



Spring 2010

Original Pennsylvania College Building

Robert S. Kellert
Gettysburg College

Follow this and additional works at: <https://cupola.gettysburg.edu/hiddenpapers>

 Part of the [Public History Commons](#), and the [United States History Commons](#)

Share feedback about the accessibility of this item.

Kellert, Robert S., "Original Pennsylvania College Building" (2010). *Hidden in Plain Sight Projects*. 19.
<https://cupola.gettysburg.edu/hiddenpapers/19>

This open access student research paper is brought to you by The Cupola: Scholarship at Gettysburg College. It has been accepted for inclusion by an authorized administrator of The Cupola. For more information, please contact cupola@gettysburg.edu.

Original Pennsylvania College Building

Description

At the corner of Washington and High Streets in Gettysburg, Pennsylvania stands a modest old house—an anachronism that somehow seems so fitting in a town of such rich history. In the foreground lies a fairly inconspicuous plaque with condensed text—easy to miss on a leisurely car ride past the antiquated structure. Casually passing by, residents and tourists alike might not give the house a second thought or reflect on its origins. Yet, were they to merely glance over the building's historic plaque, they would discover a building whose significance can hardly be overstated. This was the site of the original Gettysburg College—the legacy of an American pioneer, Samuel Schmucker. [*excerpt*]

Course Information:

- Course Title: *HIST 300: Historical Method*
- Academic Term: Spring 2010
- Course Instructor: Dr. Michael J. Birkner '72

Hidden in Plain Sight is a collection of student papers on objects that are "hidden in plain sight" around the Gettysburg College campus. Topics range from the Glatfelter Hall gargoyles to the statue of Eisenhower and from historical markers to athletic accomplishments. You can download the paper in pdf format and click "View Photo" to see the image in greater detail.

Keywords

Gettysburg College, Hidden in Plain Sight, Gettysburg Academy, Pennsylvania College, Samuel Schmucker

Disciplines

Public History | United States History

Campus Location

Gettysburg Academy

Gettysburg College

Hidden in Plain Sight
Original Pennsylvania College Building

History 300

Historical Methods

Dr. Michael Birkner

By

Robert Kellert

Spring 2010



Original Pennsylvania College Building



Plaque At The Building's Location

At the corner of Washington and High Streets in Gettysburg, Pennsylvania stands a modest old house—an anachronism that somehow seems so fitting in a town of such rich history. On the foreground lies a fairly inconspicuous plaque with condensed text—easy to miss on a leisurely car ride past the antiquated structure. Casually passing by, residents and tourists alike might not give the house a second thought or reflect on its origins. Yet, were they to merely glance over the building’s historic plaque, they would discover a building whose significance can hardly be overstated. This was the site of the original Gettysburg College—the legacy of an American pioneer, Samuel Schmucker.

Samuel Schmucker was born in Hagerstown, Maryland. The son of a pastor, Schmucker attended York Academy, matriculated at the theological seminary in Princeton and subsequently attended the University of Pennsylvania. After graduating, he set his mind to accomplishing goals for the good of the Lutheran Church.¹ The seed for Pennsylvania College was planted.

Schmucker was a selective nativist – unreceptive to Catholic immigrants, but embracing of Protestant immigrants, particularly German Protestants.² He pioneered the American Lutheran movement, a more liberal Protestantism that competed with conservative sects for support from German immigrants.³ Schmucker’s own father, in fact, was a German immigrant.⁴

Pennsylvania College’s charter reflects Schmucker’s liberality toward German immigrants, stressing the advancement of liberal education “particularly among the German portion of our fellow citizens.”⁵ The charter even called for a special German Professorship to foster the development of primary school instructors who would teach both “German and

¹ Charles H Glatfelter, *A Salutary Influence: Gettysburg College, 1832-1985* (Gettysburg, PA: W & M Printing, Inc., 1987), 16. Glatfelter’s book provides an extensive history of the college and features more on Samuel Schmucker’s life and involvement with the school.

² Abdel Wentz, *Pioneer in Christian Unity: Samuel Simon Schmucker* (Philadelphia, PA: Fortress Press, 1967), 262.

³ Lewis Spitz, *Life in Two Worlds* (St. Louis, Missouri: Concordia Publishing House, 1968), 77-78.

⁴ Wentz, *Pioneer in Christian Unity*, 1.

⁵ *The Charter of Pennsylvania College*, Trustees of Gettysburg College, 2. Accessed in Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

English.”⁶ While Schmucker emphasized the growth of the German language, Dr. Charles Glatfelter warns not to “derive from that something that was not warranted. This man [Schmucker] wanted instruction to be in English. Not German; English.”⁷ In any case, Samuel Schmucker had always sought to establish a Lutheran institution.⁸ In Pennsylvania College, his dream had been realized.

Above all, however, Schmucker envisioned an institution “that was not sectarian, but which could appeal to a very large number of people.”⁹ In fact, a significant minority of Pennsylvania College’s trustees was not Lutheran, including a local Gettysburg lawyer and Baptist named Thaddeus Stevens.¹⁰

Stevens studied Classics at Dartmouth College, where he read works by Aristotle, including Aristotle’s advocacy of universal education for the “health of the nation state.”¹¹ Influenced by these precepts, Stevens, “the most practical of men,” began his own advocacy for public education in Pennsylvania.¹² As Dr. Glatfelter candidly stated, “Thaddeus Stevens was a man who could be difficult to like, maybe often difficult to get along with. There was one thing about him, and that was his commitment to education.”¹³ Stevens’s bold stance on state-sponsored education even incited opposition against his candidacy for Assemblyman.¹⁴ Stevens

⁶ Ibid., 7.

⁷ Dr. Glatfelter, telephone interview by author, Gettysburg, PA, February 24, 2010.

⁸ Charles Glatfelter, “Schmucker and the Town of Gettysburg,” in *The Papers of the Schmucker Bicentennial*, ed. Norman O. Fortness (Gettysburg, Pennsylvania: Gettysburg College, 2000), 41.

⁹ Glatfelter, telephone interview.

¹⁰ David B. Potts, “Founders and Founding: Gettysburg in the Defining Years for American Colleges and Culture,” in *The Papers of the Schmucker Bicentennial*, ed. Norman O. Fortness (Gettysburg, Pennsylvania: Gettysburg College, 2000), 9.

¹¹ Bradley Hoch, *Thaddeus Stevens in Gettysburg: The Making of an Abolitionist* (Gettysburg, PA: Adams County Historical Society, 2005), 97.

¹² *Memorial Addresses on the Life and Character of Thaddeus Stevens* (Boston, MA: Government Printing Office, 1869), 23.

¹³ Glatfelter, telephone interview.

¹⁴ Ibid.

sought state funds for several colleges, Pennsylvania College included.¹⁵ He served on the boards of many local schools, including five years on the Gettysburg school board.¹⁶ Through the efforts of Thaddeus Stevens and Samuel Schmucker, Pennsylvania College was born, but it had early challenges to face and high expectations to meet. Among these tests was bringing quality education to German immigrants.

German Lutherans were immigrating to America and frequently brought their own clergymen with them. As their communities grew in the United States both in population and influence, German Lutherans desired more educated ministers. They also wanted their children to receive quality educations, whether entering the ministry or not.¹⁷ Dr. Benjamin Rush, who had been instrumental in the founding of Dickinson and Franklin Colleges, was an early proponent of liberalized education for Germans and, in a larger sense, Pennsylvanians.¹⁸ His hopes, as well as those of German immigrants, were realized with the establishment of institutions like Gettysburg's Lutheran Theological Seminary in 1826.

“Out of the necessity for preparatory establishment of collegiate training for candidates for the ministry,” the seminary opened with just two students on June 25, 1827.¹⁹ The site for the seminary was the old Gettysburg Academy building.²⁰

The seminary began as a classical school under the supervision of Rev. David Jacobs.²¹ Two years later, Jacobs's brother, a mathematics professor, added a scientific department to the

¹⁵ Elsie Singmaster, *I Speak for Thaddeus Stevens* (Boston, MA: Houghton Mifflin Company, 1947), 160.

¹⁶ Hoch, *Thaddeus Stevens in Gettysburg: The Making of an Abolitionist*, 99.

¹⁷ Gettysburg College, 1893 Spectrum, 1893.

¹⁸ Michael Birkner and David Crumplar, *Gettysburg College* (Arcadia Publishing, 2006), 10.

¹⁹ Gettysburg College, 1893 Spectrum, 1893.

²⁰ Charles H. Glatfelter, *Yonder Beautiful and Stately College Edifice: A History of Pennsylvania Hall (Old Dorm), Gettysburg College, Gettysburg, Pennsylvania* (Gettysburg, Pennsylvania: Gettysburg College, 2007), 4.

²¹ *Catalogue of the Officers and Students of Pennsylvania College* (Gettysburg, PA: Gettysburg College Library, 1837), 15.

institution.²² Samuel Schmucker purchased the building at a sheriff's sale in 1829 at a cost of \$1160; Schmucker raised the money by asking several of his fellow Lutheran clerics to each contribute \$50.²³ As compensation for their donations, Schmucker enabled them to elect the school's trustees, thus establishing Pennsylvania College's board of trustees.²⁴

The school was renamed "The Gettysburg Gymnasium" and upon Jacobs's death, Rev. H.L. Baugher assumed direction of the Classics department.²⁵ By that time, student enrollment had considerably risen, prompting the school's need for a charter as a permanent educational institution. As one student put it, "there are 50 students in the classical school at present, and 18 in the Seminary and new ones keep coming on almost constantly."²⁶

Based on this success, Schmucker considered the "possibilities of establishing a college."²⁷ Assembling Gettysburg's community leaders and acquiring their support, Schmucker, accompanied by General Thomas Miller, visited Harrisburg to lobby for a college charter.²⁸ This was by no means an easy task, considering "the state [Pennsylvania] was granting some money to institutions of higher education and the state had only limited access to money. They were not going to grant charters unless they thought that these institutions were going to attract enough students so that they would be successful."²⁹ Schmucker drafted a charter modeled after those of schools like Dickinson, Jefferson and Washington colleges.³⁰

²² Ibid., 13.

²³ Glatfelter, *Yonder Beautiful and Stately College Edifice*, 5.

²⁴ Ibid.

²⁵ Gettysburg College, 1893 Spectrum, 1893.

²⁶ Harkey to parents, July 14, 1831, in *Harkey, Simeon, 1831-1840*, Special Collections, Musselman Library Gettysburg College, Gettysburg, PA.

²⁷ Glatfelter, *Yonder Beautiful and Stately College Edifice*, 6.

²⁸ Ibid., 6,7.

²⁹ Glatfelter, telephone interview.

³⁰ Glatfelter, *Yonder Beautiful and Stately College Edifice*, 7.

In July of 1832, the Pennsylvania Legislature granted the school its charter and “Pennsylvania College of Gettysburg” went into operation later that October.³¹ Among the school’s trustees were Samuel Schmucker, Thaddeus Stevens and Calvin Blythe, president of the board. As a Gettysburg attorney, Blythe had opposed Stevens in court on multiple occasions; he later served as a judge in Dauphin County.³²

Public announcements anticipated the opening of Pennsylvania College: “The Trustees of Pennsylvania College, recently organized and located at Gettysburg, would respectfully inform the public that the institution will be opened for the reception of students on the 8th of November next.”³³ Samuel Schmucker had originally requested famed orator Daniel Webster to deliver the new school’s convocation address, but Webster replied that he could not, citing important political affairs. He did, however, “wish hearty good wishes for success and prosperity in the coming years.”³⁴ Calvin Blythe took Webster’s place.

On July 4th, 1832, Blythe delivered the college’s commencement address, concluding with the hope that “in the midst of an active and intelligent people, under the direction of men of approved learning and ability,” Pennsylvania College would forever “deserve the public patronage.”³⁵ The college’s patrons later requested a copy of Blythe’s “excellent address;” Blythe’s speech was printed the following day.³⁶

³¹ *The Charter of Pennsylvania College*, Trustees of Gettysburg College, 3.

³² Bradley Hoch, *Thaddeus Stevens in Gettysburg*, 27.

³³ “‘Fifty Sets of College Boys,’ 1832-1882,” in *To Waken Fond Memory: Moments in the History of Gettysburg College*, ed. Anna Jane Moyer (Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006), 115.

³⁴ “Webster Unable To Give Commencement Address In 1832,” *The Gettysburgian*. 26 May, 1932.

³⁵ *Gettysburgian*, April 5, 1957, 1.

³⁶ *Ibid.*

The college shared the same building with the preparatory school and relied upon the preparatory department for the bulk of its enrollment.³⁷ After Pennsylvania Hall was built in 1837 and the college's enrollment kept increasing, Stevens Hall was opened in 1868 to meet the influx of students; it housed all preparatory students until Huber Hall was later opened.³⁸ These events were distant, however. In the meantime, Pennsylvania College was prepared to open with a "highly respectable" number of students.³⁹

Established "in the wants of the German portion of the community," Pennsylvania College underwent immediate organization by its trustees, who hired professors of Greek, Mathematics and the Physical Sciences. Rev. C. P. Krauth, the college's first president, also taught Intellectual and Moral Science, Rhetoric and Hebrew. Michael Jacobs, a math and science instructor at the Gettysburg Classical School, was elected Professor of Mathematics and Science in 1832; his contributions to Pennsylvania College and his community were numerous.

On April 15, 1834, the Board of Trustees authorized a \$500 appropriation for "the purchase of an incipient College library."⁴⁰ Jacobs had purchased a two-story brick house at the corner of Washington and Middle Streets earlier that March. Jacobs offered the building, which also served as his family's residence, as what appears to have been Pennsylvania College's first library.⁴¹ Jacobs himself was a remarkably talented and proactive individual – introducing meteorology into the college curriculum, studying the heavens, being "among the first Americans to develop a farming process for fruits and vegetables" and penning one of the

³⁷"Master of the Academy: Dr. Charles H. Huber Presides," in *To Waken Fond Memory: Moments in the History of Gettysburg College*, ed. Anna Jane Moyer (Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006), 79.

³⁸ Ibid.

³⁹ *Adams Sentinel*, November 6, 1932, as quoted in Glatfelter, *Yonder Beautiful and Stately College Edifice*.

⁴⁰ April 15, 1834 minutes, as found in *Board of Trustees, Gettysburg College Minutes 1832-1840*, 16.

⁴¹ "The Wondrous World of Michael Jacobs," in *To Waken Fond Memory: Moments in the History of Gettysburg College*, ed. Anna Jane Moyer (Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006), 39-40.

earliest accounts of the Battle of Gettysburg.⁴² His services at Gettysburg College reflect Schmucker's ideal of an institution populated by great minds from which students could learn and eventually become responsible, well-educated adults.

Among other early faculty members at Pennsylvania College was Henry Baugher, who taught at the Gettysburg Gymnasium in 1831. Baugher was appointed Professor of the Greek Language and Belles Lettres ("fine letters") and later succeeded Charles Krauth as the college's president until 1868.⁴³

Krauth himself never attended college. A self-educated man, Krauth taught at both the College and the Seminary. He became the College's first president in 1834.⁴⁴ William Reynolds, a fervent abolitionist, served as principal of the Preparatory Department of Pennsylvania College before resigning over apparent concerns for his views on slavery.⁴⁵ Herman Haupt, a West Point graduate, instructed civil engineering and architecture from 1837 to 1839.⁴⁶ Rev. Henry Smith, Professor of German Language and French at the college in 1838, later resigned in 1843 due to some unspecified financial difficulties.⁴⁷ The last member of the original faculty, Martin Stoever, was an actual alumnus who had graduated with honors in 1838. Elected principal of the Preparatory Department in 1839, Stoever served as Professor of History and Classics.

These were the men entrusted with the education of Gettysburg College's first students. With the backing of influential personalities like Samuel Schmucker and Thaddeus Stevens, Pennsylvania College was ready for operations, but not before its trustees put in place a series of regulations – a code of laws.

⁴² Ibid., 41.

⁴³ Samuel Hefelbower, *The History of Gettysburg College* (Gettysburg, PA: Gettysburg College, 1932), 139.

⁴⁴ Ibid., 140.

⁴⁵ Ibid., 142.

⁴⁶ Ibid., 143, 144.

⁴⁷ Ibid., 145.

Initially, these laws were general. The President assumed “entire superintendence” over the college.⁴⁸ He also set aside days for such religious duties as “fasting, humiliation and prayer.”⁴⁹ Over time, standards of conduct and responsibilities grew. Pennsylvania College’s faculty administered punishment for student violation of the institution’s statutes. The extent and severity of punishment varied. Students who engaged in misconduct, for example, were – under a rather oxymoronic title of punishment – “affectionately admonished.”⁵⁰

Administrative punishment at Pennsylvania College pertained to more than just student conduct, however; academic deficiency also earned disapproval. At a July 25th faculty meeting in 1833, the faculty proposed that students who had shown deficiency in mathematics “be admonished to make up for that deficiency.”⁵¹ It seems clear that Samuel Schmucker and the administrators of Pennsylvania College did all in their power to ensure that Pennsylvania College fostered academic excellence and set high expectations for the student body.

College students were given a natural precedence over those enrolled in the preparatory department.⁵² All students, however, were expected to accept their quarters and provisions and obey the institution’s rules. Any student, for example, who refused the room assigned to him, could be “dismissed from the institution.”⁵³ The Board of Trustees particularly targeted the

⁴⁸ Sept. 20, 1837 minutes, as found in *Board of Trustees, Gettysburg College Minutes 1832-1840*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA, 41.

⁴⁹ Shaw to parents, May 15, 1841, in *Shaw, Charles B., Class of 1842*, Special Collections, Musselman Library Gettysburg College, Gettysburg, PA.

⁵⁰ Dec. 28, 1832 minutes, as found in *Faculty, Gettysburg College Minutes 1832-1840*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA, 6.

⁵¹ July 25, 1833 minutes, as found in *Faculty Minutes 1832-1840*, 10.

⁵² Sept. 20, 1837 minutes, as found in *Board of Trustees Minutes 1832-1840*, 42. Accessed in Special Collections, Musselman Library.

⁵³ *Ibid.*

incorporation of politics into school affairs, forbidding politics in any public exercises of the institution and requiring that no student ever attend any political celebration.⁵⁴

Furthermore, students received advanced warning to abstain from “all noise of any kind,” in the college edifice or even the surrounding area, during set study hours.⁵⁵ The faculty also punished students who went home without their permission, requiring those students to make satisfactory public acknowledgements before resuming their educations at Pennsylvania College.⁵⁶

There was little toleration for misbehavior at Pennsylvania College, and those who acted improperly were often expected to compose long, sincere apologies for past transgressions:

I Edward Bredin declare in this public manner, that I have grossly violated the rules of this institution; that I have used profane and indecent language and that I have been a trouble and vexation to my teachers. I moreover declare, that in order to redeem myself from the just censure of the Faculty I had been guilty of gross falsehoods and have added the sin of lying to the guilt of violating the laws. For all which crimes I am most heartily sorry and ask forgiveness from my teachers and all others whom I have injured. I moreover solemnly promise that I will never commit the abovenamed offenses or any others which are in violation of the duty I owe to this institution and my God.⁵⁷

Bredin’s lengthy and penitent apology illustrates the high standards Pennsylvania College administrators imposed upon students. College education was a commitment that had neither room, nor patience for, questionable conduct. Given the seriousness with which Samuel

⁵⁴ Sept. 18, 1833 minutes, as found in *Board of Trustees Minutes 1832-1840*, 11. Accessed in Special Collections, Musselman Library.

⁵⁵ Sept. 20, 1837 minutes, as found in *Board of Trustees Minutes 1832-1840*, 42. Accessed in Special Collections, Musselman Library.

⁵⁶ April 3, 1834 minutes, as found in *Faculty Minutes 1832-1840*, 12. Accessed in Special Collections, Musselman Library.

⁵⁷ Bredin’s apology, as documented in *Faculty Minutes 1832-1840*. Accessed in Special Collections, Musselman Library.

Schmucker and his colleagues viewed higher education, Pennsylvania College was on track to “soon become a great place.”⁵⁸

Bredin’s formal apology also reminds readers of the infusion of religion into Pennsylvania College, as Bredin declares his offenses breaches of duty to the school *and* to God. Religion was incorporated into everyday life at the college from the start. The Gettysburg College faculty, for instance, ensured “that there be preaching every Lords’ day morning in the college by one of the professors,” a practice only adjusted when professors and students were invited to worship at a newly organized Christ Church in the area.⁵⁹ At Pennsylvania College, good behavior was not simply a student expectation; it was a pious duty.

Administrative discipline, the effects of which can be seen in Bredin’s apology, carried over into more trivial student behaviors; even recreational activities at Pennsylvania College were strictly regulated. Students caught playing hand ball or football faced fines and, if they did not desist, suspension or dismissal.⁶⁰ Instead of providing students with recreational freedom, the faculty *assigned* specific “leisure hours” that offered students periodic recreation in their otherwise burdensome academic schedules.⁶¹

While students’ personal freedoms may have been limited, Pennsylvania College’s faculty provided at least some, though not much, academic freedom for students. Charles Shaw, a student who vowed to transfer to another college if he could not study surveying, noted how the faculty “replied that I could study any branches I desired....”⁶² Shaw’s letters to his parents also give an indication of students’ financial circumstances while residing at the college. The

⁵⁸ Harkey to parents, July 14, 1831, in *Harkey, Simeon, 1831-1840*, ALS-6pp. VFM-67, Special Collections, Musselman Library Gettysburg College, Gettysburg, PA.

⁵⁹ Nov. 5, 1832 minutes, as found in *Faculty Minutes 1832-1840*.

⁶⁰ *Faculty Minutes 1832-1840*, 44.

⁶¹ *Ibid.*

⁶² Shaw to parents, February 14, 1839, in *Shaw, Charles B., Class of 1842*, ALS-1p. VFM-129, Special Collections, Musselman Library Gettysburg College, Gettysburg, PA.

letters suggest boarding costs of about \$2.50 each week. Shaw disclosed to his parents that expenses ran higher than he expected, a reality with which other students also contended.⁶³

Generally, Pennsylvania College's first students appear to have enjoyed their experiences. John Radebaugh, class of 1844, tersely conveyed his impressions of Pennsylvania College: "I am tolerably well pleased with matters and things in general the boarding is tolerable, washing pretty good [,] Students very Sociable and Instructor watchfull."⁶⁴ Though Radebaugh hints at a disciplined environment in which administrators are aware of students' behaviors and activities, he seems to have accepted and appreciated conditions at Pennsylvania College.

Student letters, like those of Shaw and Radebaugh, provide a glimpse into the daily practices of some of the first Pennsylvania College students. Unfortunately, these accounts are few in number.⁶⁵ Those letters that are still accessible, however, take readers through the rigorous courses of study and demanding time commitments that the college's first students faced:

The rules are at five o'clock in the morning first bell rings for getting up at seven for breakfast Role called at 9 o'clock at 2 o'clock and at 5 P. M. the hours of Recreation are from Eight to Nine in the morning from 12 to 2 in the afternoon and from 5 to Eight in the evening at all other hours you must be reciting or in your room under the penalty of some marks You must attend public worship at least once every Sunday a Bible Class you must attend as regular as clock work. We have now boarding at the college upwards of 50.⁶⁶

Radebaugh's account suggests a rigid daily regiment imposed on the student body by school administrators. Every day's agenda appears orderly and meticulously planned and student activities are closely observed monitored by authority figures.

⁶³ Ibid.

⁶⁴ Radebaugh to parents, June, 1839, in *Radebaugh, John, Class of 1844*. Transcription and letter. MS-6pp. VFM 273, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

⁶⁵ Glatfelter, telephone interview.

⁶⁶ Radebaugh to parents.

Though nine years later, Radebaugh's experiences seem to parallel those of students at the Gettysburg Gymnasium. Simeon Harkey, while a student at the Gymnasium, wrote:

In the morning I arise, and wash and dress and have my private prayer, and then go out and take a walk fore exercise, and then I come back and read the Bible till breakfast, and always before we [unclear] eat breakfast, we have family worship and so at 7 oclock we have breakfast and every thing over, and then I commence study until 9 o'clock, and then we go to school and stay there till 12 oclock and then come home for dinner and study at home till 2 oclock, and go to school and stay there till five o'clock, and from 5 till evening I spend in taking exercise and reading, at evening I lite my lamp and study till 10 o'clock and then we have prayer and go to bed. Thus you see how my time is divided.⁶⁷

Like Radebaugh, Harkey describes his schedule with a specific, constant chronological order. Each time has an activity associated with it and these activities largely focus on academic or religious practices. There was clearly an enforced structure behind students' schedules. Amid these hectic schedules, however, students created a medium through which they could socially interact and escape their daily grind – the society.

On February 4th, 1831, 35 boys then enrolled in the Gettysburg Gymnasium assembled in the Academy building's West Room. These boys were divided into two groups: the Phrenakosmian Literary Society and the Philomathean Literary Society; each was sorted alphabetically by last name. Both societies encouraged oratorical and composition skills, as well as intellectual and cultural development. In the process, they forged strong relationships *within* and rivalry *between* one another.⁶⁸

⁶⁷ Harkey to parents, July 14, 1831.

⁶⁸ "Join the Debate! Phrena and Philo, Rival Literary Societies," in *Waken Fond Memory: Moments in the History of Gettysburg College*, ed. Anna Jane Moyer (Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006), 6.

Both societies committed to not admitting members until they had been enrolled at Pennsylvania College for at least six weeks.⁶⁹ Rivalry between the societies was omnipresent and the college faculty eventually intervened in the affairs of both societies in 1835, provoking resentment among the student body.⁷⁰ Students from both societies, however, realized they needed a more amicable relationship.

Society members were fined for not meeting the standards of their respective societies, whether it was lack of speech or insufficient writing, or not attending society meetings or wearing improper attire. In their free time, society members would roam the surrounding countryside, holding informal debates among whatever rocks the landscape had to offer.⁷¹

Societies offered escapism and bonds of friendship between peers who were all under the same daily pressures. Countless hours of studying classics and the humanities and abiding by stringent rules needed to be offset by leisure. As James Brown, class of 1840, aptly stated, “our literary society exercises were commonly occasions of much interest and excitement.”⁷² The foundations of the Phrenakosmian and Philomathean Literary Societies shaped students’ intellectual and social lives for more than a century.⁷³ The subsequent founding of the Linnaean Association “for the purpose of organizing a society for the promotion of the cause of science” was a sign of this influence.⁷⁴

Change was prevalent as Pennsylvania College grew, and the college’s administrators saw a need for expansion. Pennsylvania College needed a new home. Thanks to Thaddeus Stevens and John Trautwine, the move towards relocation was underway.

⁶⁹ *The Pennsylvania College Book: 1832-1882*. Edited by Edward Breidenbaugh (Philadelphia, PA: Lutheran Publication Society, 1882), 102.

⁷⁰ *Ibid.*

⁷¹ “Join the Debate! Phrena and Philo, Rival Literary Societies,” 6.

⁷² Brown, as quoted in *Ibid.*

⁷³ *Ibid.*

⁷⁴ *The Pennsylvania College Book*, 102.

Thaddeus Stevens advanced plans for a new college edifice about 150 x 40 ft that would cost no more than \$12,000.⁷⁵ Stevens's site was chosen by a tally vote and the site came at a cost of \$88 per acre.⁷⁶ A plan from architect John C. Trautwine was received and exhibited to the board.⁷⁷ Trautwine entertained the idea of constructing the new college edifice in the Greek Revival tradition and followed his instincts as a talented architect.⁷⁸ Trautwine expressed such confidence in his design as to say that as long as the plan was properly executed, "it cannot fail to please you."⁷⁹

With the construction of newer buildings like Old Dorm (now Pennsylvania Hall), the original Academy building naturally found itself overshadowed. In one of history's many paradoxes, the building likely suffered from the very success it had forged. The early success Pennsylvania College had at the Academy building, coupled with increased enrollment, necessitated the construction of more modern buildings. As the Gettysburg College campus expanded and developed, the Academy building must have seemed a fading memory – a relic of the past.

Today's Gettysburg College students may not pass by the original Pennsylvania College building. They may not traverse the sidewalk bordering a plot of land with a seemingly desolate old house and a plaque imbedded in rock on the foregrounds. They may not pause one day and momentarily reflect on the origins of their institution. Yet, were they to take notice of their surroundings during a casual walk around town or inquire about the lives of students from

⁷⁵ Sept. 15, 1835 minutes, as found in *Board of Trustees Minutes 1832-1840*, 27.

⁷⁶ *Ibid.*, 28.

⁷⁷ Sept. 15, 1835 minutes, as found in *Board of Trustees Minutes 1832-1840*.

⁷⁸ Glatfelter, *Yonder Beautiful and Stately College Edifice*, 19.

⁷⁹ Trautwine, John C., Trautwine, John Cresson - Architect of "Old Dorm" at Gettysburg College- Letter and drawings (1835), 1835-12-19.

decades past, they would come upon a history so captivating, but unfamiliar. They would suddenly realize that all around them stands a history hidden in plain sight.

Bibliography

Birkner, Michael, and David Crumplar. *Gettysburg College*. Arcadia Publishing, 2006.

Board of Trustees, Gettysburg College Minutes 1832-1840, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

Catalogue of the Officers and Students of Pennsylvania College. Gettysburg, PA: Gettysburg College Library, 1837.

Dr. Charles Glatfelter, telephone interview by author, Gettysburg, PA, February 24, 2010.

Faculty, Gettysburg College Minutes 1832-1840, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

““Fifty Sets of College Boys,” 1832-1882,” in *To Waken Fond Memory: Moments in the History of Gettysburg College*, edited by Anna Jane Moyer, 115-126. Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006.

Glatfelter, Charles. *A Salutory Influence: Gettysburg College, 1832-1985*. Gettysburg, PA: W & M Printing, Inc., 1987, 16.

Glatfelter, Charles. “SCHMUCKER AND THE TOWN OF GETTYSBURG.” In *The Papers of the Schmucker Bicentennial*, edited by Norman O. Fortness, 41-46. Gettysburg, Pennsylvania: Gettysburg College, 2000.

Glatfelter, Charles. *Yonder Beautiful and Statelike College Edifice: A History of Pennsylvania Hall (Old Dorm), Gettysburg College, Gettysburg, Pennsylvania*. Gettysburg, Pennsylvania: Gettysburg College, 2007.

Harkey, Simeon. Simeon Harkey to parents, July 14, 1831. In *Harkey, Simeon, 1831-1840*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

Hefelbower, Samuel. *The History of Gettysburg College*. Gettysburg, PA: Gettysburg College, 1932.

Hoch, Bradley. *Thaddeus Stevens in Gettysburg: The Making of an Abolitionist*. Gettysburg, PA: Adams County Historical Society, 2005.

“Master of the Academy: Dr. Charles H. Huber Presides.” In *To Waken Fond Memory: Moments in the History of Gettysburg College*, edited by Anna Jane Moyer, 77-80. Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006.

Memorial Addresses on the Life and Character of Thaddeus Stevens. Boston, MA: Government Printing Office, 1869.

Potts, David B. “Founders and Founding: Gettysburg in the Defining Years for American Colleges and Culture.” In *The Papers of the Schmucker Bicentennial*, edited by Norman O. Forness, 6-16. Gettysburg, Pennsylvania: Gettysburg College, 2000.

Radebaugh, John. Radebaugh to parents, June, 1839. In *Radebaugh, John, Class of 1844*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

Shaw, Charles B., Shaw to parents, February 14, 1839. In *Shaw, Charles B., Class of 1842*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

Shaw, Charles B., Shaw to parents, March 7, 1841. In *Shaw, Charles B., Class of 1842*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

Shaw, Charles B., Shaw to parents, May 15, 1841. In *Shaw, Charles B., Class of 1842*, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA.

Singmaster, Elsie. *I Speak for Thaddeus Stevens*. Boston, MA: Houghton Mifflin Company, 1947.

Spitz, Lewis. *Life in Two Worlds*. St. Louis, Missouri: Concordia Publishing House, 1968.

The Charter of Pennsylvania College, Trustees of Gettysburg College, Special Collections, Musselman Library, Gettysburg College, Gettysburg, PA, 2.

The Gettysburgian. 26 May, 1932, April 5, 1957, 1.

The Pennsylvania College Book: 1832-1882. Edited by Edward Breidenbaugh. Philadelphia, PA: Lutheran Publication Society, 1882.

“The Wondrous World of Michael Jacobs.” In *To Waken Fond Memory: Moments in the History of Gettysburg College*, edited by Anna Jane Moyer, 39-42. Gettysburg, PA: Friends of Musselman Library, Gettysburg College, 2006.

Trautwine, John C., Trautwine, John Cresson - Architect of "Old Dorm" at Gettysburg College – Letter and drawings (1835), 1835-12-19, Special Collections / Musselman Library, Gettysburg College, Gettysburg, Pennsylvania

Wentz, Abdel. *Pioneer in Christian Unity: Samuel Simon Schmucker*. Philadelphia, PA: Fortress Press, 1967.