editorial in the Earlhamite, published by Earlham College there appeared the following tribute paid to Mr. Hobbs on his death:

"Nothing has contributed so much to the prosperity of Earlham as the ability of her benefactors—men who gave their lives for others, men who counted no cost so long as the youth of their church and their country was being educated in the principles of truth. Men who sought not to be honored by their

47 *The Rockville Republican*, June, 1892.

fellow-men; but rather to serve them. Of these noble men no one has held a more prominent place in the history of our College than Dr. Hobbs. He will be remembered by the Earlhamites as he was known by them, and who was known better? They knew him in his home, in the classroom, in the president's chair, and in the pulpit. They learned to admire him as a husband and father in his home; to trust him as an educator; to honor him as a president; to reverence him as a doctor of Divinity; and to esteem him as a man. Long will it be before his place in the confidence of his students, of his friends, and of his church will be filled.  

49 The Earlhamite, Vol. XX. No. 1, 1892.
CHAPTER III

EDUCATIONAL SERVICE AND MAJOR CONTRIBUTIONS

As Principal of the Bloomingdale Academy. The Ordinance of 1787 touched directly upon the questions of religion and education in the Northwest Territory. "No person," it declared, "demeaning himself in a peaceable, orderly manner shall ever be molested on account of his mode of worship or religious sentiments in the said territory." This very liberal extension of the principle of freedom of conscience implanted in this ordinance evidently was appreciated by that religious group known as the Society of Friends, for they began to come into the territory from the east, very early and to establish communities. They were a peaceable orderly group and were deeply interested in education.

One of the most flourishing of these communities was established at Bloomfield, later called Bloomingdale, in Parke County, Indiana. In this community, as in other Quaker communities, one of the all absorbing questions in the minds of the inhabitants was the question of properly educating their young folks. They had their common schools but they did not
provide higher education. At a very early date the question arose of establishing a school for more advanced learning that boys and girls sufficiently capable might continue their education at a minimum of expense and might receive "a guarded religious and literary education."

This question of a higher school was a dominant question of education in the community in 1846 when Harvey Thomas appeared on the scene. Thomas was a native of Pennsylvania who had conceived the idea of establishing a Manual Labor Institute in the West. It was a notion of his that in such a school as he had in mind students could educate themselves, and at the same time pay their expenses, or a great part of them by their labor in the institute. It was a visionary scheme, but coming when it did, and offering the element of economy, which it did, it was accepted forthwith by the Society as a solution to their problem of higher education. The school was established under the name of the "Western Manual Labor Institute."¹

In the "Minutes" of this meeting is found the following in regard to the establishment of the school.

The Quarterly Meeting Committee on education having for some time past had the subject of education under consideration in connection with what is called the Manual Labor System, has at length

¹Minutes of the Western Quarterly Meeting of Friends Held at Bloomfield, Indiana, February 13, 1846.
come to the conclusion that several advantages would result to our posterity, to our society, and to our community by adopting and putting into operation a system of education that would be calculated to promote at the same time the health and improvement of both minds and bodies of the pupils, and such a system we believe may with propriety be called the Manual Labor System . . . . We therefore conclude that ultimately this system will deserve and receive a preference on the score of pecuniary economy. . . . with this in view we propose that the Quarterly Meeting take the subject under consideration and dispose of the same as our present situation and the importance of the subject may seem to require.

Signed by direction and on behalf of the committee aforesaid 2nd month, 13th 1846.

Alfred Hadley--
Clerk for the day.

On fifth month, ninth, 1846.

Committee reported that they had--"paid considerable attention to the subject," that they were favorable to the Manual Labor System and had discovered several opportunities for procuring a lot of land where to locate such an establishment. 2

A committee was then appointed by the meeting to consider the matter further and to open free subscriptions for the school, to procure more land and to consider the kind and type of building to be erected.

Eighth month, eighth, 1846,

Committee reports "on the advisability of buying the land before mentioned, and that the site is best. . . . the building Committee also reported at this time concerning size and cost of building."

2Ibid.,
Eleventh month, eighteenth, 1846,

Committee reported that land purchased had cost three-hundred eighty-seven dollars and ten cents. The building committee reported that "they had spent seven hundred eighty-eight dollars and sixty cents and that said building is in such a state of forwardness that the main schoolroom is now about in readiness for the reception of the school."

Signed on behalf of the committee
James Siler

Previous to the opening of the school in the new building in Bloomfield, the school was begun in temporary quarters at Center, a mile north of Thorntown but in the same year, 1846, it was transferred to Bloomfield, the new site which consisted at the time of forty acres of land.

During the first year the students cleared ground and chopped wood as the chief manual feature of the institute, but by the second year they had begun to farm or garden a part of their forty acres. It has been reported that a part of the students have been engaged in manual labor on the school premises in gathering onions, beans, turnips and corn; and have nearly completed a wall under the school house and cut wood for fuel.

Educational problems were not the only problems facing the Society of Friends in 1846. The specter of dissention was unity. Because of anti-slavery agitation the danger of

4 "Minutes", op. cit.
separation was in evidence. To forestall the tendency to divide, the Friends in England were prevailed upon with success to send a delegation to the Indiana yearly meeting of Friends. In the course of their visit here they attended Western Quarterly Meeting at Bloomfield and observed the workings of the Manual Labor Institute. They seem to have been very favorably impressed with the possibilities of the school for when they returned to England they raised several hundred dollars and sent it over for the purpose of equipping the school with philosophical apparatus and also one-hundred pounds sterling to be used expressly for putting into full operation the vocational features of the school.5

As related before the economy feature was one of the purposes in establishing the institute, and students attending were to labor to pay expenses. The cost to students attending from a distance was "seventy-five cents per week or at a rate of three cents to six cents per hour for labor performed. This paid for board and washing and at the same time promoted the bodily health and mental vigor."6

In 1847 a shop was erected that the pupils might engage in "some form of industry." Broom corn was raised and made into brooms. This was the "form of industry." It was followed

5"Minutes", op. cit.
6 Ibid.
in addition to farming and gardening. In a statement in regard to the matter Mr. Hobbs said:

"The girls and boys that year raised large harvests of onions, but leaving school before the marketing season the credit side was unsatisfactory. A repetition of the industrial scheme was attempted the next year with like results. A shop was built in the meantime for hand-skill work, but the skill and demand for work were both wanting."  

For some reason the school was failing as a self-supporting labor institution. Interest seemed to decline, very likely due to the fact that markets were poor and money scarce. The depression following the money panic of 1837 had not fully spent itself as yet.

Mr. Hobbs goes on to say:

"The school though failing to reach what was desired in technical arts and practical industries, was a success in science and literature far in advance of any previous educational advantages."

In the year 1849, the year in which the counties exercised their privilege of passing on the new school law, which legalized public taxation for schools and changed the existing system of school administration, the main building of the Manual Labor Institute burned. This event provided Harvey Thomas with an excuse for giving up the job and returning to Pennsylvania. Barnabas C. Hobbs was...

7 Unpublished article by Barnabas C. Hobbs, History of the Western Manual Labor Institute, about 1884.

8 Ibid.
chosen as his successor. In the meantime money had been raised by subscription for a new building. English Friends helped to the extent of two-hundred forty-four dollars, and Philadelphia Friends three hundred fifty dollars. The building was completed by the spring of 1857. About the time Hobbs took charge, all but fifteen acres of the land was sold, the industrial feature dropped and the name of the school changed to "Western Agricultural School." The school continued under the supervision of the Western Quarterly Meeting. The meeting consequently was empowered to lay down rules themselves. Hobbs says:

"While there was a very laudable zeal on the part of the friends of the school to make it one of an academic grade, the denominational ideas of dress, adress and manners were of the most rigid order. The boys must have their hair cut to a suitable length, the beard shaved all over the face, and wear breast coats with stand up collars . . . all were required to say 'thee' and 'thou' in addressing others."\(^9\)

Many other denominational restrictions were placed upon the students such as wearing hats that covered their heads, must wear their hair the prescribed length, must attend mid-week meeting, etc. All these whether the student was a Friend or a member of some other denomination. These restrictions and peculiarities along with other things impeded the

\(^9\) Unpublished Article of Barnabas C. Hobbs.
progress of the school but it proved to be a success under
the able management of Hobbs. 10 Through his efforts an
amendment to the school law of 1859 was passed by the
Legislature, by which the institution could be incorporated
under the laws of the State of Indiana. With its incorpora-
tion it assumed the name of the "Bloomingdale Academy."

Thereafter the manual labor phase of the school was
dropped entirely and it became purely Academic. The subjects
taught were literature, mathematics, natural science, Latin,
and Greek. In 1861 there were one hundred forty-eight stud-
ents; thirty-three in the academic, forty-nine in the inter-
mediate, twenty-one in the elementary, and thirty-five in the
commercial department. By 1904, due to the great changes in
education in Indiana, Cotton reports that there were but
sixty-seven students enrolled, that the Academy was supported
mainly by tuition of its students, and that there was an en-
dowment fund that gives an annual revenue of $300. 11

The student body was made up of representatives of other
sects besides the Friends for the school had acquired a wide
reputation. Students were in attendance from many different
states.

11 Ibid., p. 479.
Hobbs was well versed in the best educational thought of his time and was especially enthusiastic about the subject of special training for teachers as has been related elsewhere in this study. He was a very active member of the State Teachers Association from 1857 until about 1880. At almost every meeting from the first until 1865 the question of establishing a normal school was raised; Hobbs advocated the establishment of such a school. But years before his hopes were realized, he was teaching methods as well as content in the Bloomingdale Academy and endeavoring to prepare teachers for their jobs. His normal classes were attended by students who were teachers in the district schools within a radius of many miles.12

"Bloomingdale was then the educational center of a wide range of territory, and men since distinguished in the halls of state, in the professions, in civil life, and on the battle fields of the late war attended school there and received the moulding influence of his strong personality."13

There is a long list of the alumni of the academy, extending over sixty-eight years. Among the most noted are Hon.

12 Unpublished Article on Bloomingdale Academy by Sybil Morris, dated 1932

Joe Cannon, in the 40's; Wallace N. Trueblood, 1869 professor of Literature, Earlham College; Edwin Morrison, 1884, professor for physics, Earlham; Robert L. Kelly, 1884, director of the Agriculture Department; Bethany College; West Virginia; Harlow Lindley, 1893 professor of Political Science, Earlham College; Hershall Coffin, 1897, professor Psychology, Earlham; Walter G. Gee, 1900, professor Physics, Agriculture College, Kansas; and Clyde Allen, Ph. D. 1902, professor of Biology, Williamstown, Mass.

Other names could be added but these should be sufficient to show that Bloomingdale Academy was not without success, that it served the cause of education exceedingly well for the period in which it functioned and although it eventually ceased to exist, its influence through its alumni is still alive.

It may be truthfully said that the Bloomfield Western Manual Labor Institute was the first vocational school venture in the State. Whether the idea carried over and influenced the establishment of our present vocational schools, the writer does not presume to know, but at any rate the idea was implanted in this state at that time, and Barnabas Hobbs by his administration of the school proved himself to be one of the state's ablest leaders, for there was no better Academy in the West at the time.
As an Advocate of Normal Schools. In the long struggle covering a period of fifty years during which the leading educators of the state were trying to establish a state system of education, perhaps there is no more significant phase than that looking toward the establishing of a normal school for the training of teachers. It was recognized very early by these educators that as is the teacher so is the school. Barnabas C. Hobbs had had very definite experience with the untrained teachers of the early days, and very likely through that experience as well as by study and teaching experience, he had become convinced that professional training for teachers was requisite to any great advance in education, and consequently became an ardent advocate of normal schools.

The idea of normal schools was not a new one. Boone says, "From the earliest times the fitness of the teacher has been held as one condition of the learners advancement. Adaptation to the work of instruction is one measure of the best service. Not knowledge alone, nor maturity nor a faithful conscience can excuse inaptitude and want of skill in address and presentation." "The art of well-delivering of knowledge we possess," said Lord Bacon, "is among the secrets left to be discovered by future generations." "This delivery
of knowledge we possess" has been since developed into a system, whose like even the fertile mind of Bacon, but dimly perceived. There has come to be among every civilized people a more or less specialized class, whose business it is to instruct, and whose preparation is the work of a particular institution. "The earliest school of the kind of which record is had was that founded at Rheims (1681) by the Abbe' de la Salle."¹⁴

In regard to the establishing of normal schools, Esarey says that the theory which has been followed generally in this state was laid down in a lecture by Rev. Alexander Campbell before the College of Professional teachers at Cincinnati, October, 1837, in which he said:

"The erection of two great normal schools for the purpose of teaching teachers the art of teaching; or of qualifying persons to communicate that knowledge requisite to the district schools from which all the districts in a state are ultimately to be supplied with competent instructors; of literary and moral respectability, so important is this item in a national system, that, in the language of the justly celebrated H. Cousin; a state may be said to have nothing for education unless it educates the teachers; for as is the teacher, so is the school!"¹⁵


Before 1837, however, the idea of Normal Schools was abroad in Indiana. "In March, 1834," says Boone, "there was opened the Indiana Teachers Seminary, one express design of whose founding was, in the words of the trustees 'a provision for the qualification of school teachers.'"16

Previous to this, in 1833, Governor Noble in his recommendations to the General Assembly had referred to the need of a Normal School in the State. In 1839, Governor Wallace had covered the matter in these words:

One of the greatest difficulties we have at present to encounter is the scarcity of competent and qualified school teachers to remedy, which a scheme something like this has been suggested—namely to authorize a separate department in the State University under the control of its President, devoted exclusively to preparing and qualifying young men for the duty of professional teachers."17

But nothing further was done about the matter due probably to the fact that the great system of internal improvements which he had advocated in his campaign had proved to be a disastrous mistake, the results being—high taxes and distress in money matters. He was defeated in the next campaign.

The next governor to consider the question of the Normal School was Governor Wright. In 1853 he proposed that a late

16Richard G. Boone, op. cit., p. 130
grant of Congress be set aside for the purpose of endowing a professorship at the State University for the express purpose of qualifying both male and female teachers in the public schools.\textsuperscript{18}

In 1857 it was again suggested that a normal school be established to remedy the evil of incompetency among teachers.\textsuperscript{19}

In 1864 Governor Morton spoke before the members of the Eleventh Annual Meeting of Indiana State Teachers Association. Among other things he said that he believed Indiana's great need was a State Normal School, from which would go forth well qualified, earnest teachers; that a school of this kind was necessary to efficiency in our common schools. He further said that he was giving this matter his serious attention and that the Legislature would be appealed to for aid and assistance.\textsuperscript{20}

For this he received the thanks of the Association.

The next years, 1865, Governor Morton urged the necessity for action on this question and in the same year in a special message made a plea for the establishment of the Normal School.\textsuperscript{21}

\begin{itemize}
\item \textsuperscript{18} Ibid., p. 11.
\item \textsuperscript{19} Ibid., Document 1, p. 307.
\item \textsuperscript{20} Indiana School Journal, Vol. 10, p. 54.
\item \textsuperscript{21} Indiana Governors', op. cit., Document 33, p. 929.
\end{itemize}
The bill providing for the establishment of such an institution became a law in a special session of the legislature, December 20, 1865. Other forces contributing toward the passage of this bill had been the State Superintendents of Public Instruction. Esarey says:

"Professional training has been regarded from the earliest times as a panacea of all educational difficulties. Every State Superintendent from William C. Larrabee to Horace Ellis has publicly recognized this. The effective work along this line has made Indiana Schools among the best in the nation." 22

In 1853 Superintendent Larrabee made the statement "That there's a general complaint concerning the deficiencies in the qualifications for teachers." He felt that normal departments could be established in the University and in the high schools. 23

In 1855 Caleb Mills disposed of the matter of Normal Schools with the statement "that the State was not yet ready for special appropriations for Normal Schools." 24 This is a surprising statement from Mills, who had from the first urged the establishment of such schools. But perhaps he knew that the State was not ready.

22 Report of Superintendent of Public Instruction, 1852, pp. 35-36.
23 Logan Esarey, op. cit., p. 929.
In 1860, Rugg stated "that the use of colleges and universities and high schools did not lessen the necessity for a good Normal School. Their special business was to give opportunity to practice in model schools." He further states that the States supporting such schools were making more rapid progress in education than was Indiana.

The public press of Indiana cannot be said to have contributed much of a constructive nature toward the establishment of Normal Schools in the decade preceding the Constitutional Convention of 1851. One is disgusted with the papers then as now as to the quality of educational leadership shown. In a few instances educational moves were reported but no determined stand was taken of a constructive nature. The Indiana Sentinel reported in its issue of June 19, 1847, this resolution which was passed by an educational conference held in Indianapolis: "We deem it a matter of utmost importance to the success of our common schools that the character and qualification of all teachers in the primary institutions should be greatly improved."

The Legislature of Indiana was another of the agencies in the state which might have been receptive toward the idea of

normal schools previous to 1865. But this body in more than one instance served as a hindrance rather than a help to the establishing of a state school system or any important part of one! In the words of J. M. Olcott, "The cause of education in Indiana has bitterly contested every inch of ground it has ever been able to occupy. This has given us a history."26

The Indiana State Teachers' Association is the one outstanding organization which did more than any other toward putting the state on its feet in Education. This body was made up, for the most part, of men who knew what was needed and who were determined in their efforts to accomplish all possible for the permanent good of the cause. In the earliest meeting of this body the question of Normal Schools was discussed. In 1856 the Rev. Andrew Hinkin, speaking before this body, said:

We must have teachers who know the theory and practice of school keeping—who know what to teach and how to teach—who have all the information, discipline, and other qualifications requisite for a correct and successful discharge of their duty. The ordinary course of instruction will never produce them. It never has—it never will produce them. . . We must have institutions to educate them."27

In the meeting of January, 1857, of this body Barnabas C. Hobbs had touched on the subject of normals when he said:

"You must have teachers who know what they are at. We must have a new order of teachers. We must develop that mind which constitutes living teachers. No teacher can be called successful till he can touch the heart. Here are the elements of the normal school."

For the year 1858 the facts concerning the establishment of a Normal seem rather vague. W. W. Parsons says, "So far as I know or have been able to learn, the definite step toward the establishment of a State Normal was taken in 1858, when Dr. E. T. Spottswood, a member of the general Assembly from Vermillion County, and later a resident of this city, introduced a resolution providing for the appointment of a Committee to inquire into the desirability and feasibility of establishing a school for the training of teachers for the public schools of the state. Whether the committee which this resolution called for was appointed, and if so, whether it submitted to the next general Assembly a report on the subject of establishing a state normal school, I have not been able to learn." 29

28 Ibid., p. 7.
At the afternoon session of the Indiana State Teachers' Association, meeting in the Hall of the House of Representatives December 29, 1858, the topic of Normal Schools afforded an interesting discussion. President Hobbs considered it the duty of the trustees of the State university to provide a department of Normal Instruction, under the law endowing that institution. The Legislature were backward in their duty. Dr. Dailey remarked that there was no Normal Department because there was a lack of funds. When the township of land to be sold for the benefit of the university was disposed of that department could be organized. But, for himself, he believed normal schools to be humbug. Give teachers the proper education and you fit them to teach.

Mr. Hobbs replied that he regretted to find the president of the State university so firmly committed against normal schools. Ordinary college professors were not fitted for the task of educating teachers for their profession, for few men were peculiarly fitted for this work. He desired that teachers of the state might have the advantages of such institutions. 30

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In the Seventh Annual Meeting of the Indiana State Teachers' Association held in Indianapolis, December 26, 1860, the committee on Normal Schools presented the following:

Deeming it a matter of the highest importance to the success of the educational system of Indiana, that there should be a normal school, -- Resolved, that this Association request the coming Legislature to furnish means of establishing a Normal School.

It is reported that the discussions which followed the introduction of this resolution were heated and many personalities were indulged in. Mr. Baldwin advocated the establishing of a normal school. Mr. Nutt spoke for the establishing of such a school in connection with the University. Mr. Goodwin opposed the whole scheme of Normals. Mr. Phelps apologized for Mr. Goodwin. Mr. Hobbs supported the views of Mr. Nutt.

In this same meeting of the association a committee of five was appointed for the purpose of nominating one teacher in each congressional district to have charge of teachers' institutes. Mr. Hobbs was on the committee and was selected to have charge of the institute in the Seventh Congressional District. Before the meeting was adjourned, Mr. Hobbs was made one of the associate editors of the Indiana School Journal.

In an address entitled "Teaching as a Learned Profession and its Compensation" and dated July 18, 1861, Bannabas C. Hobbs had this to say in part which gives his views in regard
to professional training of teachers. He says:

"The business of teaching is fast rising in the respect of the world, and is bold enough to demand a place among the learned professions, and claim a title to equal honor and emolument. This post of honor should be allowed only when the profession becomes learned, and teachers are not entitled to the wages which learning usually commands, until they have in trade a respectable capital stock of knowledge, and skill in teaching, . . . Our school examiners and others whose business it is to license and employ persons to teach, have usually satisfied themselves to know that the applicant is acquainted with what he is expected to teach, without much if any inquiry as to whether he has the skill to enable him to successfully communicate that knowledge to others. We have but few institutions of learning in this country devoted to the professional education of teachers, and not many books relating to the subject. Facilities for such education, adequate to its necessity and importance, should be afforded in every State in the Union. If private enterprise should not meet this demand, the state can engage in no more beneficient work, than while it has dotted the land with school houses, and made knowledge free, it provided also teachers who are competent to instruct. I conceive that quite as much preliminary education is necessary for the successful teacher, as is required in the practice of law or medicine. There is no more difference in skill between the experienced navigator and the coasting savage, than there is between the professional teacher, in the proper sense of the term, and the country pedagogue of the "Ichobod Crane" school." 31

From 1861 to 1865, during the Civil War not much of importance was done toward establishing the normal school, but after the war interest in educational matters revived, and steps were taken to bring the question of the normal before the Legislature again. This body finally, due to the combined efforts of many great educational leaders, of whom B. C. Hobbs was one over a long period of time, accepted the responsibility and enacted the law of December 20, 1865, which ran in part as follows:—Section I, Be it enacted by the General Assembly of the state of Indiana, that there shall be the preparation of teachers for teaching in the common schools of Indiana.

By an act supplementary to the above act it was provided that the school should be located in that city which offered the greatest inducements. Terre Haute proved to be that city due to the efforts and influence of J. M. Olcott, a man of whom all Indiana should be forever proud.

The writer is reminded at this point of what may be called Olcott's prophecy made in 1876, and which runs, "We are looking ahead and we can see, ... so in the near future the pedagogical pendulum of this great nation will strike its

32Ind. State Normal School Bulletin 4, pp. 16-17.

33Laws of the State of Indiana (Forty-fourth Regular Session) Chapter XCIII, pp. 177-178

J. M. Olcott
meridian line at the upper center of the Mississippi Valley."^34

The prophecy appears to have come true when one beholds the
Indiana State Teachers College of today, and especially that
part of it known as the Laboratory School with its equipment,
and capacity in every particular, both physical and profes­
sional, for advancing the cause of teacher training.

But to return to Hobbs. In 1866 he was appointed by
Governor Morton a member of the board of trustees of the
new institution, undoubtedly because of his interest in,
and efforts for its establishment. Shortly afterward he
was selected to visit other states and to gather informa­
tion relating to every phase of normal school building con­
struction, courses of study, etc. He did this and turned in
a complete and satisfactory report. The building was begun
at once and the school opened for work, January 6, 1870.

To the new school Hobbs rendered this very valuable
service of selecting as its first president, a man who served
the institution with marked success for ten years from 1869
to 1879. "William A. Jones, a native of Connecticut, came
in the sixties to Illinois where his success at Aurora at­
tracted the attention of Barnabas C. Hobbs, who was ex-officio

^34J. M. Olcott, History of Public Schools in Indiana
op. cit., p. 298.
a member of the Board of Trustees of the Indiana State Normal School by virtue of his position as State Superintendent of Public Instruction."

William A. Jones thus became first president.

Another service rendered by Hobbs is given by Haymond. He says in speaking of Hobbs, "He is one of the trustees and incorporators of the Terre Haute Industrial School, founded by the munificent endowment of Chauncey Rose and has had charge of selecting and sustaining at the State Normal School about twenty young ladies by the liberal provisions of the same gentleman. These have been chosen from about thirty different counties, and the entire numbers so aided have been above sixty."35

The Hon. W. S. Haymond says in this connection that the State Normal School law was passed in 1865 (extra session) an institution for which he (Hobbs), had long and earnestly labored. He was appointed by Governor Morton one of the trustees. In 1866 he was delegated by the board of trustees to visit the several normal schools in the United States to obtain information from their experience, preparatory to the construction of a building adapted to the best ideals of such

institutions. The architect embraced in his plan the recommendations in his report.\textsuperscript{36}

James H. Smart in speaking of Hobbs says, "He was an early member of the Indiana State Teachers Association and a strong advocate of Normal Schools."\textsuperscript{37}

Hobbs served as trustee of the school until his death in 1892.

It may be truly said that Hobbs contributed to the success of the Normal. Its creation had been a dream of his for years. He had fought for its establishment, and afterwards he served it until his death. What more can a man do except register prayers in Heaven for its success. He had done so in life, which leads one to believe he has done the same since. His name holds and honored place among many in the dome of the library. If it were not there the dome would not be complete. The institution is his and their honored monument. It is a most worthy foundation for all who come after to build upon and they are building and will build.

As President of Earlham College, in the same year (1866) in which Barnabas Hobbs was appointed a member of the Board of Trustees of the Indiana State Normal School, he was selected by the Indiana Yearly Meeting of Friends to be the first president of Earlham College, into which had developed the old

\textsuperscript{36}Ibid., p. 655
\textsuperscript{37}James H. Smart, op. cit. p. 95
boarding school of the friends. This boarding school was projected as early as 1837 and was opened for students of both sexes, without any restrictions or reservations in 1847, and was maintained as a boarding school of advanced grade until 1859, when it was organized as Earlham College, the name "Earlham" being adopted from that of the estate of an English Friend, who had made a considerable donation to its enlargement.

The constitution provided for a corporation to be known by the corporate name and style of "Earlham College." The objects and purpose of which are, and shall be, to establish and maintain at or near the said city of Richmond, Indiana, an institution of learning "to be known by the name of Earlham College, to be constituted according to the general plan obtaining amongst colleges in the United States, with such classes and departments, such faculty of professors and instructors and with such power to pursue such courses of studies, hold such examinations and confer such degrees and honors as the board of trustees shall from time to time determine."36

The board of trustees of this institution was selected by the creators of the institution, The Indiana Yearly Meeting

36 F. A. Cotton, Education in Indiana, op. cit., p. 551
until 1881 when "the trusteeship was shared with the Western Yearly Meeting. The school becoming thereby the representative of the largest body of Friends in America, and the principal school of the denomination west of the Alleghany Mountains."39

"From 1855 it has been co-education both for sexes and races. For the first thirty years of its history its policy in all other respects was that of extreme conservatism. It eschewed the ways of the world, enforced plainness of dress, speech and manners from students; was content with small numbers and a narrow field; had almost no endowment, but exacted a quality of teaching and learning, and a practical recognition of the regeneration of purity and integrity in life, that greatly exalt its service among those who best know the institution."40

"The board of trustees now consists of thirteen members, who shall be members of the Friends church, six of whom shall be members appointed by and from Indiana Yearly Meeting, and six of whom shall be appointed by and from Western Yearly Meeting; and the president of the college is a member of the board, ex-officio."41

39 R. G. Boone, op. cit., p. 420
40 Ibid., p. 419
41 F. A. Cotton, op. cit., p. 551
Not only was Hobbs president of Earlham but he was professor of English and American literature. Just how strong he was as an administrator or how effective as a professor it is now rather difficult to determine.

Earlham was in its very beginning as an institution of higher learning when he was president. Its problems were pretty largely peculiar to itself as an institution seeking to meet the needs of its founders, The Indiana Yearly Meeting, and the needs of the times and conditions in educational matters. The Friends were seeking to meet a situation of their own in establishing all schools. Boone says, "Even at that early day the membership in the state was planned to reach every Friends neighborhood, and do for the children and the youth what the state, with thirty years of legislation had failed to accomplish."\(^2\)

Under such circumstances then it appears that the quality and effectiveness of its early administrative leadership can be best judged by the later success of the school. It seems to have been Hobbs' idea that the school, although small and poor at the beginning, should have high standards of scholarship and hold close to the ideals of the Friends'\(^2\)

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church. At any rate the school has continued to be the pride of that organization to this day. It seems that the ideas of Hobbs have been followed by his successors so closely that the school has attained the ideal, set by Hobbs, that it be one of the foremost schools of the state, has been realized.

One of the changes made by Hobbs in the administration was that of dividing the duties of the Superintendent into those of president and treasurer. No essential changes have occurred until recently.

In methods and means for instructional purposes Hobbs advocated the most modern for his time. As a student at Cincinnati he had had the courage to take a scientific course because he was interested in it, even though he could apply for no degree. Throughout his life, he continued to be interested in science and because of this fact he used his influence in establishing at Earlham a good scientific course. This institution was the first in the State to equip a laboratory for the study of Chemistry, to build an observatory for astronomical study and to establish a Natural History Museum. By way of remark it seems strange that an orthodox Quaker, of all human beings, should be interested in science at that time. But Hobbs was a personality, not merely a product. If educational institutions could ever come to recognize
that an individual's ideas might be worth something and his interests and inclinations worth more there would be no such thing as withholding degrees because "what has been decreed" was not followed to the letter.

Earlham to this day has a strong science department as well as one of the best academic departments. The standards are high enough to meet the requirements for recognition by such great organizations as the Carnegie Foundation for the advancement of teaching, the General Education Board, the United States Bureau of Education, and the Association of State Universities.43

The Alumni of the college are numbered by the hundreds. Many have attained to greatness, all undoubtedly have been useful citizens.

No claim is made that Earlham owes all her success to Hobbs. He was only one of her great administrators and teachers. Others were: Joseph Moore, Joseph John Mills, Robert L. Kelly, Dr. Edwards, and Dr. Dennis. Institutions are not made by one man, but that does not detract from the honor due a man for his efforts in its behalf; it only emphasizes the magnitude of the task in building successful.

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institutions. In many cases they represent the life's work of numbers of sincere, conscientious men and women, and their usefulness is all the greater for it, and each and all of these men and women are the more to be honored for their contributions to it in tireless effort and unflaging zeal.

"In all his varied and intimate relations to Earlham which extended over a period of nearly half a century, he was faithful and efficient. In his death the college loses a most devoted servant and an honored friend."\(^{44}\)

As State Superintendent of Public Instruction. In 1868 Hobbs was elected State Superintendent of Public Instruction. Immediately after the election in October, 1868, Superintendent Hoss resigned his office, and Mr. Hobbs was appointed by Governor Morton to fill the vacancy. At the time, Superintendent Hoss was editor of the Indiana School Journal. In the November issue of this Journal, November, 1868, there appeared the following editorial with regard to the election of Mr. Hobbs:

"The office of Public Instruction has changed hands since our last writing. The writer resigned the office on the seventeenth of October and Honorable B. C. Hobbs, elected on the thirteenth, was appointed to fill the unexpired term. This unexpired term continues until the fifteenth of March, 1869."

\(^{44}\)Hervy D. Vories, State Superintendent's Report, 1895, p. 237.
We are pleased to be able to state that Mr. Hobbs has accepted the appointment and entered upon duty. Our pleasure in this matter arises from our belief in his fitness for the position. When Mr. Hobbs was nominated to this office, we said through our Journal that "it was with real pleasure that we announced his nomination." Our pleasure aroused then, as now, from the same cause, namely, from our belief in his fitness and without desire to eulogize, we would say eminent fitness for the position. His long faithful and efficient service as an educator warrants this belief.

One of the first major duties devolving upon the new superintendent was that of editing the biennial report of the department, in reality his predecessor's report. This was a rather difficult task to perform, but Hobbs accomplished it with credit to himself. The first thing treated in this report is "The Free School System." Under this heading he traces the free school system of America from its institution in Massachusetts in 1640 for two hundred years. In reading this history of the free school movement one is made to feel that Hobbs was fully awake to the significance of the movement as to its relation to the development of a free people, and to the perpetuation of a free Republic, founded

upon the principles of virtue and intelligence and equal education opportunity for all. He says:

"In the disenthrallement of the human mind, men saw that the elements of power were not in the union of church and state, but in patriotism and loyalty developed under the influence of that intelligence which is tolerant and appreciative and which accords to every man his natural right to life, liberty and the pursuit of happiness."\(^{46}\)

Further, in stressing the principle of general education, Mr. Hobbs says:

"By this same educational preparation we are able to sustain that fraternal relationship with foreign nations, that will secure peace by mutual interests."

Then he quotes Shakespeare,

"War's a game which, were their subjects wise, kings would not play at."\(^{47}\)

The whole of this brief history of the Free school system is saturated with the deep seated moral views of Mr. Hobbs. He felt that underlying all human action there should be a true moral basis. He says:

"In the provision of means for the diffusion of learning among the masses, the great duty that underlies all others is to secure that spirit of

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\(^{46}\)Indiana, Superintendent's Public Instruction Report, 1869, p. 15.

\(^{47}\)Ibid., p. 17.
In praise of the General Assembly of 1865 which had incorporated into the school law a provision requiring that "The Bible shall not be excluded from the public schools of the state," Mr. Hobbs has this to say:

"They spoke nobly for their heads and hearts. A sovereign state has given its insignia to the Divine Law. It marks the progress of Christian Civilization, and indicates that toleration and mutual confidence have taken the place of jealousy and suspicion. It shows that the teachers of the common schools of our state have reached that standard which indicates large and liberal views; that they are guarded by prudence, and guided by that Christian patriotism, which seeks to inculcate those cardinal and Catholic principles which teach obedience to God and duty to man. The Bible is the universal law book of the world, and was given by the inspiration of God with the injunction that it should be taught diligently to the children."

Mr. Hobbs then proceeds to discuss the educational status of the negro. The question of negro education was a live one at the time and as early as 1866, State Superintendent Hobbs had recommended to the Legislature that it meet the problem. He suggested among other things that the school trustees open separate schools for colored children when a given number of such children of school age reside within

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48 Ibid., p. 16.
49 Ibid., p. 16.
attending distance. He also suggested that it be made especially obligatory upon the trustee to make some provision for the education of the children to the extent of the money set apart for the same. "Two years later, state superintendent Hobbs made a stronger case calling for some legislation and finally in 1869 an act was passed rendering taxation for common school purposes uniform, and providing for the education of the colored children of the state." 50

On the subject Mr. Hobbs had said: "But whatever distinctions may have been made in the rights and privileges of citizens by our laws, they have been set aside by the amendments of our National Constitution and the 'Civil Rights Bill'. All citizens are now equal before the law. Colored citizens, while hitherto deprived of their natural and constitutional rights, have been subject to the special school tax, for township purposes in common with white citizens and have thus paid their proportion of expense for building school houses for white children. After being denied all privilege to the school funds and thus taxed, they have been under the

50F. A. Cotton, Education in Indiana, op. cit., p. 85
necessity of levying on themselves an additional tax to build their own school houses, and for the entire cost of their tuitions. The historian will find this a dark chapter in our history."51

Early in 1869 Mr. Hobbs became very much interested in the new organization of schools in Austria-Hungary. Three years before, this great land had been awakened to new life. Absolutism had been replaced by one of the most liberal governments in the world and the schools had been reorganized accordingly. While the rural schools generally consisted of a single room, they were conducted on the plan of graded schools. All had a regular and uniform course of study, and a common scheme of recitations, and in each school the pupils were carefully classified. Supt. Hobbs was among the first in the country to give attention to the subject. He readily perceived that with an efficient system of school superintendency, the rural schools of Indiana might be graded in a similar manner. In our state as in most states there were practically three systems represented by the rural schools, high schools, and the university. It was the idea of Supt. Hobbs that all these systems should be connected; that the rural schools should prepare pupils systematically for the high school, and that the latter should prepare for the university.

51 State Superintendent's Report, op. cit. p. 23
Before all this could be accomplished much was to be done. The law must provide a better system of supervision. The chief executive officer of the schools in the counties must have more extended powers; the people must be convinced of the worth and importance of such an arrangement; the terms must be very generally lengthened; and there must be many consultations of the educators of the state, and many experiments tried. The unification and perfection of a system are matters of growth.

As a first step in the right direction, Supt. Hobbs favored the extension of the county Examiners office to that of a County Superintendent of Schools, with adequate compensation and a liberal grant of authority in order to secure efficiency in administration. His efforts to secure this legislation were baffled by a singular political complication throughout his term of office.

It might be well, at this time, to give a description of the singular political complication but it is hardly worth remembering. It was reprehensible to say the least. Reading it reminds one of Longfellow’s remark in *Evangeline* when he says, "politics the vice of Republics." Indiana is only too notorious for such things. Three consecutive sessions of the general assembly terminated in disorder, amid the wildest
excitement. At such a time, little could be done in the way of school legislation. However in the special session of 1869 it was provided that under stated circumstances the German language may be introduced as a branch of study in the public schools. Mr. Hobbs was a conscientious man, and of course, was deeply disappointed with the legislature. What are legislature anyway that they should be so unappreciative of the efforts of a mature and sincere educator who had proved his worth for years!

Relative to the County School Superintendency Mr. Hobbs said in his report:

"The County Examiner should be properly called a County Superintendent. To be able to judge of the practical qualities of teachers, he should spend enough time with them in their schools to know that their work is done professionally. He should be also familiar with their social and moral character, and by personal observation, their capacity to govern. Such knowledge will be found of much utility in determining their claims for license to teach, and what recommendations they merit." 52

In 1869, Mr. Hobbs issued a new edition of the Indiana School Laws which received its share of interest from educators scattered over a very wide range of territory, if one may judge from the inquiries made in what little correspondence of his which remains.

Nashville, Tennessee
12-8-1868

52 State Superintendent's Report, op. cit., p. 19
A copy of the School law requested for the purpose of information on legislation on the subject of a public school system in their state.

Robert Medlin
North Carolina

S. S. Ashley, superintendent of Public Institution requested a copy of the school law that he might frame a bill for a free school law for North Carolina.

The Smithsonian Institute of Washington D. C. requested copies of Annual Reports and all publications on education issued by the State for the Belgian government, at their request.

Joseph Henry

From Marysville, California, October, 1868, came a request for the last official report on the condition of public schools under Hobbs supervision.

W. N. Granger

These were but a few of the many requests for copies of the school laws and official reports. Others came from Vermont, West Virginia, Boston, Iowa, Kentucky, Ohio, etc.

From his correspondence also, Mr. Hobbs seems to have made inquiry concerning matters of education from educators and officials in other states. An example or two follows:

From Wisconsin, A. J. Craig says, "Our funds are raised
by towns and the school districts except the income of the school funds."

From Boston, Massachusetts, Samuel C. Jackson writes, "The state levies no tax for the support of schools nor do our Counties. Only towns and cities are authorized by law to do so and in them the rate varies from the highest, six mills and fifty-one hundredths to the lowest viz:--one mill and three-fourths per centum of taxable property." 53

In summarizing Mr. Hobbs' contributions to education in Indiana as State Superintendent, the writer wishes to quote from an early authority and from one or two more recent writers on the subject. The Hon. W. S. Haymond says in treating this subject--"His term as state superintendent of public instruction began March 15, 1869. He applied himself earnestly and faithfully to the duties of his office, and in his country visits, public addresses and official reports, pressed upon the people the necessity of additional tax for the extension of the school term in the rural districts; of the necessity of county superintendency; of such modifications in our school laws as would give relief to county officers in making enumerations, distributions of school funds and reports; for the

53Letters found in the State House, Indianapolis, Indiana.
perfection of our public school system so that the common school would grade properly into the high school, and the high school into the college and State University; and for the rights of colored citizens to the benefits of the school funds. The resignations of members in both branches of the legislature during both sessions during his term of office, prevented the realization of his wishes, but he has had the pleasure of seeing their approval by subsequent legislation."

Harry G. Leslie, Governor of Indiana, says in speaking of Indiana's Superintendents of Public Instruction, "These men have been challenged and at the same time seriously handicapped by the uncertainty of their re-election at the close of their two year terms. . . . The consequence has been that in most instances each has contributed outstanding leadership in but two or three phases of the Indiana School system current in his time."

Mr. Leslie then gives the two or three phases for which each superintendent is noted. . . . "Hoss," he says, "lengthened the school terms, enlarged the elementary curriculum, and improved teacher training. Hobbs saw the preparation of a uniform course of study and the gradation plan adopted in the schools. Hopkins established the county superintendency

"54 Hon. W. S. Haymond, op. cit., p. 655
and the stabilization of teachers' examinations."

In 1870 Mr. Hobbs was defeated for re-election to the office and again in 1884, he was defeated.

After his defeat in 1870, he returned to Bloomingdale Academy. In his "Superintendent's Valedictory" he says, "I return to the academic groves, where I have already spent fifteen and a half years in educational services, at Bloomingdale, Parke County, where the latch string will ever hang out to the fraternity. Education is the work of my life. I desire no other, however flattering may be its invitations . . . . . . The State lays out a grand field of labor for its Superintendents, and expects no covetous man to perform the work. I have done but little. I wish I could have done more. May God bless the work in other hands."56

He had received $1300 per year for his services.

Horace Ellis speaking of this said:

"Think of paying Barnabas C. Hobbs and James H. Smart and D. M. Geeting--giants in their day--a salary less than the salary drawn by clerks and deputies and chiefs of boards in our state government."57


57Horace Ellis, Indiana Year Book, 1918, p. 305.
But slave pedagogues from Greece forced into Roman service probably drew no salary. Indiana can not break away from the idea. Indiana, however, has improved on Kentucky, the earliest colonizers of which built race tracks in order to have something to gamble on, and neglected schools almost wholly. They still have a "darby." Indiana had to educate them when they crossed the Ohio River. Many of them are still illiterate, but they know how to bet.

His Philosophy of Education. It seems difficult to delineate Mr. Hobbs' philosophy of education apart from his philosophy of life and his philosophy of Christianity. He was a devoted Christian and a sincere educator. In his address before the State Teachers' Association on "How can We Best Promote Moral Instruction" he said:

"I believe in Providences, Experience as well as the Bible teaches me to be a believer. Would you master a bad heart and right up a school when breakers look rough before you? Go to your closet and ask Him, who is a Spirit that he will, by that working by which he subdued all things to Himself, so put fears in the way of evil counsel, and so soften the hard and impenitent heart that it will yield to a better nature. When he who would labor for others is willing to work in this element he will find himself in possession of the most effective power, for controlling those around him. I have no sympathy with that specious philosophy which presumes that God made the universe and then left it to take care of itself. I believe that not a sparrow falls to the ground without His notice; that the very hairs of our heads are
numbered; that he knows our thoughts before they are uttered; that he is not very far from each of us; that in Him we live and move and have our being; that he gives us life and breath and all things; that the preparation of the heart and the answer of the tongue are of the Lord ... The human heart perpetually needs a melting power in it; without this it is hard, selfish, incorrigible ... Some may question this theory; I have tried it for twenty years and feel safe in recommending it as a superior remedy for infirmities in the teacher as well as in the student ... God meant that teaching should be done in this element that He might be honored in the work and that the teacher might learn to praise Him for it. He is a jealous God and will not give His praise to another, and His blessings are guaranteed only to those who honor Him. We are slow to believe it and still slower to act; hence, the reason why the world moves so tardily in moral reform. In proportion as we work in harmony with God's laws we shall realize His blessing to a attend our labors ... We need to have our whole circle of sciences more effectively baptized into a moral element, that they may be cleansed from skepticism, and infidelity and the refrigerating power of Pantheistic philosophy. We need to elevate learning in the common school, the academy and college that it may warm and vitalize in the Sun of Righteousness. This genial power will be felt and acknowledged when the glory of the knowledge of the Lord shall cover the earth as the waters cover the sea. All our systems of instruction will be on the Lord's side, our books will
more clearly acknowledge Him, nor will states be afraid to teach His law or have it taught." 58

As a practical educator Mr. Hobbs believed, as mentioned previously in this study, that there should be a state system of education leading from the common school to the high school, college, and University, in which opportunity should be equal to all, for the welfare of the individual, for society in general and for the welfare of the State. But through it all his mind was on Divinity.

In a letter to the editor of the Teachers' Journal, he states clearly what his broader conception was for education. He says:

"We live in a transition period. We discover that our views of society, of civil government, of law and institutions must be modified. The Creator and Ruler of the Universe still lives. His laws are still in force, and there are times in His providences when He will, by the scourge, compel men and peoples, to search for His will.

I consider it the especial duty of the Educator to look well to the soundness of his systems of science, Literature and morality, that he may shake the character of the next generation according to perfect models, that Laws, Institutions, and Governments may reflect the image of Divinity. Could our schools once find

such standards and then teaching be
faithfully directed to this object,
as the supreme duty of life, War and
Slavery would cease in the Earth and
the power of Peace would be all per-
vading." 59

The present motto of the Indiana State Teachers
College is:

"Virtue and Intelligence--The
Safeguards of the Republic."

It suggests Mr. Hobbs' philosophy of education, and
is a very significant summary of it.

59Barnabas C. Hobbs, "A letter to the Editor," The
Indiana School Journal, December, 1864, Vol.IX, p. 353
CHAPTER IV

ESTIMATES OF HOBBS BY OTHERS

In a letter received from Dr. Harlow Lindley of the Ohio State Archaeological and Historical Society and dated August 9, 1935, this statement is made relative to Mr. Hobbs:

"Barnabas Hobbs was a great man in his day in various lines. He really made Bloomingdale Academy. He was one of the first superintendents of Earlham College while it was still a boarding school and later became its first president. . . . Unfortunately after Dr. Hobbs' death, the best materials which would have contributed to the proper sort of study of the man were burned. It has been a matter of great regret to me. My boyhood was spent within a quarter of a mile of his Bloomingdale home and I sat upon his knee more than once. . . . You have a subject worthy of a book, but I fear you are going to find your source of material very vague and scattered."

(Signed) Very sincerely

Harlow Lindley

Mrs. Carolyn H. Trueblood, wife of Professor T. C. Trueblood of Ann Arbor, Michigan, says of her father, Dr. Hobbs:

"My father visited personally every public school in Indiana twice while in the position of Superintendent of Public Instruction. He saw the great need of a Normal School and

..."
advocated the building of such a school. He was always a strong advocate of the higher education of women and through him and his influence Bryn Mawr was established.

In his lifetime he was given three degrees of LL. D.

I remember now, that when in California some years ago, Allen Jay told me of his being in Washington, D. C., when an eminent German professor of education, who had been sent to the United States to examine our schools, gave a lecture on public schools and a friend asked him if he would go and hear it. He went. The professor said in his lecture that the best public schools in the United States were in Indiana and made so by a man named Barnabas C. Hobbs.¹

Professor James G. May of Salem in an historical article on the Blue River Academy in the Washington County History, published in 1884, pays this tribute to Hobbs:

"Place that man in the most uninviting log cabin and give him boys and girls, young men and young women to teach and this school will be a first class college. In a haw-patch he would teach it well."²

In the Indiana School Journal of July, 1892, in an article entitled "In Memoriam" is found the following appraisal of Dr. Hobbs:

"Prof. Hobbs was noted as a clear and forcible speaker, a logical thinker and graceful writer. No member of the Society of Friends in this country was so widely known."³

¹Minnie B. Clark, op. cit., p. 290
²Ibid., p. 288.
President W. W. Parsons of the Indiana State Normal School paid the following tribute to the late Dr. Hobbs:

"In his long connection with the Normal School he missed few meetings of the board of trustees, and his absence was always felt as a loss. He was almost always present to give the most careful attention to whatever touched the interests of the school. We shall miss him on Thursday from his accustomed place with us on Commencement Day!"

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CHAPTER V

SUMMARY AND CONCLUSION

In this study the writer has earnestly sought to determine the facts relative to the life and work of Barnabas C. Hobbs as a contributor, of no small degree, to the present status of education in Indiana; and together these facts into such form as would make them more easily accessible, to whomsoever may be interested, than they otherwise would be. In order to accomplish, approximately, the results hoped for, it was necessary to determine by careful research the educational situation in Indiana covering the period from 1815 to 1892, the period during which Barnabas C. Hobbs lived and worked. In this connection it will be noted that he was born one year before Indiana became a state and was, therefore, "one year older than the state" as he often pleasurably remarked. As has been shown in the body of this study his early education was acquired in the "log school houses of his day and under very incompetent teachers," and at a time when the educational system of Indiana, if such it may be called, was in its infancy, so that he may be said to have grown up with the state.

One year after he was born, the constitution of 1816 was framed which called upon legislators "to provide by law for a
general system of education, ascending in regular gradation from township schools to a State University, wherein tuition shall be gratis, and equally open to all." Many problems of an educational nature were thus presented to the General Assembly, which from time to time passed laws looking toward the fulfillment of this mandate of the constitution. Laws were passed providing for a system of elementary schools and for the establishment of county Seminaries. It was in one of these seminaries where Harnabas received his early education beyond the elementary level. The Assembly also provided for a State University and took steps to provide for free schools by taxation laws, but it was not until 1848 that the people were willing to accept taxation for free schools. But these laws alone did not establish a state system. James H. Smart says that the few common schools scattered over the State prior to the adoption of the new constitution in 1852, mainly dependent as they were, upon local voluntary enterprise, formed in no sense a state system.¹ The people were permitted to open and maintain schools, but they were not compelled to do so. No state tax was levied, and no officers were made responsible to the State for the establishment and supervision

¹James H. Smart, op. cit., p. 192.
of a general system of schools which should be supported by all and open to all.

Prior to the adoption of the constitution of 1851 higher education was left largely to the county seminaries and private academies only a few of which proved to be of much educational worth. An effort has been made to show, heretofore in this study, that the Friends' Academy at Bloomingdale, Indiana, presided over by Barnabas C. Hobbs, was one of the most successful in that, in addition to providing opportunities for more advanced education than the elementary school offered, it provided for some normal training for teachers, and thus helped to advance the cause of a general state system of education, an integral part of which is now recognized to be that of teacher training.

With the adoption of the Constitution of 1851, legislators were called upon to provide by suitable means for moral, intellectual, scientific, and agricultural improvement, further steps in the creation of a system of education, comprehensive enough to touch other than purely classical interests. An attempt has been made to show in this study, previously, that Barnabas Hobbs in his work as a student of science in Cincinnati College and later as President of Earlham College, where a strong scientific course was maintained, was a contributor to the State's present educational outlook relative to provision
for instruction in Science study. An attempt has been made
to show, also, that Hobbs at Bloomingdale Academy anticipated
the State's interest in Agricultural instruction, and that
later he was a strong advocate for the establishment of
Purdue University.

In the matter of moral instruction it was largely due
to his efforts that the Bible was not excluded from the public
schools and later voted by the State Teachers' Association to
be the rule and guide in moral instruction.

At the eighth annual meeting of the Indiana State Teachers'
Association held in Indianapolis, December 12, 1861, and before
any provision had been made by law for a State Normal School,
Hobbs was selected to have charge of institute work in the
Seventh Congressional District. As chairman in this district,
he was to see that teachers' institutes were held in each
county in his district. In this connection Boone says that
there seems to have been no legislation recognizing county
institutes in Indiana prior to 1865. But, for almost thirty
years before that time, voluntary organizations having the
same object had existed in various parts of the State, and
were helped on by the leadership and wise counsel of progressive
school men. The institute was seen to be one, and a much
needed, means for the elevation of the teaching class and the
improvement of the schools. It encouraged professional spirit,
conserved learning, knit the teachers into a body having common interests, and diffused the instruments and means of culture to the great improvement of education. This policy continued until the institute law of 1865. All told three hundred sessions were held in various parts of the state, and the general respect for education greatly increased.

It must be recalled at this point that the law of 1865 provided for the establishment of a State Normal School a thing for which Hobbs had long and ardently worked, and that the following year he was rewarded for his efforts in its behalf, by appointment to the board of trustees of the newly created institution by Governor Morton, who evidently felt that he was placing the destiny of the Institution in most trustworthy hands. The Institution prospered under the twenty-six years trusteeship of B. C. Hobbs and is here today the pride of all who know its origin and its purpose. It should be recalled, too, that in the year 1866 Hobbs was elected first president of Earlham, an honor which was not bestowed without some consideration of the man's educational influence and leadership.

The broad plan of education implied in the Constitution of 1851 made possible, also the establishment of the Reform Schools of today. In his message to the legislature, January 11, 1867, Governor Morton said relative to the subject:
"Barnabas C. Hobbs and Charles F. Coffin, distinguished members of the Society of Friends, have bestowed much attention and labor upon the subject and have addressed me valuable communications which I here with lay before you, together with reports and documents setting forth the character and operations of the Reform Schools of New York, Ohio and Illinois."

The House of Refuge now known as the Indiana Boys' School was opened January 1, 1868. It appears that Hobbs and Coffin had made a valuable contribution here, to the status of modern day education.

In 1868 Hobbs was elected State Superintendent of Public Instruction. In this investigation an effort was made to show that, in that capacity, he made noteworthy contributions to the cause of education when he saw the graded plan adopted in the schools, and a uniform course of study provided for.

It will be recalled, too, that in his official reports he impressed upon the people the necessity of county superintendency, which came with the law of 1873, which may be said to mark the beginning of the present state school system in Indiana.

In this concluding chapter the writer has summarized the important events and achievements in the life of Barnabas C. Hobbs in their relation to the development of the free school system in the state of Indiana, and has sought to show their

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relation to the present status of education.

'By investigating, and assembling the data, scattered through many publications, he feels that he has contributed something to a cause in which he has had a life long interest, and has done something which because of the obscurity and difficulty, bestowed by time, upon obtaining all the facts, should have been done years ago.
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