Several years after the graduation scenes have long faded into memory, many a student who reflects upon past college experiences remembers that one professor who seemed to have opened his eyes to the world. No doubt, Theodore Barber of the Western University of Pennsylvania played that role to many an appreciative student, and although he still remains virtually unknown, no one who has been fortunate enough to have labored under his tutelage can deny the fact that he has been enriched by the experience. The merits of Theodore Barber have been shrouded in obscurity for far too long a time, and it is the hope of this study to acquaint the reader with a man whose quiet presence in Pittsburgh touched the lives of all who were fortunate enough to know him.

Theodore Moses Barber was born in Epping, Rockingham County, New Hampshire, on September 12, 1846. By evidence of several land deeds, his family was of some wealth, having owned several hundred acres in his home county. Little is known about his father, Chase Barber, except that he became an ensign in the navy in 1834 and then a lieutenant in 1835. Theodore's mother, Eliza Dow Barber, was still living in Epping at the time of her death in 1892. Upon Chase Barber's death in 1860, Winthrop Dow, a relative of Theodore's mother, became the real estate guardian of both him and his brother Dana.

The only tangible records that preserve Barber's childhood are several leather-bound school primers which remained in the professor's hands until his death. On the front page of Town's Speller and Definer can be seen the name Theodore M. Barber neatly printed in pencil by the young scholar-to-be. At age thirteen, Barber began keeping a daily diary which he maintained intermittently until 1904. Although little is known about Barber as a young boy, records show that

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he attended Dartmouth College in Hanover, New Hampshire, until his graduation in July 1870. Here he studied Greek, Latin, French, and German, thus acquiring the skills necessary for a scholarly career. He supplemented these courses with those of English literature which included Dickens, Whittier, Tennyson, Pope, and many scholarly periodicals.\textsuperscript{1} As a member of the United Fraternity, an early secret society, Barber was active in founding the Dartmouth College Library. As a writer for the college magazine, \textit{The Dartmouth}, Barber exhibited his eloquent writing style and tireless scholarship. The November 1868 issue contains one of Barber’s works, entitled, “The Dragon Mores,” an optimistic report on the educational system in China. In this six-page essay, Barber pointed out that: “The tidal wave of civilization is now completing the circuit of the globe, and beats with resistless force against the high-raised barriers of China, which are gradually, but slowly, yielding to its influence.” \textsuperscript{2} However, in concluding his somewhat imperialistic essay, Barber was careful in providing these words of caution: “We need not cease to be scholars, in order to become teachers; on the contrary, the efficient and successful instructor always remains a humble and assiduous student. When we — as individuals or as a nation — shall not be too proud to learn from those who may be, in most respects our inferior, — then only shall we achieve the truest and most enduring success.” \textsuperscript{3} Barber was a profound student who graduated second in his class and was elected to Phi Beta Kappa. At his commencement he gave a philosophical address entitled, “Comparative Permanency of the Real and the Ideal.”

The Dartmouth College Archives contain two letters which Barber wrote to Asa Dodge Smith, president of the college, a few days after commencement, in regards to suggestions for securing a position. In the first letter, dated July 27, 1870, Barber wrote: “I still incline to the opinion that it would be advisable for me to teach the languages or sciences somewhere in New England, but think it very doubtful if such a place can be found. Should I fail in securing a position to teach, I think of beginning my professional studies.” Unknown to Barber, Smith had just two days previously received a letter from George Woods, chancellor of the Western University of Pennsylvania, in Pittsburgh. Woods expressed his desire to “obtain for our

\begin{itemize}
\item[1] Arthur M. Young, \textit{The Voice that Speaketh Clear} (Pittsburgh, 1957), 49.
\item[2] \textit{The Dartmouth} (Nov. 1868) : 385.
\item[3] Ibid.
\end{itemize}
university one Instructor in Latin, one who has energy, earnestness, and breadth of mind and who intends to make teaching a profession. The salary the first year will be $1500." Keeping this in mind, Smith informed Barber of the opening. The young graduate then sent in his application and was accepted shortly thereafter. In Barber's letter to Smith dated August 1, 1870, he wrote: "I have always thought that I would like to make teaching a profession, and if I could obtain a congenial situation, it would confirm my purpose to do so. I think the situation in question would be very nearly what I want. I know of no branch that I would rather teach than Latin." 4

Under these circumstances Theodore Barber came to Pittsburgh in September 1870 to assume the position of instructor of Latin. The Western University of Pennsylvania, the institution at which he would teach for the next nineteen years, was located at the corner of Diamond and Ross streets in downtown Pittsburgh. The university's main building was erected in 1855 and was described by one of the faculty as being "well suited to the purpose it was at that time called upon to fulfill." 5 In 1870, three courses of study were open to students: the classical (four years), the scientific (three years), and the engineering (four years), which was subdivided into civil and mechanical. 6 The classical course was part of the preparatory department, and the scientific and engineering courses were part of the collegiate department. This was a considerable change from the course of study available to students fifteen years previously. A strictly classical education composed of English, Latin, Greek, and mathematics was all the university had to offer. A student who wished to substitute other studies for the ancient languages could do so only by special permission from the faculty — a request not willingly granted. Nonetheless, when Barber became an instructor in 1870, the classical course still held the chief place at the university.

At the first faculty meeting he attended on September 3, 1870, Barber was asked to supervise the editing of The College Journal, a monthly publication of the Philomathian Society, the university's literary organization. (Because many of the professors had to share administrative duties, Barber was appointed registrar in 1872.) A few days after he began teaching he wrote in the September 8 entry of his diary: "Cannot put my classes along as fast as I wish. It looks as

4 Dartmouth College Archives, Hanover, N.H.
5 Francis C. Phillips, The Old Western University at the Corner of Diamond and Ross Streets, Pittsburgh (1914), 1.
6 Ibid., 3.
though my little ground could be gone over by the higher classes this term. They all with a few exceptions appear to be reading authors too hard for them." Barber was a modest, conscientious instructor who was constantly evaluating himself and his effectiveness. On October 21, 1870, he wrote: "Find it difficult to interest my class in elocution. Must prepare myself better for it." 7

In 1873, Barber was promoted from instructor to professor of Latin. Enrollment at WUP at the time listed 252 students, 80 being in the collegiate department and 172 being in preparatory studies. 8 This was a substantial increase in comparison to the 1855 total student population of 88. 9 For the year 1879-1880, Barber became secretary of the college faculty and kept a scrapbook of articles from newspapers and periodicals relating to the university. Many of the articles were written by himself as he had a column in a local newspaper called "Educational Notes." One June article in the scrapbook announces a lecture to be given by Professor Barber on the subject of "Grecian Games," at a local meeting hall. The scrapbook is preserved today in the Pennsylvania Room of the Carnegie Library in Oakland.

By 1880, the once strictly classical curriculum at the university had undergone some major changes. More elective subjects were added, and the entire nature of the school was beginning to conform to demands for a less classical method of education. In the academical branch of the collegiate department, Latin, Greek, and mathematics became optional after the sophomore year, and French and German were added under the title of "Modern Languages." A one-week vacation was added in April as well as two weeks during the Christmas holidays. In previous years, students attended school from September to the end of June, with no extended vacations during the semesters. Although the majority of the school's 240 students were enrolled in the preparatory department, a shift in percentages could be seen. Of the 240 students, 143 were following the classical course of study in the preparatory department, while 97 were enrolled in the collegiate department. 10 In comparing this to the 1873 enrollment figures, a marked increase of 8 percent of the total student population can be seen in the collegiate department while those in the preparatory de-

7 Diary entry dated Oct. 21, 1870. The original copies of Barber's diaries are located in the Dartmouth College Archives.
8 Catalogue of the Western University, 1873.
9 The University of Pittsburgh in 1856 and 1922 (booklet; publisher and date unknown).
10 Catalogue of the Western University, 1879-80. The preparatory department was for precollege-age students who wished to pursue a classical course of study. It was similar to what we would today call a high school.
partment accounted for a decrease of 8 percent. Of the 143 students enrolled in the preparatory department, only 55 of them, or 38 percent, were following a strictly classical course. The remaining 88 were in the English branch of the department.

In 1882, when enrollment in Latin declined substantially, Barber included rhetoric and English in his teachings. He always preferred, however, to devote the majority of his time to the teaching of the classics. In the fall of 1883, Barber was granted a three-week leave of absence in order to visit Princeton, Columbia, Yale, Harvard, and Boston University to observe methods of English and rhetoric instruction. He requested this trip because he was eager to learn how these subjects were taught at the great universities. Barber's unrelenting efforts at self-improvement made him one of the most competent instructors at the university. Francis C. Phillips, a chemistry professor at the university, remarked in a short history of the institution and its early faculty that Barber was "noted for his admirable teaching methods and scholarly abilities — a profound student, an able lecturer and authority in his profession." 11

Professor Barber was always of a rather quiet and retiring nature. He preferred to stay out of the limelight and was friendly with people who were usually equally as shy as himself. In an obituary published in the Pitt Weekly, Barber was described as follows: "His extreme bashfulness and modesty seemed to deter him from taking a very active part in general educational matters. In university affairs his opinions were seldom volunteered, but when called on for his views he would often surprise his colleagues with his thorough knowledge and grasp of a problem. He was a man of delightful personality, kindly, always willing to help a student, and no one could have been more fair and just of his estimate of the work of his classes." 12 In the Dartmouth Alumni Review, Alexander H. Holliday of the class of 1887 described the professor as "a scholar, a perfectionist, a gentleman, with a rich source of knowledge from wide reading." 13

Perhaps the best tributes to Professor Barber have come from his students. In speaking of him, Arthur Young, a retired Latin professor from the University of Pittsburgh, described Barber's relationship with his pupils: "His greatest friends in Pittsburgh were his students, who today say they learned far more from him of lasting

11 Phillips, Old Western University, 5.
value than can be measured even by the classics he taught them to admire and cherish.”

Charles M. Johnson, a student of Professor Barber, remarked that, “He introduced us to Chaucer, Milton, Goldsmith, Pope, Dryden, Coleridge, Keats, and Shelley.” In the years of Barber's instruction at the university, he taught many young men who became famous later in life. Andrew Mellon, whose accomplishments need not be mentioned, studied Latin under the professor in 1870. Other students taught by Professor Barber were: Dr. John J. Buchanan, who was chief of staff at Mercy Hospital and head of the department of surgery in the medical school of Western University; Thomas Patterson, a past leading member of the bar in Pittsburgh; and Ethelbert Nevin, a once world-famed composer.

Dr. James D. Heard, a student of Professor Barber and later his personal physician, remembers the old man as “a bald, mild-mannered man in a worn Prince Albert, with a skin of marked pallor contrasted by the blackness of his beard.” Dr. Heard recalled this particular incident involving the professor:

The professor would read aloud to us selected passages of poetry or of prose. His pupils would be given reading assignments, and their diction, rhythm, and accent would be commented upon. Following a poor performance, the teacher would read the same selection to the class. This he would do so beautifully that he could always retrieve wandering attention. On one occasion, while a student was reading Shelley's Adonais to the class, the unlucky youngster was seized by impious and uncontrollable laughter. The repetition of the phrase:

Oh, weep for Adonais — he is dead!

had tickled his funny bone instead of moving his heart. His laughter was cut short by an angry and caustic rebuke; obviously he thought he would be dropped from the course. But Barber could not hold resentment long. At the end of the term he awarded a cash prize of fifty dollars to the offender.

On April 19, 1877, Barber married Miss Cornelia Porter of Pittsburgh. He frequently referred to her in his diary as “Corrie” or more often as just “C.” Little is known about Corrie except that she owned considerable amounts of land in Pittsburgh and other parts of the United States, and that she shared many of her husband's interests. After his marriage, Barber moved from his residency on Wiley Avenue to one on Ellsworth Avenue, and then to a new house on Bienvenue Street, renamed Morewood Avenue in 1912.

Aside from his teaching at the university, Professor Barber's main interest in life was his hobbies, and among those he especially

14 Young, Voice, 48.
15 Alumni Review, Dartmouth College.
16 Young, Voice, 58.
favored were book collecting and gardening. In a letter to his brother Dana dated June 6, 1879, Barber wrote:

The night after I set out the plants a heavy frost came and killed most of the tops and they are just beginning to put out new leaves. And almost ever since I planted my flower seeds it has rained and poured so that many of them must be washed out of place and some buried too deep. Today is fair and I hope the rain is over but it is too cool for tender plants to do much. Raining again! I must pick my way to the R.R. between the showers.

Yours with love, Theo.17

His interest in gardening was not a passing one, as a letter written in 1891 suggests: “Just now I am having a violent attack of floriculture. I never had leisure before to indulge my taste for flowers, but this year I am getting surfeit of preparation with a distant and dubious prospect of floral rewards. In my zeal I have even toiled by moonlight till after ten o’clock.” 18

Book collecting, however, seemed to have become an obsession with the professor, especially in his later years, and in a sketch written by Jeanne Oldfield Potter, the author describes the old man’s interest in books in this manner:

He was shabby and frail, and always carried a bag or a basket. But be it bag or basket it held only and always, books. He himself looked as if he might be a character stepped out of a book and, unexpectedly and suddenly and magically might step back into it again and quickly slap the covers shut. A strange, solitary, introspective character; solitary, but not lonely, for had he not always the high company of his beloved books? With Professor Barber they had become an obsession. A hobby, no doubt, in the beginning, they became his chief interest in life.19

“Great books,” Barber said, “were the repository of the world’s wisdom and they deserved a beauty of outer form in keeping with their content.” 20 He went out of his way to obtain rare and limited editions and books with beautiful leather bindings. Although his modest salary was less than $2,000 per year, this did not deter the professor from buying Vedder’s Rubaiyat for one hundred dollars, the most he had ever paid for a single book. On July 13, 1883, he wrote in his diary: “Must stop short in the book buying business as

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17 Barber to Dana Barber, June 6, 1869. Letter in author’s collection. The personal papers of Professor Barber owned by the author and used in this article were found among a pile of old and forgotten books in the loft of the J. R. Weldin Company of Pittsburgh, the company which purchased the professor’s library a few years after his death. These papers, untouched for sixty years, were discovered by the author while looking for a “find.” In any event, I am sure the professor would have liked that.
19 Jeanne Potter, The Index, Mar. 17, 1923, 15.
20 Young, Voice, 49.
my cases are full, my money nearly gone, and I have more than I can read in ten years. But the buying and bargaining interests me extremely — is my chief recreation." 21

Barber would stay up in the evenings until three or four in the morning pouring over catalogues from American and European booksellers and built up a clientele for selling and trading his own books as far away as St. Louis. Gradually, he filled every room of his Morewood Avenue house with books until the only way of getting around inside was through narrow paths cut between the huge stacks. Dr. Heard visited the professor at his home and later wrote: "I made a professional call upon him at his home in Bloomfield. There the old bibliophile lived alone with his treasures. Books were stacked to the body of the square piano, on top of the piano, on the seats of chairs and along the walls, but especially in the corners. Books were piled on the stove. One lid had been removed to expose a gas ring where the owner did his cookings. Dust was everywhere. The setting was Dickensian, and therefore quite unreal and fascinating." 22

As time went on, Professor Barber became more absent-minded and frequently misplaced things, lost umbrellas, and was late for class. Part of this was due to the fact that he was usually tired, having been up late the night before engrossed in some ancient book. He complained often in his diary about the wandering attention of students, and how few of them were real scholars, "willing to peg away at the books through the elementary tasks so that the real pleasures might open up before them." Through the long illness of his wife, his problems seemed to overwhelm him, and had it not been for her watchful eye over their investments in property, he could have quite possibly faced financial ruin. This might have been avoided had the professor been willing to cut back on his book purchases, but his reluctance to do so was resolute.

At the end of the school year in 1889, Professor Barber retired from the university. One reason for his early resignation lay in the fact that the university was moving to Observatory Hill on the North Side of Pittsburgh, then called Allegheny City, and the professor anticipated the difficulty of traveling the extra distance. Another reason was the dwindling enrollment in the classics, especially in the Latin courses. The monthly periodical, Courant, published at the university, came out with an editorial which stated that the aim of the young in Pittsburgh was to make money, and that students looked upon Greek

21 Ibid., 51.
22 Ibid., 59.
and Latin as unavoidable stumbling blocks in a college curriculum. However, the initial move towards less scholarly courses of study began in Pittsburgh's public schools. William McCoy points out in his *History of Pittsburgh Public Schools* that the impetus for the industrial education movement cannot be accurately derived. He asserts that, "Whatever may have been the source of the idea for adding industrial education to the curriculum of the Pittsburgh public schools may never be known since the subject had been discussed by educators in Europe for several hundred years before coming to America."  

Experiments in manual training were being conducted in several European countries with the purpose of improving both the student's mind and body. However, this type of instruction was only intended for the children of the poor, the belief being that children of wealthy descent had no need for it. How then, did this type of instruction reach the wealthier students, especially those at the university? Again, McCoy provides us with a theory: "There can be little doubt," he wrote, "that since Pittsburgh schools took an active interest in the Centennial Exhibition by sending a large exhibit and a large delegation to the Exhibition; a powerful urge came to the city through its educators to supplement the then growing idea that Pittsburgh was the workshop of the world by training the youth in industrial pursuits."  

It becomes clear to see how this idea spread to the higher education of the university in the forms of engineering, science, chemistry, business, and accounting. The lure of business and commerce became strong in the late nineteenth century, especially in an industrial city like Pittsburgh. Francis Phillips felt that the intensely commercial spirit of those days was not favorable to a scholarly education and wondered how the university was able to struggle for years against those odds. Ironically, shortly after Barber's departure, the university decided to sever relations with its preparatory department in the interests of economy. At the commencement in June 1890, Barber refused the chancellor's invitation to sit on the platform. He accepted no further employment elsewhere except for private tutoring, an occupation for which he developed somewhat of a local reputation.  

In the years that followed, Barber devoted almost all his time to his books. Unfortunately, both he and his wife suffered from ill
health and were forced to spend increasing amounts of time at home. The polluted air of Pittsburgh left him with chronic nasal and pulmonary trouble, and he spoke in his diary of colds, sore throat, catarrh, vertigo, toothache, swollen ankles, and arthritis. He became lax in taking care of himself and went months without a haircut, until his wife performed the task for him. His house went years without maintenance; even routine repairs went undone. One person remembered that weeds grew up around the home and that "the front doorbell had long fallen silent, for through the door it guarded none ever entered. A path through the grass and weeds led around the house to the kitchen door; it was the only place of entrance or exit. In that kitchen the old professor did the very little cooking that sufficed for his desire." 26

After the death of his wife in 1897, Barber became a recluse in the big Morewood Avenue house. He developed pernicious anemia, incurable at the time, and occasionally visited the hospital for treatment. In 1909, his name disappeared from the city directory, and it is unknown if that occurred at his request. In the same year, a type of paralysis began to trouble him, and up to 1915 he visited a hospital at four different times, spending thus six months in all. 27 On June 20, 1915, he wrote to the Dartmouth College secretary that he had suffered little pain and found his hospital stay a pleasant one during which he was able to make several interesting acquaintances. He regretted that he was unable to attend the class reunion and wrote: "It might not hurt me to go to Hanover but I do not like to risk the result of the fatigue and excitement. I greatly regret not being present at the meeting. I trust that you incipient veterans will have an interesting reunion. I have lived alone for nearly thirty years. 28 I have always been an extravagant book-buyer since I was a boy. I have about 7500 volumes. I am, in a sense, a slave to my books, but they have given me much pleasure." 29

Shortly before his death, Barber attempted to catalogue his library which was valued at figures varying between $15,000 and $30,000. When Dr. Heard came to visit him for one of the last times, the professor offered to sell him one of his prized possessions, an engraved, leather-bound, two-volume set of Horatio by Pine. Being

26 Potter, The Index, 15.
27 S. Hastings, Class of 1870, Dartmouth College (Hanover, N.H., 1917), 11.
28 Barber was obviously including the time spent alone before his marriage in 1877 as well as the eighteen years after it.
29 Hastings, Class of 1870, 11.
a book collector himself, Heard agreed to buy the books at what Barber considered to be a very low price. Although he knew Heard would appreciate the volumes, it is quite possible that he did this as a means of payment. His finances were rapidly dwindling, and the professor many times spent more on books than he could well afford. The two books sold to Heard are now part of the James D. Heard Book Collection, and can be seen at the University of Pittsburgh's Hillman Library.

After a long illness, Theodore Moses Barber died on the evening of November 24, 1915, at St. Francis Hospital in Pittsburgh. Dr. A. Colwell, who attended the professor in the hospital, attributed the death to pernicious anemia with arterial sclerosis and myocardial insufficiency as contributory factors. Although he was a devoted scholar, a beloved teacher, and an important member of the university, the obituaries which appeared in local papers do not suggest this. The only obituary which did the professor justice appeared in the Pitt Weekly one week after his death: "Coming to the university at a time when classical learning did not prove attractive to the average student, he brought to his teaching such thoroughness of method and strict discipline that the study seemed to have new life and many of those among the student body, who were ambitious to learn, found that no more profitable or instructive courses were given in the university than those of Professor Barber." 30 The funeral for Theodore Barber was held at the Thomas B. Moreland Funeral Home at 6104 Penn Avenue in Pittsburgh. His cousin, Albert G. Barber, made a special trip to Pittsburgh to take the body of the professor and bring it to New Hampshire. It is in Epping, the town of his birth, where Barber now rests.

Not until he was near death did Professor Barber indicate any desire to make a will. At that time he told his friends how he wished to dispose of his books and property. By the time the necessary preparations were made, the old man lapsed into a coma. 31 The executors of his estate, the Safe Deposit and Trust Company, faced the arduous task of dividing the professor's property among his heirs. They hired D. V. Murdoch and E. A. Murdoch to appraise the property left in the professor's home.

By examining the "Inventory and Appraisement" document for the estate of Theodore Barber, much can be gathered about the man's life and interests. Perhaps the most incredible piece of information is

31 Ibid., Dec. 15, 1915.
that twenty of the articles mentioned pertained to his books, almost all being large cases, racks, or shelves. The inventory also included much china and bric-a-brac appraised at $50.00, an easel and portfolio, a grandfather clock, and a piano. Also included was Barber's fine collection of steel engravings and prints, considered one of the best collections in the area. The 130-piece collection was appraised for the ridiculously low price of ten cents apiece, or $13.00 for the lot. All in all, the entire contents of the house, excluding the library which was sold at a later date, was appraised for $214.30. Considering the estimated value of the old bibliophile's library, it is clear to see that virtually all of the professor's money went for the purchase and storage of books.

The J. R. Weldin Company of Pittsburgh secured Barber's library for the incredible sum of $2,100.00, or roughly thirty-six cents per book. Considering the thousands of rare volumes the professor had supposedly acquired in his lifetime, the transaction turned out to be quite a bargain for the downtown bookshop. Whether the firm was able to acquire the entire collection for this price is uncertain as there is some record of a transfer company packing and hauling books to Carnegie Library. It is possible that his collection may have been stored there until the estate was settled. In fact, the estate was not finally settled until 1918, a full three years after Barber's death. At that time the last of his wife's property, a house located at 6442 Dean Street in Pittsburgh, was sold to George C. Norris for the sum of $1,800.00. That, and the money received for the library, plus a few incidental investments, brought the total value of the professor's estate to $4,487.29. Included in this was a collection of autographs sold to the Lamb Publishing Company for $125.00. The costs in settling the estate amounted to $1,138.86, which left $3,348.43 for distribution among the heirs. Interestingly enough, Barber neglected to pay any taxes from 1910 until the time of his death. When his estate was settled in 1918, a debt of $342.30 for city and school taxes was owed as well as a claim by his wife's heirs for $1,127.02 for unpaid property taxes. It is possible that they had assumed Barber's delinquent tax payments. Considering the old man died with virtually no liquid assets, it is quite possible that he did not have the means to pay both taxes and support his meager existence.

Theodore Barber died quietly, in much the same way that he lived, and although he was virtually unknown except to his students and

32 City of Pittsburgh, Department of Wills.
close friends, his influence over them was deeply felt. The professor seemed to have been phased out by an up-and-coming industrial society which had no time for the classics. Arthur Young wrote, "His love of fine books, which were fine not only because of their binding, but because they contained the distilled wisdom of the past, presupposes a disciplined sense of beauty and of values which is not cultivated by an adolescent industrialism." 33 Dr. Robert S. Marshall, a student of the professor who left a $110,000 classics fund in memory of him, said, "He opened my eyes and ears and heart to many things of lasting satisfaction." 34 Although his life was of a now extinct age, Theodore Barber's attitudes concerning scholarship and the importance of always remaining a "humble and assiduous student" should never become obsolete. He believed in perpetual education, and in that sense, his desire for knowledge never ceased. Whether Professor Barber would approve of his life's history being taken from the shelf, dusted off, and re-read, will remain to the imagination. It is nonetheless the life history of an interesting man and a story about a truly unique and fascinating individual.

33 Young, *Voice*, 55.
34 Told to the author by Arthur Young from a conversation Young had with Marshall many years after Barber's death.