CHARLES STAHR HARTMAN

FRANKLIN AND MARSHALL ACADEMY

THE LAST SEVENTY-ONE YEARS

OF ITS HISTORY, 1872–1943
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OF ITS HISTORY, 1872–1943

by
Charles Stahr Hartman

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ment for the degree of Master of Arts.

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I am happy that the history of the Academy is being published by Franklin and Marshall on the occasion of the Bicentennial. This is the history of one of the oldest and finest secondary schools in the nation. The record of these pages must be of considerable value to those who are concerned about the history of our nation's educational systems.

It should be remembered that while this material is published this year, 1987, the original work was written in 1948. There will be references to persons and places no longer on the present scene.

My regret is that to old Academy boys the reading of these pages will lack human interest. Because this writing was submitted as a Master's Degree thesis for Johns Hopkins University, those approving the thesis were primarily interested in educational tendencies, with very little concern for the personalities of the teachers and leaders of the Academy.

I hope that old Academy boys will provide their own human interest with fond recollections. You will remember my father leading the chapel services or in personal conference in his study in the evening; Uncle Joe Rothermel's rough and ready affection; Mike Lewis on the football field or as a warm personal friend.

These are just a few of the memories which I hope will return to you as you read the history of your beloved school graced by the magnolia trees and the bronze beeches.

To my father, Edwin M. Hartman,
who personified the best
that was the Academy.
FOREWORD

The Academy Reunions and
How This History Came To Be Published
Theodore H. Rupp, FMA '31

In order to understand the circumstances under which Charles S. Hartman's history of Franklin and Marshall Academy came to be published almost forty years after it was submitted to Johns Hopkins University's history department as a master's thesis in 1948, it is first necessary to look back to 1977. The late Eric T. (Ted) Hernblom (FMA 1922) conceived the idea of an Academy reunion. He put an ad in various newspapers, which was noticed by S. Aylmer Yoder, who with Robert Wohlsen, Michael Hirak, and this writer spear-headed the first modern-day FMA reunion on June 9 and 10, 1978. (Actually, there had been a reunion in 1927 to celebrate the 30th anniversary of Dr. Edwin Hartman's service to the Academy.)

I wrote a report of the 1978 affair at the time, as follows:

The June 1978 issue of F. and M. today carried an excellent report with some fine photographs of the F. and M. Academy reunion held on June 10th. For the benefit of future chroniclers and while the memory is still fresh, however, it may be of interest to make a matter of record some additional details relative to the program.

The reunion weekend began with a cocktail gathering at the Alumni House (formerly the President's house), which was filled to overflowing, on Friday evening, June 9th. On Saturday morning returning alumni (and in some cases wives and children) began congregating in the new Steinman Center, located behind the site where East Hall formerly stood, to register, look at some FMA memorabilia, and read letters sent by people unable to attend. By about 12:30 the crowd, numbering over 200, had assembled in the Benjamin Franklin dining room (in a complex of buildings located about where the Academy football field used to be) to hear the invocation delivered by the Rev. Charles R. Zweizig* (FMA '25).

Following the meal, your writer, a former student and teacher, serving as master of ceremonies, introduced President Keith Spalding, who with Mrs. Spalding was a guest of honor, and he welcomed the assembly to the College campus. At this time the committee on arrangements was thanked. It consisted of Aylmer Yoder and Theodore Rupp as co-chairmen, James Gelhard (College alumni secretary), Michael Hirak, and Robert Wohlsen plus George Crudden and Robert Zima, who handled the publicity. Then came introduction of the guests of honor: Samuel C. Clark, Clair G. Frantz, Hugh A. Heller, and D. Paul Souders, all former teachers; Mrs. Michael Lewis, widow of “Mike,” and her daughter Barbara Metzler; Frances Hartman May, William F. Hartman, and Charles S. Hartman; Ferdinand “Fritz” Boettcher, former custodian; and Clyde Stacks, representing his late father Harvey, former head custodian.

At this point the speakers were introduced and called upon for their reminiscences. The first was the Honorary Chairman Eric “Ted” Hernblom* of the class of 1922, whose initial efforts going back to 1977 served as the spark for the affair. In turn came Bill Hartman, a long-time successful Lancaster gynecologist; Charles S. “Chisel” Foltz, recently retired as foreign affairs editor of U.S. News and World Report; D. Richard “Dibi” DiBattista, who won a National Prep School wrestling championship at the Academy and two NCAA titles at Penn; Dr. Clair G. Frantz, retired as headmaster of the Charles Ellis School; and Robert S. “Bob” Wohlsen, a Lancaster contractor.
During the latter's presentation, it was voted to establish an Academy alumni association, and the reunion committee was authorized to proceed with plans to create an Academy memorabilia room on the campus, possibly in a projected new library wing, and a plaque to commemorate the existence of the Main Building, subsequently renamed Hartman Hall.

Awards were presented by Aylmer Yoder, as follows: traveled the greatest distance: Joseph Peele, class of '38, Greensboro, N.C.; oldest present: Linnaeus Reist, 93, class of 1903; youngest: Herbert W. Kauffman, Jr., 49, Lancaster, who attended in 1943.

It was established that the oldest Academy alumnus is "probably" Clarence Henry Gable, Mountville, Pa., 96 years old, who was unable to be present.

Among prominent alumni present who were introduced were Dr. John Atlee,* Judge W. Hensel Brown,* Richard Dodge, Nathaniel Hager,* Christian "Butch" Kunzler, William Shand,* and John Rowe Workman.*

A moment of silence was observed, after which Hugh Heller led in the singing of the alma mater to conclude the formal program. The Lancaster Sunday News of June 11 carried a report written by staff writer Rebecca Holzinger under the heading "F. and M. Academy Members Still Smell Magnolias," which concluded, as follows:

"It was with a sadness and a joy that the group sang the Academy's alma mater as the luncheon ended. And tears entered the eyes of some as Yoder repeated the words to an old civil war song in memory of the classmates and faculty who had passed away.

"We shall meet, but we shall miss them. There will be some vacant chairs. We shall caress them while we linger and breathe our evening prayers."

From Far and Near: The Academy Alma Mater

As a postscript to the foregoing, I would like to publish one letter from an alumnus. The other members of the committee and I received a number of letters after the reunion, expressing thanks and suggesting that we do it again in the future. This letter typifies most of the others, but in addition makes a very valuable contribution to Academy lore—namely, the music to the alma mater, for apparently a good many present had forgotten the tune. Dr. John Rowe Workman is a professor of Classics at Brown University. Follows is John's letter:

"This is just a brief note but I do not want this month of June to pass into history without expressing my great thanks and sincere admiration for that remarkable reunion of Franklin and Marshall Academy which was pulled together and hosted so successfully on the tenth. Really we must make that a frequent occasion, for it was evident that day that memories of FMA are very strong and moving. I thank you also for your generous words about myself.

At the end I believe that many of the alumni tried to fit the FMA Alma Mater to the music of the College's Alma Mater. I have a handsketched MS of the Academy's song, and if there is another reunion and a piano this MS may be used. The music was written by "Roxy" Rebert about 1917, and he went on to become professor of music at Amherst.

Again, many, many thanks for a most delightful event and one which we will all remember affectionately over the years. I send my best greetings to you and all the Rupps."

Yours faithfully,
John Rowe Workman

* (Ed. note: now deceased.)

(Ed. note: John died suddenly on Sept. 28, 1985.)
From Far and Near

Words by M.W. Whitem '99

Music by Homer F. Roberts

From far and near we gather, a loyal band and true, at Great is the debt we owe thee, our fostering School and home but

F. M. A. for work and play beneath the White and Blue, our we shall pay thee, F. M. A., with love where'er we roam, though

Elder brothers won us the pride we share today; now Fate or fortune calls us to distant scenes away, with

Ours the turn new wreaths to earn for dear old F. M. A. heart and hand will ever stand by dear old F. M. A.

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The momentum of the first reunion led to the second, held on October 17, 1980. A letter of December 1980, addressed to the alumni over the signatures of S. Aylmer Yoder and Theodore H. Rupp, reported the event, as follows:

By this time the second Franklin and Marshall Academy reunion, which was held on Friday evening, October 17, is past history.

Approximately 92 old Academy “boys” and some 75 wives and/or sweethearts and special guests gathered in the new Steinman Center on the Franklin and Marshall College campus (about where East Hall used to be) for cocktails at 6:30 p.m. and then assembled in a dining hall in the Benjamin Franklin complex (about the middle of the Academy football field) for the dinner. Theodore Rupp, serving as master of ceremonies as at the ’78 reunion, called upon William F. Hartman, Dr. and Mrs. E. M. Hartman’s older son and a prominent Lancaster M.D., for the invocation.

Following the meal, the program began to unfold with a few words of welcome from Keith Spalding, president of the College, in which he made reference to an unpublished history of the Academy, written as a master’s thesis circa 1948 by Charles S. Hartman, the younger son of the Hartmans, now a clergyman in Fort Wayne, Indiana. Then Charles (Chuck) Froehlich was given the floor to address a brief appeal to the College’s alumni present concerning the on-going alumni fund drive.

First of the four speakers was Samuel R. Slaymaker II, whose reminiscences centered largely on W. Earl Moorehead, who directed the Junior School while Sam was there in the mid-thirties, and his wife Edna, formerly Miss Bromer to many of us, and described the influence the Mooreheads had on his career as a writer. Sam has been published widely in the fields of history and outdoor life, particularly fishing.

David G. Simons (FMA ’39), who as an Air Force officer made history in balloon ascensions designed as experiments in space medicine, described medical research he is currently conducting into the causes and relief of, primarily, back pain. (Earlier, during the cocktail hour, he had shown movies of his balloon flights to those interested.)

Paul Freeman (Ed. note: since deceased), a retired banker, who had graduated from the Academy in 1930, reminded us that he was celebrating the 50th anniversary of his graduation. He amused the audience with tales of goings-on in the notorious “Hogan’s Alley” and anecdotes of some of the teachers of his day, such as “Shorty” Fox, Mike Lewis, “Pop” Worthington, et al.

Albert B. Wohlsen, Jr. (FMA ’38), was scheduled to be the last speaker, and his brother Robert, a member of the planning committee, had asked for the opportunity to introduce him. It was in so doing that he dropped the bombshell of the evening. He made public a secret that had been kept even from Albert: the Wohlsen Construction Company, of which he is president and from which Albert has retired, was making a contribution of $25,000 to the College to make possible an F&M Academy room in the new wing to be added to the college library. Among other purposes, this room will house Academy memorabilia of all kinds. Bob had broached the idea of an Academy room at the reunion two years ago as a project near and dear to his heart.

Al, who had recently stepped down as interim mayor of Lancaster after one of the most successful tenures in that office in recent years, regaled us with anecdotes of his Academy days and of his term as mayor.

At this point Co-chairman Aylmer Yoder, whose efforts contributed greatly to the successful undertaking of the first reunion—as well as the second—made brief remarks and concluded, as he had in June ’78, with the words of a Civil War song. Then Dr. Hugh Heller, accompanied by his wife Esther at the piano, and this time armed with a copy of the musical score, led the assemblage in the Alma Mater, following which the meeting was adjourned.

Special guests who were introduced are, as follows: former teachers and their wives Dr. * and Mrs. Clair G. Frantz, Dr. and Mrs. Hugh Heller, Mr. and Mrs. Louis May (Mrs. May was Frances Hartman, daughter of Dr. and Mrs. Hartman), and
Dr. and Mrs. Theodore H. Rupp. Also introduced were Joseph Rothermel, a former proctor and son of “Uncle Joe” Rothermel, who had been Vice Principal of the Academy in the Twenties, and Clyde Stacks (FMA ’35), whose father, in charge of maintenance, was known to all as Harvey. Singled out for special recognition was Eric T. Hemblom* (FMA ’22), a dentist from Oil City, Pa., whose special initiative provided the spark for the first Academy reunion in 1978. Sarah Truxal, associate director of alumni programs of the College, was also singled out for special appreciation for her attention to the many details involved in the reunion.

The oldest alumnus present was Nathaniel Hager* (FMA ’17). Those who traveled the greatest distance were Philip Jones (FMA ’28), Byron Sarris (FMA ’41), and David Simons (FMA ’39), all living in California.

Members of the committee organizing the reunion are the following: George Crudden, Roy Deck, Nathaniel Hager, Christ Herr, John Hess, Edgar Matterer, Bernard Myers,* Garvin Ross, Louis Shenk, Clair Simeral, William Tinney, and Robert Wohlsen.

We would welcome suggestions regarding the next reunion.

The third Academy reunion took place on October 17, 1983, in connection with the dedication of the Academy Memorial Room in the College library, and this ceremony followed the dedication of the Shadek-Fackentahl Library, an expansion and reconstruction of the old library. It is important to point out here that, according to Charles O. Froehlich, Jr.*, then director of development, Academy alumni contributed one quarter of a million dollars toward the new complex.

The Academy Room dedication featured the display of Academy memorabilia in two handsomely crafted cabinets constructed through the generosity of Academy graduates Robert Dommel and Victor O. Allen. Robert Wohlsen, whose gift had made the Memorial Room possible, made the presentation of the room to President James Powell, who responded with brief remarks. There were also remarks by Kathy Moretto, College librarian, and by Ted Hernblom.

A reunion dinner followed in the Steinman Center. Edgar Matterer, toastmaster, introduced Charles S. Hartman, who addressed the gathering of about 100 on the subject of his father’s chapel talks. This writer, given the floor, thanked Bob Dommel and the Wohlsens for their gifts and proposed that Academy alumni adopt as a future project the establishment of a College Scholarship fund in memory of Dr. E. M. Hartman. The idea seemed to meet with general approval.

Last fall the triumvirate of Wohlsen, Yoder, and Rupp, with the help of the College Alumni Office, began planning the fourth reunion for the dates of the Homecoming, in connection with the College’s Bicentennial Year. As a special feature of the reunion, Aylmer Yoder proposed the publication of Charles Hartman’s 1948 history, to which President Spalding had alluded at the second reunion. Rupp recommended the proposal to a reunion committee consisting of Richard Barr, George Crudden, William Hartman, Edgar Matterer, and Louis Shenk and received approval to seek funding, starting with the College.

* (Ed. note: now deceased.)
Now, the birth of the Academy, which had occurred simultaneously with that of the College in 1787, had not figured in the events of the Bicentennial Year, and since no one can read Charles Hartman’s history without recognizing the vital part played by the Academy in the early years of the College, it was suggested that the College might wish to underwrite the cost of publication. The College’s willingness to do so fittingly recognizes that role.

The reader will find Charles Hartman’s work to be an exemplary piece of scholarship. Succinct for the early history, it is especially strong on details of the period from 1897 to 1943 (the last year), during which time his father was co-principal and then principal. Difficult as it must have been, he succeeds in maintaining his objectivity, and when events compel him to praise his father and criticize others, he provides scrupulous documentation in support of his assertions. Future historians will be happy to have the facts pertaining to such a vital institution as was the Academy available in readily accessible form.

As one whose life has been greatly influenced by some fourteen years as a student and teacher at the Academy and the beneficiary of the help and guidance of Mr. and Mrs. W. Earl Moorehead and of Dr. and Mrs. Edwin Hartman, I am happy to have had a part to play in this act of preservation.
FRANKLIN AND MARSHALL ACADEMY, 
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OF ITS HISTORY 1872–1943

Chapter I—Introductory
Pennsylvania German Education in the 
Nineteenth Century

The fertile countryside of eastern Pennsylvania is the home of the Penn-
sylvania Germans, ninety thousand of whose forebears emigrated mainly from 
the Rhine Palatinate in Germany to come to this country in the eighteenth 
century. Lancaster, Pennsylvania, the county seat of the most fertile of all the 
farming lands in eastern Pennsylvania, became in 1853 the home of Franklin 
and Marshall, the college of the Pennsylvania Germans of the Reformed 
Church.

In 1869 Dr. John W. Nevin, president of this college, suggested that the 
Preparatory Department of the college be given "a large building for its separate 
use and service." Declared Dr. Nevin: "No object proposed at this time for the 
benefit of the college seems to be more worthy of immediate attention than 
this." The president spoke about the prosperous condition of the Preparatory 
Department at that time and expressed his confidence in its promise in the 
future as "a powerful help and support to the college itself."1

In 1872 Dr. Nevin's suggestion became a reality; and the Preparatory 
Department became a separate institution to be known as Franklin and 
Marshall Academy. This institution was to become one of the nation's out-
standing preparatory schools. At the time of its closing, in 1943, it was the 
twenty-fifth oldest private secondary school in the United States.2 During the 
last forty-six years of its history the Academy entered more than 2,000 of its 
3,600 students into various colleges.3 In the last twenty-five years of its history 
the school stood in the first quarter of all the private preparatory schools for boys 
in the nation in the number of boys sent to college each year.4

This is what the Academy became. Yet just as important as its role among 
preparatory schools in general is the role as a means and channel whereby the 
contributions of the Pennsylvania Germans were given to this nation. As Dr. 
Nevin foresaw that this preparatory school was to fulfill a great need for 
Franklin and Marshall College, so the school was also to help the College fulfill 
a great need for the Pennsylvania Germans of the Reformed Church. At the 
close of the nineteenth century, about 35 percent of the Pennsylvania Germans 
were members of the Reformed Church, and in 1900 more than two hundred 
thousand inhabitants of Pennsylvania (mostly in the eastern portion of the state) 
were Pennsylvania Germans.5 It is still true today that in eastern, central, and 
southern Pennsylvania there is an island of 17,000 square miles in which the 
Pennsylvania German dialect is spoken by 20 percent to 80 percent of the 
people.6
These Pennsylvania Germans made noteworthy contributions to the life of this nation primarily in the fields of agriculture, religion, and education; and to a lesser yet still significant degree in the fields of industry, music, and science. In the middle of the nineteenth century significant religious and educational contributions came from Philip Schaff, Frederick Rauch, and John W. Nevin. Schaff and Rauch were born in Germany and were graduates and teachers at German universities before coming to this country. Nevin was steeped in the study of German philosophy and theology. The three men were close friends, and all of them taught at Mercersburg before 1853 in Marshall College and the Theological Seminary. Dr. Nevin later became president of Franklin and Marshall College, as was noted earlier; while students of Schaff and Rauch were later numbered among the members of the faculty and presidents of Franklin and Marshall College.

The religious contributions of these three men came to be molded into one form known as the Mercersburg Theology to which Rauch gave the philosophical impulse, Schaff the historical basis, and Nevin the theological vitality. The Mercersburg Theology represented a distinct and significant movement in the history of American religious thought. "It grew out of the contact between the evangelical theology of Germany and Anglo-American church life," said one of the Mercersburg students. "Rauch gave the initial impulse ... by uniting the best qualities of the German and Scotch systems of thought in an Anglo-German theology." The leaders of the Mercersburg Theology felt, although they did not say it in these words, that Protestantism had gone too far and excluded too much when it separated from the Roman Catholic Church. The most important principle of this theology is the fact of the incarnation, and it asserted that the salvation of the world depended not upon Christian doctrine or Christian teaching but upon what Christ is. The church was declared to be the body of Christ which mediates with supernatural office between Christ and his people. The Sacraments of the church are not symbols merely, but Baptism is for the remission of sins, and the Eucharist includes the real presence of Christ's "glorified life," as the leaders of this thought described it. The ministers of the church hold a divine power from Christ by apostolic succession. Liturgical worship in the church was maintained. The Mercersburg Theology declared church division a great evil and maintained that there is only one true church. The historical justification for Protestantism was that its mission was to find the true church. But the Protestant Reformation was only one step in various stages of a development which would continue in the future. This then is a brief description of the Mercersburg Theology which made a permanent contribution to American religious thought and which received wide-spread attention from religious leaders throughout the nation. Dr. Leonard Bacon, noted New England theologian, said that "here was effected a fruitful union of American and German theology; the result was to commend to the general attention aspects of truth philosophical, theological, and historical, not previously current among American Protestants."

So far as the educational contribution is concerned, with men like Rauch
and Schaff, who were students of German universities, on the faculty of Marshall College, this college was one of the first in America to possess a teaching and study method somewhat in accord with the highest educational ideals which nineteenth-century Germany produced. In the first half of the nineteenth century, German scholarship led the world; and in the last half of the nineteenth century American institutions were destined to be modeled upon German principles which placed research at the center and the heart of the whole organization. With the scholarship of Rauch, the idealism of Nevin, and the research methods of Schaff, Marshall College naturally received the benefits of German university methods just as surely as other American colleges and universities. As Marshall College before 1853 was the field of this educational development, so Franklin and Marshall College was later to receive from her leaders this same educational tradition.

These men are examples of the way in which the outstanding Pennsylvania German leaders made valuable contributions to the life of the nation in the nineteenth century. But the Pennsylvania German people as a group were living to themselves, apart from the life of the rest of the nation, and it was not until the beginning of the twentieth century that a greater impact was felt from the larger number of Pennsylvania Germans. What had happened to these Pennsylvania Germans in the nineteenth century after their great influx from the Palatinate and surrounding regions in the first seventy-five years of the eighteenth century? After the Revolutionary War the immigration from Germany ceased, and those already in this country were cut off from the fellowship of the fatherland. Their schools and churches were soon desperately in need of the leaders who had earlier come from Germany. They missed the literature written in their own tongue and in their own spirit. Dr. George W. Richards, a president of the Reformed Church and of the Theological Seminary for many years and still an outstanding leader in religious and educational circles among the Pennsylvania Germans, describes the pathetic state of affairs in this way:

The Pennsylvania Germans “did not enter the larger life of America. They were hemmed in by a strange language, social customs and racial prejudices. By gradual transformation the German in Pennsylvania became the Pennsylvania German. . . . They degenerated into a clan with all its limitations. That was the dark age of the Pennsylvania German. He opposed education, became stagnant in religion, and kept aloof from social movements.”

But Dr. Richards goes on to say in a more enthusiastic manner that the Pennsylvania Germans recovered themselves and proved themselves worthy of their noble ancestry as in the beginning of the twentieth century they passed into their “American stage of history.” They broke the bonds of provincialism, became more concerned about higher education for their young people, enlarged the scope of their church life, and entered American society. They became interested in American literature and shared in the industrial development of the country. Now Dr. Richards maintains that of all the ten million persons in the United States who have German ancestry “no portion of
them is wielding greater influence in our country, considering their number, than the Pennsylvania German."

The part which education, particularly higher education, played in the emergence of the Pennsylvania Germans from this dark period in their history is clearly seen as an all important factor in that development. But these people were not eager for higher education in the nineteenth century. While in 1834 the Reformed and Lutheran Churches maintained 410 schools in Pennsylvania, these were all of an elementary character, teaching reading, writing, arithmetic, and the catechism. Some students of Pennsylvania German history say that these people regarded higher education as not fitting into their way of life. Indeed many instances might be cited where parents discouraged their children from seeking further schooling as not being necessary for the life on the farm, which was the livelihood of most Pennsylvania German families. But they opposed education above the elementary grades for another reason too. This education could only come from a secular public school which they felt would destroy the influence of their church and discriminate against the German language. For their own church schools to continue beyond the elementary grades was out of the question, for they lacked teachers with adequate training. So it was, as unbelievable as it may seem to us today, that when the people of Pennsylvania were offered free public schools, the establishment of such an educational system was not accomplished without considerable difficulty. The Pennsylvania Germans were leaders in the opposition. The state was divided into school districts, and each district was given the opportunity to vote upon the question. In 1849 there were still 177 school districts in Pennsylvania (141 of those districts being in Pennsylvania German counties) which would not accept public schools. Indeed, public schools were not accepted in all Pennsylvania districts until 1870. As late as 1890 there were still a few public schools whose school boards had determined that classes should be held in the Pennsylvania German dialect.

It might be said then that a Pennsylvania German college like Franklin and Marshall was resting on the top of a high tower of educational idealism. But there was no stairway for a Pennsylvania German youngster to climb to the top of the tower to take advantage of the educational institution which had been built particularly for his welfare and for the purpose of bringing all of the Pennsylvania German group from the dark period of its history. Franklin and Marshall Academy was the means whereby the leaders of Franklin and Marshall College attempted to meet this need.

Notes

1Minutes of the Board of Trustees of Franklin and Marshall College (MS in Franklin and Marshall College Library, Lancaster, hereafter cited as Board Minutes), June 1869.
3A little more than half of the students entering college went to Franklin and Marshall.
In 1939 the academy reached the upper tenth of the 101 boys' private preparatory schools of the Middle Atlantic States in the number of boys sent to college each year. See Principal's Report to the Academy Committee of the Board of Trustees of Franklin and Marshall College, 1939 (Academy Records, Hartman Hall, Franklin and Marshall College, Lancaster).

Albert B. Faust, The German Element in the United States (Boston and New York, 1927) citing the 12th Census of the United States, 1900, Vol. i (Population), part i, pp. clxxiii-clxxiv, table lxxxii. In Pennsylvania in 1900 there were 212,453 persons of German descent, 205,909 of Irish descent, 114,831 of English descent.

Edwin M. Hartman, “Pennsylvania German Literature,” a paper presented before the Clio-sophic Society of Lancaster, April 13, 1928 (Typescript, 920 Virginia Avenue, Lancaster).


Frederick S. Klein, The Spiritual and Educational Background of Franklin and Marshall College (Lancaster, 1939), 180. In this connection Klein says: "German educators in American universities were not uncommon in 1830 or 1840, but there was no other institution so directly associated with German philosophy, history, and theology as was Marshall College from 1835 to 1853."


Ibid., 119–121. See also Ellwood P. Cubberley, Public Education in the United States (Boston, 1919), 141–144.

The Chapel Stairway
The "old" Franklin and Marshall Academy building (built 1873) became East Hall (now demolished) at the college.
Chapter II
Franklin and Marshall Academy,
a Separate Institution
1872–1897

The year 1872, in which the Academy became a separate institution, is a
significant date in the life of the school. Actually the Academy began in 1787 as
the preparatory department of Franklin College founded in Lancaster in that
same year. For the next sixty years there were more students in the preparatory
department than in the College; and during much of this period Franklin
College existed only as a secondary school.

In the year 1853 Franklin College became a college in reality through its
merging with Marshall College from Mercersburg. The new institution was
established on a new campus at Lancaster and took for its name Franklin and
Marshall College. Both colleges had maintained strong preparatory depart-
ments. In fact, “The Preparatory,” as it was called at Mercersburg, while under
the auspices of Marshall College, was at the same time a separate school with its
own building and faculty. By the original plan of merger, “The Preparatory” as
well as Marshall College, was to be removed to Lancaster. The facilities of the
new college in Lancaster, however, proved inadequate for this additional
school, so the secondary school was continued at Mercersburg with the thought
that it would be brought to Lancaster at a later date. This was never accom-
plished, however, and the school continued there in a fruitful life of its own.
Today it is Mercersburg Academy.

Franklin and Marshall College did begin its work in 1853 with a prepara-
tory department, but this school could in no way compare with “The Prepara-
tory” left behind at Mercersburg, nor with the secondary school which had
been formerly associated with Franklin College. The life of the preparatory
department of Franklin and Marshall College from 1853 to 1872 is described
in a most interesting manner in the written reminiscences of Dr. Theodore
Appel, professor of Mathematics at Marshall College from 1843 to 1853,
and at Franklin and Marshall College from 1853 to 1877. Dr. Appel reports
that the Board of Trustees took very little interest in the preparatory depart-
ment and gave it no financial aid, in spite of the fact that many of the best
students in the freshman classes of the College had been prepared by the
preparatory department. As a result, the rectors and teachers of the preparatory
department were “on their own” financially: that is, they were paid a small fee
by each student. Since the number of students in those years was not large
enough to assure a very substantial income, the rectors and teachers usually
became discouraged, never staying with the school long enough to develop its
possibilities. “It was a fine opening for the right kind of man,” said Dr. Appel,
“a man with courage and patience not to despise the day of small things for a
year or two.” So the school continued on with little or no progress or growth.
In Dr. Appel’s words, it seemed that “the school could neither live or die.”

The first rector of the school in 1853 was the Reverend Joshua Derr, who
came to Lancaster from a Reformed Church in Selinsgrove, Pennsylvania, to take an M.A. degree at the College. He went about his work as rector of the preparatory department with vigor. Since he was weak in languages, he secured the help of a former Marshall College professor by the name of Russell. This appointment was unfortunate, because Russell was ambitious to be rector himself. (Dr. Appel comments that “Russell could see beyond his nose, even if he could not always spit beyond his beard.”) Russell endeavored to weaken Derr's position by criticizing him before the students, hoping to make him an object of their amused contempt. Derr resigned at the end of the year, but Russell was never offered the position of rector. Another minister, J. J. Naile, became rector the next year. In good health, he might have built a flourishing school, but he found the work of the school too strenuous.

In the following year, 1855, the preparatory department was taken over by various members of the College faculty, who heard the students recite in the afternoon after College classes had been dismissed. The remuneration for this work with the younger students was very poor. The cost to the students was $32.00 a year, $6.00 going to the College, and the remainder being divided among the teachers. Within a few years all of the work was turned over to Dr. Appel, who met the preparatory classes in his study. In these years he never had more than ten or fifteen students, so he was able, he says, to do the work with little difficulty.

“I did quick work,” writes Dr. Appel, “but I made it thorough; and many of the best students in College graduated out of the Preparatory.” He adds that “the president's sons received their tuition free, and gave me more trouble than any other students I taught.” The remuneration which he and others who worked with the preparatory received was the cause of constant complaint. He says: “At this time I was a juicy orange, and I suffered some people to squeeze more juice out of me than was fair.”

In 1867 the preparatory department was again turned over to a full-time rector, the Reverend F. A. Gast, who was assisted by the Reverend J. A. Peters. Dr. Appel commented that “they did not hold on to the ship to get it off the rocks into a calmer sea,” but actually the enrollment rose from nineteen students in Dr. Appel’s last year to fifty-nine students three years later, in 1870. At this time the school's course of instruction was divided into two departments: classical studies for students wishing to prepare for college, and English studies for those who wished a more general secondary education. The classical studies for college preparatory students included: Latin Grammar, Latin Reader, Latin Exercises, Caesar's Commentaries on the Gallic War, Cicero's Orations, Virgil's Aeneid, Ovid's Metamorphoses, Livy, Greek Grammar, Greek Reader, Greek Prose and Composition, Xenophon's Anabasis and Cyropedia.

It has been pointed out that between 1867 and 1870 the enrollment of the preparatory department had nearly tripled. However, the increase in students was not among the boys who were preparing for college, but among day
students from Lancaster who were taking the English studies for a more general secondary education. The catalogue of the school at this time states that the preparatory department’s purpose was “mainly to prepare students for the Freshman class in College . . . but ample provision has been made, at the same time, for the wants of those who may desire to pursue some other end afterward.” Most of the students desired “to pursue some other end afterward.” So actually the preparatory department with its larger enrollment was preparing no more boys for college than had been the case in Dr. Appel’s time. Between 1867 and 1870 the preparatory department averaged twelve boarding students per year, while the average number of students entering college each year was five.\(^{17}\)

It was at this time in the history of the College and the preparatory department that the College president, Dr. John W. Nevin, stated to the Board of Trustees: “No object proposed at this time for the benefit of the College seems to be more worthy of immediate attention than this.”\(^{19}\) The object which he was proposing was the strengthening of the preparatory department.

In the first place, the campus did not provide adequate classroom or dormitory accommodations for both College and preparatory students. There were four buildings on the campus: Old Main for classroom work, two literary society halls on either side of Old Main, and Harbaugh Hall, which had rooming and boarding accommodations for fifty students. Harbaugh Hall was completely filled with College students; boarding students of the preparatory department had to live in private homes in the town. To make matters worse so far as accommodations were concerned, the Seminary at Mercersburg was to be moved to Lancaster to share the already overtaxed College facilities. In view of these circumstances, Dr. Nevin told the Board of Trustees that a new and separate building for the preparatory department was an absolute necessity if the College campus was to offer accommodations for the three schools.\(^{20}\)

In the second place, Dr. Nevin realized that a new and separate building was necessary for the preparatory department, not only to relieve overcrowded conditions, but also because the preparatory department itself needed to be strengthened if it was to be of service to the College. Without dormitory accommodations for preparatory school boarding students, the enrollment of the school would be composed largely of day students from Lancaster, who were not interested in attending college. The Pennsylvania German boys of the Reformed Church, who wished to prepare for college would not be properly served.

It should be noted that at this time three-fourths of the secondary education throughout the country was being done by private academies rather than by public high schools, which were, however, just beginning to appear in increasing numbers. In 1850 there were 6,000 private academies and fewer than 1,000 public high schools in the nation.\(^{21}\) Pennsylvania had three public high schools at this time.\(^{22}\) By 1875 there were still 4,500 private academies as compared with 1,500 public high schools in the nation.\(^{23}\) There were then forty public high schools in Pennsylvania.\(^{24}\)
Franklin and Marshall could not depend upon other academies for students because many of them, maintained by church groups, naturally sent their boys to their own denominational colleges. Again, while provision for college preparatory training was made in most of these academies, yet many of them originated for the distinct purpose of educating young people who did not intend to enter college. Inglis points out that such academies developed to an extent that they “more or less encroached on the field of the college and in some cases became serious rivals of the poorer college.” Under these circumstances it was imperative that the Reformed Church maintain a preparatory school to train young people primarily for entrance into its own college.

In addition to these reasons for strengthening the preparatory department at Franklin and Marshall, there was another reason which must have presented itself to the trustees with more practical and immediate urgency. Dr. Henry Harbaugh, who had earlier served an unhappy pastorate in First Reformed Church, Lancaster, had in 1865 begun a college at Mercersburg to compete with Franklin and Marshall. He used as a foundation the preparatory school left behind at Mercersburg when Marshall College was merged with Franklin College in 1853.

Throughout the year 1872 a representative of Franklin and Marshall had been visiting the synod meetings of the Reformed Church in eastern Pennsylvania. He returned to Lancaster to tell the Board of Trustees that the leaders of the Church, aroused by the rising threat of the new institution at Mercersburg, were demanding the immediate “erection and manning of an Academy” in connection with Franklin and Marshall College. “This is wanted,” the trustees were told, “not as an additional department to our present organization but as a separate affair, under the control of the Board to be sure, but with its own teachers and its own building in which students from abroad can be provided with a home under the immediate care and supervision of their teachers. . . . We need to act at once in order to meet the aroused feelings of the church. . . . Unless earnest efforts are made on our part to satisfy its demands, it will seek for what it wants in other accessible places.”

There must have been considerable discussion about where the money was to come from for this new building. Earlier the Board had favored its construction whenever sufficient funds had been collected for the purpose. Now however, because of the pressure exerted, the Board decided to take $15,000 from the permanent endowment funds of the College. The trustees were optimistic enough, too optimistic as events proved, to believe that the revenue from the new school would soon repay the endowment fund with interest. So the project was immediately begun.

Judging by an editorial which appeared three weeks later in the Reformed Church Messenger, the church as a whole received the news of the decision with great enthusiasm, although Mercersburg Synod may have felt rather differently about the matter. The editorial spoke proudly of the contribution which Franklin and Marshall College had made in giving to the Reformed Church an educational prestige and a religious power through the Mercersburg...
Theology which "bid fair to leaven . . . the whole mass of American Christianity." The organization of the Academy was hailed as a great and important measure for strengthening the future of the College. "Here the boys of our own people can receive a good academic education under the immediate care of the church and surrounded by her nurturing life. Let the friends of the College . . . instead of sending their sons to schools outside the church, send them where their education in the truest sense will be Christian . . . Our people are without excuse if they send their sons outside the fold to receive their academic training."

Although the new Academy building was not to be ready for occupancy until September 1873, the school was reorganized for the term beginning September 1872. A portion of Old Main was temporarily arranged in such a manner as to give the Academy separate facilities. Cyrus W. Mays of Germantown, Pennsylvania, was elected rector; the faculty numbered four teachers compared with two the year before. While a general academic course for those not wishing to enter college was maintained, greater emphasis was placed upon college preparatory work. The course of instruction was now listed by subjects: English, Mathematics, Geography, Natural Sciences, Latin, Greek, and Modern Languages. The modern languages, French and German, were entirely new to the schedule. The number of studies in Greek, while still formidable, was curtailed. History received added emphasis, with courses being given in Ancient, Mediaeval, Modern, and United States History.

The new building which the school began to use in September 1873 was completed at a cost of nearly $20,000 instead of the proposed $15,000. Even with the additional expenditure of $5,000 the building did not fulfill the original specifications for central heating and running water. The building was a dark red brick and was composed of a central structure and two wings. The first floor had assembly and recitation rooms large enough to seat one hundred students; the second and third floors had dormitory accommodations for seventy students.

The Academy appeared to make an auspicious beginning with a total enrollment of fifty boys in the first year. Half of these were boarding students, which was a three-fold increase over previous years. A more complete study will be made below. What was of more immediate concern to Professor Mays and to the Board of Trustees was the fact that the Academy was a great disappointment financially. Not only did the school fail to yield the expected profit with which the permanent endowment of the College might be reimbursed, but the school also failed to yield enough income to meet the salaries of Professor Mays and his faculty. To be sure, the number of boarding students was greater than before, but the number was not enough greater to yield the anticipated income. Dr. Appel commented in later years: "The swarm of students which it had been alleged would come from all parts, did not materialize." Then too, the expenses were greater than had been anticipated. The steward of the dining room claimed he actually lost money during the year and put in a claim for additional reimbursement. He also stated that he did not care for the position.
another year. In addition to this, there was the unexpectedly high cost of maintenance and repairs which involved some additional work not completed when the building was constructed.

Although Professor Mays was satisfied with the academic work of the school, he was not satisfied to live on only a portion of his salary. The trustees felt that the Academy should be self-supporting. They had no intention of supplementing with College funds the salaries which the meager Academy income left unpaid. Consequently Mays resigned at the end of his second year. The earlier enthusiasm of the Board of Trustees was transformed into gloom. The trustees seriously considered abandoning the project and using the new building for other purposes. Once again the Academy was placed in the hands of the College professors, and from this time until 1885 the faculty of the Academy was never entirely separate from the faculty of the College. Although in these years the total enrollment of the Academy declined, the number of boarding students was maintained at a constant level. Between 1874 and 1885 the average enrollment was thirty-two students, of which number twenty were boarding students. The average number of boys entering college from the Academy was seven per year. So the Academy continued, sometimes showing signs of promise under the leadership of a rector like Professor Nathan C. Schaeffer, who sent as many as fifteen boys to college in 1877; but more often the Academy was on the edge of a precarious existence as it was in 1885 when only twenty-one students were enrolled, of whom only three entered college the next year.

How important the Academy was to the College as a feeder, and therefore how disappointing its failure must have been to the College authorities, can be seen in the fact that the size of the College Freshman class was largely determined by the number of students entering the College from the Academy. From the table on the following page it may be noted that in 1880 two-thirds of the College Freshman class came from the Academy, while in 1877, 1879, and 1882 about 50 percent of the Freshman Class came from the Academy. The table clearly shows that the fortune of the College waxed and waned with the fortune of the Academy.

The trustees of the College had no one to blame but themselves for the failure of the Academy. They had realized the need for the Academy; they had established it. But there they stopped. They were not willing to go farther to give the school the additional financial support it would need until it was strong enough to maintain itself. The College was in difficult financial straits itself, and the trustees reasoned that they did not wish to be bothered with the additional burden of the Academy. Either the Academy would have to maintain itself, or it would have to be abandoned. They did not see that if they gave additional financial support to the Academy until it was really established financially, the College would in the long run be strengthened too.

The attitude of the Board of Trustees was severely criticized by Professor Nathan C. Schaeffer, professor of Ancient Languages in the College and rector of the Academy from 1875 to 1877. When Professor Schaeffer resigned in 1877
the trustees were reluctant to let him go, for they recognized that he was a man of unusual ability in educational work. Indeed the distinction which he gained in educational circles in later years proved their evaluation of him to be correct. It is the more to be regretted then, that the trustees did not act upon the advice of this highly respected man when, in his letter of resignation, he criticized their attitude toward the Academy.

Schaeffer first attacked the current suggestion that the Academy be abolished. He emphasized the importance of the Academy by pointing to the "unbridged chasm" of preparation between the common school system and the colleges. He also stated that "an end should be put to all temporizing" in the Board's attitude toward the Academy. "The Board has no business to expect the rector to serve in the College and in the Academy and do justice to both positions," he said. He argued that it would take time for a rector to establish himself in the confidence of the community and the church. "The Board must secure," he urged, "a man who will make it his life work to establish the Academy upon a solid basis; and that implies that he be given adequate financial support until he can strengthen the life of the Academy. By all means give my successor in the rectorship a fair chance to succeed."

Schaeffer also made another suggestion concerning the faculties of both the Academy and the College. Stating that the institutions needed "some new young blood," he proposed that outstanding students, upon graduation, be
employed to serve as teachers in the Academy and as tutors in the College to relieve the older professors of drill work. These young men should also be sent abroad at College expense for further study until they were ready to become professors in the College. He enthusiastically assured the Board that if this policy were followed “the faculty will combine the wisdom and vivacity of youth, her halls will become the scene of hopeful enthusiasm and toil, and the voices of dissatisfied croakers will be drowned by the anthems of praise from the lips of her alumni!”

This last suggestion was the only one which the Board put into practice. The next year two of the College graduates were given positions as teachers in the Academy and tutors in the College. But two years later they disappeared from the scene; the plan was never tried again. Otherwise the Board’s policy toward the Academy was much the same. Slowly the Academy enrollment declined and the school became weaker, until it reached a low ebb in 1885.

At this time Professor William Ward Moore became rector of the Academy. Under his leadership the enrollment of the school increased from the twenty-one students in 1885 to a peak enrollment in his time of seventy students in 1895. When he resigned in 1897, however, the enrollment had declined to forty-eight. The larger Academy enrollment did not mean, however, that many more students entered the College from the Academy. The largest number of students entering the College from the Academy in Moore’s time was eighteen, only three more than had entered the College in Schaeffer’s last year. The number of boarding students in the Academy also remained about the same. The larger enrollment came from Lancaster day students who were not doing college preparatory work. Moore had begun a Junior Department for younger boys and also had admitted a number of girls as students. Seven girls in the student body in 1895 was the largest number in any single year. The course of study in the school at this time was almost exactly the same as it had been in 1873, except that courses in Astronomy and Civil Government had been added.

The College Board of Trustees continued to be indifferent to the Academy. Moore described their attitude as “Live if you can, die if you must.” He was free to make “of the school” and “from the school” what he could. He could expect no financial help from the College, nor did he receive any. The rector’s annual reports to the Board of Trustees were earnest but ineffective pleas for financial aid and help in reconditioning the building. But his appeals fell on deaf ears. Excerpts from these reports illustrate the nature of Moore’s difficulties:

Will the Board please build a shelter around the pump?

Some of the best rooms are being used for college meetings which occur only once a week, while we must make constant use of rooms which are in miserable condition. . . . Students are being admitted into college without my recommendation, often before they are adequately prepared. . . . I cannot make a decent livelihood for myself from the school. Do you then expect me to pay for repairs and maintenance from my own small income?
The rooms need papering, or at least you could have the walls white-washed. . . . The pump is still not sheltered, but what's worse, the water itself is now not fit to drink.\textsuperscript{51}

The building is deteriorating in so many ways. Doesn't the Board care what happens to its own property?\textsuperscript{52}

To make matters worse, Moore found that he was being handicapped by unsympathetic forces outside the College. He wrote:

Ministers of the church are complaining about the school's moral tone. What do they expect under the circumstances? Yet I should expect these ministers to be among the loyal supporters of the school which is seeking to serve the church.\textsuperscript{53}

A few recollections from one who attended the school from 1891 to 1894 help picture the life of the school at this time. Evidently attendance at the Academy was something to be desired by the boys of Lancaster, for the one who gives this information recalls:

My father told me that if I did good work in grade school, I might attend the Academy for three years in preparation for college. If not, I would go to the High School in Lancaster. I could have entered college from the High School. Adequate preparation was given to do so at that time. But I wanted to go to the Academy, so I worked hard, received good grades, and was granted my wish. I expected the work in the Academy to be more demanding than in the public schools, but I believe I actually found that I did not have to study as much as formerly.\textsuperscript{54}

About the quality of teaching at the Academy and the character of Professor Moore himself, he says:

I thought most of my teachers at the Academy were very good. The Seminary students who taught us were very popular and, I believe, conscientious in their work. Professor Moore was an excellent teacher so far as drill was concerned, but he was not much of a scholar. He also had trouble with discipline. He did not work very hard and was content to get most of his students from Lancaster rather than make much effort to contact boys throughout the state.\textsuperscript{55}

Another significant comment about the students in the school is:

There were not many boarding students at the time—only seven or eight, who were easily accommodated by three or four rooms on the second floor. The College was using the third floor for society meetings. There were about fifty students in the whole school. Most of the boarding students were much older than we local youngsters. Some of them had been teaching, some had graduated from Normal School, but they still had to come to the Academy for further preparation before entering college. Professor Moore made few trips outside Lancaster to win boys' interest in the school.

We had no athletic teams of our own, but a few of the older boys played on the college teams. We had little school activity beyond our actual classes.\textsuperscript{56}

The fact that Professor Moore made few trips out of the city in search of students is particularly significant. This personal contact by canvassing the state, as will be seen later, was vitally important in strengthening the school; but up to this time in the history of the school this procedure had not been
practised. The importance of such visitation was certainly realized, for the secretary to the president of the College in 1898 has said that the president himself would travel as far as Pittsburgh in the hope of enrolling a single student in the College. Evidently the rectors of the Academy up to that time either did not have the time or the financial means to make such trips, or were not inclined to do so.

With great expectations the Board of Trustees in 1872 had formed Franklin and Marshall Academy as a separate institution. In the twenty-five year period it had grown and had given the College about 35 percent of its freshman students. Yet certainly the Academy had not fulfilled its greatest possibilities. That time was yet to come; and it came very soon. In 1872 the stairway had been provided for the Pennsylvania German boy to climb to the top of the educational tower where his denominational college was to be found. But, until 1897, very few Pennsylvania German boys had been interested in climbing that stairway. Someone yet to come realized that there was the all-important task of convincing that boy that the best thing he could do for himself and his people was to take advantage of the educational opportunity which had been provided for him.

Notes

1 The history of Franklin Academy, 1787-1852, has been carefully recorded by Joseph H. Dubbs, History of Franklin and Marshall College, (Lancaster, 1903).

2 Dubbs, op. cit., 89. In 1792 “the school was continued though its original plan was necessarily modified. It became a local academy rather than a college.” See also Catalogue of Franklin and Marshall College, 1853-54 (Lancaster, 1854), 21. Before 1853 Franklin College “remained at most a grammar school rather than an actual college.”

3 For the complete history of “The Preparatory” at Mercersburg and Mercersburg Academy, see H. M. J. Klein, A Century of Education at Mercersburg (Lancaster, 1936).


5 Appel Transcripts, 99.

6 Ibid., 102.

7 Ibid., 102.


9 Appel Transcripts, 99.

10 Ibid., 102.

11 Catalogue of the Preparatory Department of Franklin and Marshall College, 1860-61 (Lancaster, 1861).

12 Jerome and Calvin Gerhart, sons of Dr. E. V. Gerhart. The relationship between Dr. Appel and Dr. Gerhart was not quite cordial.

13 Appel Transcripts, 103.

14 Ibid., 104.

15 Catalogues of the Preparatory Department of Franklin and Marshall College, 1867-68 and 1870-71 (Lancaster, 1868 and 1871), 16 and 18.

16 Ibid., 1866-67, 29.

17 Ibid., 1872-73, 28.

18 Ibid., 1866-67 to 1870-71.
19Board Minutes, June 1869.
20Board Minutes, June 1871.
21Alexander Inglis, Principles of Secondary Education (Cambridge, 1918), 175. See also Ellwood P. Cubberly, Public Education in the United States (Cambridge, 1919), 192, 196.
22Louise G. and Matthew J. Walsh, History and Organization of Education in Pennsylvania (Indiana, 1930), 301.
23Inglis, op. cit., 175.
25Inglis, op. cit., 305.
28Board Minutes, June 1872.
30Catalogue of Franklin and Marshall Academy, 1872–73 (Lancaster, 1873), 27.
31Ibid., 1873–74, 22, 23.
32Board Minutes, June 1874.
33Messenger, June 1873.
34Catalogue of Franklin and Marshall Academy, 1873–74 (Lancaster, 1874), 20, 21.
35Appel Transcripts, 190.
36Board Minutes, June 1874.
37Rectors of the Academy from 1874 to 1885: Daniel M. Wolfe, 1874–75; Nathan C. Schaeffer, 1875–77; John S. Stahr, 1877–79; James R. Crawford (not a member of the College faculty), 1879–83; and George F. Mull, 1883–85.
38See table on following page.
39Appel Transcripts, 189–190. Appel called the construction of the Academy building “unfortunate” and a “blunder” which caused financial difficulties for the College. Since the cost of the Academy building was met from the College endowment funds, the interest received from the endowment was decreased to such an extent that salaries were sometimes unpaid, including Appel’s. Appel maintained that Dr. Nevin resigned as president in 1867 because he was not receiving his salary regularly, and that therefore the “blunder” of building the Academy building was indirectly responsible for Dr. Nevin’s resignation.
40Board Minutes, June 1877.
41Schaeffer resigned as rector of the Academy so that he might become president of the Keystone State Normal School, Kutztown, in which school he introduced for the first time college preparatory courses. In 1893 Schaeffer became Superintendent of Public Instruction for the State of Pennsylvania, in which position he served with distinction.
42Nathan C. Schaeffer to the Board of Trustees of Franklin and Marshall College, Lancaster, June 16, 1877. Included in Board Minutes, June 1877.
43Ibid.
44Catalogue of Franklin and Marshall Academy, 1894–95 (Lancaster, 1895), 55.
46Ibid., 1894–95, 53–55.
47See page 15 of this study.
48Report of the Rector of Franklin and Marshall Academy to the Board of Trustees of Franklin and Marshall College, Board Minutes, June 1887.
49Ibid., 1887.
50Ibid., 1888.
51Ibid., 1889.
52Ibid., 1890.
53Ibid., 1887.
Interview with Dr. Charles P. Stahr, Lancaster, February 12, 1947. Charles P. Stahr is the son of Dr. John S. Stahr, president of Franklin and Marshall College from 1890 to 1907 and rector of the Academy from 1877 to 1879.

Ibid.

Ibid.

Interview with Dr. H. M. J. Klein, Lancaster, Pennsylvania, November 14, 1946. Klein, during his student days at the College, served as Dr. Stahr's secretary.

Entrance to Principal's Apartments
Chapter III
The Academy Fulfills Its Purpose,
1897–1908

When Moore resigned as rector of the Academy in the summer of 1897, the school had not established itself strongly enough to prove to the Board of Trustees that its continuance was warranted. To be sure there were "many" men who immediately applied for the position of rector, but for the time being the Board hesitated between accepting one of these applications and discontinuing the school entirely. The school had not been a success financially. The rector had managed with difficulty to make a living from his undertaking.

Furthermore, at this time the public high schools were becoming stronger. Indeed, by 1875 the high schools outnumbered the private secondary schools, and by 1890 there were approximately three thousand public high schools in the nation and less than two thousand private secondary schools. While there were still very few public high schools in the rural areas from which Pennsylvania German boys would come, yet the Academy had not been successful in drawing many boys from these areas.

In a spirit of uncertainty the Board decided to give the Academy another trial in the hands of new leadership. The joint application of Edwin M. Hartman and Thaddeus G. Helm to become associate principals was accepted with the understanding that they and their teachers were to receive whatever remuneration might be realized from the income of the school itself.

Both of these young men had graduated from Franklin and Marshall College two years before and at this time had completed their second year in the Theological Seminary. Through both his college and seminary courses Helm had been a part time teacher at the Academy. For this reason he was familiar with the work of the school, and he believed in its possibilities. It was at his suggestion that the two men made their joint application to become associate principals.

Edwin M. Hartman was born on a farm in Haycock Township in Upper Bucks County, Pennsylvania, October 6, 1869. At the age of sixteen he began teaching in the public schools of his township. Four years later he entered the Keystone State Normal School, Kutztown, Pennsylvania, which school he attended for a year and a half. He then entered Franklin and Marshall College in the fall term of 1891, was second honor man in the senior class, and was elected to Phi Beta Kappa when a chapter was later established at Franklin and Marshall. He graduated from the College with the B.A. degree in 1895. He immediately entered the Theological Seminary, from which he received his B.D. in 1899. He also received his M.A. degree from Franklin and Marshall College in 1898. He did part time graduate work in the Department of Education at the University of Pennsylvania from 1900 to 1903. In 1921 he received the honorary degree of P.D. from Franklin and Marshall College. While in the College he taught for two years at St. Mary's Academy, a Catholic secondary school in Lancaster. During his first year at the Seminary he taught
in the Bloomfield Academy, New Bloomfield, Pennsylvania, an academy attended by many county school teachers who were preparing for their annual teachers' examination.

The author is writing about his father, which explains why some of this material is not documented. This particular material is taken from an Autobiographical Sketch by Hartman. (Typescript, Academy Records, Hartman Hall, Franklin and Marshall College, 1935). Recalling his early days, he says that life on the rocky soil of those Bucks County farms "was somewhat of a struggle. No one growing up in Haycock was ever spoiled by ease or luxury. It was a good place in which to grow up, if you could leave at the proper time." His father was one of those who "could not leave at the proper time," for he says that "lack of means prevented my father from going to college as he should have done, since he had a better mind than any of his children ever had." When Hartman applied for his first teaching assignment in the public schools of the township, the old farmer director of the schools was reluctant to appoint "a mere boy" but finally said: "Well, your father taught a good school, so I think I will take a chance on you." The young teacher had trouble keeping ahead of some of his more mature pupils in arithmetic and for help would turn to his father, who "would sit back and do mentally or orally what I could not do with pencil and paper." He had a walk of three miles through timberland morning and evening to and from his first little one-room school located by a stream at the foot of Haycock Mountain. On his home farm there was a meadow, marsh, old orchard, pasture, and timber, and a little stream. He says that these home and school surroundings "no doubt had much to do with the interest in nature which has continued as one of my hobbies and which I have had the pleasure to pass on to many of my students throughout the years."

With a background which assured that he was never, to use his own words, "spoiled by ease or luxury," Hartman was well prepared to begin his work in this school whose difficulties might have discouraged a young man with less perseverance than he had already shown in his early teaching and his pursuit of further education. His appearance is quickly and easily described by the fact that his students affectionately, though not to his face, called him "Abie," for they thought they saw in him a resemblance to Abraham Lincoln. His manner of speech and personal contact were simple and direct, forceful yet friendly. His personality inspired the utmost confidence and respect from both parents and students. He is described by many of his students as "the best friend I ever had;" his heart to heart personal conferences with his boys marked the turning point in the lives of many young men who were touched with his understanding and the force of the solid common sense of his advice. As a teacher, his instruction was unusually thorough and clear; at the same time he taught in such a way that the subject matter was always extremely interesting to the student. There was something about his personality which almost automatically eliminated discipline as a problem in the classroom.5

Thaddeus G. Helm was born on a farm in Strasburg Township, near New Providence, Lancaster County, Pennsylvania. He attended the township
schools and then entered the Millersville State Normal school, Millersville, Pennsylvania, from which he was graduated in 1888. For three years he then taught in one-room township schools at Eden, Strasburg, and Providence. He entered Franklin and Marshall in 1891, graduating with the B.A. degree in 1895. He then entered the Theological Seminary. He received the M.A. degree from Franklin and Marshall in 1898. He was recommended to the patrons of the Academy as a young man "whose teaching ability is of a superior order . . . and as possessing the rare faculty of touching the best impulses in young life." He was further described as "a good executive, a close student, a conscientious and skillful teacher." A man of medium stature, he was quiet, unassuming, and kindly. As the school developed and grew, the financial and material aspects of the life of the school became his particular responsibility.

The first year of the Academy under the leadership of the new associate principals quickly dispelled any misgivings which the Board of Trustees might have held about the continuance of the school. There occurred a remarkable growth of the school. This followed the efforts of the principals to secure the interest of possible new students, rather than wait for the students to come to the school. While Helm cared for the affairs of the school at home, Hartman spent nearly the entire first year in the field canvassing for new students. He visited many of the ministers of the Reformed Church in Pennsylvania. If his visit coincided with a Sunday, he would preach at the morning service, emphasizing the importance of the traditions of the Reformed Church and explaining the importance of education in upholding those traditions and strengthening the Pennsylvania Germans as a group. The minister would then give him a list of the most promising young men in his parish, and the young principal would spend the next few days visiting the families of these young men.

It was not an easy task, but it was one for which Hartman was admirably suited. He met the typical prejudice of the Pennsylvania German farmer against the necessity of further education for his sons. The fact that the visitor was from a Pennsylvania German farm himself, that he could speak to these farmers quite naturally in the Pennsylvania German dialect, was of infinite help in gaining him a sympathetic hearing. The setting for these conversations was often in the field or the barn. As he presented the advantages of the secondary education provided by the Academy, he assured the parents that this was a school of their own Reformed Church where the influence of the church would not only be protected but strengthened. He emphasized the careful supervision of the students and, in picturing the Academy as a school home, he sought to allay any parental fears of seeing sons getting too far away from the influence of their families. To those who never dreamed of further education because they supposed it to be far beyond their means, he quoted the moderate rate of the school ($200 a year) which, he said, was governed for the very purpose of giving this educational opportunity to the rural people of the Reformed Church. He argued that the investment in further education, though made at some sacrifice at the time, would eventually bring ample returns, particularly in enabling the individual to enter broader and more
accomplished fields of living. The young men themselves, he found, were often enthusiastic about going to the Academy to prepare for college; but naturally the reluctance of the parents was the biggest factor to be overcome. At each home he visited, he asked for the names of other boys who might be interested in coming to the Academy. If he secured the willingness of one family to have their son attend the Academy, it was that much easier to secure the interest of a neighboring family.

In the evenings after his visits of the day, Hartman kept up a constant correspondence with his associate at the Academy. In that first summer and fall Helm had his hands full too; he was personally white-washing walls or papering them, painting, and doing all sorts of odd jobs of general repair. While his associate was farther afield, Helm did canvassing nearby in Lancaster County. He recalls many hours standing out in the fields in the hot sun, earnestly urging the farmer to consider further education for his son.9

Thus it was that the stairway of educational opportunity afforded by the Academy to Pennsylvania German youngsters began to see more use. These two young principals of the Academy realized that simply having the stairway was not enough; the boys, with their parents’ consent, must be persuaded to make use of it. Indeed, by Christmas of 1897 the result of the enthusiastic presentation of the advantages of a preparatory school training had gone far beyond the existing accommodations of the school itself. The Board of Trustees suddenly realized that the Academy was beginning to fulfill its long awaited expectations; and they no longer hesitated to provide funds for affording accommodations for the rapid increase of boarding students. During that Christmas vacation the third floor of the academy building, which had never been used by the Academy before, was refinished with dormitory accommodations. A central steam heating plant to replace the little stoves in each room and a water system to replace the single pump outside were installed at a cost of nearly $2,000.10 By the beginning of the next school year, every room in the building was occupied for the first time in the school’s history. The following year there were so many boarding students that a number of them had to room in private homes. The enrollment rose from 48 students in the fall of 1897 to 73 students at the close of the year in June 1898, 107 students by June 1899, 126 students by June 1900, and 140 students by June 1901.11 The number of boarding students was about half the total number of enrolled students. In contrast to the first year, when the principals were working heart and soul to secure more students, they now soon found themselves having to turn students away because there were neither the dormitory nor classroom accommodations to take care of all the students who wished to enter the school. Until 1908, when the new Academy building was erected, it was impossible for the school to grow in enrollment.

In these years about 50 percent of the College freshmen class came from the Academy. In 1899, for example, there were 40 students in the College freshman class, 20 of whom came from the Academy.12 In that same year, 7 other students graduated from the Academy to attend other colleges: Pennsylvania
State College, Lafayette College, University of Pennsylvania, Hahnemann Medical College, and Medico Chirurgical College. Other colleges which the Academy students entered before 1908 included: Cornell University, Lehigh University, Dickinson College, Muhlenberg College, Ursinus College, Gettysburg College, and Jefferson Medical College. Before 1897 comparatively few students graduated from the Academy to attend any other college than Franklin and Marshall. Most of those who did leave the campus at Lancaster for their college work went to Pennsylvania State College.

There were some interesting changes in the course of study after 1897. In the first place, while Professor Moore with fewer students offered a seven year course—three years Junior School and four years High School, the Academy now with far more students offered only the last three years of the High School course. The reason for this change was that when the Academy quickly reached the limit of the number of students it could accommodate, the concern was for the training of only those young men who wished to go to college or who were more nearly ready to enter college. A large number of the students were young men who had already graduated from High School or who had been teaching for a few years, and who wished an additional year of preparatory work.

The Academy now emphasized college preparatory work to a greater degree than ever before. Whereas, up to 1897, there had been two courses of study: a classical course for college preparatory and a general academic course for those not wishing to enter college; now there were three courses of study, all college preparatory in character. There was a Classical Course for those wishing to obtain the A.B. degree in college, a Latin Scientific Course for those wishing to obtain the B.S. degree in college, and a Technical Course for those wishing to enter college for a degree in engineering. The curriculum of this period was to remain substantially the same for the next forty years. The subjects offered were: English, Elocution, Arithmetic, Algebra, Plane and Solid Geometry, Trigonometry, Mechanical Drawing, History (English, United States, Ancient), French, German, Latin, Greek, Political Geography, Civics, Physics, Botany, and Chemistry. The Technical and Latin Scientific students studied no Greek as did the Classical students, but spent more time on the sciences. The textbooks used at this time have a standing among the best materials available for secondary school work. They are a fair indication that the classroom work of the school was being done on a high level of secondary school scholarship.

The number of teachers on the faculty quickly rose from four in 1897 to eight full-time teachers three years later and continued with the equivalent of eight full-time teachers until the erection of the new building, when a larger staff became necessary. At this time the school had several unusually fine teachers who went on to positions of considerable prominence, but who—as their students testify—made valuable contributions to the scholastic work of the Academy while they served on the faculty. Henry I. Stahr, the recent president of Hood College, was a brilliant and popular teacher of Latin. Calvin N.
Wenrich, forceful, friendly, and in the words of one of his students “a real man to know” was in charge of the mathematics department before going to the Department of Physics of the University of Pittsburgh and later to the research department of the Armstrong Linoleum Plant. Oliver W. Schaeffer, who later became President Judge of the Lancaster County Court, was described by his students as a calm, quiet, scholarly teacher of English at the Academy.

One of the members of the faculty who had also attended the Academy as a student, writing in later years in appreciation of the influence of the school, pays particular tribute to Helen Stahr Hartman. I cannot close this little article without a reference to Mrs. Hartman’s influence in the school. No boys’ school can be what it should be without the contributions that a woman of culture and training can give to its atmosphere and spirit. The daughter of an eminent teacher, a graduate of Wellesley, the founder of a successful girls’ school, Mrs. Hartman is especially fitted to influence the life of the school in ways as vital as they may be intangible.

The school was then (and always has been) proud of the fact that, located as it was on the College campus, it was in a position to enjoy facilities to which most preparatory schools would not have access. There were the large College library building built in 1897–98 as a $40,000 memorial to General John Watts de Peyster, the College gymnasium, and the College observatory. These college features were of great value to the educational work of the school, for the Academy students used them regularly. The Academy students in their social life lived entirely apart from the College student body and enjoyed the more careful supervision appropriate to the younger boys of preparatory school age. They had, of course, their own chapel services each morning during the week, but on Sunday mornings they joined those attending the College chapel services. The Academy life in these days included a flourishing Watts de Peyster Literary Society which met on Friday evenings. Here the students learned the fundamentals of debate and the rules of parliamentary procedure. The outstanding Academy athletes no longer played on the College teams, but the Academy maintained a separate program of physical education and competition with other preparatory schools in the eastern part of the state.

The Academy at this time was fulfilling its purpose to the greatest degree possible with the limited equipment and accommodations at its disposal. That accomplishment could have afforded Helm and Hartman considerable satisfaction. But what continued to bother them was that the Academy could do even a great deal more for the College if the Academy had accommodations for more students. Not only were boys being turned away from the Academy at this time, but the principals felt that they were severely handicapped in training the youngsters they had. There was little laboratory equipment; Hartman reported that for the experiments in the science classes the boys were “making bricks without straw.” And the trouble was that though they could have afforded to buy the equipment, they had no room in which to place it. In 1900 when there were 100 students (there were to be 140 students the next year) Hartman wrote:
The college with more than double the number of teachers we have, with eight large classrooms and thirty-four recitations a day, finds itself crowded. Yet with less than half the number of teachers and averaging thirty-three recitations a day, we try to get along with four small class-rooms, one of which serves at the same time as a study room and another as a reading room. Often we are obliged to have two classes reciting in the main room at the same time.20

There were, as usual, financial difficulties too. Writing of the significance of the Academy for the Reformed Church, Hartman stated in 1903 that “no secondary school can be properly equipped, properly manned, and properly run on the income from students at the rates we are charging them now.”21 The chief concern was for the members of the faculty who were receiving $925 a year. Either the Academy could not maintain a good standard for its teachers, or else the teachers would be asked to work at an unreasonable sacrifice. The standard that the principals wanted to maintain for their faculty was to have teachers who had already proved their competence in earlier teaching experience, and to have teachers whose salaries would be large enough to make them look forward to their work at the Academy as a permanent career. Naturally, in view of the school’s financial instability, this ambition was not to be fulfilled but for several notable exceptions. However, men of outstanding ability did serve on the Academy faculty before they went on to better and more prominent positions either in educational work or in other professions.

If the school had more applications for entrance than could be accommodated, why did the school not raise its rates? The entire cost for a boarding student at this time was only $225 from September to June, and for a day student $70! Yet the principals felt that to raise the rates would defeat the most important purpose of the Academy, which was to serve Pennsylvania German boys. They knew, after consulting with the heads of other preparatory schools, that the rates could be raised and the enrollment would not fall off. Indeed one headmaster assured Hartman that with each raise in the rates of his own school, his enrollment actually increased.22 But the class and type of boy attending the school would be entirely changed. The Pennsylvania German people were largely of the farming class, not wealthy; and they were conservative about spending money in any case. Not only did the Academy leaders feel that a raise in rates would eliminate Pennsylvania Germans as students in the Academy, but they also felt that there were many more Pennsylvania German boys who could not afford the current rates, low as they were, and as a result were barred from further education. Hartman pleaded that it was the responsibility of the Reformed Church, for its own good, to endow the Academy to the extent that the school could be run according to highest educational standards and that boys of the Reformed Church could come to the school at even lower rates than those maintained. At the same time, boys from outside the denomination would be expected to pay increased rates.

Hartman always, at this time as well as in later years, maintained that it was the purpose of the school not only to provide boys with education, but also to develop their characters through deep spiritual, religious influences.23 He often
cited the saying that you could educate a tramp so that he would no longer steal rides on a freight train, but after the tramp was educated what assurance was there that he would not steal the whole railroad. It was this moral and religious influence which he stressed as he wrote of the significance of the Academy for the Reformed Church. He again pointed to the fact that the boys of the Reformed Church from rural areas had little or no opportunity to prepare themselves for college. The meaning of Franklin and Marshall College for the Reformed Church was, he said, "like a pyramid standing on its apex, without foundation, supported with difficulty by mechanical props, and then not serving the church as she should." The way in which this pyramid could be given solid foundation was for the Reformed Church to provide good secondary education for its young men. Even if the state provided boys of rural background with adequate secondary education, it would mean that they would be given over "to schools that know not the life and genius of our college and church, and their tendency will be to drift away from both."

But circumstances being what they were in 1903, the principals of the Academy knew that any large amount of money for the Academy was out of the question. The College itself had a deficit at the end of each year. In 1907 it was stated that there had been no increase in the full professor's salary for thirty years and that men on the College faculty out of loyalty to their college "are remaining at Franklin and Marshall at $1,500 a year after having been solicited to accept positions in other institutions that would pay them twice their present salary and allow them some time for research and literary work." It was also pointed out that many of the College graduates, within a few years after they left college, were employed at substantially higher salaries than their former professors received. Under these circumstances, how could the Academy hope to press the need for financial help, against the prior needs of the College?

Thus it was that when in 1904 Hartman was asked by the College authorities to head a financial campaign to secure $150,000 of additional endowment for the College, he accepted the responsibility. He knew full well how desperately the College needed the funds, and he also realized that the future of the Academy could not be strengthened until the future of the College was more promising. So for the next three years the direction of the affairs of the Academy was entirely turned over into the competent hands of Helm.

Once again Hartman set out to visit congregations of the Reformed Church. This time he visited every Reformed Church in Pennsylvania and many in Maryland, the District of Columbia, Virginia, and North Carolina. His method was much as it had been before. He preached at the church Sunday morning or evening or at mid-week services, and then he called upon individuals in the congregations during the week. By April 1907, $140,000 of the $150,000 goal had been contributed or pledged. The largest single contribution was $10,000. The sum of $70,000 had been secured in amounts ranging from $5 to $250, nearly every subscription representing a personal interview by Hartman himself. The campaign was continued for a few years after 1907, but by this time Hartman turned the responsibility over to someone else, for
now there was an additional $75,000 to be raised for a new Academy building. All of the $150,000 quota was to go to the College, but at least the way was clear now to make an effort to secure funds for the strengthening of the Academy.

On what basis was the appeal for funds for the College, and then later for the Academy, made? First, there was the importance of the contribution which the College and Academy made to the state of Pennsylvania. Second, there was the importance of the contribution which the College and Academy made to the Pennsylvania German people in general and to the membership of the Reformed Church in particular. A third may be drawn from these first two: the contribution which these schools enabled the Pennsylvania Germans to make to the state of Pennsylvania. The facts cited to prove the significance of the College and Academy in making this appeal throw light upon work which these schools had been doing. In 1906, several hundred high school teachers in the state of Pennsylvania were graduates of Franklin and Marshall, thirty-one high school principals in the state were graduates of Franklin and Marshall, two principals of state Normal Schools were graduates of Franklin and Marshall, the president of the National Education Association was a Franklin and Marshall graduate, and since 1866—with the exception of three years—the state superintendent of public instruction had either been a Franklin and Marshall graduate or had taught on the faculty of the Academy or College. In this same year, 1906, two of the Rhodes scholars studying at Oxford were Franklin and Marshall graduates. For a number of years before this time the College was receiving more requests for teachers than it could possibly meet from its graduating classes. In other professional fields, and a majority of graduates entered the professions, Franklin and Marshall graduates were also outstanding at this time. Seven president judges in various counties of the state were alumni of the College.

The argument for support for the Academy was based on its contribution to the College. In the first decade after 1900, 50 percent of the College freshmen came from the Academy. But in 1909, of the 68 men in the College freshman class, 40 had come from the Academy. While in ten years the freshman class had increased by 28, the number coming from the Academy had increased by 19. It would appear that to a very significant degree an increase in the College enrollment depended upon an increase in the Academy enrollment. As the College made important contributions to the life of the state and to the Pennsylvania Germans, so also did the Academy. Hartman was certainly justified in feeling that his reasons for supporting the College also formed good reasons for supporting the Academy.

The first real step toward the erection of the new Academy building came from force of necessity, but with what generous enthusiasm this step was made will be shown later. In the summer of 1905 Hartman learned that a tract of land west of the College campus was about to be bought for a real estate development. At this time the campus of the College was limited to twenty-two acres which extended from south to north for about three-quarters of a mile along College Avenue and which extended from east to west about an eighth of a
mile. The southern half of the western limit of the campus was bounded by a city park, but the northern half of the western limit of the campus was bounded by this tract of land, thirty-two acres in extent, which was about to be sold for the real estate development. It was clear that should the College lose this tract, it would always be limited to the narrow campus along College Avenue. Hartman immediately notified local members of the Board of Trustees of this development and within a few days a number of the members of the Board and Hartman met together on the tract of land in question to decide what should be done. The president of the Board, although not present, had assured the local men that the rest of the trustees would support whatever action was deemed necessary by the local men. After discussing the situation for a short time, one of the members turned to Hartman and declared: “This is the place for the new Academy building. We will get the grounds; and, Hartman, you get the building.”

The Board was as good as its word; in fact, as will be seen, the men were far better than their word! At the next meeting of the Board, action was taken to buy the tract of land which cost $32,000; and the payment was met with funds from the College endowment. Hartman, much of his actual canvassing for the College campaign having been finished by this time, was authorized to raise money for the new Academy building with the understanding that as soon as $75,000 had been contributed, work on the erection of the building could begin. But, as has been intimated, the Board did a great deal more than provide the tract of land. Hartman recalls: “The interest of the members of the Board made this the easiest money-raising project with which I have at any time been connected.”

Mr. James Shand, who was chairman of the Academy Committee for the Board of Trustees at the time, secured $37,500 from Andrew Carnegie with the help of a mutual Scotch friend. Hartman wrote the letter of appeal to Carnegie, and Shand’s friend recommended Carnegie’s interest in the letter. Carnegie’s gift was made with the understanding that the $37,500 would be made available as soon as a like amount was raised from other sources.

Members of the Board themselves, led by a gift of $5,000 from A. C. Kepler, contributed nearly $15,000 toward the project. The entire $37,500—with the exception of $120 from a number of smaller contributions—was given through only 83 contributions. In view of the fact that Hartman had just finished canvassing the Reformed Church throughout the state in behalf of the college, there was no wide-spread appeal. Seventy-two of the 83 contributions came from residents of Lancaster.

The $75,000 was secured in time to start the erection of the building in the fall of 1907; the building was ready for use by September 1908. Actually, when completed and equipped, the building had cost $105,000. Throughout the years the Academy, from its earnings, repaid the additional $30,000 at 5½ percent and 5 percent interest; but this debt was a difficult burden for a school which tenaciously clung to its policy of being a moderately priced boarding school.
That the building was a beautiful architectural work and one of the finest buildings of its kind in the country was generally admitted. It was built of Sayre and Fisher red brick on colonial lines and finished in hard wood throughout. It was 215 feet long running north and south, with two wings, 40 feet by 50 feet, on either end. A chapel, the A. C. Kepler memorial, was built west from the center and was large enough to seat three hundred persons. Four huge white pillars supported a gable at the center and front of the building. The chapel and dining room were particularly attractive. They were colonial in style, finished in yellow sand and white wood, the ceilings paneled with heavy white beams. The school kitchen and the principal's apartments were in the first two stories of the south wing, class rooms in the north wing, offices and living room in the center. The second and third floors provided dormitory accommodations for 85 students. A small gymnasium was in the basement.

The architects were Newman and Harris of Philadelphia and New York, and the contractor was Joseph P. Brennan of Lancaster. Hartman worked out the general plan of the building. The architect said at the time of the building's dedication: "As you inspect this building, always keep in mind that while the architects were the designers and the contractor the developer of the building, credit for the conception belongs to your very excellent friend, Professor Hartman."

Throughout the years the beauty of the building has been enhanced by the trees which Hartman planted the following year and which circled the building and followed an oval driveway in front of the building. The center of the new building was intentionally located exactly opposite two bronze beech trees, planted about 1865, which were already magnificent at the time the building was constructed and which are today one of the outstanding features of the campus.

The building was dedicated on June 10, 1908 by Dr. John S. Stahr, president of the College. The dedicatory address was given by Dr. James D. Moffatt, president of Washington and Jefferson College. Dr. Moffatt's address is of such interest in the light of the educational and religious significance of Franklin and Marshall Academy, that a portion of his words is given below:

There is a strong bond of union between Washington and Jefferson and Franklin and Marshall in their common fidelity to the classical form of education. In order to conserve the classical tradition Washington and Jefferson recently expended $150,000 to put her preparatory department on a safe and substantial basis. This action was taken upon the conviction that the college could not depend upon other schools to fill its freshman classes. You have gone beyond us somewhat in this magnificent building you have erected and which receives my unbounded admiration and my unqualified envy. I shall be stimulated, upon my return, to keep up with the procession. . . .

Franklin and Marshall is an institution which is not controlled by the state. While I would not raise my voice in derogation of the schools that are so controlled, yet certainly it would seem possible to impart a great deal more of religious education in the public schools than is being imparted at the present time. We will doubtless witness this tendency in
years to come. Yet the public schools must keep so far from even a
semblance of sectarianism that the instruction can only be meagre and
general in its character, and Christianity that is only "Christianity in
general" amounts to little. We need not be sectarian in any offensive
sense, but we can be truly Christian in our education. The Reformed
Church will always feel an interest in this institution, and its officers will
feel authorized to press unfailingly the Christian religion home to its
young men. Therefore, dedicate this building not alone to education,
but to the glory of God and the good of men. A Christian education must
appeal to all the world as the broadest, deepest, and most thorough
education in its approach to truth as well as its practice of righteousness.

The enthusiastic words of *The Messenger* editorial which greeted the
proposal to build the first Academy building in 1872 seem to sound again
through the closing words of Dr. Moffatt's address. The common sense words
of Professor Nathan C. Schaeffer as he brusquely wrote to the Board of Trustees
in 1877 seem to sound again through the opening words of Dr. Moffatt's
address. Certainly he magnified the purpose which Hartman and Helm saw the
Academy fulfilling—a purpose which now could be even more abundantly
fulfilled with the splendid new building. And if, at the time the first Academy
building was constructed, it was noted with some disappointment that "the
swarm of students which it had been alleged would come from all parts, did not
materialize," a similar disappointment was not merited by the enrollment of
the Academy in September 1908 to June 1909. The enrollment that year
reached a total of 192 students, 102 of them boarding students.

**Notes**

5. The writer has endeavored to give a composite picture of Hartman as drawn from expressions of
many of his former students.
7. M. J. Brecht, Lancaster County Superintendent of Schools, quoted in *Prospectus for Franklin
10. Report of the Academy Committee of the Board of Trustees of Franklin and Marshall College,
June 1898 (MS, Academy Records, Hartman Hall, Franklin and Marshall College).
11. Record of Enrollment Figures of Franklin and Marshall Academy, 1898–1943 (Typescript,
12. This and the following information from *Catalogues of Franklin and Marshall Academy, 1897–98 to 1907–08* (Lancaster, 1898–1908).
13. By 1920 the study of Greek, Botany, and Political Geography had been dropped. Spanish, an
elementary course in General Science, and Physical Geography had been added. Public Speaking
was never given regularly, although it did appear intermittently on the course schedule. Courses in
religion will be discussed later.
In 1905 Hartman married Helen Russell Stahr, daughter of the College president. She graduated from Wellesley in 1894, taught for three years in the Lancaster High School, then began Miss Stahr's School for Girls, which, from the time of her marriage, was continued until 1943 as the Shippen School. It was then reorganized as the coeducational Lancaster Country Day School.


Ibid.


Ibid., 286.

Ibid., 291.

Ibid., 291.

Edwin M. Hartman and John S. Stahr, writing in the name of Franklin and Marshall College to The General Education Board of the Rockefeller Institute, New York City, asking for $125,000 for general college endowment. April 3, 1907 (Printed copy, Academy Records, Hartman Hall, Franklin and Marshall College).

Records of Personal Visits and Contributions for College Campaign (MS, Academy Records, Hartman Hall, Franklin and Marshall College).

Basis of appeal incorporated in letter to Rockefeller Institute. See note 25, this study.

Principals' Report, June 1909.


Board Minutes, September 1905.

Hartman, "How the Academy Came to Be."

Approximate summary of contributions: $5,000-1, $1,500-1, $1,000-12, $500-17, $250-11, $200-3, $100-24, $50-5, $25-9, $120 from a number of smaller contributions. From a list of Contributions for the new Franklin and Marshall Academy Building (Typescript. Personal Files of Mr. Hartman, Hartman Hall, Franklin and Marshall College).

From a letter to the Academy Committee of the Board, May 1943 (Typescript. Academy Records, Hartman Hall, Franklin and Marshall College).

In the summer of 1946 the chapel was torn out and reconstructed to furnish dormitory accommodations for college freshmen.

The Lancaster New Era, June 11, 1908.

The Lancaster New Era, June 11, 1908.
Chapter IV
A Changing Purpose, 1909–1921

In 1909, with the added facilities of the new building, the Academy enrollment reached a total of 192 students. By 1912 the enrollment had grown to 227 students, a full school which again taxed the facilities to the limit. Years of national economic depression, followed by the nation’s entrance into the war, saw the school’s enrollment decline to 127 students in 1919, but two years later the number of students had risen to 200 again. The number of boys in the graduating classes these years averaged 43, the largest graduating class of the period numbering 52 students in 1913 and the smallest numbering 29 students in 1919. Approximately 95 percent of the members of these graduating classes entered college.

The enlarged facilities of the school enabled the principals to change the course of study in accordance with the recommendations of the College Entrance Examination Board. In 1910 the school’s three-year course was changed to a full four-year secondary course, with an added year of intermediate work for younger boys. By 1920 the intermediate year work was turned over to an added department, the Junior School, which provided seventh and eighth grade work, and two years later, fifth and sixth grade work as well.

The Academy was rapidly gaining respect and confidence in the eyes of many colleges and universities. For a number of years Hartman had been secretary of the Private Secondary Schools Association of Pennsylvania, and in 1909 he was also appointed a member of the Executive Committee of the Association of Colleges and Preparatory Schools of the Middle States and Maryland. The latter group held one of its meetings in the new Academy building in 1909.

A clearer indication of the Academy’s rise in scholastic circles is found in the fact that in 1919 the school was among the first twelve private secondary schools in the nation in the total number of boys sent to college in the last twenty years. In 1917 the Academy was among the first twelve private secondary schools in the nation and among the first ten private secondary schools of the Middle States and Maryland in the number of boys sent to college each year. In this respect a high record was maintained by the Academy throughout the rest of its history. From 1897 to 1922 the Academy sent one thousand boys to fifty different colleges. Some colleges and universities require that every student entering the institution must pass the College Entrance Board Examinations. Others simply admit students on the certificate of the school which the student may have attended. Others admit by certificate or require College Entrance Board Examination depending upon the scholastic reputation of the school which the student has attended. So far as the scholastic reputation of the Academy was concerned, any school or university which ever admitted students by certificate always admitted students on the certificate of Franklin and Marshall Academy. Never in the school’s history was this certificating privilege
of the Academy cancelled by any college or university. When, in 1915, Princeton University began the policy of granting partial certificating privilege in the case of “candidates of exceptional ability and attainment,” an Academy student was among the first group of students so admitted. 7

The reason for the scholastic reputation of the Academy may be more clearly understood as some of the college records of former Academy boys are examined. 8 In 1911 four of five prizes presented to students for scholastic attainment at Franklin and Marshall College were presented to former Academy boys. In 1913 there were six Academy boys attending Pennsylvania State College, and 60 percent of their grades that year were either “A”s or “B”s. In the same year the principals report that “boys prepared at the Academy have been graduated either first in their respective classes or with high credit from our own College, Dickinson, Lafayette, Lehigh, State, Cornell, Princeton, Columbia, West Point, Yale, Massachusetts Institute of Technology.” 9 In 1917 former Academy boys graduated from Franklin and Marshall College with first and second scholastic honors, while four of the seven graduates elected to Phi Beta Kappa were prepared by the Academy. In 1919 an Academy boy, Franklin Faust Snyder, graduated from Princeton with the highest scholastic grades ever given in the University’s history. (In the first semester of his sophomore year he had been given the grade of 100 for all of his subjects!) In that same year another Academy boy graduated with first honors from Franklin and Marshall College.

As the above paragraph has indicated, the Academy boys were entering many different colleges, and it is clear that the Academy had begun to fulfill a larger purpose than simply preparing Pennsylvania German boys of the Reformed Church to enter Franklin and Marshall College. The truth of the matter seems to be that the new Academy building actually came too late to serve this latter purpose to the degree it might have if it had been built ten or twenty years before. By the time the new building was erected, the work of the public high schools was being improved to such an extent that a special preparatory school for a particular denominational college was no longer as necessary as it once had been. In 1900, 6318 public high schools were providing 82.41 percent of the nation’s secondary school education, while 2097 private secondary schools were providing 17.59 percent of the nation’s secondary school education. By 1915 the number of public high schools had been nearly doubled, as 11,674 public high schools were then providing 89.55 percent of the nation’s secondary education, while 2207 private secondary schools were providing only 10.45 percent of the nation’s secondary education. 10 In Pennsylvania the rise of the public high school and the decline of the private secondary school was particularly marked after 1905, in which year the state to an increasing degree provided support for its public high schools. This support was increased considerably again in 1907. As a result the number of students in public high schools increased from 27,412 in 1900 to 43,140 in 1910. 11

Not only had the number of high schools increased, but the principals of the Academy maintained in 1915 that colleges had lowered their standard of entrance requirements. 12 It certainly was true that there was a more genuine
desire on the part of the colleges to coordinate their requirements with the public high school course. This fact, together with the increase of public high schools, greatly decreased the need for the private schools whose purpose was to prepare students for colleges of their own denomination.

Another factor which changed the relationship between the Academy and the College was that, as the years went on, an increasing number of Academy graduates went to other colleges than Franklin and Marshall. At the turn of the century it had been unusual for an Academy graduate to go to any other college than Franklin and Marshall. In 1908, 72 percent of the Academy graduates entered Franklin and Marshall College, but in 1913 only 44 percent of the Academy graduates entered Franklin and Marshall College. The decreasing number of students entering the College from the Academy did not mean that the College enrollment decreased. On the contrary, the College enrollment was rapidly increasing as more boys had opportunity to receive college preparatory work in public high schools. So, through the years, the College became less dependent upon the Academy.

It is also interesting to note that the College offered the B.A. and the B.S. degrees; no Engineering Course was available. In the Academy before 1910, less than one-third of the students were taking the Technical Course to prepare for an Engineering Course in college. However, by 1920 more than one-half of the Academy students were taking the Technical Course to prepare for college work which Franklin and Marshall College did not offer.

During these years there was also a decrease in the percentage of Academy boys who were members of the Reformed Church. In 1911 to 1912, 60 percent of the students were of the Reformed Church; in 1913 to 1914, 53 percent; and in 1915 to 1916, 46 percent. The number of students from the Reformed Church fell from approximately 73 percent in 1909 to 35 percent in 1921. It is also significant to note that while in 1908 to 1909 about 20 percent of the boarding students came from states other than Pennsylvania; yet in 1920–1921 more than 50 percent of the boarding students came from states other than Pennsylvania. This indicates clearly that not nearly as large a number of students came from the farm homes of the Pennsylvania Germans. Another factor in the school’s decreased ministry to boys from rural German districts was a gradual increase in rates from $250 for boarding students in 1909 to $600 in 1921. Furthermore, in 1915, in opposition to the strenuous objection of the principals, a substantial reduction which had up to this time been offered to boys of the Reformed Church was discontinued.

The Academy’s decreased contribution to the life of the College in these years gave some support to a movement which threatened to close the Academy in 1916 so that the building might be used as a College dormitory. The declining enrollment of the school in the years following 1913 also served to weaken the confidence of some in the Academy’s future. The enrollment had been dropping, from 227 in 1913 to 175 in 1916. The principals endeavored to point out that the enrollments of all private schools had been declining in these
years. This was caused in part by the economic circumstances of the nation. In time of depression, the principals reported, the private school is the first to suffer and the last to recover. Again, many boys who might have been attending secondary schools were finding profitable employment in munitions factories. Then too, the private preparatory schools were suffering from increased competition from public high schools and the normal schools. In Pennsylvania there were at this time thirteen normal schools which were still doing scholastic work at a secondary school level. These schools did not become State Teachers' Colleges until the next decade. The normal school at West Chester became a Teachers' College in 1927; the one at Kutztown in 1926; and that at Millersville (located just a few miles from Lancaster) in 1927. Whereas most private schools were endeavoring to meet this competition with increased advertising, economic circumstances were forcing the Academy to spend less on advertising.

The principals also felt, as they commented upon the situation in later years, that the enrollment of the school was adversely affected because the suggestion to close the Academy became known, and as a result confidence in the school was weakened. The president of the College, Dr. Henry H. Apple, had been advocating this action behind the scenes for several years.

The matter came to a head in a special meeting of the Board of Trustees held in May 1916. The reasons for which the College President advocated the closing of the Academy were presented at this time. The Academy showed a $7,000 deficit since the time of the opening of the new building. An increasing number of boys were graduating from the Academy to attend colleges other than Franklin and Marshall. A number of other preparatory schools connected with denominational colleges had been closed in recent years. The increased efficiency of public high schools was making preparatory schools unnecessary. The College could make very good use of the two Academy buildings as College dormitories, for the College had no dormitories at all.

No action was taken by the Board of Trustees at this time, the matter being deferred to the June meeting. In the meantime the principals of the Academy were informed of what had nearly happened. Their report to the Board, presented at the June meeting, gave their reply to the reasons by which President Apple advocated the closing of the school. As for finances, the principals reported that while it was true the school had accumulated a $7,000 deficit since 1909, yet $4,000 of that deficit had been incurred in the very first year of the new building's use, when additional construction work had been found to be necessary to both Academy buildings. Since 1909 the Academy had paid the College $15,000 of interest on the loan by which the new building had been completed. Actually, the school had been paying on the principal of the loan until 1913, and the adverse circumstances since that time proved to be only of a temporary nature. In these years the school had also spent $13,000 for repairs and improvements. The principals further asserted in their report:
The Academy is an academic enterprise, not a financial one; therefore it seems that its future should be determined by its academic service and not by the fact that it has not entirely maintained itself under adverse financial conditions. If your Board can feel that the Academy is rendering the College, the community, and the church a real service . . . then the problem should probably be solved by meeting the needs of the Academy rather than discontinuing the service.\textsuperscript{25}

The report goes on to point out that in the years from 1909 to 1916 the average number of former Academy students in the College each year was 81, the largest number being 96 in 1911–12 and the smallest number being 67 in that present year of 1915–16. Some students went to the College from the Academy, the principals said, who had come to the school fully intending to prepare for other colleges. And some students who came to the Academy without intending to enter college at all decided, because of the environment, to continue their education and so entered the College. The principals also believed that the college preparatory training which a school like the Academy could give was superior to that of the public high schools.

The final decision as to the future of the Academy was not made until the time of a special meeting of the Board of Trustees in November 1916, when the Board voted unanimously to continue the Academy and to lend the school $7,500 to meet the deficit at that time.\textsuperscript{26} The principals offered to meet any future yearly deficit by deducting this amount from their annual salaries of $2,000 for each principal. Their offer was accepted. The best friend the Academy had among the trustees was William H. Hager, who vigorously fought against the sentiment to close the school. He presented at this meeting a letter from Dr. John A. W. Haas, president of Muhlenberg College, Allentown, Pennsylvania, who expressed the opinion that “in my judgment and in the judgment of the different boards of education of the evangelical churches, it still pays to maintain a preparatory school, even if we must endow it.” Dr. Haas said that the private secondary school was of great value to both the exceptionally brilliant student as well as to the one inclined to be backward. He concluded, “We are carrying our preparatory school at present at a loss, but we do it for the sake of the principle and not for the sake of income.”\textsuperscript{27}

Probably it was providential that if such a crisis in the life of the school had to be faced, it was faced in 1916 rather than a few years later when the nation entered the war. As it was, the trustees had pledged themselves to the continuance of the Academy; and they stood by their promise in spite of the several difficult years to come. But during the war there were a number of other preparatory schools connected with colleges which were closed and never reopened.

The action which met the Academy deficit of previous years did not prevent the accumulation of a further deficit in the year 1916–17. True to their promise, each of the principals deducted $500 from his yearly salary of $2,000 to meet the amount of the deficit.\textsuperscript{28} The amount of one of the principals' salaries was just enough to make the difference as to whether the school could be run at a profit or a loss. Graciously and generously Helm offered to the Board
of Trustees his resignation as associate principal. The resignation was accepted, and Hartman assumed the duties of principal alone from that time forward. As Mr. Helm left the Academy, his former students paid him this tribute:

Throughout his whole association with the Academy, Mr. Helm's actions have been prompted by a desire for the welfare of the students, the preservation of the institution, and the spread of learning. He had true gentlemanly qualities. The thousand or more "old boys" who went out from the Academy during Mr. Helm's time will remember him warmly as they know he remembers them. His recollection of the "old boys" amounts to a gift.

In the year 1917–18, when the enrollment fell to 137, all of the boarding students were accommodated in the new Academy building. The following year, with the enrollment down to 128 students, of which 58 were boarding students, the school used the dormitory accommodations of the Theological Seminary; while the Academy buildings were taken over by the College for the Students' Army Training Corps. The Academy continued to use their own class rooms and chapel.

The number of Academy boys in the service was 350. (This included former students as well as some who were attending the school at the time of the nation's entrance into the war.) These ranked from private to brigadier-general. At the end of the war the service flag of the school bore sixteen gold stars for three teachers and thirteen former students: Frank D. Ensminger, Harry H. Eschbach, David P. Harnish, Allen S. Hartman, Benjamin Hiestand, Elmer H. Moyer, James O. Newpher, Ward L. Reese, Samuel Shelly, Austin L. Grove, Robert E. Schultz, Paul J. Sykes, Elliot C. Weller, Christian Coover Witmer, Arthur F. Young, Jr.

Soon after the Academy opened in the fall of 1918, a volunteer Cadet Company was organized. With the exception of two students, every boy who was physically able took this training which consisted of setting-up exercises, close and open order infantry drill, semaphore drill, hikes, games or stunts, and lectures and tests. Fifty minutes each day, from the heart of the morning schedule, was devoted to this work. Application was made to the War Department for recognition of the Cadet Company as a Junior Unit of the Reserve Officers' Training Corps. This was granted, and the War Department detailed an officer to the school as Professor of Military Science and Tactics. The R.O.T.C. was to be continued in the next school year as well, but the lack of interest on the part of the students and the unpopularity of the officer made the continuation of the Unit impractical. Actually, with the exception of this war year, the spirit of militarism in discipline and school law was always foreign to the spirit of the Academy. If, in characterizing boys' preparatory schools, the military school was to be found at one extreme, a school with the informal life of the Academy was to be found at the other extreme. While the student's attitude toward the teacher was one of respect, there was always a friendly relationship between them which was quite different from that of the officer and the soldier. The writer recalls how on several occasions students who had
been attending military schools were told, when they came to the Academy, to drop the “Sir” from their conversation with their teachers. The penalties involved in discipline were called “marks”; each mark meant one hour in study hall after school. Students were expelled or suspended on occasion, but the principal said that he resorted to this action only when he felt that the character of an individual student was detrimental to the rest of the student body.35

Before turning from the life of the school during the war years, mention should be made of the fact that the study of German was continued. The principal said that the school’s policy in this matter was guided by the suggestion of the National Conference Committee on Standards of College and Secondary Schools. This committee was opposed to abolishing the study of German in American schools and colleges. The committee believed that not only was there much of lasting value in German literature and German scholarship, but that a knowledge of the German language would be of very great importance in the economic and political readjustments that would follow the close of the war.36 Certainly if any schools were to maintain the study of German, it would be expected that the Academy, with its Pennsylvania German heritage, would be numbered among these.

At the close of the war circumstances proved that the principal had been right in his earlier assertion that the school’s enrollment and financial difficulties were only temporary. The enrollment rose to 191 in the year 1919–20, and the following year the enrollment reached the 200 mark.37 In both these years the school showed a substantial financial balance, and payments were again made on the principal of the loan owed to the College.

Throughout the years Hartman maintained that the school offered the students a moral and religious influence which was not to be found to a similar degree in the public schools. How was this influence fostered? Up to this time religion had never been successfully taught as a subject in the school’s course of study. Students did not wish to take the course, or if they did begin to take the course, they constantly sought to be excused. Only in later years, when religion was taught by an unusually able and inspiring teacher, was the subject included successfully in the regular course of study. In the meantime, since the course was not required for college entrance, the students showed little inclination to give their time to it.38 When, however, religious education was presented more informally, there was considerable interest on the part of the students. Every Sunday morning at 9:00 o’clock a Bible study class was held. Attendance was purely voluntary, yet 90 percent of the students chose to attend these classes. Y.M.C.A. meetings on Wednesday evenings were also well attended. The boys were required to attend the daily chapel services of the school, and on Sunday morning they were also required to attend the College chapel services.39 Perhaps most important of all was the personal influence of the teachers. The principal maintained that the teacher’s responsibility was not only to present a particular subject in the classroom but to strengthen in whatever way he could the life and character of the student.

An interesting phase in the life of the school in these years was the work of the
literary societies. The school was divided into the Franklin Society and the Marshall Society. These societies met every week, and during commencement week a debate was held which brought together a team from each group. Considerable interest and competitive spirit was aroused as the day for the debate drew near. The victorious team won a silk banner for its society. Some of the subjects for debate were: “Resolved, That for a Government of a Free People, the English Cabinet System Is Preferable to the American Presidential System”; “Resolved, That the United States Should Give the Philippines Their Independence in the Near Future”; “Resolved, That the United States Government Should Own and Operate All Interstate Railways”; “Resolved, That the European Immigration Should Be Further Restricted by Legislation on the Part of the United States”; “Resolved, That United States Senators Should Be Elected by Direct Popular Vote.”

The athletic program also grew in strength. By 1920 two football teams as well as basketball, baseball, and track teams were maintained. In 1915 and 1919 the Academy one-mile relay team won that event for private preparatory schools at the Relay Carnival of the University of Pennsylvania, the largest and most outstanding event in sporting competition for secondary schools in the country. The football team of 1914 defeated all its opponents, as did the baseball team of 1919. The various athletic schedules included as opponents: Gettysburg Preparatory School, Harrisburg Academy, Allentown Preparatory School, New Bloomfield Academy, Stevens Trade School of Lancaster, University of Pennsylvania Freshmen, Tome School of Port Deposit, Maryland, York Collegiate Institute, and the Bethlehem Preparatory School.

The life of the school would not be pictured completely for these years without mention of several outstanding teachers. The English Department was manned by two teachers who formed an unusual and a happy combination. Martin W. Witmer, who was on the faculty from 1909 to 1920 before going on to college work, has been called a “born teacher.” He had unusual ability in securing a high standard of scholastic effort from his students. His teaching emphasized “method,” sometimes to such an extent that his studied analysis of literature was inclined to lose the full appreciation of the beauty of the classics. On the other hand, F. Lyman Windolph, who also taught English from 1907 to 1911, was much more informal in his teaching, which was anything but that of the “professional pedagogue.” His presentation was that of the brilliant writer and literary man which he later proved himself to be as a contributor to the Atlantic Monthly. Students whose temperament was not suited to the particular style of one teacher were often happily shifted to the classes of the other teacher. Windolph and Witmer each led one of the school literary societies, and the characteristics of the two teachers appeared in the work and the debates of the societies.

Homer F. Rebert, teacher of Latin from 1912 to 1920 before accepting a position on the faculty of Amherst College, was a careful classical student and a fine teacher. A sensitive and highly emotional personality, his students thought of him most of all as the fine musician he was as a pianist, organist, and director.
of the Glee Club and orchestra. The Academy Glee Club in these years made numerous trips about the eastern part of Pennsylvania, as their programs were sponsored by various congregations of the Reformed Church.

In this chapter the writer has endeavored not only to give a picture of the life and work of the Academy, but also to show how the public high school had risen to compete with the private school in college preparatory work. In view of the competition which the public high school offered, was there adequate reason for the continuation of the private boarding school? What did this type of school offer which the public high school did not?

The private school maintained that it could offer more individual attention both to the problem student and to the brilliant student than could the public high school with its large classes and limited hours of contact.43 “We are learning,” said Porter Sargent in 1916, “that the public school cannot remedy defects due to early home neglect and cannot perform functions for which it is unadapted.”44 The primary task of the public school in this period was to educate. The private boarding school, on the other hand, not only had more time and inclination to deal with personality problems, but this school offered in itself a means of changing unfortunate environment.

Again, as the private school ministered to the problem personality, it also ministered to the unusually brilliant youth, giving him a chance, in smaller and more carefully graded classes, to find fuller development than he would be able to find in many public schools. In this period the private school also provided a much more complete training than did many public schools in music, art, expression, and physical training, as well as in general scholarship. The Academy, however, particularly served the student from the rural areas where high school education was not yet available. Or, again, the more mature student who wished to continue his college preparation after his high school study had been interrupted for some reason or other, would turn to the Academy, with its moderate rates, for the specialized and concentrated training it could offer. The principal often spoke of the Academy’s ministry to the mature student who, in concentrated and well-directed study, did two or three years’ work in one or two years. He also spoke of the fact that some students, accredited by high schools for college, found when they came to the Academy for an extra year that they were actually far behind the boys who were just entering the senior year of the Academy. It was sometimes a source of embarrassment, the principal said, to have to accept the high school credits which actually might mean very little so far as the student’s real knowledge was concerned.45

The private boarding school also provided a school home for the sons of widows or widowers, the sons of men in the diplomatic service, or for other boys whose home circumstances may not have been normal for any number of reasons.

With these new purposes of the school established, the work of the Academy advanced into its last quarter century.
Notes

1Record of Enrollment and Graduation of Franklin and Marshall Academy, 1897–1943 (Typescript, Academy Records, Hartman Hall, Franklin and Marshall College, 1943), hereafter cited as Enrollment Record.

2Ibid.

3Principals' Report, 1910.

4Catalogues of Franklin and Marshall Academy, 1919–20, 1921–22 (Lancaster, 1920 and 1922), 26 and 25.

5Principals' Report, 1909.


7Ibid., 1916.

8Ibid., 1910–1920.

9Ibid., 1916.


12Principals' Report, 1915.

13Porter E. Sargent, “The Year’s Advance in Education,” A Handbook of American Private Schools (Boston, 1916), 55. Sargent, who issues his handbook yearly in connection with the largest private school advertising business in the nation, charged in 1916 that “the colleges admit without secondary training, that they are in the high school business and consequently retarding the growth of their own feeders. . . . In South Carolina it has been recently shown that the regular academic college enrollment is 40 percent more than the total secondary enrollment, public and private.” Taking into consideration a possible private school bias on the part of Sargent, it still was evidently true that the colleges were making it easier for students from public high schools to enter.

14Enrollment Record.

15The College enrollment had risen to 300 students in 1913 and to 406 students in 1921.

16Principals’ Reports, 1908 and 1919.

17Ibid., 1912, 1914, 1916.


19Ibid.


21Jesse M. Pangburn, Evolution of the American Teachers’ College (New York, 1932), II, 121, 122. Pangburn describes the work of the Normal Schools in these years as essentially and necessarily secondary school work in character. The first Teachers’ College evolved from a Normal School in 1903. There were 9 Teachers’ Colleges in the nation in 1913, 46 in 1920, 88 in 1924, and 137 in 1927.


23Interview with John L. Barnhart, Baltimore, April 23, 1947. Dr. Barnhart was a member of the College Board for many years. Also interview with Edwin M. Hartman, Lancaster, November 1946. (Dr. Henry H. Apple is not to be confused with Dr. Theodore Appel, who was connected with the Academy in the 1860’s.)

24Board Minutes, May 1916.


26Board Minutes, November 1916.


28Principals’ Report, 1917.

29Ibid.


31Principal’s Report, 1919.
List of Academy students killed in World War I, June 1919 (Typescript, Academy Records, Hartman Hall, Franklin and Marshall College).

Principal’s Report, 1919.

Principal’s Report, 1920.

Catalogue of Franklin and Marshall Academy, 1920–21 (Lancaster, 1921), 23.

Principal’s Report, 1919.

Principal’s Report, 1919.

Interview with Edwin M. Hartman, Lancaster, November 1946.


Epilogues, 1911 to 1920.

Ibid.


By problem student, the writer refers to the youngster with either scholastic or personal problems. The scholastic problem might be dullness or inability to study, or a home environment which made study difficult.


Principal’s Report, 1913.
Chapter V
Years of Prosperity, Difficulty, and Crowning Glory
1922–1943

The Academy was to reach new heights of prosperity in the next eight years of its history, then suffer under the economic collapse of the nation, but rise again to fulfill its purpose even more abundantly in the final years of its existence. The yearly income of the school rose from $64,000 in 1920 to $109,000 in 1927, and the debt which the Academy owed to the College was decreased from $53,463 in 1920 to $17,500 in 1930, with the Academy paying 5 percent interest on the debt in addition. A large portion of this debt liquidation came from the fact that the Academy turned over to the College $25,000 which it had received as its share in the Forward Movement Campaign of the Reformed Church. This was a financial drive among the members of the denomination which asked for $10,000,000 to undergird the work of the various boards and all of the eleven educational institutions of the church. Hartman again divided his time from 1920 to 1923 to work in both the capacity of principal of the Academy and that of one of the leaders of the Forward Movement Campaign.

From 1922 to 1930 the Academy had a full school and was forced to turn away many additional applicants for admission. The largest enrollment was 220 in 1926, 122 boarding students and 98 day students. The graduating classes for these years averaged 47, the largest number of students to graduate up to this time being 58 in 1927. Twenty-eight of these students entered Franklin and Marshall College the following September. In 1925 students graduated from the Academy to enter 22 different colleges: United States Naval Academy at Annapolis, Brown, Carnegie Tech., Colgate, Cornell, Dartmouth, Dickinson, Franklin and Marshall, Johns Hopkins, Lehigh, Muhlenberg, New York University, Miami University at Oxford, Ohio, Penn State, Pittsburgh University, Princeton, Rensselaer, Syracuse, University of Pennsylvania, University of Virginia, Ursinus, and Yale.

As the student body was growing, so was the faculty. By 1927 the faculty had been increased to 20, with 13 full time teachers, 4 part time teachers, and 3 students from the College who served as proctors and assistants in athletics. Nine of the full time teachers had from ten to thirty years of teaching experience, although none had graduate school degrees. Most of the faculty members belonged to the Reformed Church.

Academy students continued to uphold the school’s high scholastic reputation as they achieved outstanding honors in various colleges and universities. From 1925 to 1929 seven former Academy students were elected to Phi Beta Kappa at Franklin and Marshall College, one at Princeton, and one at Amherst, with the last mentioned boy receiving a $2,000 scholarship for study abroad. In 1930 a former Academy student graduated cum laude from Harvard Medical School, and in the same year another achieved “unusually high scholastic standing” in his freshman year at Dartmouth. In the same year the Graduate Council of Princeton awarded the Academy a prize of $100 worth of
books in recognition of the fact that an Academy boy was the first honor man of the Freshman class. The same student at Princeton won the Stinnecke Classical Scholarship, which gave him an award of $900 per year for the next three years. In recognition of his work in languages, he was also given a scholarship to do the work of his Junior year at the University of Berlin. He subsequently graduated from Princeton as first honor man in his class.

The case of the last boy mentioned illustrates a typical fact about the scholastic work of the Academy in these years. The boy had first graduated from a public high school, hoping to enter Princeton immediately. But when he took his College Entrance Board Examinations, he failed in four of the five subjects. When he took the same examinations a year later, after graduating from the Academy, he passed in all of the subjects. Note the comparative grades:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade in 1928</th>
<th>Grade in 1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Cp</td>
<td>66</td>
<td>Not repeated</td>
</tr>
<tr>
<td>French Cp 3</td>
<td>36</td>
<td>74</td>
</tr>
<tr>
<td>Latin Cp 4</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>German Cp 2</td>
<td>53</td>
<td>83</td>
</tr>
<tr>
<td>Math. Cp 3</td>
<td>0</td>
<td>68</td>
</tr>
</tbody>
</table>

Not only had the Academy given this young man adequate preparation to enter college, which he had not received in his high school, but the Academy had given him the kind of preparation which enabled him to do outstanding scholastic work in college. This particular case has been cited at some length because in these years one-third of the senior classes were composed of boys who graduated from high schools and who came to the Academy for further training before entering college. It would clearly follow that the great increase in the number of high schools throughout the nation since 1890 had not necessarily affected this important phase in the work of the private preparatory school.

As a matter of fact, after 1918 the increasing number of public high schools made little decrease in the percentage of secondary school students who were being educated in private schools. Indeed, from 1924 to 1926 the private schools showed a slight gain in the percentage of the nation’s secondary students. The following table will show that the private school’s portion in the nation’s secondary education was relatively stable from 1918 to 1938, and that while public high school enrollment increased 400 percent, private school enrollment increased 300 percent.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students in Public Secondary Schools</th>
<th>Students in Private Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914–15</td>
<td>1,328,984 (89.7%)</td>
<td>155,044 (10.3%)</td>
</tr>
<tr>
<td>1917–18</td>
<td>1,645,671 (91.2%)</td>
<td>158,745 ( 8.8%)</td>
</tr>
<tr>
<td>1919–20</td>
<td>1,857,155 (91.1%)</td>
<td>184,153 ( 8.9%)</td>
</tr>
<tr>
<td>1921–22</td>
<td>2,873,009 (91.1%)</td>
<td>225,873 ( 8.9%)</td>
</tr>
<tr>
<td>1923–24</td>
<td>3,389,876 (93.6%)</td>
<td>254,119 ( 6.4%)</td>
</tr>
<tr>
<td>1925–26</td>
<td>3,911,279 (91.9%)</td>
<td>341,168 ( 8.1%)</td>
</tr>
<tr>
<td>1933–34</td>
<td>5,669,156 (94.3%)</td>
<td>360,092 ( 5.7%)</td>
</tr>
<tr>
<td>1937–38</td>
<td>6,226,934 (93.2%)</td>
<td>446,833 ( 6.8%)</td>
</tr>
</tbody>
</table>
In 1928 the principal called the attention of the Board of Trustees to the growing awareness of the importance of the private secondary school throughout the nation. He noted the number of large contributions for secondary schools in the last few years, citing as examples, The Cranford Foundation of $12,000,000 by Mr. and Mrs. Booth of Detroit, The Avon Old Farms School Foundation of $7,000,000 by Mrs. Riddle, and the Ellsworth Bequest of $4,500,000 for the Western Reserve Academy. In addition to this, he stated that the movement had gained such impetus that from fifty to seventy-five new private secondary schools were being founded each year at that time. He wrote at some length to explain the reasons for this movement, which at this time can only be simply stated. In the first place, he felt that the work of the public high school still did not primarily look forward to higher education. In the second place, he pointed out that the home life of the nation was becoming so urbanized, complex, and distracting that in many cases the “quiet, wholesome, regular life of a good boarding school” would be increasingly needed by American young people. Hartman did not mean to say that this would be needed by all of the young people of the nation, nor even a majority of them. He meant that it was needed by some, and that their number was increasing. It is interesting to note that in fifteen states in 1922 the public high schools were experimenting with dormitories for their students. This experiment never grew to significant proportions, but the fact that the experiment was tried indicates that the need for boarding schools for a considerable number of young people was very real.

However, the primary reason behind the principal's effort to acquaint the trustees with the growing private school movement was his feeling that the Academy itself needed to expand. A flourishing Junior School of about forty children doing the work of the fourth to eighth grades was now crowded into the Old Academy building. The school's gymnasium was far too small to accommodate a growing athletic program. Boarding students were being turned away for lack of dormitory accommodations. At first Hartman suggested to the trustees that a new gymnasium be built and that the Old Academy building be enlarged.

But the College was expanding too. In the year 1923–24 the College enrollment numbered 527 students, and the College still had no dormitories. To be sure, the College was now ready to build two dormitories, but much to Hartman's surprise, the stakes marking off the position of one of these dormitories were driven into the south end of the oval just eighty-eight feet in front of the main Academy building. The Academy principal appeared at the meeting of the Board of Trustees in December 1923 to protest that the trustees were being guided by the architect to think in terms of “buildings and lines rather than in terms of boys.” The close proximity of a college dormitory to the main building of a school for younger boys, he warned, would so disastrously affect the life of the school that it would make the continuation of the Academy impossible. He further pointed to the fact that in 1906 a tract of land had been purchased for the use of the Academy and its future development, but now,
without a single building being erected on college grounds in the meanwhile, this present plan so injurious to the life of the Academy was being proposed. The fact is that others, in addition to the principal, foresaw that such a building program would mean the end of the Academy. There is clear evidence that once again, as in 1916, the president of the College was proposing the closing of the Academy, the College to fall heir to the Academy buildings. Indeed, the proposed building program of the College seemed to have been planned with this very thought in mind.

When Hartman appeared at this meeting of the trustees to protest, he was not sympathetically received by all, but he succeeded in winning the support of the majority of those present. As a result, the Board decided to build the new dormitories upon a location which would not be so injurious to the life of the Academy. For the time being, the Academy was granted the use of larger athletic fields, the use of the old College gymnasium for the practice sessions of its athletic teams, and the use of the new College gymnasium for its athletic contests.

By June 1926 the principal was convinced, as he saw the College building program grow to include a new gymnasium and laboratory to the north of the Academy buildings, that if the Academy was to expand in the future, the school would have to be relocated on another site entirely apart from the College campus. He stated in his report that year:

It is the estimate of our staff that if the Academy had room for expansion and permanence right now in its present location the school could be doubled in ten years. The logic of the situation, however, both in the interest of the College and of the Academy is against any extensive expansion and permanence in the present location.

President Apple also told the trustees that he did not believe there was room for an expanding Academy program on the College campus, particularly in view of the fact that “its growth had advanced beyond a school that should prepare students primarily for entrance in Franklin and Marshall College into an independent institution designed to prepare students for any college or technical school and to recognize the demands of a local constituency for a home Academy.” He also stated that the removal of the Academy from the campus would so clearly change the original purpose of the school that “the College would be free from any financial obligation to the Academy and could use them (the Academy buildings) for college interests without any obligation to the Academy, just as would be the case if the Academy ceased to exist.” He also maintained that the Academy grounds never should have been called “Academy grounds,” for they had always belonged to the College, so the college had no reason to feel any financial obligation to the Academy in this case either. It will be recalled, however, that the Academy principal had not only raised the money with which the main Academy building had been constructed, but in 1901 to 1903 he had also directed the campaign for $150,000 for permanent College endowment, and it was from this last source that the land for the Academy had been purchased.

Dr. Apple at this time was able to give further strength to his opinion about
the Academy by pointing to the fact that the Association of American Universities provided this stipulation for colleges and universities seeking approval and membership:

A college should not maintain a preparatory school as a part of its college organization. If such a school is maintained under the college charter it should be kept rigidly distinct and separate from the college in students, buildings, and discipline.19

The College had, however, become approved by the Association of American Universities in 1924,20 the very year in which this provision first appeared in the Journal of the Association. In any case, the Academy was clearly distinct from the College in students, buildings, and discipline. This provision about colleges maintaining preparatory schools was to be dropped from the Association rules in 1933,21 and never again to appear, up to the present time.

Hartman continued to stress the need of a forward looking policy for the future of the Academy in terms of finding a new location. In presenting the needs of the school to the ministers of the Reformed Church at their synod meetings in May 1929 he stated that for the last twenty years, in which educational institutions had been expanding enormously, the Academy—because of limitations imposed upon it by local conditions—had stood by without sharing in the general expansion. At the same time the school had grown internally in its quality of life and work, and had endeavored to keep abreast in educational progress. Hartman’s appeal concluded:

In spite of the fact that in the last twenty years, a period of great expansion in education, the Academy has had no chance to grow, it ranks today among the first ten percent of the preparatory schools of the country in the number of boys it annually prepares for college, and its academic credit is respected throughout the country. While others are building, de novo, cannot we build on the foundation we have laid throughout the long years? . . . In a period when so many millions of dollars are given for new boys’ schools throughout the country, could we not, if we all tried, find someone who would be willing to furnish a foundation for the Academy in a new location . . . ?22

By 1930 the principal’s dream seemed to be approaching reality. A member of the Board of Trustees offered to buy “an exceptionally beautiful location”23 for the Academy on Chestnut Hill, west of Lancaster, if adequate funds could be secured for buildings. There seemed to be some interest in the project on the part of a descendant of Benjamin Franklin, who suggested that the new school again be called Franklin Academy, as it was first named when his famous ancestor helped to establish it in 1787. The pending economic depression, however, put an end to the plan for the relocation of the school.

The Academy suffered severely from the effects of the economic depression, as did all private schools throughout the nation. Enrollment dropped from 190 students in 1930 to 129 students in 1934.24 In the same year 61 percent of all private schools in the nation had less than 75 percent of a capacity enrollment. Strangely enough, the moderately priced school was affected as adversely as the more expensive schools, for the schools with higher rates, as Hartman pointed
out, "were willing to make any sacrifice just to get students." 25 Private schools whose customary rates were between $1,500 and $2,000 were willing to admit students at considerably lower rates than the $750 rate of the Academy.

In spite of economic conditions the Academy might have weathered the storm in good style if, in the few years before the depression, $10,000 had not been paid into the College treasury to decrease the Academy debt. 26 As it was, the depression caught the school with little financial surplus. Late in 1932 the Academy appealed to the College for a $10,000 loan. This was granted. 27 But the climax of trouble was still to follow. Within a few weeks after the $10,000 had been deposited in the bank, this bank restricted the withdrawal of funds, and in the next four years the Academy had the use of less than one-third of the $10,000 which had been deposited. In addition to this, 5% percent interest had to be paid to the college on the entire $10,000 which could not be used.

The difficulty of the times, of course, once again offered the perfect opportunity for those who had for years been favoring the closing of the Academy so that the college could use its buildings. When the Academy applied to the College for the loan in 1932 an "underground propaganda" which "emanated from the President's Office" was started against the Academy. "One of the professors who was more or less of a handy man for the President, went to a number of the teaching force of the College and suggested that in view of the difficulties at the Academy, it would probably be a good idea to close it. . . ." There was also the suggestion that if they had the opportunity to pass this thought along to any members of the Board of Trustees, it might be well to do so. 28

At a meeting of the Academy Committee of the Board of Trustees it was decided that two distinct propositions were to be brought forward for consideration. The first suggestion was that the Academy was to be discontinued; the second that the Academy should be thrown on its own for the coming year with the College having no responsibility as to its financial operation. 29 At the meeting of the Board in May, Charles G. Baker, chairman of the Academy Committee, presented the sentiment of the Committee against the move to discontinue the school. He stated that in view of the many years of service which the Academy had rendered to the College, the community, and the church, "and in view of the many vicissitudes it (the Academy) has withstood in all these years, it would seem as though the Board's policy should not be easily determined by a few years of depression period." 30 The principal also assured the Board that every effort would be made to keep the Academy expenses within its income, even though this would entail considerable sacrifice. The Board voted to continue the Academy for the time being, the future policy to be determined by the Academy conditions in the next few years. 31

The Academy did continue without further financial difficulty, in spite of the fact that in those lean financial years it had no surplus upon which to depend. This did involve considerable sacrifice to the faculty. During the next two years every one of the staff, from principal to janitor, was paid only the percentage of salary which the income of the school made possible. The faculty
remained extremely loyal, and the teachers continued to do their work with the usual earnest and conscientious character typical of Academy teachers up to this time.\textsuperscript{32}

Those who had confidence that the Academy's plight was simply a temporary one and that the school would soon again justify its purpose were rewarded by the fact that within a few more years the enrollment again rose to full capacity with 197 students in 1939-40 and 190 students the following year.\textsuperscript{33} The $10,000 borrowed from the College in 1932 was paid back in full, and when the school was closed in 1943, the Academy treasury had accumulated a large enough surplus also to pay the last $17,500 which had been owing on the original building debt of $53,000.\textsuperscript{34}

The Academy now in the last eight years of its life fulfilled its purpose as a college preparatory school more abundantly than ever before. The enrollment was increasingly being composed of boys who graduated from public high schools and then came to the Academy for an additional year of training, or boys who had earlier dropped out of high school and now wished to return to school to prepare for their higher education. Remembering that since 1897 there had been only two occasions when as many as fifty boys entered colleges from the academy in any one year, it will be noted on the following table that in the last five years of the school's history on three occasions the number entering college was in the sixties and on two occasions the number entering college was in the fifties.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Number Graduating</th>
<th>Number Entering College</th>
<th>Number Entering F. &amp; M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930-31</td>
<td>187</td>
<td>46</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>1931-32</td>
<td>179</td>
<td>54</td>
<td>43</td>
<td>21</td>
</tr>
<tr>
<td>1932-33</td>
<td>150</td>
<td>49</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td>1933-34</td>
<td>129</td>
<td>30</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>1934-35</td>
<td>140</td>
<td>40</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>1935-36</td>
<td>155</td>
<td>55</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>1936-37</td>
<td>178</td>
<td>48</td>
<td>47</td>
<td>17</td>
</tr>
<tr>
<td>1937-38</td>
<td>179</td>
<td>56</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>1938-39</td>
<td>184</td>
<td>70</td>
<td>64</td>
<td>25</td>
</tr>
<tr>
<td>1939-40</td>
<td>197</td>
<td>64</td>
<td>65</td>
<td>24</td>
</tr>
<tr>
<td>1940-41</td>
<td>190</td>
<td>65</td>
<td>65</td>
<td>21</td>
</tr>
<tr>
<td>1941-42</td>
<td>186</td>
<td>47</td>
<td>51</td>
<td>21</td>
</tr>
<tr>
<td>1942-43</td>
<td>182</td>
<td>56</td>
<td>50*</td>
<td>18</td>
</tr>
</tbody>
</table>

* Many who planned to enter college entered military service.

Compare the last several years above with two following outstanding and successful years in the Academy's history:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Number Graduating</th>
<th>Number Entering College</th>
<th>Number Entering F. &amp; M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1912-13</td>
<td>218</td>
<td>52</td>
<td>45</td>
<td>23</td>
</tr>
<tr>
<td>1925-26</td>
<td>220</td>
<td>46</td>
<td>42</td>
<td>23</td>
</tr>
</tbody>
</table>

49
So far as the school's purpose was concerned then, the purpose of college preparatory training, the last five years of the Academy were the most successful in its history. In the last ten years of its life the Academy reached the upper tenth of the 101 boys' private preparatory schools of the Middle Atlantic States in the number of boys sent to college each year.\(^{35}\)

The larger number of students graduating from the Academy continued to uphold the school's scholastic reputation. In these years, 11 former Academy students attained Phi Beta Kappa honors in various colleges: 3 at Franklin and Marshall, 2 at Lehigh, 2 at Princeton, 1 at Dartmouth, and 3 at colleges or universities whose names are not cited in the records.\(^{36}\) There is no reason to believe that these scholastic honors were achieved only by a comparatively few brilliant students who might have attended the Academy from time to time. The great majority of Academy graduates did commendable work in college, as may be witnessed by a letter received by the principal in May 1934 from the chairman of the Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle Atlantic States. The chairman wrote that, on the basis of records reported by many colleges, "your school has a very favorable grouping in the top fifth."\(^{37}\)

It is difficult to estimate just exactly what accounted for the unusual strength of the Academy in its last years. While the school followed the same tendency followed by other private schools and, comparatively speaking, suffered to about the same extent from the depression as did the other schools, the Academy's recovery from the depression seems to have occurred much more quickly and completely than other private schools. In the year 1939–40, when the Academy enrollment had reached 197 students (an 8 percent increase over the previous year), of 61 other private, non-military boys' schools 71 percent had less students than the previous year; and of 38 schools whose rates were approximately the same as the Academy's, 84 percent had a decreased enrollment over the previous year.\(^{38}\)

Between the time that the war broke out in Europe and the ending of the school year in 1942, the war conditions showed no marked effect upon the Academy enrollment. Yet other non-military private boys' schools suffered greatly because boys in increasing numbers were attending military schools and also because of the accelerated program of colleges which urged boys to get into college as quickly as possible. In some cases boys of good scholastic standing were allowed to enter college at the end of their third year in high school.\(^{39}\)

That the Academy's growing strength after 1935 was not entirely the result of a general educational tendency is also indicated by the fact that compared to similar schools it had risen to a higher place in the number of boys sent to college each year. Of the 88 largest similar schools in the country, the Academy rose to the upper third in the size of its enrollment.\(^{40}\) A generalization could be made to the effect that while private schools rose again after the depression, they did not rise to the heights which they had maintained earlier. The Academy, however, recovered from the depression to rise to loftier heights than it had ever reached before.
Certainly one reason for the school's strength at this time was the increasing fruits of its many years of reputable scholastic service. The principal stated that 90 percent of the Academy's enrollment had been coming from students, alumni, and friends of the school. In 1938 the principal stated that there were 28 "grandsons" in the student body at the time, boys whose fathers had attended the Academy before them.

Another factor in the growth of the school was the unusually fine work of summer canvassing, which was divided in these years between Michael A. Lewis and John U. Hobach, both of whom were conscientious in their efforts and who must have been most effective in their contacts because of their splendid personalities. In these years it was not unusual for parents, in writing to the principal, to comment upon how favorably they were impressed by the school's representatives.

Then too, the Academy was benefited in these later years by the very cordial and sympathetic relationship between itself and the administration of the College, when Dr. John A. Schaeffer was elected to the College presidency in 1935. The president was "an old Academy boy," who attended the school from 1898 to 1901. The College president's admiration for the principal of the Academy was clearly evidenced. Dr. Schaeffer's untimely death in 1941 not only meant that the College had lost a splendid leader but also that the Academy had lost a loyal friend.

The advent of the war, while it decreased the enrollment of the Academy to some extent as it did at all boys' schools, did not affect the life of the school itself too disastrously. The school's total enrollment in 1942-43, the year when it was closed by the College Board of Trustees, was still 180, although some boys left to enter the service before the end of the year. The effect of the war upon the College did, however, indirectly help to bring about the closing of the Academy, as will be pointed out by fuller discussion of the circumstances at the conclusion of this chapter.

The Academy had not only been growing in the number of boys it prepared for college, but it had also been growing in the effectiveness of its religious influence upon the lives of the students. This happened in spite of the fact that the Academy no longer ministered primarily to boys from Reformed Church homes. It happened in spite of the fact, and also probably because of the fact, that in the years since 1920 there had been a decreasing interest in religion on the part of the younger generation in American life. In many colleges compulsory chapel attendance and a required course in religion were being dropped. The general religious interest of youth throughout the nation was decreasing, according to Sunday School statistics which showed a marked decline in attendance, particularly in the case of young people fifteen years of age and over. One of the reasons for this has been said to be the effect of the young people's going away to school and college where they came in contact with a secular and scientific influence in this environment.

Hartman noted this trend of the times with considerable concern, and he took steps in his own school to counteract this prevailing tendency. He believed
that the religion of the time was too formal to catch the interest of youth. Christianity, he said, needed to be presented so that it could be a more vital factor for practical application.\textsuperscript{47}

One of the principal's first moves in this direction in the late '20's was that, instead of sending the Academy boys to the College chapel on Sunday mornings, he himself conducted a Sunday morning service of worship in the Academy chapel. He presented most of the chapel talks himself, speaking in clear, direct, and well-illustrated fashion. There were daily chapel services each week-day morning as well, and Hartman effectively drew parallels between school problems and attitudes and the wider phases of life which the boys would one day enter. An interesting commentary on this aspect of the life of the school is seen in a letter written to the principal by one of the teachers who had served on the Academy faculty during this time:

Two outstanding memories of the Academy shall always remain with me: Your own inimitable style in reading Paul’s talk before the Athenians, beginning with “Ye men of Athens! I perceive that in all things you are too superstitious,” and then shaking your head and looking up to challenge the student body; and secondly, your constant effort to put across to the boys that they are there to learn other things beside the data in text books.\textsuperscript{48}

Again there were several years when a brilliant and popular teacher who had recently come to the chair of Christian Education in the Theological Seminary was invited to present on Friday evenings a series of talks on the basic concepts of Christianity. After his presentation, an open forum followed where the students were invited to ask questions. The forums provoked a lively discussion, and it was always with reluctance that these meetings were brought to a close. Attendance at the meetings was voluntary, but students seldom missed any of the meetings.

In the closing years of the life of the school, the religious emphasis was increased to a very large degree by the introduction of two Bible courses. “The Bible, Its Origin and Content” was the first course introduced in 1936, to be followed by an additional course the following year, “The Bible and Every-day Life.” Eighty-two boys were taking one or the other of the courses in the year 1937–38, and the courses continued to be a strong feature of the scholastic program until the close of the school. Twice before in the history of the school courses in religion had been introduced, but unsuccessfully. They were unpopular with the students, in spite of the fact that strong teachers presented the courses. Yet the success of the last effort is accounted for by the unusually fine presentation of the courses by a popular and inspiring teacher, the Reverend James E. Wagner, pastor of St. Peter’s Evangelical and Reformed Church, Lancaster, a member of the denomination’s General Council and a leader in its youth work. Wagner knew the secret of presenting his material in such a vitally interesting manner that his students were both appreciative and enthusiastic in their judgment of the courses. The Laycock Test of Biblical Information, given at the beginning of the year and again at the end of the year to the boys who took these courses, showed a 73 percent increase in Biblical knowledge in 1936 and a 79 percent increase in 1938.\textsuperscript{49}
The religious and moral influence of a school is to a large extent indefinable. Yet, if its strength in the Academy life could be described in words, no clearer picture of it could be found than in the words of a professor emeritus of the Theological Seminary of the Evangelical and Reformed Church in Lancaster, who wrote to the principal in appreciation of his work and the work of the school as follows:

In writing this note I have in mind not only you but also the school and staff of Franklin and Marshall Academy, who are a personal and institutional re-incarnation of yourself and Mrs. Hartman . . . I have always sensed the genuineness of the Christian spirit and character of the Academy. It fills you and Mrs. Hartman and the entire staff . . . I see clearly how your school illustrates the only way our American Schools, Academies, Colleges, and Universities can ever become truly Christian and become the mothers of an American Christian democracy and leaders of a more Christian World Order. We need Christianized personalities and Christianized educational institutions most sorely. . . . We pray for the continued growth and success of the Academy under many more years of your devoted leadership.

The literary societies were continued throughout the early years of this period, although interest was waning by 1930, a condition which one is led to believe was typical of the student interest at this time in other schools and colleges. But the 1920's saw spirited debates being held during Commencement week on such subjects as: “Resolved, That the United States Should Accept a Mandate over Armenia”; “Resolved, That the United States Should Grant the Philippines Independence”; and “Resolved, That the Eighteenth Amendment Should Be Revised so as to Permit the Sale of Light Wines and Beer.”

While the keen interest in the Literary Societies and the Y.M.C.A. meetings of the past waned, new and more modern extra curricular activities were introduced to take their place. A current events club, two science clubs (maintained at the same time so that the groups would not be too large for effective work), and a camera club were organized between 1932 and 1935 and continued with constantly increasing interest. Drama also became an outstanding phase of the school's life. Almost every year at Christmas time, the Academy boys and the girls of the Shippen School presented the medieval “Nativity Cycle of York Mystery Plays,” a dramatic and musical presentation which originated in York, England, seven hundred years before and was presented there year after year in the thirteenth, fourteenth, and fifteenth centuries. This revival of the medieval play by the Academy, as it was also being revived currently in the country, became so popular with the community that it became necessary to present the play as often as four times in one Christmas season in order to meet the demands of local people who wished to see it. Visitors from the community also filled the Academy chapel for the traditional Christmas vespers held on the last Sunday evening before the Christmas vacation. At the annual Christmas dinner in the later years, the old English Boar's Head ceremony, with the traditional song and pages in gay costume, became a colorful feature of the school's life. The Academy boys were always
noted for their singing on festival occasions, and in the last eight years the entire student body was trained in a special music period each week. People of the community still comment appreciatively on the singing, by the student body at the Commencement exercises, of "The Soldiers’ Chorus" from Faust and "Hail, Bright Abode" from Tannhauser. These exercises, by the way, were having such large attendances that they were now held in the College auditorium. Among outstanding speakers were Dr. Rufus M. Jones of Haverford College, Dr. Joseph Fort Newton of Philadelphia, and Dr. Peter Marshall of Washington, DC.

The athletic program continued to grow. The principal reports that in most of these years 80 percent of the student body took part in contests with other schools. The school’s athletic policy sought to include as many members of the particular squad as possible in the games instead of limiting the games to a small number of players who would pile up the largest score possible. The large number of participants was also possible because of the great variety of teams as well as graded teams for various ages and groups. In some years there were four football teams, four basketball teams, and three baseball teams, from the varsity down to the midgets. Even the smallest boys had their own athletic schedules and traveled throughout eastern Pennsylvania for a number of their contests. In addition to the three major sports, there were also athletic teams in soccer, boxing, wrestling, swimming, track, cross country, tennis, and golf. The principal was particularly interested in seeing the boys take an interest in the sports which they would use later in life. But there was, of course, the natural school enthusiasm to see teams win the contests in the major sports. The teams usually did not disappoint the student body. A conservative estimate would state that in these years the Academy teams won at least 85 percent of their athletic contests. Some of the outstanding opponents were found in teams from Mercersburg Academy, Lawrenceville School, Tome School, Hun School, Hill School, Perkiomen Seminary, York Collegiate Institute, Millersville State Normal School, Haverford College Junior Varsity, Swarthmore College Junior Varsity, and Baltimore City College.

The principal made it quite clear in his report to the trustees that the Academy did not give athletic scholarships. There were a number of students who had self-help scholarships, which meant that in lieu of full payment of rates, they rendered service in the school dining room or laundry, or on the grounds. But the principal maintained that these scholarships were given according to need and character recommendation rather than according to athletic ability. In 1926 less than one-third of the self-help students were in varsity athletic squads.

During the closing years the athletic teams of the Academy continued to uphold the school’s reputation in sports. In 1942, for the fourth consecutive year, the Academy’s wrestling team won the National Preparatory School Wrestling Championship at the annual meet held at Lehigh University. The basketball team on a number of occasions was invited to be one of the two eastern preparatory school teams to be represented at the National Basketball
Tourney at Glens Falls, New York. Some of the boys’ greatest thrills in football came in the last few years as they defeated several of the largest preparatory schools in the East.  

The outstanding athletic feature in the history of the Academy was the Franklin and Marshall Academy Interscholastic Track Meet, which was begun in 1922 and continued each spring until 1931. Within three years the meet became the largest interscholastic track meet in Pennsylvania with the exception of the University of Pennsylvania Relay Carnival. Nine hundred secondary students from eighty-five high schools and private schools took part in the meet in 1927, and the following year the number was even larger. The value of bringing so many secondary students to the campus of Franklin and Marshall College each year can easily be realized.

The credit for this outstanding athletic undertaking belongs to Joseph A. Rothermel, vice-principal of the school and teacher of mathematics from 1920 to 1927. He worked tirelessly on this project and inspired in all the students tremendous interest as the date for the meet approached. “Uncle Joe,” as Mr. Rothermel was called by the boys, made an outstanding contribution to the life of the school in the seven years of his tenure. He was keenly interested in the school’s athletic program and was unusually physically active himself. He was a “man’s man,” hardy and vigorous. He met the boys at their own level; yet they respected him and loved him to an extent which made many of them idolize him. In the fall of 1927 Rothermel became headmaster of Perkiomen Seminary, a boys’ preparatory school located near Allentown, Pa. His going was a great loss to the Academy, but it marked an opportunity which he richly deserved. Unfortunately, his health failed him within a few years, and at his death secondary education lost a fine leader, and many boys lost a hearty and cordial friend.

Another teacher in the school at this time and who is indeed worthy of mention was William A. Hammond, teacher of English and director of the Glee Club and Literary Societies. Hammond came to the Academy in 1922 and resigned in 1934 to become headmaster of the Hershey Industrial School. As a teacher Hammond was forceful, jolly, and alert. He had the ability to make his presentation unusually clear. The low percentage of failures in his classes was not the result of lenient grading, but it was a tribute to the clarity and forcefulness of the teacher. His contacts with the students may not have been quite as intimate as those of some of the other teachers, yet his personality exerted an unusually wholesome, Christian influence upon the student body.

The successful and interesting development of the Junior School during these years—from 20 students in 1920 to the fullest possible capacity of 40 some years later—bears mention of the person of its director, Wilbert E. Moorehead, who became a member of the faculty in 1919 and served until the closing of the school in 1943. Boys who came under his care were fortunate not only because his department provided excellent fundamental training for High School work, but because Moorehead enriched the life of the youngsters with never-to-be-forgotten hikes, camping trips, and visits to community and state and national
centers and memorials. His fatherly interest in his boys helped to make the Academy a home rather than simply a school for the youngest boys among the boarding students. In addition to this, Moorehead's concern for the buildings and the physical equipment of the institution made him indispensable. Probably no one, save the principal himself, would have been missed more should he have been lost to the Academy.

In 1922 a popular and hearty youngster by the name of Michael A. Lewis came to the Academy. He graduated in 1924 and then attended Franklin and Marshall College, graduating in 1928. In his student days he was outstanding for his part in student affairs, his prowess on the athletic field, his genial personality, and his wholesome moral influence. Upon graduation from college he was immediately appointed to the faculty of the Academy and served from that time to the closing of the school as assistant to the principal, teacher of science and mathematics, and director of the physical education program of the school. No man was more sincerely loyal and deeply devoted to his school and to his headmaster than was Lewis. His genuine care and concern for boys was returned by the students with heartfelt affection. His moral influence upon the personality of the student was of supreme quality, for he was a man of sincere Christian piety, a man who exemplified the Christian ideal to the fullest degree in both word and deed.

Another abiding personality in the memory of Academy students is William M. Hall, "Daddy" Hall they called him affectionately. He joined the Academy as teacher of mathematics and treasurer of the school in 1917, the year after Helm's resignation; and he served the school faithfully and sacrificially until his death in 1942. His personality combined a keen sense of humor with something of the rigor of the Spartan. He was an excellent teacher, demanding, inspiring and receiving the highest scholarly efforts from his students. He was a devoted churchman and a forceful figure of Christian influence.

So the Academy lived through the years, and will continue to live in the lives of the boys it served. It was a school which, though it struggled under and finally met a tremendous financial obligation, continued to keep its rates moderately priced so that it could be of service to the Pennsylvania German boy from the countryside. And while in later years the student body included boys from many states—yes, and from many lands—the Academy's contribution to the Pennsylvania Germans of the Reformed Church is still outstanding. Many were the youngsters who later said, "I never could have achieved what I did, neither would I have dreamed of attempting what I did, had it not been for the help and the encouragement of Dr. Hartman!" The achievements of these Academy boys were a credit to their school. At one time four "old Academy boys" were serving as presidents of four eastern colleges. Many Academy boys are teaching in colleges and universities, and those teaching in the high schools could be counted in the hundreds, with at least half a hundred serving as high school principals. Other Academy boys have made splendid records in the legal and medical professions; while one could also say without fear of contradiction that in the past forty years, as well as at the present time, more ministers of the
Reformed Church came from the Academy than from any other secondary school, public or private.

One can still visit the campus of Franklin and Marshall College and see the Academy buildings much as they always were. But those buildings were not the real Academy. As the principal said in his last report:

The Academy has been not simply a school, but a large family living and growing up and working together. . . . There will no longer be a Franklin and Marshall Academy as a school on the campus, but the Academy will continue in the affections and lives of more than three thousand "old Academy boys" whose character and service will honor their old school. 62

In the light of this educational contribution, why was the school closed? What were the circumstances which brought about this action by the Board of Trustees in 1943?

Early in January 1943, Dr. Hartman—then in his seventy-fourth year and his forty-sixth year as headmaster of the Academy—suffered a serious illness which confined him to his bed for five weeks. Coming as this illness did, two years after a previous illness, his physician warned him that he should not again do as much work as he had been doing. Dr. Hartman, therefore, suggested in a letter to the Academy Committee of the Board of Trustees that he would like to secure an associate who would relieve him of much of his work and finally succeed him as principal in 1944. 63 Instead of adopting this suggestion, the Board voted to discontinue the Academy at the close of that school year, June 1943. For some years there had been sentiment among members of the trustees in favor of closing the Academy "in line with the fact that most preparatory schools which were once affiliated with colleges have long since been discontinued." 64 Actually, the Academy was the only school of that character which was still existent at the time. However, the Board itself stated, in making the announcement of the school's closing, that they "recognized the remarkable work and personal influence of Dr. Hartman, and were agreed that the school should not be closed as long as he continued able to direct its work. In a very true sense they recognized that Dr. Hartman was the Academy and the Academy was Dr. Hartman." 65

In commenting on the fact that the Academy was the last preparatory school so associated with a college, the principal stated that the school "did continue because it had its own administration, finances, and activities, and the College was generous in making some of its facilities available for us; but it was no doubt a mistake not also to have incorporated with its own Board and its own plant and grounds apart from the College." 66 It is quite clear, however, that because the Academy was so connected with the College and because other similar schools had been discontinued, was in itself no reason for closing the Academy. Furthermore, the enrollment of the school had not shown a serious decrease since the war's beginning, and financially the school was in better circumstances than it had ever been. The rising strength of the school in its work of college preparatory training has already been discussed.

The fact was that there was "an absolute need for the Academy buildings by
the College for its war program." From an enrollment of nearly 1,000 students before the war, the College enrollment had dropped to 400 by 1943. At this time the College was informed that the government would send to the campus 650 Navy cadets for training, if the proper facilities could be provided to accommodate them. The provision of such facilities was impossible without making use of the Academy buildings. But with the use of the Academy buildings, the program for the Navy cadets was successfully undertaken beginning July 1, 1943. The overflowing college enrollments following the war were evidently foreseen by the College administration. Therefore, rather than close the Academy temporarily, the school was permanently discontinued, so that at the present time the former buildings are being used to considerable advantage in the present expanded College program.

Was the College Board of Trustees justified in taking this action to close the Academy? When the decision was announced, there were those who deeply resented the action. They thought of the Academy's unique service throughout the years to particular types of boys. They were proud of the school's tradition and long history which reached back to 1787. They knew that the Academy was serving its purpose more fully at the present time than at any time in its history. They could reasonably believe that the school gave promise to continue to serve this purpose in the future. They were, therefore, dismayed that the Academy should now be closed because of the financial contingency of that time, especially since the contingency faced the College rather than the Academy. They felt that academic and moral values had been sacrificed for the sake of material and monetary values.

On the other hand, there were others who were satisfied to see the Academy closed because, either through ignorance or refusal to face the facts, they believed that the school had been steadily growing weaker in the last two decades and had outlived its usefulness to the College and to the cause of secondary education in general. Others believed that the contribution of the school was so dependent upon the personality of Hartman that there was little reason for continuing the school now that Hartman had reached the point of retirement. In addition to these opinions and combined with some of them, were the opinions of those who felt that the Academy existed primarily to serve the College. If now the buildings and equipment of the Academy could serve the College better than the Academy itself could serve the College, the decision of the Board was justified.

Indeed, the history of the school since its establishment as a separate institution in 1873 shows that the Board of the College did always think that the Academy existed primarily to serve the College. While the trustees wanted the preparatory school to serve the College, they also wanted the Academy to be a self-supporting institution. Aside from paying the cost of the first Academy building in 1873, the Board never invested one penny in the Academy except as a loan. And the record shows that every loan was repaid in full at 5 or 5½ percent interest. On the other hand the Academy sent to the College thousands of students, many of whom—had it not been for the existence of the Academy
would have attended other colleges or never would have been able to prepare for college at all. When after 1912 the College became less dependent upon the Academy for students, every opportunity was seized by those who wished to close the Academy and make use of its equipment and buildings for the College. The purpose of the Academy had changed from a school which was a College feeder to a secondary school which made its own unique contribution to the training of boys who might not otherwise have received the opportunity for such training. This purpose did not justify the Academy's existence to those whose peculiar loyalty to the College blotted out any sense of appreciation of the contribution of the Academy.

On June 29, 1946, the main Academy building was dedicated to the service of the College as a freshman dormitory, which from this time forward would bear the name, "Hartman Hall." In response to the dedicatory address of the College president, the former principal of the Academy replied:

In behalf of Mrs. Hartman and myself I want to extend our sincere thanks for your very gracious recognition of the service we may have rendered here throughout the years. We think of our long years of service on this campus not as a task but as a privilege which we have greatly enjoyed.

My present position (presumably retired but still, because of present world conditions, busy serving the needs of Academy boys) reminds me of an old legend concerning Lucifer and his angels leaving heaven. After they had gone one angel asked another whether he felt that he was missing anything since he left. The angel replied: "I think I shall miss the sounds of the silver trumpets." Now the sounds of a hundred or more teen-age boys all around you from early morning until late at night, may not be as musical as those of silver trumpets, but I enjoyed them sufficiently to say that if I were to live my life over again I should choose to invest it again in living and working with such interesting and impressionable teen-age boys, especially if I could do it with a teaching staff as able and cooperative and a Board as generous and considerate as it was my good fortune to work with throughout my long experience.

Since the passing of the years and present day college conditions throughout the nation seem to indicate that the Academy buildings may now render their best and most needed service within the program of the College, my regret at the passing of the Academy is at least softened somewhat by the thought that the change will help to meet the urgent needs and to increase the service of my beloved Alma Mater to whose campus I came fifty-five years ago.

Notes

3 Only about 40 percent of the proposed goal was achieved.
4 This and following material about faculty and scholastic honors from Principal's Reports, 1922–30.
5 From a bulletin of Dartmouth College Information Service, June 1929, quoted in Principal's Report, 1930.
College Entrance Board Examination grades of Victor Oswald, 1928 and 1929 (Typescript, Academy Records, Hartman Hall, Franklin and Marshall College).


Supplement to the Principal's Report, 1929.


Board Minutes, December 1923.

William H. Hager to B. F. Fackenthal, May 26, 1933 (Typescript copy in Academy Records, Hartman Hall, Franklin and Marshall College). “A few years back, and through a number of years as you know, the President of the College did his best to put the Academy out of business, and he probably would have succeeded but for the strenuous objection of a few of us.” Hager was a member of the Academy Committee of the Board of Trustees, and Fackenthal was president of the Board of Trustees.

George S. Mull to Edwin M. Hartman, December 9, 1923 (MS in Academy Records, Hartman Hall, Franklin and Marshall College). “I want to take this opportunity to congratulate you upon the manner in which you were able to proceed with your forceful and convincing argument. I feel sure you won out.” Dr. Mull, a member of the College faculty, served as secretary for the Board of Trustees.

Board Minutes, December 1923.

Combined Recommendations of the Committee on Grounds and Buildings and the Academy Committee, November 3, 1926, reported in Board Minutes, December 1926.

Principal’s Report, 1926.

Report of the President, Board Minutes, December 1926.

Memorandum of Procedure Advised for Institutions Seeking Approval of the Association for Inclusion in Its Accepted List,” Journal of Proceedings and Addresses of the 26th Annual Conference of the Association of American Universities, 1924 (Chicago, 1924), 34.

List of Colleges and Universities Newly Approved by the Association in 1924.” Ibid., 31.

Revision of Standards for Accrediting Colleges,” Ibid., 1933, 22–26. A member of the College Faculty (Interview August 8, 1947, name purposely withheld) stated that not only was this argument used by Dr. Appel, but that this argument was still being used by the College administration at the time the Academy was closed in 1943, ten years after The Association had dropped the ruling from their standards!


Enrollment Records.

Principal’s Report 1935, quoting a school service which asserted that “price cutting by some of the largest and wealthiest schools in the east had been vicious.”

Financial Statement, 1929.

Board Minutes, December 1932.

W. H. Hager to B. P. Fackenthal, May 27, 1933 (loc. sit.).

Ibid.

Board Minutes, June 1933.

Ibid.

Principal’s Reports, 1933 and 1935.

Enrollment Records.
In the school year 1942-43, the Academy's enrollment placed the school in the upper third of the 88 boys' boarding preparatory schools of the Secondary Education Board which included most of the well-known schools of this character in the nation.


Principal's Report, 1938.


John A. Schaeffer to Edwin M. Hartman, August 7, 1935 (Typescript, Academy Records, Hartman Hall, Franklin and Marshall College). "If you will only enthuse Bill [Schaeffer's son] as you did me when I studied three long years under your direction, I am sure he will handle his college work most satisfactorily. I do not believe there is a single boy ever graduated from the Academy who came under your direct supervision who was not bettered from that contact.” Significant also are the appreciative letters which the Board of Trustees sent in reply to the principal's yearly reports from 1936 to 1941.

In one of the last years of the Academy’s history, the number of boys from the Reformed Church ranked fourth, with Presbyterians first, Episcopalians second, and Lutherans third. The principal stated that he believed that the same proportion of religious affiliation would be found in the other academies of the Reformed Church as well. He also pointed out that there was no Lutheran boys' preparatory school in the three states of Pennsylvania, Delaware, and Maryland; only one small Presbyterian boys' school, and only two small Episcopal schools in the same three states. —Edwin M. Hartman to the Academy Committee of the Board of Trustees, February 20, 1943 (Typescript, Academy Records, Hartman Hall, Franklin and Marshall College).

Nevin C. Harner, Youth Work in the Church (New York, 1942), 198–203.

Principal's Report, 1931.


Principal's Reports, 1936 and 1938.


Epilogues, 1921–30.

Epilogues, 1932–43.


Principal's Report, 1930.

Epilogues, 1921–1930.

Principal's Report, 1927.

Ibid.

In 1939 the Academy defeated by a 13–6 score Hun School, which had not lost a football game in five years; in 1940 and 1941 they defeated Mercersburg Academy, 6–0 and 8–6; and in 1942, at the time when military schools were stronger than ever, they defeated Massanutten Military Academy on this school's homecoming day, Massanutten not having lost a homecoming game for the previous thirteen years. See Epilogues, 1931–1943.

Principal's Reports, 1927 and 1928. The total number of participants in the 1928 meet is not given; it is simply stated that the number was larger than the previous year.

Ward V. Evans, Office of the head of the Department of Chemistry, Northwestern University, Evanston, Illinois, to William H. Hager, Lancaster, Pennsylvania, October 15, 1943 (MS, among testimonial letters written to W. H. Hager concerning Edwin M. Hartman, 920 Virginia Avenue, Lancaster, Pennsylvania). "Ed Hartman is one of the best friends I ever had. He furnished me with
the money to go to school and if it had not been for him I likely would be pulling weeds in Beggar Row somewhere. . . . They don't make men like him—only once in a while does the race produce a man who does as much good in the world as Ed Hartman, and I would like an opportunity on some occasion to tell what he has done for me."

61 John A. Schaeffer, Academy 1897–1900, president of Franklin and Marshall College, 1935–1941; George M. Smith, Academy 1906–07, president of Susquehanna University, Selinsgrove, Pennsylvania, appointed 1928; Charles E. Lawall, Academy 1908–09, president of West Virginia University, Morgantown, West Virginia, appointed 1939; Daniel Biemesderfer, Academy 1910–13, president of Millersville State Teachers College, appointed 1945.

62 Principal's Report, 1943.

63 Hartman to the Academy Committee, February 20, 1943.


65 Ibid.


68 It is impossible for the writer to document the following opinions. They are opinions which were expressed verbally and informally rather than in any formal, printed form.

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Faculty, 1930–31
This book, written by Charles S. Hartman, was the youngest of the three Hartman children. He was graduated from Franklin and Marshall College in 1934 and from Yale University Divinity School in 1937. He is a minister of the United Church of Christ and served churches in Youngwood, Pa., Baltimore, Md., Fort Wayne, Ind., Rochester, N.Y., Greensburg, Pa., and Boothbay Harbor, Maine, where he retired in 1978. Since that time he has served seven interim ministries. He and his wife have their home in a Retirement Community at Tuckerton, N.J.

While in Baltimore, he obtained his Master's degree in American History at Johns Hopkins University. This history of the Academy was his thesis to meet the degree requirement in 1948. As he says elsewhere, Hartman realizes that a history written for academic requirement may be quite a different work from the story of the Academy, which speaks of the personal recollections of former Academy students. However, the latter pages of this history speak more to personalities and activities on the life of the school.

Hartman married Louise Showman, Youngwood, Pa., in 1940. They have four children, the oldest of whom is named Edwin M. Hartman, II. All of the Hartman offspring, three sons and one daughter, are teachers, as they follow in the tradition of their paternal grandparents.

When the Academy was closed, Dr. Edwin Hartman maintained an office on the College campus, and made his home on Virginia Ave., near the College, in a comfortable house purchased for them by devoted Academy alumni. He was quite busy for a time meeting requests for the records of Academy boys. He died in 1947, and Mrs. Hartman died in 1957. The service for Dr. Hartman was conducted by Dr. James E. Wagner in the College chapel, with former Academy teachers serving as pall bearers and honorary pall bearers.

It was Charles Hartman's sad and honored privilege to conduct funeral services for Michael A. "Mike" Lewis in the College chapel in 1974.

The main Academy building, renamed Hartman Hall, was eventually torn down. The architecture did not match that of newer buildings, and necessary repairs made the cost of renovation prohibitive. The oval area before the magnolia trees was named The Hartman Green and was dedicated in honor of Dr. Hartman on October 22, 1976.