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# The Way We Were: A History of Student Life at Gettysburg College 1832-1982

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*Gettysburg College*

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## Description

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As I chose to write from the student point of view as much as possible, I researched the complete files of the following publications: *Pennsylvania College Monthly*, *Mercury*, *Gettysburgian*, *Spectrum*. Additional sources included *Cannon Bawl*, *The Blister*, *the G-Books*, *Junto*, and the underground publications of the sixties and seventies. A study of the College catalogs and the minutes of the Board of Trustees and the Faculty proved to be helpful, especially prior to the existence of student publications. [*excerpt*]

## Keywords

Gettysburg College, Pennsylvania College, Student Life, College Life, Fraternity, Sorority, Gettysburgian, Spectrum, Cannon Bawl, The Blister, Student Organizations

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## Comments

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History Series  
Issue

The Way We Were:  
A History  
of  
Student Life  
at  
Gettysburg College

July 1982

Gettysburg



# Gettysburg

History Series Number 6

## **The Way We Were: A History of Student Life at Gettysburg College 1832-1982**

By Anna Jane Moyer  
Readers' Services Librarian  
Gettysburg College

Editors: Dina Dorich  
Edwin D. Freed  
Charles H. Glatfelter

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## **Gettysburg College History Series**

Gettysburg College presents the sixth volume in this series, *The Way We Were: A History of Student Life at Gettysburg College, 1832-1982*. It is written by Anna Jane Moyer, Readers' Services Librarian.

The previous volumes in the series are *Yonder Beautiful and Stately Edifice: A History of Pennsylvania Hall (Old Dorm)*, written by Charles H. Glatfelter, Franklin Professor of History; *Engineering at Gettysburg College*, written by William C. Darrah, Professor of Biology, Emeritus; *Gettysburg College and the Lutheran Connection: An Open-Ended Story of a Proud Relationship*, written by Harold A. Dunkelberger, Amanda Rupert Strong Professor of Religion; and *Intercollegiate Athletics at Gettysburg College*, 2 vols., written by Robert L. Bloom, Adeline Sager Professor of History, Emeritus.

The final volume in the series will be *A Salutary Influence, The History of Gettysburg College*, written by Professor Glatfelter. It will be for sale later this year.

The Editorial Board  
Dina Dorich  
Charles H. Glatfelter  
Edwin D. Freed

## **Acknowledgements**

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July 1982

Anna Jane Moyer



The year was 1832. A nation still in adolescence yawned and stretched to meet the months ahead, fresh with promise and the chance for new beginnings. Those Americans who kept abreast of what was happening in the country as the year unfolded discovered that the newspapers contained accounts as diverse as the founding of the New England Anti-Slavery Society in Boston and an outbreak of cholera in New York City that claimed the lives of 4,000. Before the year ended, the locomotive "Old Ironsides" made its first trip on the Germantown and Norristown railroad, and Samuel Morse conceived the idea of the telegraph, which, like the railroads, would span a continent. The United States government signed a treaty with the Creeks to forfeit all their land east of the Mississippi and an agreement with the Seminole chiefs to move their tribes from Florida to lands beyond the western shores of that mighty river.

In Boston's Park Street Church a new song, "My Country, 'Tis of Thee," written by a young Baptist minister, Samuel Francis Smith, to the tune of "God Save the King," was performed for the first time on July 4. On the literary scene Washington Irving finished writing *A Tour of the Prairie*.

Readers of the *Baltimore American and Commercial Daily Advertiser*, in their efforts to keep up with the national party conventions in that city or the developments of the forthcoming Presidential election, would have noticed a rather sizable advertisement in the paper on October 5, 1832. It was tucked among announcements of properties for rent or sale, notice of the finest looking glasses framed in gilt and mahogany, and an invitation for customers to stop at the eating establishment in the basement of Peale's Museum for fresh oysters—and coffee at all hours. The advertisement that caught one's eye read in bold letters: "PENNSYLVANIA COLLEGE. TO THE PUBLIC. 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 7th of November next."

Additional information concerning the professors was included, as well as some persuasion for parents:

It has been the aim of the trustees to adapt this institution to the wants of the German population of our country. . . .

The proximity of Gettysburg to Baltimore and Philadelphia, the healthiness of the place, the morality of the inhabitants, its being the location of a flourishing theological seminary, the cheapness of living, and the high qualifications of the professors, all recommend the institution to the patronage of parents.

Good boarding may be had in the village at \$1.50 per week. The price of tuition is \$24 per year.

November 7 approached. Pennsylvania College began the first year of its history with an enrollment of 23 students—three juniors, eight sophomores, and twelve freshmen. Those applying for entrance had to "sustain an examination" on the Latin Reader, Caesar, Virgil, the Greek Reader, English grammar, arithmetic, and ancient and modern geography. During the early years of its existence the boys who came to Pennsylvania College must have had mixed feelings as they opened the gate in the white picket fence that surrounded the Academy building on High Street. James A. Brown, a Virginian from the class of 1840, was to recall:

I entered the preparatory department of Pennsylvania College in the year 1835, when the old Academy building was still occupied. It stood on the outskirts of the town of Gettysburg, and had but little appearance of a college. It contained but four rooms, all of which were daily occupied. There was no boarding department and no provision made for boarders. . . .

Most of the boys enrolled in Pennsylvania College during the early years were from Pennsylvania and Maryland. As its reputation grew, the College also attracted a few students from New Jersey, New York, Ohio, Virginia, and the Carolinas.

Stories survive of some of the first boys who came to Gettysburg although names and dates have been lost in the telling. Most of the young men arrived by stagecoach, while some rode up with horse and wagon, or made the journey on foot. Two fellows from the South bought a horse and an old conveyance for \$25 and began their trek north for the opening of the College, a trip that took them four weeks. After they arrived in town with their meager belongings, they were able to sell horse and buggy for \$10 more than they paid for them. A lad College-bound from the eastern shore of Maryland reached Baltimore by sailboat. Being a young man of more affluence, he brought with him a trunk, which proved to be too large to fit into the stagecoach going to Gettysburg. As farmers were busy in their fields, days passed until he could locate a teamster going north. By the time he found himself on a wagon pulling into Gettysburg, three weeks had elapsed since he had left his home folks.

Many were the young men whose recollections of their college days included experiences of the miles they walked on foot. According to Pennsylvania College lore, in the early years one young man began walking from his home in Somerset County, near Pitts-

## "Fifty Sets of College Boys" 1832-1882



*First Home of the College*



burgh, only to realize along the way that he was wearing out his shoes on the mountain roads. Continuing barefoot, he did not put on his shoes and stockings until he reached the outskirts of Gettysburg, so that he could appear before the College President with proper decorum.

Each new student had to search for lodging in the village. By 1830 the inhabitants of Gettysburg, the seat of Adams County, numbered 1,468; the results of the census of 1840 indicate that the population had reached 1,908. The growth of this little rural community was attributed to the lively activity of its carriage trade. By the time of the Civil War Gettysburg had become a center for the making of coaches, carriages, gigs, and barouches. Situated in the hub of roads leading to York, Harrisburg, Chambersburg, Carlisle, and Baltimore, the village also served as a stopping point for coaches and wagons carrying passengers, mail, or freight.

The families in town who were willing to board College boys were given a copy of the regulations of Pennsylvania College. The proprietors of boarding houses could expect a visit of inspection by one of the professors every two weeks.

Charles Augustus Hay, who entered Pennsylvania College as a sophomore in 1836, remembered years later:

[T]here was no possibility of the exercise of nocturnal discipline. The wildest pranks were then quite common, such as hoisting carts and wagons astride the comb of the roof of the old market-house, that then stood alongside of the old Court House in the public square; building a worm-fence around the Court House, and penning within it a dozen or more of the cows of the town; tearing out the benches of the chapel in the old Academy on High Street, where recitations were held; and putting together a huge broad-wheeled wagon in the chapel, and loading it with brick.

These escapades gave vent to boyish energy pent up after long hours intended to be spent in study and recitation. The earliest catalog, dated 1837, contains a program with a heavy concentration in Latin and Greek. By 1860 German was added as a language requirement. The course of study also included rhetoric, English grammar and composition, history, philosophy, religion, mathematics, and the sciences. In addition to the required courses, Hebrew, navigation, botany, mineralogy, or geology could be taken as optional studies. This curriculum, with slight variations, remained basically stable until 1886.

In 1832 four professors, who were also trained as Lutheran clergymen, comprised the faculty. By 1837 they taught a student body of 42 young men. The cramped quarters shared with the

preparatory school administered by the College on High Street had become increasingly inadequate in meeting the needs of a growing institution. This academy often recorded a larger enrollment than that of the College. Pennsylvania College drew a considerable number of students from its own preparatory department and, in turn, served as an institution to prepare students for the Lutheran Theological Seminary in Gettysburg.

Recitation rooms used by the College were crowded, and the collection of books that comprised the library had to be shelved in a rented room in Professor Michael Jacobs' large red brick home on the northwest corner of Washington and Middle Streets. There the students could check out books only on Saturday mornings from 11:00 a.m. until noon. No browsing was allowed as the books had to be taken from the shelves by the professor.

### North of the Village

On September 25, 1837, the *Adams Sentinel* carried the news that "the new and splendid edifice erected by the Trustees of the College will be occupied next session which will commence on the 2nd of November." Financed by funds appropriated by the State legislature and designed by the architect and engineer, John Creson Trautwine, it was a magnificent four-story structure in the tradition of the Greek Revival. Constructed of brick painted white, its main approach was graced by a portico with large Doric columns and heightened by a cupola. It was set in a field north of the village amidst six acres owned by Thaddeus Stevens, a member of the Board of Trustees.

As October 1837 drew to a close, the faculty assembled in the new building in order that the students could draw lots for the 14 completed dormitory rooms. Surprised by the arrival of a committee of students presenting themselves in protest, the professors discovered that a rebellion had broken out at the student gathering in the market house on the square when the Pennsylvania College boys became aware that the steward's weekly charges would be \$1.75 for board and 12½ cents for cleaning one's room. Grievances were redressed as the faculty raised the cost of boarding to \$1.87 ½ per week with no extra charge for the cleaning of rooms! Room rent had been set at \$5 per session by the Board of Trustees, and tuition was raised to \$30 *per annum*. Each student was expected to provide his own furniture as well as the wood for the fireplace that heated his room.

The new building, later known as Pennsylvania Hall, was designed to accommodate almost 100 students in about 54 dormitory rooms. It contained six recitation rooms, which also served

Wednesday morning

[M]y room . . . looks really old bachelor like. On one side are two trunks and as many boxes, a coat is hung up over them, and a large picture of a steamboat, and above these on a shelf, are scattered in elegant profusion a pair of pumps, a corkstand, a pair of old gloves used in boot blacking time, a box of lamp wick and a box of blacking. On the opposite side stands a book-case filled to overflowing with the musty old works. . . . They stand on a fine mahogany bureau. . . . On the left of this case, hang a coat, a round about, and an umbrella, each in available security on his own nail. To the right I am perceived sitting at a desk writing, to my beloved sister. Above me hang a violin and its bow with its strings very much like my ideas at present—hanging very loose about it. Next comes a looking glass, about 4 inches square, and a little further on a corner board, huddled up with hair brushes, boot brushes, lamp, lantern, and a whole shop of bottles, and upon the door hang an old pair of suspenders, and a clothes bag, two or three pair of shoes are scattered on the floor, and two hats are on the table. Add to all this a bed, large enough for 6, and 4 chairs, and you have my room exactly.

Write soon,  
Your affec. Brother  
D. G. Barnitz

*Letter to his sister Mary from David G. Barnitz, Class of 1834*



as professors' offices, on the second and third floors. The library was located in the northern half of the center section on the third floor, while the southern part was used as a chapel. The space on the fourth floor was reserved for the halls and the libraries of the two literary societies: the Philomatheans in the eastern section, the Phrenakosmians in the western end.

The catalog of 1839 proclaimed:

The discipline of the Institution is, as nearly as possible, parental. . . . The President, under whose immediate supervision the building is placed, lives in it with his family, and together with the Tutors and Professors, exercises a constant guardianship over the whole establishment: so that the parents from a distance have all the security they may desire for the proper government of their children.

President Charles P. Krauth and his family lived in quarters on the west end of the second floor. Those students who were summoned to his presence or wished for some reason to seek his counsel could find him in his office directly to the left of the main entrance. Each student's room was visited daily by the senior tutor at a time specified by the President.

In 1837 rules had been adopted by the Board of Trustees for the supervision of students in the new edifice, and they were firmly established throughout the years that followed. Morning began at 5:30 a.m. with the ringing of the College bell, followed by a scramble to be ready for prayers and worship at 6:00 a.m. The activities of the school day also ended with prayers in the chapel. All students were expected to be in the recitation rooms or their dormitory rooms during the hours of study, 7:00-8:00 a.m., 9:00 a.m.-noon, 2:00-5:00 p.m., and 8:00-10:00 p.m. On the Lord's day these hours were to be "employed in reading books of a decidedly moral and religious character and in attending public and private worship" as well as a Bible recitation held in the afternoon. A bell sounded the close of the day at 10:00 p.m., with lights out at 10:30. The unscheduled hours were allotted for recreation. A lot adjoining the College was provided as a campus for the purpose of exercise and sport during leisure time.

Each student signed a vow to abide by the rules of conduct that were to govern his behavior. Demerits were recorded and admonition given for such offences as absence from recitation, failure to complete written exercises or deliver speeches, the use of profane language, playing cards, ungentlemanly treatment of a fellow student, frequenting a tavern or eating house, or leaving town during study hours without permission.

Severe or repeated offenses were punishable by suspension. Students in good standing were forbidden to associate with those under censure.

Helping Pennsylvania College operate *in loco parentis*, the steward Peter Aughinbaugh and his wife Elizabeth lived with their family on the west end of the ground floor and attended to the needs of the boys and the care of the house. Mother Aughinbaugh provided washing, mending and darning, and the sewing on of many buttons. Her cooking filled the two long tables that stretched the length of the dining room under the portico. "At the head of each table sat one of the tutors, to ask the blessing, preserve order and carve," recalled Joseph B. Bittinger, Class of 1844. "The students stood while grace was being said. Instead of chairs, we sat on long benches, and it sometimes happened, in our zeal to be seated, or in some superfluity of naughtiness, that one of those benches would be overturned with a great crash, to the delight of the boys and the confusion of the tutor, or the principal of the Preparatory Department." Boarding in the College Edifice was discontinued before the steward system was abandoned in 1860.

Peter Aughinbaugh found himself charged by the Board of Trustees to clean the students' rooms and to wash the bedsteads and take precautions against vermin every four weeks. Aughinbaugh's domain included the yard behind the College Edifice—a motley sight of wells, privies, a washhouse which also served as a bakehouse, a smokehouse, a stable, later to be joined through the years by a springhouse, a cattleshed, and a bathhouse. Interspersed were students' individual woodpiles. Later, wood was available in a woodhouse owned by the College.

Fond tales surrounded the Aughinbaughs—stories of kindnesses rendered and boyish pranks played. Most infamous of them all was the mischief which resulted in the demise of one of the steward's fine calves. This incident caused the Class of 1852 to name the little stream that flows between the College and the town "The Tiber," in memory of the muddy-colored coat of the departed beast.

A large garden tended by the Aughinbaughs provided food for the tables. The College land also included grain fields harvested by the steward and the College boys. The classrooms regularly became haymows when boys worked stealthily by moonlight. One old grad recalled an evening's labor in Pennsylvania Hall that occurred while the professors and tutors were in town feasting on cake, ice cream, and confections:

York September 29th, 1834

. . . I have no doubt you would like to hear an account of our commencement. We met at the college at nine in the morning and proceeded from there to the Lutheran church. . . . By the bye my suit was splendid, it was of black \$10.00 cloth. The coat fit like a ribbon and the nether extremities as tight as the skin. Black from head to foot, except the red head and the embroidered shirt—made for the occasion. . . . A Latin Salutatory was delivered by Wm. Smith from Georgetown D. C.—An oration on the Greek language and Literature by Jacob B. Bacon, of York, Pa., and the Valedictory by your humble servant—Smith and Bacon did very well—and so did I.—The audience was drowned in tears, and so abundant was the discharge of pearly drops that the next day I was obliged to pay the sexton for wiping up the tears from the floor—We had excellent music for the occasion—by the college band. . . . We are the first graduates of Pennsylvania College, and I assure we are a fair specimen.—We gained great honour and a diploma. . . .

Letter to his sister Mary from David G. Barnitz, Valedictorian, Class of 1834



Like magic, the lower rooms and halls were filled to their utmost capacity; not a chair, desk or black-board to be seen, nothing but the rusty stove pipe that extended its long jointed arm beyond and across the pile. Then the busy harvesters ascended to the second floor and in a short time the recitation rooms and hall were allotted their full proportion and yet the gatherers called for more room. Next in order the stairways were blockaded to keep out intruders and each landing received its precious burden. . . .

### Come to the Fair!

In addition to the fields there remained the more formal part of the campus that needed care. In order to beautify the grounds surrounding the College Edifice, the Board of Trustees authorized in 1839 the planting of 160 trees at 37½ cents each, followed by an addition of 50 more saplings the next year. Enthusiasm for beautification and care of the campus was spearheaded by the members of the Linnaean Association of Pennsylvania College, organized in 1844 by students and faculty to promote the cause of science through the spirit of investigation and a love of nature.

In 1844 the Linnaeans began planting shade trees, shrubbery, flower beds, and grape vines and improving the walks. The first walk on campus was known as the *Via Benedicta* in recognition of Frederick Benedict, a Linnaean from the Class of 1847, who supervised its construction. This path, extending a few feet south of the main entrance to the College Edifice, stretched eastward to Washington Street.

The project to receive the most concerted efforts of the Linnaeans in their pursuit of science was the Cabinet, a collection of specimens: minerals, shells, birds, quadrupeds, reptiles, insects, and fossils as well as coins and medals. It was with pride that the young gentlemen watched it outgrow its space in the library in the College Edifice while they seized upon the idea of a new building, a museum befitting Pennsylvania College.

As funds were lacking, a committee was appointed to make arrangements for holding a fair and "to stir up a spirit of emulation among the liberal ladies of our land in making and sending to us, such articles as will be likely to meet with ready sale." The students distributed a circular, and from July 1 through July 4, 1845, the town of Gettysburg witnessed a fair of such splendid proportions that it would be talked about for a generation. The Linnaeans in their journal noted there were "refreshments of the richest cake, ice-creams, fruits, etc." which were "as elegant as they were abundant." For sale there was also a "fine display of worsted work and

embroidery, slippers, mats, etc., purses and bags knit of fine silver and steel beads. . . ." as well as clothing for infants and children. The Linnaeans published a paper for the occasion entitled "The Village Belle" and sold over 100 copies.

The proceeds from this event netted \$550. Members were urged to collect additional funds during vacation periods, and a committee of students conducted a door-to-door campaign in Gettysburg. The Board of Trustees appropriated \$1000 to the project as it was agreed upon that the lower level would be used for classes. Linnaeans went throughout the countryside securing promises of wood to fire the bricks for the new building. They dug the foundation, labored in a nearby brickyard, and enlisted the help of farmers to haul stones and bricks to the site.

The laying of the cornerstone on July 23, 1846, was reported by the *Adams Sentinel* as drawing the largest audience ever assembled for a similar event. When Linnaean Hall reached completion, the president of the Society, Dr. John G. Morris, opened his speech at the dedication on September 14, 1847, with these words, "The occasion which has brought us together to-day, forms an interesting event in the history of American Colleges. As a Trustee of this institution, I feel proud that ours should be thus distinguished. It is the first time an edifice devoted to Natural History, conceived, designed, erected and completed through the agency of students, has been dedicated in this country."

### I Hereby Declare . . .

Like the Linnaean Society with its lectures and field experiences, other early student organizations at Pennsylvania College were often related to the student's academic program. The history of many of these groups is brief as their survival depended upon continued student interest and leadership. Organized in 1839, the Bible Society of Pennsylvania College and the Theological Seminary promoted the work of the Pennsylvania Bible Society with missionary zeal and canvassed the county in student teams of two to attain the goal of placing a Bible in every home. Der Deutsche Verein, which traced its origins to 1836, offered students an opportunity to develop their interest in German language and literature. Musical groups, such as the Euterpian Band, which played at the first commencement in 1834, existed sporadically throughout the early years whenever student talent and initiative sparked their formation. By the late 1850's secret societies known as fraternities were found on campus; these small groups achieved greater strength when their popularity and membership increased during the 1890's.

### Rules and Regulations

In the hours of recreation, Students are permitted on the Lord's day, to walk for exercise in the College grounds, or in the vicinity of the College, but shall not be permitted to visit the town except to attend worship; nor shall they be permitted to make visits.

No more than two Students shall be permitted to walk together. Nor shall they engage in any sport or noisy exercise.

No Student shall be permitted to ride either on horse back or in any vehicle, on the Lord's day.

No Student shall keep or fire any gunpowder in or near the College premises; nor play at any unlawful game, or at any game for a wager.

No Student shall, during his connection with the College, be permitted to attend any political celebration.

No Student shall, during term-time be permitted to attend a ball, private dancing party, dancing school, theatrical exhibition, or any place of resort for like amusement. . . .

*Pennsylvania College  
Catalog. 1843*

### From the Faculty minutes . . .

On motion Resolved that Mr. Chorpenning be indefinitely suspended from the institution for purchasing cards, disrespectful conduct to the faculty and wilfully making noise in the college edifice.

—December 16, 1846

[Eight boys] . . . attended a theatrical performance, and have since expressed their sorrow for this gross violation, their offence be forgiven them.

—March 29, 1853



The most prominent organizations on campus were the literary societies. Their activities and traditions influenced intellectual and social life at Pennsylvania College for almost a century. The Phrenakosmian Literary Society and the Philomathean Literary Society encouraged practice in oratory and composition and ease in extemporaneous speaking. Their members were also concerned about broadening the range of thought and culture on campus while cultivating a taste for learning and the sentiment of friendship.

Keen and sometimes bitter rivalries prevailed in the competition fostered by the two groups, whose activities predated the College, for they were organized in 1831 in the academy building on High Street. "Our literary society exercises were commonly occasions of much interest and excitement," noted James A. Brown, a Phrenakosmian from the Class of 1840. "Of course each strove for mastery. Every new arrival was carefully watched, posted and caressed, and generally had a hard time until one or the other society got him into its clutches. The annual public contest was a great event with the students, as well as the citizens." Preparation for this exercise demanded weeks of memorization and drill for the young orators. Many a large rock in the surrounding countryside served as a rostrum in the rigorous practice for debate, and before the tall mirror in the society halls a fellow could be caught studying the effects of his gestures. A formally dressed Phrena could be identified by his badge bearing a blue ribbon, while his rival Philo sported white.

Membership dues were contributed toward the support of the society libraries and reading rooms. Each society subscribed to a number of daily newspapers as well as weekly and monthly periodicals, and their collection of books rivaled the College library. A sense of pride caused the two groups to compete with each other in furnishing their halls and resulted in the purchase of Brussels carpet for the societies' rooms in Pennsylvania Hall. To protect this precious luxury from hard usage, members were required to wear carpet slippers while attending meetings. The boys who had colds or were otherwise unwell were granted special dispensation to appear with shoes.

### "The Rebels Are Coming!"

In the spring of 1863 the Phrenakosmians were debating the issue, "Will the course of the administration bring about a restoration of the Union?" and the Philomatheans were wrestling with such questions as "Was the freeing of the Negroes by the President's proclamation of any service in suppressing the present rebellion?" What none of these young men realized was that within weeks the

heavy tramp of boots would be heard on the stairs, furniture would be stripped from the meeting rooms, and the cries of the wounded and dying would mingle with the shouts of battle. Walls and floors, carpets and books would be stained with the blood of Confederate soldiers, for the College Edifice became a temporary hospital.

The Philomatheans recorded in their minutes:

### Cause of the Interruption of the Meetings of the Philo. Society

On Monday, the 15th of June 1863 a telegram was received, warning the citizens of the near approach of the rebel army. The excitement which prevailed was intense. On Tuesday . . . a second telegram was received and a Proclamation of the Governor calling upon all the able-bodied men of the State to arise for the defense of the Capital. The students of the college immediately formed a company under command of a Graduate member of Philo Society Frederick Klinefelter, as Captain, and all the members of Society with one or two exceptions on account of physical disability and age, enrolled themselves, whilst some twenty or thirty members of the Phrena Society refused to go. Some having even put down their names and afterwards backed out!

Of the 83 signatures on the enrollment list, 61 have been identified as sons of Pennsylvania College. Those signers marched from the town to the College to declare their intentions and joined the contingent, forming in front of Linnaean Hall. On the morning of June 17 the newly organized company left by train for Camp Curtin near Harrisburg; as the first unit to respond to the Governor's call for men, they attained the distinction of being designated Company A of the 26th Pennsylvania Emergency Infantry. William E. Parson, a freshman who enlisted, was to write later: "The spirit of the organization was 'collegiate,' and pranks and songs, etc., helped the members to forget their discomfort and the fears of a new situation." Although Company A did not take part in the Battle of Gettysburg, these new recruits encountered some skirmishes with the rebels as they attempted to delay the advance of Confederate troops in the area. Later the students comprising Company A were commended by the Board of Trustees for their efforts.

Those students who remained on campus attended classes, although in some recitation rooms only two or three were present. Horatio Watkins, a junior, recalled,

Amid rumors of the "Rebels Coming," but ignorant of their nearness, our Class of '64, excited and restless, ap-





Pennsylvania College Nov. 11th 1848  
Dear Father,

I am safely arrived at Gettysburg, and am settled down, ready again for study.

I left the Trappe Wednesday morning. There were several persons in the stage with whom I am acquainted. Thus we rode to Norristown. There we took the cars. . . . At noon we arrived in Phada. [Philadelphia] Here I remained till Thursday morning. . . .

I left Phada at 8 o'clock, traveling through Lancaster, Columbia and York. I got to Gettysburg Thursday at 9 o'clock, evening. . . .

My coming here was very pleasant except from York to Gettysburg; we had a poor stage, and were 6 hours on the road, and it was cold. My roommate, however, was still up, and had a warm room, so that I soon got warmed up. . . .

This afternoon we bought a cord of hickory wood, for which we paid \$3.00. It is not, however, much more than 3/4 of a cord. Two cords, I suppose, will last all winter.

There are not near as many students here as there were last session; the reason is supposed to be the unpopularity of the President of the College. Let the reason be what it may, I apprehend that Pennsylvania College will never prosper under the present system of government, in fact, I seem to doubt whether it will ever become a noted institution. Of this, however, you will please say nothing, because it will reflect no credit upon the students.

I got \$14. of D. Dewees, which, with the other, made \$44. In three or four weeks I would like to have \$15. more.

Respectfully  
Your Son,  
Abel Rambo

peared before President Baugher, Wednesday morning, July 1, 1863, to recite. The U.S. Signal Corps soon after came into the college to make observations from the tower. This created considerable noise and aroused suspicions. Amid repeated failures on part of the class, our professor remarked "We will close and see what is going on for you know nothing about the lesson anyhow." Of this we were equally assured.

Horatio Watkins and other students hastily made their way into town and headed for the Seminary cupola, where they became caught up in the excitement of observing the first day's battle. As shells whizzed by uncomfortably close, they left their post and returned to town, scattering as they tried to help those in need and taking refuge with families they knew. One of the boys, Michael Colver, a senior, wrote, "I wandered alone, being driven from place to place by the sound of cannon balls which did not pass comfortably high enough in the air." Returning to the College after the fighting of the three days' battle subsided and the troops had left the town, Colver remembered the sight that awaited him:

On our arrival we found in and around the building, according to the estimate given us, seven hundred wounded rebels. When I came to my room I saw it afforded ample accommodations for three—one on the bed and two on the floor. Upon investigation I ascertained that all my books, trunks and other effects were gone. . . . [A]ll the property of students which could be gained possession of was, according to the instruction of a rebel officer, placed in the president's room and that during the time of the battle a guard had been furnished by the officer to protect such property. . . . All rooms, halls and hallways were occupied with the poor deluded sons of the South. The moans, prayers and shrieks of the wounded and dying were heard everywhere.

Classes were suspended until September 24 to allow for cleaning and repairs following the four-week Confederate occupation of the building as a hospital. The 16 graduating seniors received their degrees *in absentia*. The young men of Company A were mustered out on July 30, 1863; some of them returned to College, while others chose to re-enlist. Enrollment dropped from 99 students in 1861 to 61 in 1865; by the next year the size of the student body began to approach a pre-war level, and in 1867 the College enrollment exceeded 100 for the first time.

A total of 21 graduates and former students fought in the Battle of Gettysburg; 16 aided the Union cause and five supported the Confederacy. The Battle

left its imprint and fascination upon generations of Gettysburgians. The Philomatheans recorded in their minutes of October 21, 1863: "Mr. Gotwald moved that the regular order of exercises be suspended for the afternoon for the purpose of affording the members an opportunity to visit the battleground and collect shells,—carried."

On November 19, 1863, the Pennsylvania College boys assembled near the bank on York Street where the procession was forming for the ceremony to dedicate the cemetery on the ridge. Philip M. Bickle, a sophomore who joined the procession that day, observed:

We were assigned the inconspicuous position of tail-enders. . . . On reaching the cemetery we found the column had divided and the tail-enders were allowed to march through and halt directly in front of the large platform built for the speakers and other dignitaries of that occasion. . . .

When Mr. Lincoln rose to speak the stillness was very noticeable. It was the tall, gaunt figure of a man that might be called somewhat imposing but certainly not attractive. . . . With a hand on each side of his manuscript . . . he spoke in a most deliberate manner, and with such a forceful and articulate expression that he could be heard by all of that immense throng. . . . There was no gesture except with both hands up and down, grasping the manuscript which he did not seem to need, as he looked at it so seldom. . . . I do remember that there was surprise that his speech was so short.

#### A Time to Make Merry

During the Battle President Baugher had remained on campus with his family in the White House, which had been completed as the Presidential home in 1859. For years afterward he and his successors could hear the rolling of cannon balls down the corridors of Pennsylvania Hall and the rollicking laughter of the boys involved. Disciplining these ingenious pranksters had become the responsibility of a resident tutor of the Preparatory Department who supervised the building and its occupants. Henry Eyster Jacobs, an 1862 graduate, who served in that capacity wrote in his memoirs:

In my duties as guardian of about a hundred wild college boys, I had no means a light task. They were full of pranks. . . . The long hall-ways, the entire length of the building, formed good alleys for rolling solid shot taken from the battlefield. It was a favorite trick to heat them over the hot coals, and then send them spinning, with the expectation that the officer in charge would pick them up in his naked hand. Great firecrackers would be set



off in barrels, and horns blown in various parts of the building. The belfry was once entered, and the rope carried up a ladder and thrown over the cupola, so that the bell could be rung from outside the building. Streams of water would be thrown upon persons coming up the steps. Effigies were made and dignified Professors found dangling by their necks along the banks of the Tiber.

Brusque and impetuous, President Baugher possessed a tender heart underneath his severity, and these irregularities stung him to the core, for he regarded them as bold acts of defiance of authority rather than the overflow of boyish energy. Henry Eyster Jacobs commented: "He was pleased to find me alert and usually successful as a detective. On one occasion I drew him out of the corner where he was hiding for the culprit. I shook him before I discovered my mistake. He was pleased, not so much by the experience, as at learning that his movements were not needed to insure vigilance."

The responsibility of ferreting out offenders was also entrusted to John Hopkins, the janitor. Beloved by the students Jack rendered many a personal kindness. When mischief was in store, Jack closed his eyes to boyish pranks and somehow never seemed to have any incriminating evidence to report. In addition to his janitorial duties in the recitation rooms, he rang the College bell that called students to classes or chapel. As Jack's responsibilities increased, the washhouse behind Pennsylvania Hall was enlarged to serve as a residence for him and his family.

During his 21 years of service John Hopkins, as janitor and friend, became a specialist in the ways in which College boys made merry. The keyhole trick became a subtle form of blockade, a skill acquired by succeeding generations of Gettysburgians. It was the job of Jack and his successors to pick the lead from the locks the next morning. A tradition that afforded insuppressible delight to Pennsylvania College boys demanded careful cooperation by night to coax a calf or cow into the chapel or the cupola of Pennsylvania Hall where its presence astounded the campus community as they awoke at dawn to the sound of its bawling.

Pranks changed with the times. After gas lights were introduced in Gettysburg in 1860 and the necessary fixtures had been installed in Pennsylvania Hall, it had become tantalizing for students to turn off the lights at inopportune moments. In 1862 the use of wood as a fuel in the College building was prohibited. A stove in each dormitory room provided heat for the occupants, and stealing coal from someone else's bucket became the trick in vogue.

There were the great good times that stood out in memory—like the hot spell of 1868, when the boys started singing patriotic songs in Pennsylvania Hall on the afternoon of July 3 until the whole population of the building gathered on the third floor in their rocking chairs, forming a double row up and down the hall. Charles E. Sadtler, enrolled during that session, declared that

the fun waxed fast and furious; never before had such a rousing chorus been assembled in the old college walls. The tutors walked the halls in despair, or if they sought refuge in their rooms, were recalled by volleys of fire-crackers. Finally, the din having aroused the neighborhood, a message came from the President preemptorily ordering a rest. This was immediately obeyed, and whistling of the same tunes substituted, and though the neighbors profited by the change, the tutors did not. The whistling being in turn suppressed, violent rocking of the chairs and animated discussion took its place, and so on all evening. . . .

These high spirits were often made manifest in town and throughout the countryside. Voices raised in serenade to a favorite professor or special ladyfriend could be heard wafting along the streets to the accompaniment of flutes, fifes, violins, tin horns, or the inevitable coal bucket, representing the percussion section. The Pennsylvania College boys also delighted in coasting, skating, and taking their girls on sleighing parties. In 1876, as the spring thaw set in and Easter vacation arrived, some of the students at the hour of midnight shared their skating pond, located between the College building and Stevens Hall, by gleefully boring a hole and releasing over half an acre of water with a great rush and roar into the community. Thoughts of summer turned youthful enthusiasm to playing ball both inside and outside the College Edifice, challenging friends at croquet on the campus lawn, or testing one's endurance in the walking matches sponsored by the College. Rambles in the countryside on Saturday afternoons yielded wildflower specimens for the tin containers of sophomores studying botany or bunches of grapes and sacks filled with peaches or apples from the orchards of unsuspecting farmers.

Calling on the ladies in town and discovering a favorite girl constituted a choice pastime for all seasons. Spending an evening of heavenly bliss in her parlor or joining her on a Saturday afternoon promenade up Baltimore Street and into the cemetery grounds were pleasures too delectable to be overlooked. Dressed in his best suit, a fellow had to exercise caution on the streets of Gettysburg, for a student in

Pennsylvania College, Gettysburg,  
Pa. May the 31 - 1857

Messrs. Bell, Simington & Gimdy.  
Dear Sirs,

. . . I take the present opportunity of informing you all about matters and thing [sic] of Gettysburg. Our school commenced on last Thursday a week. We have at present thirty two new students, and more are expected. The condition of Pennsylvania College at present is very flourishing in every respect. And the prospects for the institution in the future is [sic] very great. I have more [sic] studies at present than realy [sic] I care about. But the only way I suppose to subdue them, is to study right hard. And I tell you that I have done nothing else than that since I have been here, and I have but precious little time to go to town, or to walk out in this beautiful yard that you see the plate of on this sheet of paper.

I have six recitations every day. Latin twice, Greek, Arithmetic, English grammar, and Geography, once a day. I have six studies altogether with History, and that I recite once a week. . . .

We have all kinds of students here, both good and bad ones. We have a very good faculty. The faculty consist of seven teachers, and two at the Seminary which makes nine belonging to the institution. This is about all that I have to say at present. I send my best respects to you and all the inquiring friends.

And also to all the ladies that inquire after me.

Write soon. . . .

Yours truly  
Wm. H. Cone



A junior is delighted with the new departure in collars—round corners instead of sharp points. A fellow can now call on a girl, and inquire after the health of her parents, without the risk of putting out one of her eyes.

*Pennsylvania College Monthly*  
May 1877

One of the seniors was greatly dissatisfied with the "exorbitant price" he paid for Dana's Mineralogy, but when he learned from it that, "if a cube is placed with the apex of one angle vertically over that diagonally opposite, that is, with an octahedral interaxis vertical, the parts are all symmetrically arranged around this vertical axis," he became perfectly satisfied with his investment.

*Pennsylvania College Monthly*  
October 1877

It is said that our President, when he learned that the Freshman class was so much larger than usual, went home and with deep emotion read the Third Psalm, which begins, "Lord, how are they increased that trouble me!"

*Pennsylvania College Monthly*  
November 1877

The Soph who bought a new "stiffy" hat not long ago and was caught practicing at tipping it to the doors in the hall, must have felt sold. Would advise him to stay in his room hereafter when he wants to practice.

*Pennsylvania College Monthly*  
October 1880

1880 wrote that a Pennsylvania College boy often feels "a certain giving way of his foot and hears a gentle splash and then discovers his newly polished boots and pantaloons beautifully decorated with horrible effluvia from a loose brick." "Frequently, when a gentleman intends only to make a polite bow by some mysterious agency he prostrates himself," remarked another.

Some townspeople had their own opinions about the sidewalks. An outraged citizen wrote to the *Adams Sentinel* in February 1862:

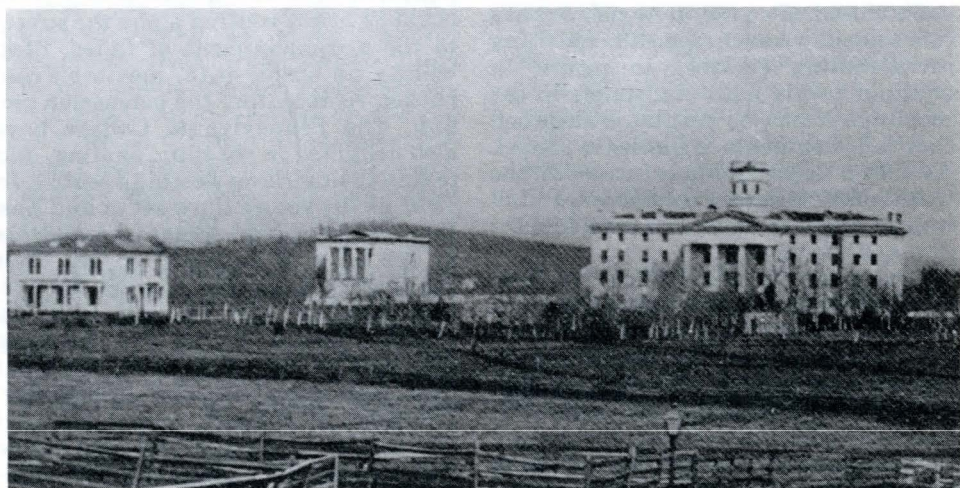
If the Faculty and Students of Pennsylvania College are found submerged one of these days in mud between Scott's Corner and the end of the Presbyterian graveyard, we do not suppose that either the town council or the citizens would endeavor to extricate them, for their skulls would make a better pavement than the present one.

As the faculty and students multiplied in number, Pennsylvania College reached its fiftieth year in 1882 with a student body of 111 and a full-time faculty of seven. Tuition had remained at \$50 per year since 1872, with room rent

at \$9 per year since 1861. President Milton Valentine informed the audience gathered at the Semi-Centennial Reception in the College Church on the evening of June 27, 1882, that the College had a total of 683 graduates. He also remarked that an analysis of the enrollment in both the College and the Preparatory Department indicated that from 1832-1882 about 2,500 young men had been connected with the institution.

At the reunion of the local chapter of Phi Gamma Delta fraternity on the evening of June 29, 1882, at McClellan's Opera House, Matthias H. Richards, Class of 1860, captured the spirit of the celebration in this stanza from his lengthy "Semi-Centennial Delta Poem":

Fifty years of fun and noise!  
Fifty sets of college boys!  
Fifty crops of Freshmen green,  
Fifty Soph'more bands to wean  
From coltish outbreaks into sense!  
Fifty Junior legions whence  
Fifty Senior cohorts rise,  
Fifty times the goal of eyes  
Gazing on Commencement day,  
With growing wonder, at the way  
The new A.B.'s, so elegant,  
With wondrous wisdom wild descant!





Classes had begun on September 4, 1884, in the midst of a heat wave that pushed the thermometer into the upper 90's. Soggy spirits were further diminished by the absence of a number of students who were late in returning. Convocation that day without the new president of Pennsylvania College was definitely lacking in excitement. Thus it was with anticipation that the student body banded together on the evening of September 17 and filed quietly to the White House to surprise the occupant with a serenade. At the outburst of song President McKnight appeared and was greeted by hearty cheers of welcome. A student noted that "we had the assurance from him, that whilst he will make no large promises, he will always sympathize with us—even when it is necessary to assign an unusually long lesson."

The occasion must have stirred memories in Harvey Washington McKnight, memories of the years when he had walked in the same halls and sat in the same classrooms as the young men for whom he was now responsible. As president of the Philomathean Literary Society, he had joined his fellow Philos in signing the roster in response to the Governor's call for men in June 1863 and became the adjutant of Company A, 26th Pennsylvania Emergency Infantry. He took command of his alma mater at a time when both faculty and students were expressing strong opinions concerning the need for additional physical facilities to provide more classroom and dormitory space.

Looking toward the future, the College under his leadership enlarged its campus by purchasing six additional tracts of land and launched a building program. On the afternoon of June 27, 1888, students joined a large crowd gathered in the rain underneath the shelter of their umbrellas to witness the laying of the cornerstone of a new classroom building. After the scene had been captured by the photographer W. H. Tipton, the people moved to another site to attend the groundbreaking for Brua Memorial Chapel. By 1889 classes were held in the new recitation building that towered over the campus with the prim grace of a Victorian Lady; it would win a place in the hearts of Gettysburgians through the years as Glatfelter Hall, its official name since 1912.

With the new building came variations of student mischief. Classroom benches had been replaced by chairs in 1887. Professors and students who arrived for their morning classes in Recitation Hall sometimes found that the chairs had been removed from the classrooms and piled to fill the lobby. Sometimes it was impossible to enter classrooms, for chairs were jammed from floor to ceiling. When steam heat was installed on the campus in 1889, it

became irresistible for years afterward to put limburger cheese on the hot radiators.

As the College developed its physical plant and the size of its enrollment increased, more visitors came to the campus. Their presence signaled the traditional alert, "Heads Out!" that would echo up and down the halls of the dormitories. Heads were thrust out of windows to gawk and tease. An unexpected dunking with pails of water was sometimes the treatment accorded the person below. The installation of a bathroom in Pennsylvania Hall in 1906 insured the continued popularity of this trick, which also spread to other dormitories. In 1898 the need for additional dormitory space had resulted in the building of South College, later McKnight Hall; by 1904 the faculty residence, located on the site of Schmucker Hall, had been converted to Cottage Hall with living quarters for students. As other dormitories joined the campus scene, Pennsylvania Hall became affectionately known among Gettysburgians as "Old Dorm."

After the building of Glatfelter Hall the enrollment of Pennsylvania College doubled in 20 years, reaching 247 in 1909. Expanded facilities and revisions in the curriculum had enabled the College to attract more students and to meet their changing needs. In 1886 the Scientific Course was introduced as an option for those students who did not wish to enroll in the Classical Course. By 1890 a student had a limited number of electives that he could select as part of his program during the junior and senior years.

While emphasis on Latin and Greek remained strong, an increasing number of students purchased translations known in the vernacular as "horses" and "horsed" their way through difficult passages. A student reporter described the waning enthusiasm by recording this incident on an April day in 1900:

When the time came for some of the Juniors to decide whether they wished to still follow the rugged paths of Latin or sail some smoother sea, there were some amusing scenes. One fellow meandered slowly to the door of the Latin room and then, with a gesture of horror and despair, broke for the Bible room and took a chair in it with a great sigh of relief.

#### **Dear Editor**

Even though the College had begun to broaden the academic program and to relax its role in *loco parentis* by modifying the rigidity of the rules and regulations, some of the students were eager for more independence and an opportunity to express themselves in print. The first all-campus publication, the *Pennsylvania College Monthly*, was founded by Professor Philip M. Bikle,



Class of 1865, and edited by him from 1877-1893. One of the top college magazines in the country, the *Monthly*, included student reporters from the literary societies who contributed considerably; however, the student body wanted a publication that was more truly its own.

In March 1893 a new College magazine was distributed among the students. The venture was undertaken by seven seniors and two juniors who constituted the staff. They described their efforts simply: "It bears the name of *College Mercury*, has a neat cover and is well printed." The future of the *Mercury* was uncertain. Soon after the first issue appeared, it was turned over to the literary societies as intended. Although it had displaced the *Monthly*, its existence frequently necessitated a struggle for funds. Publication was suspended in 1912; by 1926 the *Mercury* resumed its life as solely a literary magazine.

Complaints that news in the *Mercury* was frequently a month old led to the ascendancy of a newcomer described as "the *Gettysburgian*, child of Mars"—born March 9, 1897. The students who launched this weekly news journal were Charles T. Lark, Simon M. Lutz, and Edward W. Meisenhelder, members of the Class of 1898. The front page of the first issue contained their goals: "We seek to uphold every institution of our college; to keep the alumni in touch with their Alma Mater; to arouse a more active interest among our friends; to keep burning brightly the fires of student patriotism; and to place Gettysburg second to no other." The *Gettysburgian* became a champion of student concerns and a mirror of campus opinion.

In the pages of the new journal one could find articles and editorials concerning the activities open to students at Pennsylvania College. Among these campus organizations the literary societies still claimed time and energy from the majority of the student body.

### Bound in Brotherhood

The completion of Recitation Hall in 1889 and the move into new society halls on the third floor had brought a renaissance to Phrena and Philo, but the attraction of a growing number of other activities on campus made it increasingly difficult for these two groups to retain their former stronghold. Programs held in the society halls on the third floor of the new building were set in an aura of elegance. The Phrenakosmians were proud of their oak chairs with maroon leather upholstery, handsome sofas, and a delicate chandelier. The Philomatheans had drawn by lot the room that had a ceiling resembling an upside-down canal boat and persuaded the architect to expose the timbers, case them in yellow pine, and add tracery and

spindle work. When the project was completed, three large chandeliers with eighteen jets each cast their light on the crimson carpet, the gold chenille curtain, the carved oak tables, and the walls and ceilings frescoed in delicate pink.

To lend more variety to presentations of essays and orations and sessions of debate, society members included musical interludes and dramatic productions to enhance their programs. Yet there were those who felt that the performances were too stiff and that the societies were a bore. Fewer young men wanted to go through the pain and practice necessary to present these special events.

Among the groups that began to vie for attention were the social fraternities. Their early history at Pennsylvania College provided the background for the growth of traditions, although during the late nineteenth and early twentieth centuries the number of fraternity men constituted only one-third of the total College enrollment. As the fraternities had not yet established living units, members were more integrated socially with the student body than their counterparts of later years. At first, meetings were held in dormitory rooms; as the groups expanded, a rented room or hall above one of the stores in town would be engaged to serve as headquarters.

On July 24, 1884, the oldest fraternity at Gettysburg, Pennsylvania Epsilon Chapter (1855) of Phi Kappa Psi, dedicated a meeting place on campus. Built of gray stone with gables in Queen Anne style, it was known as Miller Hall. Located south of the White House, the building became the first chapter house erected by the national fraternity, Phi Kappa Psi, and the first college fraternity house in the State of Pennsylvania. It is also claimed to be the oldest fraternity building in the United States continuously used for fraternity purposes. Two years after its completion, one of the students reported in the *Pennsylvania College Monthly*, "Through the courtesy of one of the members we have had the pleasure of seeing the new furniture in Miller Hall. . . . It is of oak finished in cherry leather, and consists of chairs and two large New York couches, in addition to the tables. . . . The whole is in harmony with the oak finish of the hall." In March 1888 it was noted that "a handsome full crystal chandelier was put up, which lends a brilliant finish to the generally tasteful appearance of the Hall." Xi Chapter (1858) of Phi Gamma Delta followed suit in 1890 with the construction of a lodge of serpentine rock and pressed brick on the site of their present house; and a year later Sigma Chi's Theta Chapter, founded in 1863, dedicated Glatfelter Lodge, built of brownstone with a red tile roof, north of





Recitation Hall. Local chapters of other national fraternities received their charters at Pennsylvania College during the nineteenth century: Phi Delta Theta (1875); Alpha Tau Omega (1882); Sigma Alpha Epsilon (1899). Local secret societies also played a role on the fraternity scene at Gettysburg. Some of them later became affiliated with national brotherhoods. The Druids (1897) joined Phi Sigma Kappa (1925); Theta Phi (1909) affiliated with Kappa Delta Rho (1928). Among the significant contributions of early fraternity life at Pennsylvania College was the publication of the first issues of the national magazine, *The Sigma Chi*, by the local chapter from 1881-1883. Following the founding of Alpha Upsilon of ATO on campus, this group edited *The Palm*, their national publication, from 1882-1888 and compiled the first ATO songbook.

An editor for the *Gettysburgian* commented in the issue of October 10, 1900: "The advisability of departing from the regular course of the college by taking an active interest in the extras which every college affords is being discussed more and more by students." Formed in 1897 by William J. Gies '93, Pen and Sword honored those upperclass men who were outstanding in campus activities; as members they worked together to render service to the College.

The musical clubs were among the most popular groups in the growing number of extra-curricular activities at Pennsylvania College. Under joint management by students, the Glee, Banjo, Mandolin and Guitar Clubs provided music on campus and delighted audiences in the area with their concert tours. The groups worked hard to prepare a varied program of glees, college songs, serenades, and comic songs. Enthusiastically received by audiences in the communities where they performed, these clubs won friends wherever they toured and served an important role as goodwill ambassadors for Pennsylvania College.

Other student groups, many of them sporadic in their existence, captured the interests of the young gentlemen at Pennsylvania College. An attraction to dramatics resulted in the formation of the Roister Doister Club in 1898, followed by the Mask and Wig in 1906. The plays presented were student directed, and the absence of a faculty director during these early years resulted in a lack of continuity in dramatics.

### We're Quarantined!

The most unusual group to come into being was named the Society of the Bald Heads. Its brief existence can be traced to the winter of 1905 when the *Gettysburgian* of February 15 reported "the greatest excitement in Gettysburg College since the great battle in 1863. The

town people were greatly wrought up over the alleged case of small-pox in town and were in such a state of nervous excitement" that when two College freshmen became ill and developed a rash, panic ensued. A young, inexperienced physician in town made a misdiagnosis and the Great Smallpox Scare broke loose.

The news leaked out during the evening meal while students were scattered about town at their boarding clubs. A rush to the campus revealed that yellow notices posted by the local Board of Health screamed from every gate and doorway. Dozens of boys grabbed what they could and fled. Bertram Strohmeier, a junior, described the scene as he looked down from a window of the Druid fraternity room on the town square:

It was like a nest of ants when suddenly uncovered. Individuals were blurred in the general confusion, and only the things they were lugging stood out. Trunks, suitcases, lamps, books, bedding, white sheets trailing in the mud. There was no doubt that these things were being carried somewhere by a frenzied multitude suddenly gone berserk. But by late evening the futility of flight became obvious to most and they crept back sheepishly to their rooms, accepting the quarantine.

In the early morning 18 boys took the train to Harrisburg, only to be caught and returned to Gettysburg under police escort.

Out of a total enrollment of 244, about 70 boys remained and were confined to Pennsylvania Hall and South College. They consoled themselves, put away their books, played cards, and planned an "ice cream" party, which was in reality a head-shearing occasion held as a prank, leaving the initiates as brothers bound together in the Society of the Bald Heads. Skeptical College authorities requested that the Board of Health provide an expert to confirm the diagnosis, and after three days elapsed it was found that the two freshmen were suffering from chicken pox. The excitement provoked by the quarantine was not echoed until February 1920 when an epidemic of scarlet fever on campus turned Cottage Hall into "Segregation Camp" and forced the observatory into use as an infirmary.

### What's Cooking?

The Great Smallpox Scare brought to the foreground the fact that the College did not provide dining facilities for students. During the quarantine food had to be sent from town into the dormitories and distributed. Old grads remembered that years ago the milkman and the baker stopped daily at Pennsylvania Hall to supply the fellows who boarded themselves. Additional fare usually included molasses, dried





fruit, boiled potatoes, and bologna. The more fortunate were supplied with a weekly basket from home. Cooking was done by using the fireplaces and, at a later period, the stoves in dormitory rooms. Pots and pans, kettles and utensils were kept under the bed or couch.

In order to enjoy a substantial meal and still cut down on expenses, the Pennsylvania College boys organized boarding clubs. These clubs were formed by friends who banded together and achieved a group rate by guaranteeing their patronage usually to a widow in town who would cook their meals and open the dining room of her home to them.

The boarding clubs often organized their own ball teams and played in competition. Stories of boarding club lore survive; among the most unforgettable is the tale of a student known as "Reddy," who got hit in the eye during a game of ball in front of the boarding house known among students as "Hotel de Hash." His comrades noticed a number of shad eyes that had been thrown out by the proprietress. Seizing an opportunity too good to miss, they yelled, "My God! Here is his eye!" Reddy, overcome by fright and pain, was advised to clap it in again before his friends bandaged his head with a handkerchief and hustled him off to the local doctor. Briefed on the situation by a messenger, the doctor informed poor Reddy that "if the eye was yet warm, the pupilla and lenticularis were not too much appillated and the extumescence could be extravasated, then, by a new process in ophthalmia" he thought he could replace and restore the eye. Following careful bathing and treatment with lotions and linaments, Reddy was sent back to the dormitory with his head swathed in bandages. After his discovery of the trick that had been played on him, it required only an innocent whisper of the popular expression "Oh, my eye!" to rile him to the boiling point.

Away from home and family the College boys sometimes looked upon the women who ran the boarding houses and prepared the meals as substitute mothers. One of the most enduring relationships resulted from the affection and regard that her boys held for Lydia Moul, who ran a boardinghouse before her death in 1881. As there were not sufficient means to provide a stone for her grave, two of the College boys who had been her boarders conducted a campaign to solicit funds for a proper tribute. The project reached completion, and the grave of Lydia Moul in Evergreen Cemetery is marked with a stone bearing the words, "Mother Moul."

### "The Green Children"

The role of parents to many a homesick College boy was also filled by the janitor, Adam Foutz, and his wife Catherine, who lived in the frame house in the area that stretches between Pennsylvania Hall and the present Stahley Hall. Adam, known among the boys as "Gov," began his 31 years of service to the College in 1876. Adam and Kate worked together as a team. The maintenance and custodial care of the campus buildings were Adam's responsibility. Sometimes the College boys worked with him, even helping to dig the foundations for new buildings on campus. Campus Days were organized by each class for the care of flower beds, grass, and walks and ended with a mass march to Gruel's ice cream parlor. The freshmen made Adam's job lighter each spring by their enforced participation in Dandelion Day, when they stripped the grass of golden-headed blooms. Kate assisted her husband in caring for the President's horse and milking the cows that provided fresh milk for the campus families and the boys in the dormitories. Together they worked in the large garden near the house that yielded not only vegetables but also flowers for special occasions. Kate was a mother to many of the boys, and she provided assistance in the mending of their clothing and tender care and remedies when they were sick. Adam was remembered by the College boys for his good natured tolerance toward their pranks and for his many acts of kindness. "Gov" was usually the first member of the College staff to greet a student and the last to see him depart at the end of four years at Gettysburg. He met the incoming trains and hauled the students' trunks by wheelbarrow or baggage cart.

The operation of the first railroad to Gettysburg in 1859 enabled students to arrive in the village by way of Hanover. On February 26, 1884, the first train on the Gettysburg and Harrisburg railroad pulled in at the new passenger depot on Washington Street. The completion of the railroad was to revolutionize travel to Gettysburg for the College boys, and they were the first passengers on the new line. It was customary for students to meet the incoming trains at the station, and they were frequently joined by townspeople to whom meeting the evening train had become a form of recreation.

Students played an important role in the recruitment process, encouraging prospective freshmen to come to Gettysburg. Repeated appeals, such as the one of June 19, 1901, appeared in the *Gettysburgian*:

A Freshie, rehearsing in his room before a select few, was greatly surprised to find at the conclusion of his rehearsal, that the door of his room had moved off the hinges and down the hall.

*Pennsylvania College Monthly*  
May 1883



Let us hope that every loyal Gettysburg man may manifest his college spirit in a substantial manner this summer by influencing as many men as possible to come our way next fall. After all the very best canvassers for any college are the students themselves; and whatever success has crowned the efforts of our College's official representatives in the past has been due largely to student cooperation.

Freshmen were welcomed formally at a reception held in their honor by the YMCA, organized at Pennsylvania College in 1867. Prominent in the religious and social life at the College, this group sponsored prayer meetings, Bible study groups, and campus speakers. Among their most stimulating projects was an annual series of lectures, entertainments, and concerts, sponsored for town and gown in Brua Chapel.

The compilation of a student handbook, later known as the *G-Book*, was initiated and funded by the YMCA in 1907 as a means of orienting freshmen to Pennsylvania College. Among the basic information included in this little book was a list of rules imposed on freshmen, "The Green Children," by the sophomores. These rules were also printed in green ink on yellow placards and plastered about town on store fronts, cellar doors, and telephone poles in a ritual of advertisement known as "Poster Night," a tradition that began in 1887.

### "Rah, Rah, Pennsylvania!"

As the College enrollment increased, students identified themselves more completely with members of their particular class. During the 1880's and 90's strong class rivalries developed that resulted in the formation of Gettysburg traditions. By 1882 class hats became the popular symbols of distinction. In 1895 the freshman headgear had been changed from green to red caps with green buttons, later known as dinks. For some years winter dinks in the form of knitted stocking caps in class colors were worn during the colder months. The tradition for high white hats for seniors had begun in 1874. Canes, usually bearing an emblem designating class and college, became the fashion for juniors and seniors and remained in vogue from about 1882 to 1912. By 1889 blazers had begun to make their appearance, and by 1892 the navy blue sweater with a large orange G became popular.

The earliest visible signs of class loyalty had been ribbons in the class colors worn in the buttonhole of a coat or pinned on a vest. In 1882 a student wrote in the *Monthly*, "By the way in our enthusiasm for class colors, we seem to

have forgotten the fact that we are without a college color." Pennsylvania College, however, had unofficial colors which had been listed as scarlet and canary sometimes set off with blue. The matter of colors came to the foreground during the academic year, 1889-90. Charles H. Huber, Class of 1892, described the circumstances:

The news had been brought in that "other colleges" had adopted "college caps." They were soft snug fitting caps with a visor and made, of course, in alternating stripes of the college colors as we were beginning to get a bit college conscious. . . . [A]mid much noise and enthusiasm we voted for college caps in the college colors. . . . After some correspondence with cap makers, the committee was informed that most colleges have only two colors and in addition no textile mill could be found to produce such a combination of colors as ours. One bright salesman, however, suggested that it might be easier and quicker to change our colors to something "in stock" and delicately hinted that Orange and Blue was a pretty combination and could be had and so . . . we voted unanimously for the motion.

The action was approved by the faculty, and orange and navy blue burst forth in college caps and class buttons, stamped with a pennant bearing the name of Gettysburg.

Among students and townspeople the College was becoming increasingly known as Gettysburg College, identifying it with the famous Battle and distinguishing it from other institutions which also had the name of Pennsylvania. The first step toward officially changing the name was begun by the Board of Trustees in 1889, but action was postponed indefinitely as strong opposition developed among older alumni. In athletic contests and intercollegiate debates the name Gettysburg College remained; and in response students changed the college cheers, known as yells, in order to use the popular name of the institution which finally became official in 1921.

Yells had become a means of declaring not only institutional loyalty but also the supremacy of a class. Yells were given at sports events, convocations, receptions, banquets, parties, and informal gatherings of good fellows. Yells signaled the challenge offered by sophomores to freshmen in the intense rivalries that existed between these two classes. The first event of the academic year that triggered pent up spirit was the annual class rush—an attack announced by the yell of the freshmen in the dead of night as they surprised the sophomores by their presence on the Prep Campus, ready for battle. A reporter for the *Gettysburgian* described

Two Freshmen with borrowed silk hats, Prince Albert coats, dude canes, and burnt cork mustaches, desiring to impress favorably several far-away damsels, went to photographer Tipton to have their manly forms struck off on tin-types. On their way thither they were mistaken for pickpockets. . . .

*Pennsylvania College Monthly*  
December 1886

I hereby express my sincere sorrow for attempting with others, on the night of Oct. 31st, 1892, to put a cow into the vestibule of Brua Chapel, and I declare and promise, as a condition of my restoration to the privileges of the Institution that I will abstain from similar and all disorderly conduct during the remainder of my course.

Dec. 6th 1892 George E. Hipsley  
*Faculty Minute Book*

A word of caution! We might drop a gentle hint to our student readers that it might be well for them to lay in a good supply of coal oil within the next few days, as the price of that liquid is almost sure to go up.

*Gettysburgian*  
January 19, 1898



### The Green Children

#### RULES AND REGULATIONS FOR THE GUIDANCE OF FRESH- MEN OF GETTYSBURG COLLEGE

Owing to the extreme greenness of our Freshies, it was necessary for the Sophs. to enact the following rules and regulations:

1. No freshie shall be allowed out of his room after 7:30 P.M., and when in his room must maintain absolute quiet.
2. They shall be permitted to go to the post-office once each day, but must not ask for their mail until all the Sophomores have been served.
3. When a Sophomore is seen approaching, the freshie shall meekly stop, remove his hat, and bow to his Superior.
4. Freshies must not cry for their mammas when in or near the dormitory.
5. No freshie shall use tobacco in any form.
6. All freshmen shall be under the command of the Sophomores.

#### GENERAL INFORMATION

1. There are two proctors on the campus. They are sly dogs. Beware of them.
2. The citizens have been notified by Dr. McK. to keep their cows penned up for two weeks. By that time some of the verdancy will have been worn off and you will be safe.
3. You will find a place in Poppy's backyard where you may play marbles and other childish games.
4. Gov. will furnish you with what milk you may need at reduced rates.
5. The Sophomores will tell you anything you may wish to know, if you properly ask them.
6. Any freshman desiring a copy of these rules may receive it by applying to the nearest Sophomore.
7. The freshmen shall carry all the water used by the Sophomores.
8. The Sophomores shall cut down all collars seen on freshmen which are more than four inches high.

By order of the  
SOCIETY FOR PREVENTION OF  
CRUELTY TO CHILDREN

*Gettysburg Mercury*  
October 1898

the rush of the classes 1903 and 1904:

The Sophs who were greatly outnumbered, put up the bravest fight seen for a number of years. Men were squeezed and thumped and trampled on all sides, and at times the field looked like a battle ground with bodies strewn everywhere. . . . The fight lasted about two hours and then the Sophomores gave the yell for their conquerors and the battle was over. Probably two hundred people from town were spectators at the fray.

The seizing of the cupola of Pennsylvania Hall provided opportunity for further combat, allowing the frosh or sophs to fly their class banner from its glorious heights. Sometimes the approach was handled so stealthily that not only were banners flown but large class numerals appeared in bright red or green paint on the white surface of the cupola itself or blazoned from the walls of Brua Chapel or the tower of Recitation Hall.

Although there were instances when rivalries between the sophomores and the freshmen were keen and sometimes bitter, none reached the proportions of notoriety as did the happenings on February 14, 1906. While the sophomores were engaged in revelry that night at their banquet, held without permission at the Eagle Hotel, the freshmen seized the moment to paint their own class numerals on the College buildings and to suspend their class pennant at the entrance to the campus. Upon returning, the sophomores retaliated by hunting down the freshmen and forcing them to convert the '09's to '08's. In the process the sophs abused some frosh, broke down doors, smashed windows, piled up furniture, tied clothes in knots, and damaged both personal and College property. The escapade prompted a special meeting of the faculty at which 12 sophomores testified. Although the proceedings were unrecorded, the signatures of 53 boys survive on a statement they presented concerning their conduct:

We, the undersigned, after due consideration, do hereby submit this instrument as evidence of our equal guilt in the actions of the Class of "1908" during the night of Feb. 14th. 1906, and we do also hereby signify that it is our intention to receive the punishment, if any, as one body, for we consider ourselves equally implicated, no one member of the class being more deserving of punishment than another.

In large, bold type the headlines of the *Gettysburg Times* blared the verdict: "Half a Hundred College Boys Suspended!" The sophomores departed. Readmission began on February 20; each culprit was required to make a personal appearance before the faculty

and sign a statement assuring that no further damage to property or person would occur in the name of class spirit.

Although the sophomore exodus was extraordinary, it was customary for mischief to occur while a class was absent from the dormitories attending a banquet. For this reason the time and place of these events were communicated only to the participants. Class banquets were major social events held fashionably late in the evening at one of the local hotels. A march to the dining room preceded a sumptuous feast and an evening filled with puns, jokes, and clever repartee. At the conclusion of the meal, toasts were given, and while cigar smoke filled the room, classmates applauded the speeches, cheered the virtues of their class, extolled the ladies of their hearts, shared in the humor that could be found in caricatures of the faculty and their fellow students, and recalled the fun they shared and the pranks they played.

#### I Confer Upon You . . .

Class banquets and the traditions formed from class loyalties were the province of male students at Gettysburg even though the Board of Trustees had authorized the faculty in 1885 "to admit young ladies to College who are sufficiently prepared." Although this decision had been made, Pennsylvania College did not consider itself a coeducational institution. The status of the women who entered might be compared to that of special students. They attended classes but were not expected to participate fully in the total life of the College. As there were no dormitories available to women, most of the young ladies lived at home or with relatives in town. The first woman to enter Pennsylvania College enrolled as a freshman in 1888. Her name was Beulah Tipton, daughter of the well known Gettysburg photographer, W. H. Tipton, and she remained enrolled for one and one-half years.

Cora Elizabeth Hartman, a native of Mummasburg, became the first woman graduate of Pennsylvania College in 1894. Reflecting on her college days in an article in the *Gettysburg Mercury*, May 1898, Cora Hartman Berkey wrote that she "had the opportunity of entering in the fall of 1889, a member of the then largest class in the history of the institution—one girl among sixty boys." She indicated that "at that time the reception of women was new, an experiment in fact, and not a few men were opposed to the measure; the upper class men were most noticeable." Her attendance at the College was interrupted, and thus she later became a member of the class of 1894.

Sharing the honor with her classmate, Margaret Himes followed Cora Hartman in alphabetical sequence on graduation



day. The daughter of Professor John A. Himes, Margaret was listed first under honors of the First Grade on the 1894 commencement program.

As the Class of 1894 did not wear academic robes, the coed graduates wore white. Graduation exercises had followed a traditional pattern since the first commencement in 1834, when Jacob Barnitz Bacon became the first of three graduates to receive a diploma from Pennsylvania College. It had become customary for each student to deliver an oration. As the College enrollment increased, these speeches were interspersed with musical selections as a restorative. This annual event had become one of considerable social significance at which a large crowd gathered at the College Church on Chambersburg Street to await the arrival of the procession that included faculty, graduating seniors, and underclassmen still on campus. Each speech was followed by applause and the presentation of flowers and graduation gifts, such as watches, books, and bank checks, until the seniors' chairs overflowed in abundance. In 1892 the editor of the *Gettysburgian* voiced student opinion: "We think the time has fully come when the number of Senior orations at Commencement should be limited. On account of the size of recent graduating classes they have been divided into two sections. . . . The class of '93 has over fifty members. To hear them all would be a weariness leading almost to collapse." Apparently the faculty and the Board agreed, for by 1897 only 10 speakers were chosen.

In addition to speeches at the formal commencement, other traditions were becoming part of graduation time at Pennsylvania College. The class of 1895 was the first to wear academic apparel for the exercises. Caps and gowns were ordered early, and it was customary for seniors to wear them to Saturday classes and to church services during the last few months of the academic year. During graduation week the seniors in cap and gown marched to the strains of an orchestra for the celebration of Class Day, a tradition begun in 1891 as a time for reading the class history, the class poem, and the class prophecy. The ivy poem, composed by a member of the class, and the planting of the ivy became part of the program by 1893. Years later this tradition included ivy from well known universities in the United States and abroad and the recognition of three graduating seniors for their accomplishments by having them bear the bowl, the spoon, and the spade used in the planting ceremony.

The President and his family always treated the seniors to a sumptuous repast in the White House. It had also become customary to hold a Presidential commencement reception. During such an occasion in 1891 Recitation Hall was

brilliantly lighted, and its corridors were filled with attractive and delightful company, who enjoyed delectable refreshments in the large hall on the second floor and listened to the orchestra. A student noted that "the charming ladies in beautiful dress made the halls look gay. All over the campus were strung gaily colored Chinese lanterns." The gala affair brought together students, visitors, townspeople, faculty, trustees, and alumni.

As graduates recalled the fun they had as students at Pennsylvania College, they undoubtedly ranked the senior excursion as one of the highlights of their College days. Conducted by Professor Edward S. Breidenbaugh, affectionately known as "Breidie," the trip assured the boys of good food and plenty of camaraderie. Although these excursions by carriage or train were pleasurable jaunts, they were designed to expose the seniors to the mineralogical and geological wonders of the earth. As the horses took their passengers into the mountains, stops were made in various parts of Pennsylvania to allow the boys to visit iron works and mines that yielded copper, zinc, or coal. On some of the trips the train stretched across the miles to deposit a cargo of excited boys at such scenic wonders of nature as Watkins Glen, the Natural Bridge, Luray Caverns, or Niagara Falls.

### A Young Man's Fancy

Memories of good times at Gettysburg were infused with the delight of the marvelous Washington's Birthday Parades. Early in the morning of February 22, drums rattled through the dormitory halls signaling that day had dawned and that it was time to scramble before "fall-in" on the steps of Pennsylvania Hall. The characters that tramped into town were shaped by student imagination. There were monsters, Civil War soldiers, babies, Indians, literary characters and historical figures, Irishmen and firemen, and boys dressed up as ladies. The parade moved around the square and through the streets accompanied by the excitement of the townspeople.

The completion of a Latin text provided a cause for public celebration. The moment of rejoicing usually took the form of a mock cremation service at which the body of Livy or Cicero was offered to the gods with appropriate speeches and accompanying ritual.

During the 1880's and 1890's organized sports began to absorb the energies of the boys at Pennsylvania College. Teams were formed and coached by students despite the qualms of the faculty and opposition from the Lutheran synods on the grounds that intercollegiate athletics detracted from the academic program. Track had its start in 1879. Baseball, organized as a team





THE OLD DORM  
IN THE MOONLIGHT

ROE EMMERT '06

Have you seen the Old Dorm shining  
in the moonlight;  
And the silver softly sifting through  
the trees?  
Have you heard the fellows singing  
on the Dorm steps;  
And the mandolins a'tinkle in the  
breeze?

.....

Do you ever watch the Old Dorm in  
the evening,  
When the lights begin to flash out one  
by one  
Like the eastern stars burn out upon  
the heavens,  
Upon the glorious setting of the sun?

And when the lights have dropped  
away at midnight,  
And the moonlight sheds its bright-  
ness over all;  
Do you ever stand and gaze in silent  
rapture  
At the grandeur of this old and noble  
hall?

.....

Too soon we'll leave this grand and  
noble College,  
And leave behind this long familiar  
hall,  
But the picture that we'll always  
carry with us  
Is the Old Dorm and the moonlight  
over all.

*Mercury*  
June 1906

sport, was officially introduced in 1881. The College boys cheered their team during the first football season in 1890, which opened with a game between Gettysburg and Millersville Normal School. Tennis had gained in popularity, and the first tennis tournament at Pennsylvania College in 1890 gave it added impetus on campus. "The delightful and healthy pastime, tennis, is being indulged in by all who dare to wield the racquet. Twelve courts are now in daily use," observed an editor for the *Pennsylvania College Monthly* in October 1892. An interest in gymnastics and muscle building spurred the formation of the Sons of Hercules in 1893. Basketball, a late comer, entered the sports scene in 1901.

With the appearance of good weather, the Pennsylvania College boys crowded the street in front of their favorite hangout, Amos Eckert's men's store on the northwest corner of Chambersburg Street on the Square, and often blocked traffic as they stood along the pavements. Those boys who were more fortunate enjoyed what was becoming the national rage—bicycle riding. The first bicycles on campus appeared in 1882 as the private property of three students. The number increased gradually, and by 1888 a student wrote, "The bicycle riding on Campus every evening is very entertaining. The wheelmen roll over the walks very gracefully and rapidly." By 1897 wheels were every-where.

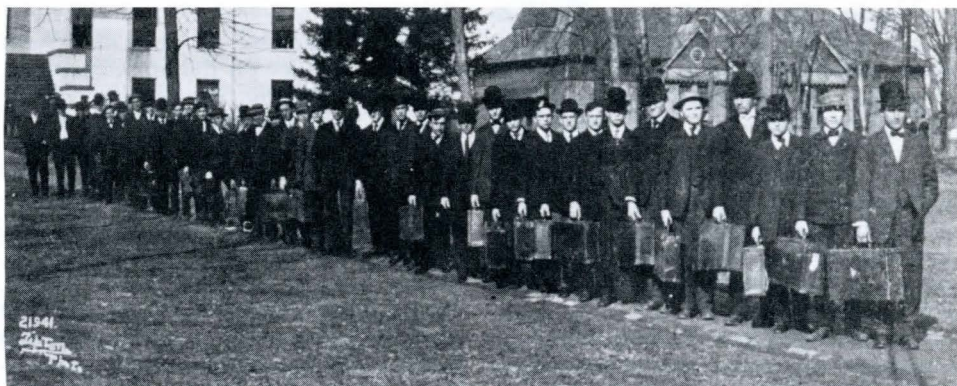
A popular hobby, photography, captured the interests of the boys of Pennsylvania College. "Kodaks! Yes, they are here," announced the *Gettysburgian* on April 20, 1897. "A short time ago they enjoyed the favor of but a few, but now their name is legion. Those who are not initiated into the deep and dark mystery of amateur photography know not the exquisite recreation these little instruments give to their possessors." Dormitory walls and bureau tops became filled with photographs. Since the early 1870's students had exchanged pictures as *cartes de visite* among

themselves and included them in albums that also contained autographs. The *Spectrum*, the College annual published by the junior class and first issued in the spring of 1891, became a picture gallery of College friends and a chronicle of College days.

The favorite photograph for a Pennsylvania College boy was the picture of the young lady who, for the moment at least, had captured his heart. Those boys who visited a girl regularly were called "fussers"; dating, formerly spoken of as "making a mash," was known as "fussing." If a fellow spent much time at the home of a girl in town, he could expect to be surprised some evening by a thud on her front porch that announced the arrival of his trunk, completely packed, through the efforts of his pals in the dormitory. This prank had become standard practice in the late 1870's and remained popular for many years. Those who later helped to keep it in style sometimes embellished its effect by delivering not only the trunk but also a fellow's bed, his bureau drawers, and sometimes even his rug and the pictures from the walls of his room.

As thoughts of springtime turned to romance, they also turned to singing. Congregating in front of Old Dorm in the moonlight on balmy evenings led to "step-singing" as heels tapped on the iron steps and voices combined in old favorites or popular college songs. To many of the fellows these moments symbolized the Gettysburg spirit. One student expressed the feeling by writing in 1909:

If we were all sitting on old dorm steps some of these warm moonlight nights and three hundred lusty throats letting forth the music of our unsurpassed March song, the campus would ring and every blade of grass would seem to us the next day to have grown several shades greener and the trees to have put on more leaves. It is after something such as this that we can understand why we love the old college.



*Sophomore Exodus 1907*



Amidst pouring rain the crowd drew together on the portico to share in good fellowship and high spirits undampened by the weather. Cigars and pipes were passed around, musical selections were rendered, and speeches especially for the occasion were given. The benches had arrived, and now on Saturday night, October 1913, their formal presentation was made by Dean Philip Bikle on behalf of the faculty to the juniors and seniors in a ceremony that designated the portico of Old Dorm as "The Forum," the first student retreat on campus. The *Gettysburgian* explained:

Dr. Granville and the faculty have kindly given to us these benches with the idea that we may gather there to sing our songs and give our yells and mingle with each other in all matters agreeable to us. Heretofore the students have had no meeting place where they could conveniently assemble at any time, so that this courtesy on the part of the faculty fills in a long needed want, and gives us an assembly place comfortably fitted and beautifully situated in the open air. . . .

The sacred Forum provided an arena for debate, space for rehearsals for concerts, and a place for upperclassmen to socialize. It was also to become the scene for the proceedings of the Tribunal, a court instigated by the Student Council in 1923 as a means of enforcing freshman customs imposed by the sophomores. Here, in view of the student body and amid the shouts and jeers of those present, a frosh could be properly humiliated. Some years later these occasions became known as "Roman Holidays." An observer described the operation of the court at noonday on Friday, October 13, 1933:

Completely shorn of their pristine insolency and effrontery, eight lambs stood, their bare knees knocking together, upon the ancient iron steps . . . in their stark terror at the righteous anger of an outraged Student Body and their grim instrument of execution, the Student Tribunal. In meek submission the one-time recalcitrant, now repentant yearlings obeyed every whim of their tormentors. Dinks were doffed and dinks were donned, only to be doffed again at popular request. Songs were sung. Faltering confessions were made in wee, small voices telling the audacity of each crime. . . .

Penalties, usually effective for a week or two, were assigned to fit the trespass, and the more ridiculous the punishment, the more entertainment it afforded the upperclassmen. A freshman who had been negligent in wearing the regulation black tie might find himself required to sport a large set of white cuffs and a

collar offset with a flowing bow tie that complemented the sign of his back: "Blest be the tie that binds." The forgetful frosh without a dink sometimes wore a peach basket covering his head and a placard, "Protection from woodpeckers." Those who failed to supply upperclassmen with matches upon request carried boxes of kindling wood or lugged a wood beam. The boys who were discovered talking to girls displayed their impropriety on campus attired in a dress or nightdress. The most severe treatment decreed by the Tribunal involved headshearing. To the cries of "Haircut! Haircut!" by the onlookers, a student barber shaved the victim's head, often in the pattern of two alleys running crisscross for a comic effect.

The rules for freshman customs were issued formally by the Class of 1910, and as a document they were known as "The Ten Commandments." To insure enforcement, inspections were held as freshmen left required morning services at Brua Chapel. On occasion the sophomores managed to nail the doors of the chapel, shutting in the freshmen, who were the last to leave.

Prior to 1910 a secret organization, Sigma Beta, known as the Sophomore Band, operated undercover to initiate and punish freshmen. At midnight, members of the Band would appear at the doors of the dormitory rooms as masked men in black robes and hoods to seize cocky freshmen for a ride into the country. There the neophytes would be put in shape by the use of large wooden paddles. The Sophomore Band was legalized by the Student Council in 1910 to help enforce freshman customs. Outlawed in 1914 because of the severity of their punishments, the Band continued to operate in secret until their activities were disrupted by World War I. By 1919 another secret group that hazed freshmen at night on the Battlefield came into being and called themselves the "Woozies." Continued concern by faculty and students regarding the physical abuse associated with "midnight hazing" resulted in the formation of the Tribunal to mete out harmless punishments as Daylight Discipline in view of the student body.

#### "A Band of Good Fellows"

Efforts were made to abolish class rushes in 1901 because of injuries resulting from the rough conflict generated by some students. The terrible clash of the classes of 1912 and 1913 that occurred on the night of the sophomore banquet, as frosh met soph in the streets and alleys of the town, brought an end to class fights. That same year, 1910, another approach was tried—the tie-up on Nixon Field, in which sophomores and freshmen competed by trying to tie up members of the opposing class by using pieces of rope eighteen inches in

## A View from the Forum 1910-1941



*Sophomore Band for Hazing*



length, thereby eliminating them from the contest for survival. By 1924 the injuries incurred at the annual tie-ups forced the cancellation of this activity and the substitution of a push-ball contest. For this event a huge ball, seven feet in diameter, was purchased for \$400. At this time the tug-of-war, a tradition since 1910, was held on the banks of the Tiber; a dunking in the stream and water hosed by the local fire company added to the excitement of the event as the fellows struggled for the glory of their class. A shoe battle was sometimes included in which freshmen removed their shoes and fought in a mad scramble to reclaim them from the heap.

Poverty Day, initiated in 1927, offered the freshmen an opportunity to celebrate the end of customs by burning dinks and regulation black ties and socks in a huge bonfire ignited from refuse collected from campus and the streets of town. This annual occasion, continued until 1930, brought forth the freshmen as hoboes reveling in old clothes and rejoicing in their new freedom.

Among the rites of initiation to Gettysburg, the freshman pajama parade during football season remained unforgettable to the local inhabitants. An eyewitness account from the *Gettysburgian* records some of the merriment in November 1939:

Reviving the spirit and love-of-fun which have long-figured in Gettysburg tradition, a hilarious band of not-so-innocent pajama-clad freshmen aroused the campus and peaceful metropolis with bonfires, snake dancing, and general mischief Friday night. . . . They amused themselves . . . dancing through stores, exciting clerks and customers, and penetrating the well-nigh impregnable defenses of the Majestic Theatre.

In almost a twinkling a large fire was blazing in the town's center square. Boxes, gates, old tires, fences, and anything else found to be burnable contributed to the blaze. . . .

These nights in town called forth high spirits among the entire student body, and often the evening's adventure ended with a show at the Majestic Theatre. The theater manager during the 1930's recalled the riotousness he had encountered:

As many as 400 or 500 boys could be successful in obtaining free admission by disposing of the ticket taker. In the mad rush for entrance to the theater damage would often result to the outside of the building. The box office always had the windows broken by a hurling missile. . . .

In addition to being boisterous, the rioters would engage in individual conflicts. Once the screen was broken by a freshman being hurled through

it. For their few seconds of fun the freshman class involved in this particular incident had to pay several hundred dollars for a new screen.

Escapades in town often followed the high spirits generated by pep rallies, led by the president of the student body accompanied by the cheering and singing of the crowd that jammed Brua Chapel. The College band contributed to the general excitement by sometimes providing accompaniment to "fight" and victory songs. These instrumentalists traced their origins to 1910 with the formation of a group to play at football games. The band expanded its role in 1925 under the energetic direction of Bertram Saltzer, professor of mechanical engineering, who also enlarged its repertoire with some of his own arrangements during 15 years of service. One of the most popular pieces played by the band was "As Softly the Evening Shadows," with music by Frederick Reinartz '24 and words by Paul Gilbert '22. Introduced at a pep meeting in November 1921, the new song grew out of student demand and was officially recognized as the alma mater in 1953 by the Board of Trustees.

### Toward a "Greater Gettysburg"

Although incidents of unruliness occurred, students assumed increasingly more responsibility for their own behavior. A growing concern by students for involvement had its official beginning with the organization of the Student Council in 1910. Approved by the faculty and the Board of Trustees, the council included representatives from the four classes. The constitution stated that "the purpose of the council is to strive for the betterment of student conditions of Gettysburg and to provide in every possible way for the maintenance of a high standard of student morals." The improvement of dormitory life through student cooperation proved to be one of the main efforts of the Council. A student writing for the *Gettysburgian* commented: "For the first year in the history of the institution we have had student government. It has proved that there is only one right way of handling students and that is by the Students themselves. Many things have been accomplished that could have never been done in any other way."

Services to meet personal needs of the student body at Gettysburg during the early twentieth century often originated as student enterprises. A student reading the *Gettysburgian* was urged to patronize classmates who operated a lunch service, a clothes pressing shop, or a barber shop in their various dorm rooms. The College Bookstore had its beginnings in Old Dorm in 1904, shifting in location at first from one room to another as its owner became a graduate and sold his concession. Ads for the

Signals got mixed up in Chapel the other morning and the Seniors sang "My Country 'Tis of Thee" while the Juniors lustily howled "Onward Christian Soldiers," and the Sophomores came in with "Jesus, Lover of My Soul." The piano meanwhile was playing a different tune.

*Gettysburgian*  
May 14, 1913

Six students have been fired by the faculty for allowing the dancing of some of the modern dances at the recent interfrat. They are the committee which had the affair in charge. Much comment has been occasioned by the event in the city papers and no little disturbance has been caused in the student body. Things seem to be approaching a crisis.

*Gettysburgian*  
February 11, 1914



College Store announced the availability of books, stationery, and school supplies. Soon the merchandise also included soaps and shaving creams, Hershey bars and Sunshine Biscuits, pretzels and chewing gum. Prior to this business venture, students purchased textbooks at Buehler's Drug Store on Chambersburg Street. As the College Bookstore expanded its facilities in the southwest corner room on the first floor of the Old Dorm, student owners increased its stock and its services. Later the store became the only place on campus where one could grab a sandwich or enjoy milkshakes or ice cream at the soda fountain installed in 1932.

Editorials in the *Gettysburgian* kept the administration and faculty aware of student concerns. In April 1915 the *Gettysburgian* had been assigned its first office, 340 South Dorm, through student petition to the faculty. Regular hours were maintained by the staff, and the editor-in-chief could be found working at a large roll-top desk. In 1920 the publication was converted from a journal to a newspaper in both content and format. Through the efforts of capable editors in the 1920's and 30's, student opinion became effective. By 1938 the *Burgian*, as the paper was known in the College, entered competitions with other collegiate newspapers and became the frequent recipient of first place awards and superior ratings issued by the Intercollegiate Newspaper Association and the Associated Collegiate Press.

A cluster of students on campus wanted a more frequent and informal avenue to vent criticism and to keep the campus informed. On the morning of November 5, 1921, there appeared on the bulletin board in Glatfelter Hall a typewritten newsheet, *The Blister*. Students and faculty began to await its anonymous daily appearance and avidly followed its caustic comments and cartoons. In existence sporadically until 1929, *The Blister* faced competition from other shortlived newsheets, *The Hot Towel*, *Brass Tax*, and *Jabberwocky*.

The involvement of students in responsibility for their life and education at Pennsylvania College had developed as part of the thrust of President William Anthony Granville toward what he termed a "Greater Gettysburg." Students participated with new spirit in an inaugural celebration on October 9, 1910, in which the campus glowed with the light of 500 Japanese lanterns as well as numerous arc lights and electric bulbs outlining Old Dorm. The entire student body joined a procession of more than 600 that moved from the rear of Recitation Hall to a large tent on the banks of the Tiber for the formal ceremony of induction. From the inau-

gural address it was evident that the new President, who had come from Yale University with a Ph.D. degree, would have a different approach.

In addition to the introduction of student government and the encouragement of student cooperation and enthusiasm for a "Greater Gettysburg," President Granville spearheaded changes in the curriculum that had been planned for some time to offer students wider choices than the two established programs, the classical and the scientific. By 1911-12 groups of courses provided options, focused toward preparation for the professions, until majors and minors came into effect in 1921-22. Other departures from tradition included programs in engineering, political science, and commerce and finance.

### War Clouds Gather

Darkening war clouds in Europe precipitated another innovation in the curriculum—military training. By December 1916 the Reserve Officer Training Corps was in operation and Pennsylvania College became one of the first institutions to begin this program under the auspices of the War Department. Those who followed the progress of the battalion could watch about 300 young men drilling and marching on campus in the afternoons.

As the *Gettysburgian* went to press on April 4, 1917, the editors noted:

Congress is in the act of declaring war. We have not wished war, but it is now our duty to enter; and it is up to everyone of us here to take his part. This does not mean that it is necessary for every one of us to enlist immediately. We can do great and lasting good for our country right where we are, meanwhile having the opportunity to train ourselves for war service should it be necessary.

The eventuality of student involvement in the war spurred a wave of patriotism that became contagious. "War activities are the subject of discussion in every room and in every nook and corner of the campus" wrote a reporter for the *Gettysburgian*. "Everybody has the spirit and would be glad to get out of the routine of school work and do something that would count in the present need of the country."

Enthusiasm heightened as the first recruits from Pennsylvania College left by train for Fort Niagara, New York, on May 10 amidst the singing of college songs and the shouts and yells of their fellow students. Those who remained were reminded of the courage of their classmates each morning in chapel as they noted the number of stars on the 8' x 12' service flag that hung beyond the platform in honor of the men who had entered the armed forces since war had been declared. A feeling of uneasiness

### Jazz

An awful tintinnabulation,  
An audible syncopation,  
A noise like nothing in creation,  
That is jazz.  
Animated syncopation,  
Swaying meaningless gyration,  
An excess perspiration,  
That is jazz.  
A snappiness of conversation,  
A cheerful, amiable sensation,  
A sort of mild intoxication,  
That, too, is jazz.

*Gettysburgian*  
February 2, 1921

We congratulate the prexy on his new car. We haven't been asked for a ride yet but we still have as many hopes as an old maid in a beauty contest. I guess we have about as much chance of gliding along in that gasoline gondola as a co-ed has of dancing with the Prince of Wales. Would you accept a little advice from a poor scholar, Mr. President? For the sake of we poor struggling starving students don't buy any more cars for we can't stand another raise in tuition.

*Gettysburgian*  
December 10, 1924



It might not be a bad idea for Gettysburg students to hand the following card to prospective chapel speakers:

We are aware:

1. That it thrills you to gaze upon our eager young faces.
2. That you didn't have such a nice chapel when you went to school.
3. That we are the leaders of the next generation.
4. That it is best to be idealistic; that it is best to be practical; that a middle course is safest.
5. That there were once two Irishmen, Pat and Mike.

*Gettysburgian*  
January 21, 1925

1900—List of Things to  
Take to College

- 1 Mandolin
- 4 Beer steins—to decorate the room
- 5 Pennants—ditto
- 1 Bulldog pipe
- 1 Turtle-neck sweater
- 1 Burnt wood necktie rack
- 1 Picture of the only girl

1927—List of Things to  
Take to College

- 1 Check book
- 1 Prescription

*Cannon Bawl*  
November 1926

pervaded the campus. One student commented in December 1917:

Men are leaving school every week, some drafted, some enlisting, others preparing for the draft call which is sure to get them. . . . The restless student feels vaguely that he should not be in college, but should be out with those of his friends who have left. He cannot make up his mind that he should leave college for any definite purpose and yet he cannot get down and concentrate.

A concern for world affairs began to enter the pages of the *Gettysburgian* as students reacted to news from the front and realized that events abroad could influence their immediate futures. Classes had become small, and by the winter of 1918 the faculty decided to suspend chapel services and discontinue social activities in order to conserve coal during wartime. By summer Congress had issued a provision for the nation's colleges to be used as training schools for young men entering military service as a temporary measure to meet the national emergency. A visitor to Pennsylvania College would have found the campus occupied by about 350 khaki-clad young men enrolled in the Student Army Training Corps (SATC). Under contract by the War Department through December, the College provided instruction to meet the needs of these young men, opened the dormitories, set up a kitchen in Stevens Hall convenient to their adjacent mess barracks, and designated the ATO fraternity house on Washington Street as an infirmary for care and comfort during the influenza epidemic.

By January 1918, regular classes began again. Enrollment had dropped to about 332; however, within four years the student body would number over 500 for the first time. Those students who returned after the War were conscious of a lull in campus activities, a pervading listlessness, and a need to focus their energies on what they termed "reconstruction." Discussion groups were formed through the encouragement of the campus YMCA in fraternities and boarding clubs to talk about problems confronting the nation and the College. During the fall of 1918 a student commented:

This is the first normal year since the war. . . . [B]y eleven o'clock the campus was a scene of rushing and excited students, some chatting over old days, some renewing old acquaintanceships, some making new friendships, and all clasping the hands of our war heroes and welcoming them home again. It gave every one the feeling of the old days of comradeship and association. Our campus rang out with the hilarity and joy of a meeting once again under normal conditions to continue academic careers.

## Evenings to Remember

Although the war had brought a new seriousness to the college student, a growing lightheartedness began to take its place as the mood of the nation shifted to a feeling of abandon and frivolity that accompanied an emerging economic prosperity. For the college-bound the "Roaring Twenties" brought with them a spirit of rebellion that questioned the authority of elders, flaunted a freedom that showed itself in daring new styles, with shorter skirts and bobbed hair for girls, and a more liberating social life that included dates in automobiles, late night parties, and an intoxicating new rhythm known as jazz.

Pennsylvania College students tried to recapture the momentum of campus activities they had experienced before the war. With the heralding of a new decade the highlight of the social life at Gettysburg, the Junior Prom, began to assume unprecedented elegance and taste. The annual promenade, begun as an event in 1907, was given by the juniors in honor of the seniors. Glatfelter Hall rocked with rhythm as college girls from Wilson or Hood, Irving or Goucher, as well as hometown sweethearts, glided and swayed with Gettysburg boys in the "Sweat Box" to the strains of the guest orchestra. This room became transformed from its daytime role as an examination hall, on the north end of the second floor, to the only dance facility on campus. Students had paid for the hardwood and laid the floor themselves in 1910; prior to that year dances were held in St. Francis Xavier Hall on High Street.

Through the eyes of participants writing for the *Gettysburgian*, memories of the Junior Prom of the Class of 1921 remain to lend enchantment to an April evening in 1920: "At last the critical hour approaches and the excited Juniors with abated [sic] breath await the fateful night which will bring them in one grand burst of magnificence to the climax of their social careers." And then the big moment arrived:

At eight-thirty cars began to arrive before the entrance to old Glatfelter, and from them, tripping gracefully up the big front steps came a display of dazzling beauty. The gentlemen escorts gathered in the halls, and shortly after nine o'clock, everything being in readiness the couples passed one by one into the reception hall where they paid their respects to the patrons and patronesses. . . . [E]ven as they entered the orchestra burst into the tuneful melody. A few moments and they were gliding off down the floor, while the rhythm of the music ebbed and swelled.

The strains of the last waltz faded at 1:30 a.m., and the dancers gathered at the Eagle Hotel for a sumptuous repast served in elegant style.



These evenings in settings of crepe paper bunting, potted palms, college pennants, and boughs of pine and spruce were documented with nostalgia for the assembled company by a local photographer. As decorations became more elaborate, the dancers found themselves entering bowers of roses in moonlight, halls of an Egyptian palace, or a Japanese garden graced by a pagoda. After the dance floor in the "Sweat Box" had become too crowded by 1922, the gala event was held in the Academy Building, later known as Huber Hall, where lobby and dining room were thrown open for an evening to remember.

The twenties brought with them the increased popularity of the smoker, begun at Gettysburg in 1912 as a night of wit and camaraderie when jolly good fellows gathered as a class in the "Sweat Box" amidst a profusion of cigarettes, pipes, and cigars. A lively, informal program of jokes, stories, and impromptu speeches would be interrupted by musical discords played by such groups as the Prickly Heat Junior Quartet. Usually these uproarious good times in the smoke-filled room did not come to a halt until the janitors turned down the heat in Glatfelter Hall for the night.

At class banquets sophomores and freshmen attained new heights of exuberance. They kept the management of the local hotels in a state of excitement and disturbed the slumbers of the townspeople in the early morning hours. It had become customary for sophomores to haul freshmen into the country in the afternoon, tie them up, take their shoes, and thus make it difficult for them to return for their banquet in the evening. Strategic attempts were often made to avoid this dilemma. Thus, on the night of April 9, 1923, one freshman entered a banquet hotel disguised as a carpenter while another arrived in a laundry basket. Among those who gathered to celebrate the merits of the class of 1929, one group escaped a band of sophomores by climbing over the housetops to reach the Eagle Hotel on Chambersburg Street.

The hazards of these events prompted the class of 1929 to take the initiative to replace the freshman banquet with a Frosh-Soph Hop, which became an annual tradition. This occasion was to provide one of the last great flings of Gettysburg during the twenties, as McKinney's Cotton Pickers provided syncopation for dancing on the night of April 12, 1929, in Eddie Plank Gym, transformed into a courtyard of palms with terraces of flowers.

The mood and tempo of the decade had been captured within the pages of the *Cannon Bawl*, published on campus from 1924 until 1928, when increasing debts forced it out of existence. Under the

leadership of Raymond Baublitz '25, editor, and John Koontz '26, artist, the *Cannon Bawl* first appeared on Father and Son Day, November 15, 1924, and satirized the lowly freshman. The students wanted more. The next issue of the *Cannon Bawl*, published during the weekend of the Junior Prom, sold out under the theme: "On with the bawl, let joy be unrefined."

### From the "Cigar Box"

The coeds received their share of banter in the *Cannon Bawl*. Although women attended classes at Gettysburg and their numbers increased from 23 in 1920 to 80 in 1925, they were still not considered an integral part of campus life. A decision made by the Board of Trustees prohibited the admission of women students after 1926-27 but permitted those enrolled to complete their program. Dormitories were not provided for women, and most organizations on campus had been formed in the interest of men students. The coeds had as their own place a small room near the stairs in the lobby of Glatfelter Hall. It was known as the "Cigar Box," and it offered only enough space to accommodate coats, books, or bag lunches. Taking initiative, the women organized their own activities—a glee club, a YWCA program, a basketball team, and a rifle team. The coed tribunal they established in 1925 originated freshman customs for women and supervised enforcement of such rules as the wearing of black stockings and green arm bands and abstinence from rouge, powder, rolled socks, or fancy garters. Some years later customs for women also entailed carrying dolls and wearing clothing inside-out and backwards. Inspection was conducted by sophomore women at compulsory "line-ups."

In December 1926 the coeds petitioned the faculty that they be allowed to attend the morning services in Brua Chapel. The request was granted, and the women were allowed to sit in the unused balcony, which they cleaned. An editor for the *Gettysburgian* wrote, "The coeds here are slowly but surely coming to the point of their being recognized as one of the many groups on the campus who take part in the development of the future welfare of the college. . . . Their activities on campus are an asset to the progressiveness of Gettysburg College and the girls feel that due credit should be given to them for their efforts." To promote their social life and to gain cohesiveness, the women students took active roles in two early sororities, Beta Lambda, organized in 1916 and later nationalized as Beta Lambda Chapter of Delta Gamma in 1939, and Gamma Phi, founded in 1923 and known by 1937 as Tau Delta Chapter of Chi Omega, the first national women's sorority on campus. The earliest attempt at organizing a





secret society for women at Pennsylvania College had occurred in 1905 with the formation of a local group, Iota Lambda Delta.

The presence of women students had become an important element for consideration in casting the productions of the dramatic club, founded in 1913 and later known as Owl and Nightingale. Sometimes women's roles had to be filled by guests, and on a few occasions all-male casts were used. The first play presented by O. & N., *The Romancers*, by Edmund Rostand, had been staged in the open air on a slight rise west of Brua Chapel during the evening of June 6, 1914. The activities of Owl and Nightingale increased in enthusiasm and momentum under the direction of Dr. Richard Arms, head of the Mathematics Department. His own deep interest in writing, reading, and producing plays was contagious. Under his leadership, from 1922 to 1960, students at Gettysburg acted in a variety of comedies, farces, and mystery plays for the entertainment of classmates and townspeople.

The first musical comedy staged on campus was a performance of *The Only Girl* in 1925. The following year the glee clubs and the orchestra combined with O. & N. to produce *The Red Mill*, by Victor Herbert, in the Majestic Theatre. In 1927 Owl and Nightingale attempted its first Shakespearean production, *The Merchant of Venice*, staged in the newly completed Eddie Plank Gymnasium, where the group now performed because of the limited seating capacity in Brua Chapel. During the early years as a club, O. & N. also took its productions on the road to perform in nearby communities.

### Welcome to the 'Burg!

In 1927 Dr. Frank Kramer, head of the Education Department and assistant to the President, formed a small student group known as Campus Beautiful. As a result of their labors, flowering crab-apple, quince, cherry, and redbud sent forth their blossoms in the springtime. Bright spots of color were provided by tulips, hyacinths, crocuses, and forsythia set against the darker hues of evergreens. Campus Beautiful, supported through the generosity of friends of the College and funds from the administration, functioned as a student project until 1934. During these years the island between the two branches of the Tiber was transformed by Phi Gamma Delta into Stahler Memorial Gardens, a romantic spot for many a young couple who crossed the white stone bridge that spanned the lagoon. Pairs of white swans, Hansel and Gretel and later Romeo and Juliet, provided a touch of grace to this picturesque retreat.

With the increased scheduling of special events, more visitors continued to come to the campus. On November 15,

1924, the first Father and Son Day brought an invasion of over 300 fathers to share in College activities. They attended classes, toured the Battlefield, watched Gettysburg beat St. John's at football, relaxed at fraternity smokers, and dined on Adams County spring chicken at the Eagle Hotel where they were entertained by the Peacock Sere-naders. The success of this event in acquainting parents with the College resulted in the establishment of an annual tradition, as well as the impetus for Mother's Day, begun on May 16, 1925, and planned in similar format. Both events were sponsored by Kappa Phi Kappa, the men's honorary society in education, under the leadership of Dr. Frank Kramer. Their celebration signaled Gettysburg as one of the first colleges in the country to incorporate special days for parents in its program. In 1936 the Mother's Day program included a maypole dance in honor of a May Queen and her court elected by the women students. Staged in the setting of the Memorial Gardens near the present site of Christ Chapel, this lovely occasion became a campus tradition and served as a "moving up" ceremony, for each girl exchanged ribbons to receive the color signifying her rank for the coming year.

The support and encouragement for these occasions came from the College President, Dr. Henry W. A. Hanson, who took office in 1923 and brought to the campus a combination of magnetism and dedication. His warm personal interest in the individual student was focused in a concern for the spiritual and intellectual growth of the young people entrusted to his care. During the 29 years of his presidency, Henry W. A. Hanson infused the campus scene with his own brand of idealism. Certain maxims he stressed became unforgettable to the student body. Among them were the "three nos for a Gettysburg gentleman: no cheating, no drinking, no immorality." He frequently reminded students: "Scratch the skin of a Gettysburg man and underneath you'll find a gentleman."

President Hanson's attention to the needs of freshmen in their adjustment academically and socially to life at Gettysburg College led to the introduction of an orientation program in 1924. As it developed, a required orientation course was introduced in 1925, and in September 1927 the first freshman week was scheduled.

The growing concern with student life on the part of the administration prompted the establishment of the Office of Dean of Men in 1926. The position was held briefly by Dr. Jerome Jackson; the responsibilities of this office were later filled by Dr. Wilbur E. Tilberg, who served the College as dean from 1927-1955. Regarded with warmth and

### Car Occupied—So Dean Walks Home

At the Pan-Hellenic Dance last Friday evening, Dean Tilberg performed an act of charity worthy of commendation. Upon escorting Mrs. Tilberg to their car, the Dean found it already occupied by a couple who seemed to think the rear seat was a very cozy spot. Not wishing to break up the party, the Dean merely tipped his hat, told the couple to remain, and walked home with his wife. A few minutes later he returned and found that the intruders had politely sauntered away and left the car to its rightful owner.

*Gettysburgian*  
October 15, 1931



affection, Dean Tilberg endeared himself to the student body and became informally known as "Wifty."

In an effort to recognize student scholastic achievement Gettysburg College issued its first dean's list in 1930 and continued this practice at the end of each grading period. The Iota Chapter of Phi Beta Kappa, established at the College in 1923, also honored accomplishment in the election of outstanding students as members.

### Coeds Are Back!

By September 1929 student enrollment at Gettysburg College had peaked at 622. A month later the stock market crashed, and the nation was plunged into the worst economic crisis in its history. Bread lines formed on city streets, and unemployment statistics spiraled. The College reached its 100-year mark at the height of the depression. The Centennial, celebrated in 1932, reaffirmed the identity of the institution. In the words of President Henry W. A. Hanson it was "a college founded in simplicity, and inculcated with a moral earnestness of purpose; a college which thinks of and builds, and has for its ideal Christian character." Both the President and the faculty had become involved in student recruitment out of necessity as enrollment had dropped to 532 by 1932 and later reached a low of 480 in 1934. Families had become economically crippled, and it had become increasingly difficult for many of the students to remain in college. One student voiced his concern in the *Gettysburgian*, February 12, 1931: "Again and again money matters have bothered us. . . . On the contrary, the financial depression outside has brought matters close to a crisis. Many of us do not know where to turn next for help."

The same needs were expressed in 1934 in the graduation issue of the *Gettysburgian*:

At present there are many Seniors on the campus who have had to battle to get through and many underclassmen who are now struggling with unfavorable financial situations. Usually such men can be found, compelled by the pinch of necessity, working in grocery stores, digging gardens, taking care of lawns, or working for the college in various capacities. . . . In addition, there are men on campus who are eating but one meal a day, and imperiling their health just for the sake of being able to remain in college.

To insure the survival of campus activities during the depression, the Student Council proposed a plan known as the Student Chest. Beginning in 1931 the College assessed each student \$5 per semester so that funds could be provided from the Student Chest for the *Gettys-*

*burgian*, the *G-Book*, the *Mercury*, YMCA, Owl and Nightingale, the debating club, the music associations, and the Student Council.

The continued strain on the economy brought the College to the realization that the admission of women students would help stabilize the enrollment. Thus, action was authorized by the Board of Trustees at a special meeting on April 4, 1935, to convert the academy buildings into facilities for women. The Gettysburg Academy, popularly known as "Prep," closed its doors in May 1935.

A subject of much debate and controversy, coeducation at Gettysburg College had finally become a reality. The headlines of the *Gettysburgian* blared: "College to Accept Co-Eds." Former editor, Henry W. Snyder '37, wrote two years later:

We got the tip-off on Tuesday night and two of us sat up until 4 o'clock the next morning clearing everything off the desk in order that what we considered "the story of the century" might be run through in good style the next day. Three-column head and full-page streamer were both written at 5 o'clock Wednesday afternoon, and we spent Wednesday evening making up the paper, tense at the thought that suspicions were already creeping out on the campus, and at the same time praying that the Board of Trustees would come through on Thursday morning, for the type had already been set for co-education at Gettysburg.

By September 1935, 55 women were enrolled in a student body of 524. The Board of Trustees specified that the number of women should not exceed 150 during an academic year, a quota that was reached in 1937. Huber Hall, renovated for its new role, echoed with the sound of girlish laughter in the halls, the buzz of dorm meetings, the shrieks and yells from Halloween parties in the attic, or the joyful notes of caroling in the parlor. In 1936, one year later, Stevens Hall was remodeled to accommodate women. Together these two dormitories formed the Women's Division, known informally as "the W.D." The name itself indicated a separateness which was keenly felt by the women themselves until the decrease in the enrollment of men in Gettysburg College during World War II enabled women to take a more assertive role in campus activities. The women formed their own governing body, the Women's Student Government. Housemothers supervised dormitory life and cooperated with a resident Lutheran deaconess, Sister Nora McCombs, in matters concerning residential life. The retirement of Dr. Charles H. Huber, former headmaster of the Academy and head of the Women's Division, resulted in the appointment of a Dean of Women



"Haircut! Haircut!"



in 1941. Elizabeth Connelly held the post briefly; Dean Dorothy Lee was appointed in 1942.

Integration of men and women in the process of creating a truly coeducational institution took place gradually. Reactions to the changes were mixed. There were those who felt that the presence of women provided a good influence for the male student body in the improvement of standards in dress, speech, and behavior. Others noted that the scholastic achievements of Gettysburg's young women forced the men into competition in order to keep pace.

Women students on campus changed the complexion of the social life and precipitated comments from both men and women urging the establishment of a more adequate program of activities and a recreation center for informal mixing, dances, and refreshments. Weidensall Hall, completed in 1922 through funds provided by the Woman's League of Gettysburg College, served partially as a student center operated under the direction of the campus YMCA. Taking charge of the Y and its activities from 1918-1927, Bill Wood, football coach, brought to the program enthusiasm, a magnetic personality, and a rugged Christian faith. Facilities in Weidensall were available for swimming, playing billiards, ping pong, or chess. In the comfortable lounges one could listen to records or read for pleasure. In Weidensall the Y held carnivals and parties and conducted its programs and discussion groups in the lobby, social rooms, conference rooms, or auditorium. In 1935, as coeducation became a reality at Gettysburg, the Y became known as the Student Christian Association and more completely adapted its activities to meet the needs of both men and women.

The transfer of the property of the Academy to College purposes in 1935 included OSOGA Lodge, built overlooking Laurel Lake on Pennsylvania forest land near Pine Grove Furnace. Named for the Old Spirit of Gettysburg Academy, it became known as the College Cabin and offered opportunities to the Y and other campus groups for outdoor recreation and overnight retreats.

A small one-story brick building located on the corner of Washington and Stevens Streets joined the campus scene in September 1939. As the new bookstore (later the Classics Building), it became the student hangout on campus. The *Gettysburgian* described the setting: "Throughout the day members of the campus sit around the six tables sipping coke or relaxing in comfortable green leather window seats, listening to the latest jive numbers played on the electric Wurlitzer to the tune of 'a nickel apiece.'"

Dancing to the strains of a favorite orchestra provided by a victrola had

become a popular leisure time activity for students during the 1920's and 30's. The music of big-name bands with their tantalizing slow, smooth rhythms, touched by the blues, became a fascination through listening to the radio in the thirties. With considerable enthusiasm, and sometimes marked financial strain of treasuries of campus organizations, these bands were brought to Gettysburg for the big weekends. Gettysburgians and their dates moved on the dance floor of Eddie Plank Gym to the throbbing notes of saxophone, trumpet, and trombone, syncopation led by Casa Loma, Sammy Kaye, Al Katz, or Clyde McCoy. Guest orchestras made their appearance on campus for the Junior Prom and the Frosh-Soph Hop, as well as the Military Ball, an annual event since 1921, and the Ivy Ball, begun as a tradition in 1933. By 1939 it became customary to choose a coed from the student body to reign as a queen over these gala occasions, and her formal presentation was one of the highlights of a memorable evening.

### "Whenever Thy Loyal Ones Gather"

Since the first proms at Gettysburg, fraternities set up alcoves known as booths along the side of the dance floor by providing their own furniture and lamps. In these comfortable spots the brothers entertained their dates during intermission or conversed as they "sat out" a dance number. Eventually the Greeks held their own Pan-Hellenic Dance each spring. In 1923 the fraternities scheduled the first migratory dance, thus beginning the custom of moving from one fraternity house to another as couples danced away the evening. The Inter-Fraternity Dance, sponsored initially in 1930 by the 10 national fraternities on campus, took the place of the annual migratory and became the highlight of the fall season.

During the twenties fraternities had gained increasing popularity, and throughout the thirties the Greeks' membership included about two-thirds of the male student body. There were those who felt that fraternities dominated the social life and that fraternity politics played a considerable role in campus elections.

In 1924, after a long struggle for existence, the literary societies decided to close their halls because of waning interest in their programs and the competition offered by fraternities and other extracurricular activities. Fraternity life with its emphasis on brotherhood offered close friendships and a sense of belonging. Membership became even more appealing by the mid-twenties after chapters were permitted to operate fraternity houses that provided room and board. An upsurge of clubs, formed during the twenties, enabled

The social elite are scampering about the campus trying to borrow the new white mess jackets that have already made their appearance on some financially fortunate lads. A great many took advantage of the reasonably priced jacket offered by Lehmyer's with the result that the Ball will, in all probability, resemble a night club waiters' convention.

*Gettysburgian*  
April 19, 1934

The radio is indispensable to the average college student of the present generation. The first thing he does in the morning after getting up is to turn on the radio and the last thing he does before going to bed is to turn it off.

Although he is deprived of its advantages in morning classes and afternoon labs, he listens to its pleasant dance melodies at every opportunity—at noon-time, during vacant class periods, at dinner, and as much of the time after dinner as his extra-curricular activities will permit.

*Gettysburgian*  
April 26, 1934



Gettysburg students to pursue areas related to classroom concerns through membership in such groups as the Chemical Society, Scabbard and Blade, Ministerial Association, Engineering Society, Historical Society, Pre-Legal Union, Kappa Phi Kappa—the education honorary, Beta Beta Beta—the biology honorary, the Blue Crocodiles—the journalism honorary.

Although fraternity rivalries existed, there was a genuine spirit of goodwill and friendliness among the Greeks. Much discussion ensued as to the most desirable method of rushing, and during the twenties and thirties preferences shifted back and forth between closed rushing with its definite rules and the more popular “lead pipe” rushing, a completely open system, with no restrictions. In talking with alumni, fraternity men heard stories of the days when brothers took pledge buttons with them as they rode the train to meet incoming freshmen at Harrisburg and brought these boys back as pledges before they ever arrived on the campus of Pennsylvania College. As the thirties drew to a close, repeated attempts had been made by the administration to eliminate the rough-tough aspect of fraternity hazing, especially the discipline meted out by brothers to pledges by the use of wooden paddles and the rigors of the traditional Battlefield trip, an all-night ordeal for each freshman, left to his own resources to carry out some impossible mission as a rite of passage during Hell Week.

“The days of casual giving and taking of fraternity jewelry, according to the consensus of co-ed opinion, are gone—gone with the days of ‘Joe College’ with his racoon coat and his collegiate, boisterous attitude,” wrote a student in a 1938 issue of the *Gettysburgian*. With the disappearance of “Joe College,” during the years of the Great Depression and the subsequent national recovery, came a new seriousness of purpose and a greater awareness of responsibility to the world beyond the campus. Although the days of delightful pranks seemed to have passed forever from the college scene, there were times when the pressures of the academic year were released by dragging an old automobile up the front steps of Glatfelter in order to block access to classrooms or assembling a Model T in the lobby within.

The constraints imposed by required morning chapel offered the most productive arena for mass mischief, and distractions could be expected by those duty-bound to insure the continuance of the services. Popular disruptive tactics included removing the hymn books, painting the seats with molasses, sprinkling sneezing powder, setting alarm clocks to go off at intervals, showering feathers upon the audience, releasing pigeons into the air, and jamming skunks behind the radiators. Sometimes

Monday morning services were interrupted by the stamping of feet and shouts of “Holiday! Holiday!” in demand of a day off to celebrate a victory on the football field.

A census taken in 1936 showed a variety of religious denominations represented in a student body of 624 with a predominance of 343 Lutherans. Students commenting in 1935 on the attitude of their classmates noted a growing indifference to religion. Religious emphasis centered chiefly around the activities of the Student Christian Association under the direction of the general secretary. Appointed to this post in 1935, in addition to his duties as instructor in philosophy and orientation, the Reverend Donald R. Heiges '31, worked with vigor to develop a program to enhance the religious life on campus. In 1936, Professor Heiges and his wife moved to the former Sigma Chi Lodge, known as Glatfelter Lodge. Centered in the midst of campus activity, he extended warm concern and interest in the total life of students. His efforts resulted in the establishment of the Chaplaincy in 1943, a position which later became a full-time responsibility.

An announcement in the *Gettysburgian* urged men and women interested in the performance of sacred music to attend a meeting in Brua Chapel on October 16, 1935, to form a College choir. By December the choir received rave reviews; the *Gettysburgian* commented:

A matter of incidental interest is the enthusiasm with which the new A Cappella Choir was received. According to the general opinion of both students and professors, this group shows excellent training for the period during which it has been organized. It is undoubtedly the capability of the director which has effected this progress. The type of music being produced is a recommendation for the talent existing in the school, and the ovation granted the choir by the audience is a compliment to the musical talent of the student body.

Patterned in style and repertoire on the famed St. Olaf Choir, this new musical group drew upon the sensitivity and talent of its director, Parker B. Wagnild. From the beginning the choir members responded with loyalty and dedication to “Wags,” who became beloved as friend during his 41 years as director. Churches in neighboring communities began inviting the choir to sing. In 1937 the group made its first concert tour to churches in five nearby cities and appeared in gowns of royal blue and white, provided through funds raised by the Woman’s League of Gettysburg College.

As the decade drew to a close, the pages of the *Gettysburgian* carried an increasing number of editorials and feature articles voicing student concern

“Four F’s and one D, Dean. What do you think is the trouble?”

“Well,” says Dean Tilberg, “I think you are spending too much time on one subject.”

*Gettysburgian*  
February 9, 1939

Announcement: Will the person who faked Bob Stephenson’s call from the Draft Board last Saturday please arrange to meet the aforementioned victim behind the SAE house any dark night next week. Swords or pistols, either ones, will be desirable, and please come accompanied by a capable second.

*Gettysburgian*  
March 13, 1941



with America's possible involvement in war. In the autumn of 1938 many students had gathered in Weidensall Hall for a brief meditation concerning the European crisis. A year later the *Gettysburgian* staff took one of its customary polls in chapel. In response to the major issue, "Should America stay out of war at all costs?" the student body responded with an overwhelming 80% in the affirmative. To the question "Would you refuse to bear arms?" 75% replied in the negative. The questions gained increasing relevance as Americans listened in shocked silence on Sunday, December 7, 1941, to the radio announce-

ment that the Japanese had attacked Pearl Harbor. On December 11 the bold headlines of the *Gettysburgian* declared: "Hanson Pledges Gettysburg to Defense. President Promises College Will Serve When Nation Calls." In urging students to refrain from enlisting immediately, President Henry W. A. Hanson commented: "When the government has formulated its defense program, Gettysburg College will be found in the front ranks of those institutions rendering devoted service to our country. Until that time, it is my conviction that we can render our greatest service by maintaining calm and courage within ourselves."





“It would be difficult to imagine student conditions as being more unfavorable than those confronting the campus during the present semester,” reported President Henry W. A. Hanson to the Board of Trustees at their meeting on December 1, 1942. He explained:

It is to be remembered that there are only sixteen young men on our campus who are not in the draft age. With newspapers and radios constantly pounding away at war news, with the young men standing nervously and eagerly listening to every news item, we can well imagine the confused atmosphere within which the classroom work of the semester is being done. . . .

President Hanson’s remarks referred to the recent lowering of the draft age to 18. As a result many men students enlisted in the reserves during December 1942. They were called to active duty as early as January, although President Hanson felt assured that their draft status would be frozen until the end of the academic year.

On February 11 large headlines of the *Gettysburgian* proclaimed: “Army Calls 81 Today; 28 Monday.” Breakfast at 5:00 a.m. was served in Weidensall Hall by the coeds for reserves who were on their way to Fort Meade, Maryland. Those who remained behind were reminded by the empty seats in chapel of the increasing numbers of their classmates leaving for active duty.

Soon the College picked up a new mood and tempo, for on the morning of March 3, 1943, 280 cadets of the 55th College Training Detachment, Army Aircrew, marched onto campus to begin their academic instruction while obtaining flight training at Boulevard Airport along the Mummasburg Road. In April additional men arrived, bringing the total to about 550. Under contract with the U.S. Government, Gettysburg College provided facilities for these young men through June 1944. To accommodate them, double decker beds were purchased for Old Dorm and McKnight; and women students were moved from Huber Hall into fraternity houses that had become vacant as brothers left for the service. The women chose to be grouped according to their sororities; and they worked together to clean, paint, and furnish the houses to their liking. Those who still lacked living quarters were given rooms in the James Gettys Hotel because Stevens Hall and Aughinbaugh, a College residence for women on Springs Avenue, were filled to capacity. A new cafeteria was installed in Huber; dining room, parlor, and lobby were converted into a mess hall serviced by coed waitresses for the military training detachment. Guards were posted at appropriate locations, and the campus resounded with the rhythm of precision

drilling and the hearty singing of the corps.

Social activities during the war years were tinged with patriotism. The class of 1943 planned the Junior Prom on a national defense theme and began the custom of prohibiting corsages, requiring instead that money be used to purchase defense stamps at the dance. Couples entering Eddie Plank Gym, decorated in red, white, and blue, found that a parachute suspended from the ceiling contained a winning number that entitled the lucky escort to \$5 in defense stamps. Couples were eligible for the “jitterbond” contest and could also compete in jitterbugging to win a large American flag. In 1943 “Victory” became the slogan for the last Pan-Hellenic Dance sponsored by the fraternities during the duration. Informal victrola dances became increasingly popular on weekends as student cars were banned from campus in 1942 because of gasoline rationing.

Students served as air raid wardens on campus and voted for their favorite bomb shelter companion. There were unforgettable occasions like the blackout on the night of the Military Ball and the day comprehensive exams were cancelled for the duration—December 1942. To maintain contact and to cheer the boys far from home, students who remained enrolled corresponded with servicemen as part of the “Keep ‘Em Smiling” campaign to insure former students a letter at least every two weeks. Students lent their energies to efforts on the homefront by knitting sweaters, scarves, and socks, rolling bandages, donating books to the USO, and collecting scrap.

During the winter of 1943 the *Gettysburgian* noted that the girls in the W. D. provided the most unique contribution:

A few weeks ago several of the girls conceived the brilliant idea of contributing to the nation’s war effort by having the unnecessary parts of their beds sawed off and adding the metal to the scrap drive.

In both dorms the girls went to work with a will and soon many of the high beds were converted into low modernized couches. Piled shoulder high with brightly colored pillows and numerous stuffed pandas, dogs, cats and monkeys, the beds are a credit to the typical college room.

By shortening the legs of the bed, removing the head piece, and using the foot piece as the head of the bed, the coeds have achieved an effect of modernization.

The enrollment of men dropped from 497 in 1943 to 100 in 1944. During 1944 and 1945 Gettysburg College experienced the only time in its history when women students on campus exceeded the number of men. As women assumed

## Chapters for a New Generation 1942-1982





Since *The Gettysburgian* is rapidly becoming a "Ladies Home Journal," the time has come to write up the fashions and fads on campus.

At first glance it seems as though the girls have been taking over many of the boys' clothes—slacks being among the first. Nowadays every girl demands at least two pairs of slacks to complete her wardrobe, together with the loudest plaid shirts available. . . .

Then came the fad of wearing boys' jackets—at least two sizes too big. . . .

As for nightwear, many men's pajamas are seen floating around W.D. . . .

The latest fad in the women's world was mentioned in *Life* last week—bow ties! This "new deal" hasn't hit the campus yet, but we're looking for it to pop up any day now. . . .

*Gettysburgian*  
March 4, 1943



more prominent roles in campus organizations, they became more fully integrated in the student body, and the term Women's Division became increasingly less appropriate. Wartime economy and the decrease in total enrollment from 668 in 1943 to 289 in 1944 curtailed College activities and temporarily halted student publications.

The students on campus during the war years experienced a modified social life which often included going with a date to the movies, stopping at Faber's or the drug store for a coke or a soda, or getting together for a game of bridge. Wartime brought with it a new informality in both social events and student attire. Loafers, saddle shoes, bobby socks, and blue jeans became increasingly popular with the college set. Shortages of fabric resulted in styles with straight simple lines and a new emphasis on sportswear.

The enactment of the G.I. Bill of Rights in 1944 brought abrupt and overwhelming change to Gettysburg College that would alter its size and the intimacy of its campus. As early as November 1944 returning veterans, taking advantage of federal funds, applied for admission; in order to accommodate them the College arranged for six periods of entrance during the year. September 1946 arrived with enrollment figures reaching 1,186. The opening of classes was delayed until October 4 while the administration awaited the completion of the housing project that would provide for the overflow of men students. Four army mess halls known as the Barracks were modified to serve as one-story dormitories located on the site of the present College Union. Three additional units situated on the site of Apple Hall were converted into apartments for married G.I.'s and their families. Delays in construction forced the College to house 175 freshman men in Eddie Plank Gym from October to December 1946. One of the students commented on this arrangement in the *Gettysburgian*:

One's first impression on entering may be that it is a haberdashery or the men's department of some large store. This novel, but definitely inconvenient, effect is gained by the large array of G.I. cots which have "T" shaped clothes racks at either end. . . .

Imagine if you can, having six different radios tuned in to six different programs at the same time. It may take quite an imagination to grasp this; however it takes an equally strong constitution to put up with it. . . .

Perhaps the greatest evil . . . is the lack of study space and atmosphere. Since the only facilities for study are a long table extending the length of the gym floor between the two triple rows

of bunks, and a few chairs and since there is definitely no quiet, it may be clearly seen that living under those conditions is a handicap to the student.

The veteran at Gettysburg College lent to the classroom a new maturity and a questioning point of view. Often he demanded that education be practical and that his introduction to college life be free from customs and regulations that his experience made him feel he had outgrown.

### May I Have This Dance?

As College activities were gradually reinvigorated in the return to peace, Weidensall Hall remained the center of student functions and leisure-time pursuits. The College community was startled on the morning of November 23, 1946, by a fire that gutted this building. A structure that had served as an Army Air Force officers' club was procured and reassembled on the site of the present McCreary Life Sciences Building to serve as a temporary recreation center. Weidensall reopened in 1948; in the process of renovation two wings were added to provide more space for student activities.

Over 700 students danced to the smooth, slow rhythms of the TKE combo or jitterbugged to the latest popular hits from the jukebox as "The Thing" took shape in Weidensall on the night of January 11, 1951. "The Thing" was a smashing success, and it was sponsored by the Greeks as a way of enlivening Friday nights. It lent to the auditorium in Weidensall an atmosphere that included candlelight and small round tables for conversation over sandwiches and soft drinks. The *Gettysburgian* reminded the campus community of the real intention behind these weekly happenings: "What most students don't realize is the ultimate goal sought by the committee. That goal is a permanent campus hangout or Student Union which will be open every afternoon and evening throughout the week—a place where students can drop in for a snack, a few dances, or a chat with their friends." Enthusiasm for "The Thing" and the repeated requests by students for a place of their own encouraged the administration to install a snack bar on the ground floor of Weidensall in 1953. It became known as the "Bullet Hole" and remained open in the evenings for refreshments and informal dancing.

Social life on campus revolved largely around the fraternities and their functions. After the brotherhoods on campus resumed active status following the war, the men directed their energies toward planning service projects, house parties, and open-house gatherings. The activities of the fraternities at Gettysburg were coordinated through the efforts of an outstanding interfraternity council



that received several awards of recognition in the 1950's from the National Interfraternity Conference as ranking first among the IFC's in the nation's small colleges. In 1949 the chapters at Gettysburg entered the first campus-wide competition for outside Christmas decorations; this contest became an annual event in which each house vied with the other in originality of theme and elaborateness of design. The special magic of Christmas houseparties filled a weekend that included a formal dance in gala celebration of the season, the traditional concert of the College Choir, a basketball game, and Sunday dinner at the house. Fraternity men and their dates looked forward to the formal dance and the off-campus picnic that made spring houseparty weekend special. A brother who happened to become "pinned" to his girl could anticipate being thrown into the Tiber as the customary initiation to his new status.

The old grads who returned to Gettysburg for Homecoming found that college boys attired in pajamas no longer jammed the streets of town the night before the football game. Instead a parade of floats honored a Homecoming queen and rallied spirit for a victory on the field. Fraternities and other organizations competed for prizes for the most outstanding floats, and pledges often stood guard the night before the parade to protect the entry of their brotherhood from rivals.

### Raise High the Roof Beams

With the increase in enrollment during the postwar years, new services and facilities were implemented to more fully accommodate a larger student body. In 1949 an editorial in the *Gettysburgian* stressed the need for a directory of students to be filed in an accessible place. As a result, a student directory appeared in a loose-leaf notebook kept in the lobby of Weidensall Hall. Later the Student Senate assumed the responsibility of issuing a directory each year. Communication on campus had received a new dimension in 1948 with the opening of the student radio station, WWGC, founded by Leslie Hartman '50, the first station manager. Located on the third floor of the south wing of Breidenbaugh Hall, WWGC broadcast classical and popular music, sports, and news with equipment largely constructed by students. Earlier radio broadcasting on campus had been begun in Glatfelter Hall in 1924 as experimental work conducted by physics students operating with an amateur radio license.

On September 18, 1953, Gettysburgians attended the first worship service in Christ Chapel. Its 140-foot spire reaching skyward reminded the campus community that a dream had finally become a reality, for the marble corner-

stone shipped from King Solomon's quarries had remained in the library entrance for more than a decade before construction began. A genuine friend to students and an understanding counselor, Pastor Edwerth Korte '32, known on campus as "P. K.," began living in the White House with his family in 1952 and served as the first full-time chaplain.

Increased responsibility for student concerns had become the chief role of the Campus Senate, organized in 1942 to supersede the Men's Student Council. Known as the Student Senate by 1953, this revitalized group channeled its efforts and energies toward the adoption of an honor system at Gettysburg College. Earlier attempts had been made by the student body in 1893 and 1916, and considerable discussion ensued during the 1920's; but it had been difficult to maintain an honor system for an extended period of time. The long process of planning and persuasion by the Student Senate that took place amidst the climate of debate on campus culminated in a vote by the student body. The *Gettysburgian* commented: "We believe that in this birth of a plan for an honor system on our campus, we are reaching toward something vitally important—something so basically important that no Gettysburg student can allow it to become lost among the smaller concerns of his life." On the morning of April 23, 1955, the lobby of Glatfelter Hall was jammed with students casting their ballots. Reversing the negative decision that had resulted from an earlier poll, the votes tallied in favor of an honor system, and the senators were faced with the difficulties of its implementation in the fall of 1957.

To achieve greater effectiveness in working with students in all aspects of their life on campus, the Office of Dean of Students was established by the College in 1957 through the initiative of President Willard S. Paul. The new dean, John W. Shainline, was also responsible for coordinating the responsibilities of the student personnel staff. Counseling services, begun to meet the needs of veterans, were extended to all students in 1949 to offer personal, educational, and vocational guidance. In addition to improving student services, President Paul implemented an expanded program for residential life. Plans were made for the construction of new dormitories, a dining hall, and a new infirmary. The completion of Hanson Hall in 1950 and Musselman and Patrick in 1958 allowed an increase in the number of women enrolled. The building of Stine in 1955 and Rice and Apple in 1959 enabled more men to live on campus and permitted the removal of the Barracks still used as student housing. Increased enrollment shifted the size of the student body from 1,180 in 1954 to 1,564 in 1959.

### Collegiate Impressions

There was a time when I wasn't too strong on that sort of thinking [college], but I'm different now—and so is every man on campus who has been to war. . . . [I]t would seem that the men who fought and won the greatest war in history should be mature enough to decide for themselves about such things as attendance at chapel and classes, eating arrangements. . . . With a system of unlimited cuts we might well lose some by the wayside, but the waiting list is long, and there are those among us who will never be students. . . .

Even more necessary are drastic revisions in curriculum and course content. . . . The problem is not one which can be solved overnight nor is it peculiar to Gettysburg. It will require careful analysis of the real worth of every course offered, and the most careful selection of faculty, preferably on the basis of teaching ability rather than degrees held. It will not be easy, but unless the problem is solved many of the veterans who dream in war-blasted places of coming back to college will find they have grasped only the shadow and not the substance of the thing they wanted.

Never before in our history have the colleges had such a crop of mature students to work with, nor such a challenge as the situation presents. . . .

*Gettysburgian*  
May 25, 1946



Brave students conquered their fears and trudged down to the quarry near the "Barracks" in order to try out ice skates. . . . Little Round Top and Big Round Top served the sledder well. Yes, coasting was at its best on the battlefield last weekend. Ingenious coeds, not to be stopped by a lack of equipment, namely sleds, improvised Huber Hall trays to carry them over the hard crust. Picture it for yourself: a cold winter's night, romance in the air, and the happy shrieks of G-Burg coeds gliding gracefully over the frozen surface on their trays!

*Gettysburgian*  
February 8, 1951

#### **Impressions**

Hairy masculinity is running rampant on G-burg's campus. A few stalwart G-burg men have been recently sporting beards, sometimes defiantly, sometimes apologetically. No one seems willing to prognosticate whether these beards are harbingers of a trend, or simply a passing fad to be eventually lapped off by the axe of conformity.

*Gettysburgian*  
February 20, 1958

#### **The Rise of Joe College**

. . . The Pattern. . .

1. A college student is never seen without sneakers, a raincoat, seven or eight notebooks, and a fraternity pin, baggy eyes, and a package of cigarettes.
2. A college student lives on hamburgs [sic], pizzas, beer, coffee, cokes, cigarettes, crackers from the dining hall, and nerves.
3. A college student is always looking for a letter from home (check enclosed please), a "snap" course (there are none, don't waste your time looking), a pin mate, a date for IFC, an excuse to miss class, and time to sack out.
4. A college student can be found at the Bullet Hole, in the freshman girls' dorm, at Ned's, at the movies, or on fraternity rooftops.
5. A college student never has time to write home, read newspapers, practice for fraternity sings, eat breakfast, sleep, or clean his room.

*Gettysburgian*  
October 14, 1959

"Meet you at the SUB!" became a familiar phrase among friends after the opening of the Student Union Building in December 1959. As the center for recreational activities, the SUB housed WWGC, the bookstore, a U.S. post office, the "Bullet Hole," a barber shop, a ballroom, bowling alleys, a swimming pool, a game room, and lounges. The first director of the Student Union, Harold O. Closson, Jr., formed the SUB Board composed of student representatives to coordinate activities and programs to enrich the social life at the "Burg."

The "Fabulous Fifties" had brought with them the popularity of all-campus activities that became annual events. Most memorable were the Water Show, Sigma Chi Derby Day, the Pan Hel/IFC Sing, the Talent Revue in the Majestic Theatre, the WUS (World University Service) Bazaar and Auction, the Powder Puff Bowl Game, and REW (Religious Emphasis Week). The fads of the fifties included Bermuda shorts and knee socks, white bucks and trench coats, the sack dress and the sheath. The fun of the fifties contained lighthearted revelry in water fights and panty raids, cramming with one's friends to fill a phone booth or a car, twirling a hula-hoop, and playing a new Ivy League game known as frisbee.

In 1955 a student writing for the *Gettysburgian* commented: "This campus is hit by a strange disease that bears the name of apathy. It is not that things do not happen here, so that people do not know about them; it is rather that they do not care. . . ." "Maybe we are actually a silent generation," reflected another Gettysburg student two years later. "Are we silent because we're afraid to speak? Or is it simply because we have nothing to say?" By 1960 a student describing an attitude on campus wrote: "If we can distinguish one common characteristic among Gettysburg students, it is that of dissatisfaction. We are dissatisfied with the chapel system, the grading system, the profs, the courses, the intellectual atmosphere, college policy, the college itself, and ourselves."

#### **Confrontation and Commitment**

As the sixties emerged, students at Gettysburg College and colleges throughout the nation began voicing concern about social issues. Their vocabulary took on frequent references to words like "commitment" and "confrontation" in their need to question "The Establishment." Their sense of rebellion against a materialistic society was reflected in the frayed and faded blue jeans worn by both sexes, long hair for men, and the extremes of maxi or mini skirts for women. The ballads of their folksingers and the new rhythms of their rock groups protested the inequality of Blacks and the injustice of the war in Vietnam. The words of their caring blazoned on buttons, bumper stickers,

and posters and were chanted by young people gathered in numbers at sit-ins, love-ins, peace marches, and civil rights demonstrations.

Involvement brought with it demands by college students for their rights and the opportunity to participate in decisions regarding the process of their own education. In his inaugural address on April 28, 1962, President C. Arnold Hanson shared this viewpoint: "Freedom and responsibility. . . I can find no clearer words to bring into sharp focus the perspective from which I view this college than these." These words had also formed part of the theme of his opening address to the student body on September 14, 1961, as he reminded them that "only by being responsible does one learn the process of freedom." Prior to the inauguration of the new president, the *Gettysburgian* commented: "There has been a change, and a welcome one, in the atmosphere of Gettysburg College this year. We see signs of it in a more constructively critical outlook toward ourselves and our college, in a lowering of the barrier between the administration and the student body, in a shift of emphasis from the extra-curricular to the curricular from activities to academics."

To promote communication among faculty, administration, and students, President Hanson held press conferences in cooperation with the Dean of Students and the Student Senate. Attended by campus leaders, these sessions provided opportunity for response to questions and the expression of student opinion. Declaring 1961-62 as the Year of Student Awareness, the Student Senate sponsored a one-day seminar to study various aspects of college life and to discuss student reactions in relationship to the future program of the College. Growing concerns among students included the homogeneity of the student body, the low percentage of Blacks and foreign students enrolled, the drinking policy, the future of fraternities and sororities, the enforcement of the honor system, regulations limiting off-campus room and board for women, the lack of community. Although the Senate seriously considered the question of membership for Gettysburg College in the National Student Association (NSA) as a means of identifying with the student movement, this idea did not receive enough support among the student body.

While student discontent and frustration mounted nationwide by the mid-sixties, the Gettysburg College campus remained relatively quiet. In 1966 President Hanson introduced Liaison, a series of small dinners to encourage the discussion of current campus problems. "Liaison will not only allow communication to bridge the gap between students, faculty and administration," commented the *Gettysburgian*, "but,



more importantly, permit an informal, reasonable ground for students to challenge college policy and, of course, vice versa. Obviously, every student realizes the radical potential involved in being able to challenge on a reasonable basis. Communication and challenge lead to influence." Liaison became the catalyst for open forums in which the student body confronted the President concerning administrative decisions and viewpoints.

The distribution of a memorandum from the Office of the Dean of Students in the spring of 1967 touched off feelings of protest in response to the decision that the men's dormitories must be filled to capacity before permission would be granted for rooming off-campus. Recording the reaction in the *Gettysburgian*, a student wrote:

We can no longer just suggest—we must show an organized front, prepared to act in a united effort. . . . There was a gala water fight in the quad, and numerous food fights in the cafeteria. . . . Whether or not the student protest is valid in this case, it has served to raise the students to the point where they have meetings and talk seriously of organizing student rallies. Great! Some progress just might be accomplished. Student frustration may become vocal.

Students continued to challenge the administration regarding policies and decisions affecting their life at Gettysburg. When discontent surfaced, student opinion sought greater verbal expression in discussion groups, in the pages of student publications, and in bull sessions in dorm rooms.

During the late sixties and early seventies student attitudes toward existing campus traditions brought about a gradual discontinuance of activities that former generations of Gettysburgians had enthusiastically supported as part of their college experience. Enforcement of freshman customs waned even though a revised program was issued in 1967 by the Booster Club, renamed G.A.P.E., Gettysburg Association for Promoting Enthusiasm. An editorial written in 1968 expressed the feeling that times had changed:

While the *Gettysburgian* believes that it is important for freshmen to learn certain facts about the college and to develop a sense of loyalty toward the institution; a more mature method should be used.

It seems to us that the "RAH RAH" atmosphere on college campuses has declined and that students have taken a somewhat more passive attitude toward college spirit.

Shifts in attitudes, increased pressures of the academic year, and the necessary investments of time and funds combined

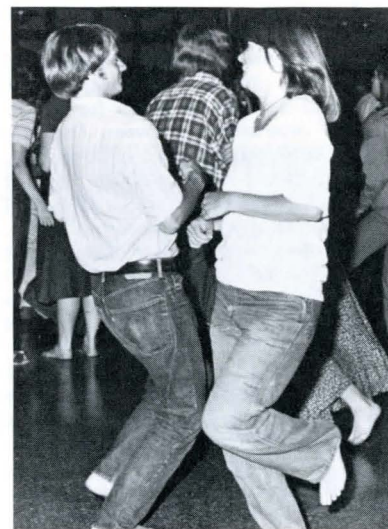
to bring about the gradual fading of proms and balls, the Homecoming parade, the selection of campus queens, and the Christmas decoration contest.

### Do Your Thing!

The new generation of Gettysburgians enjoyed a new informality staged in the spirit of "doing your thing." Together they grouped for folksong fests or blanket concerts in the SUB to listen to the beat of groups like "The Happenings," "The Turtles," "Spirit," "The Vanilla Fudge," or Gettysburg's own outstanding Brandenburg Jazz Ensemble. The rapid changes and unrest of the sixties increased the popularity of nostalgia "trips." Capturing this interest, the SUB Board sponsored "Old Times Nights" in the Bullet Hole to show flicks starring Charlie Chaplin, Fatty Arbuckle, Gloria Swanson, and W. C. Fields. Coeds in "Roaring Twenties" costumes served coffee for five cents and ice cream to students at candle-lit tables. From these events "The Sandbox" was constructed as an evening of live entertainment with a coffeehouse atmosphere. Gettysburg's first "happening" occurred as a Sandbox known as "Freak Out!" in October 1966. The Bullet Hole and the ballroom, transformed by revolving lights, shook with the rhythm of "The Rumors" and the swing of the Holy Lady of Glatfelter Rhythm and Blues Band. The happening also presented folksingers, a jug band, and baton twirlers, and the audience "freaked out" dancing while silhouetting themselves on a giant movie screen.

The appeal of the coffeehouse setting to college students throughout the country had led to the opening of the In during the winter of 1965. Located in the basement of Eddie Plank Gym, it was "the in place" to be on Friday and Saturday nights. Voices mingled with the strum of guitars, and the aroma of coffee pervaded the room filled with tables covered with red and white checkered cloths and lit by candles that dripped on the wine bottles serving as their holders. The small platform and the high stools accommodated performers from the Coffee House Circuit and student and faculty talent in the sharing of folk music, poetry, jazz, the blues, rock, and dramatic readings. Under the management of the Chapel Council, the In retained its identity until 1976, when its operation was taken over by the College Union Board and it acquired a nautical decor and a new name—"The Gangplank."

The In had been part of the Chapel Council's growing program of outreach. One of the most active groups on campus, the Council had officially merged with the Student Christian Association in 1965 and received its impetus from Chaplain John Vannorsdall. Known to student as "J.V.," John





#### Dress Trends at the 'Burg . . .

The ultimate and universal wearing apparel: the sweat shirt. It is this very garment which can be fashionable in any setting, from a cesspool cleaning to a wedding, or both. Its utility is boundless, for it retains heat, seldom if ever needs to be washed, and moreover, words of truly intellectual and spiritual significance can be printed thereupon. Complementing this, although nothing else is truly necessary, can be bathing suits, skin-tight clamdiggers, or torn dungarees. The latter *must* be torn, very old and very dirty to correctly symbolize the essential nature of mankind and his unbreakable ties with the earth. Bare feet, or if there is a frost, leather thongs, complete the picture. . . .

*Gettysburgian*  
March 18, 1966

#### Request for a Moratorium . . .

We, students of Gettysburg College, recognizing the apathy of our institution and ourselves, now are ready to emerge from this stagnant state with definite and directed action.

Our most general purpose is to be heard—with accuracy and serious consideration. We want to reason and to have rational dialogue, but we are convinced that the student body should be delegated a much greater degree of self-determination. We feel that we are responsible and intelligent enough to play a major role in shaping our individual and institutional destinies.

As a first step toward accomplishing these ends we ask for a moratorium of classes covering a period of two days during which time the opportunity will be given for meaningful interaction between the students, the faculty, the administration, and the board of trustees. We feel that the lack of this interaction is one of the major flaws of the present system. It is hoped that his moratorium will foster the self-expression that is so vitally necessary if we are to make Gettysburg College a meaningful institution.

We want Gettysburg College to be relevant. We feel the College should be an academic and social experience which is applicable to the life situations and styles which we will be confronted with upon matriculation.

March 18, 1969

Vannorsdall came to Gettysburg in 1962 and brought to his nine years of service eloquence and an intellectual excitement that were reflected in channeling the energies and concerns of students into constructive action. "The Chapel Council's growing program has brought it into the vanguard of leadership of campus activities," declared a student writing for the *Gettysburgian* in 1967. "Each year the Chapel Council learns new ways to serve the campus, and more and more students are finding participation in the various chapel programs to be one of the most rewarding and exciting parts of their college experience." Together the members published a journal of ideas known as *The Junto* and planned for student involvement in the Fall Lecture Series, the Knoxville Exchange that brought Black students to visit the campus, the Love and Marriage Seminar, the College and Town Tutorial Program, the summer program for the Community Action Agency, the New York City field trip, and the services held in Christ Chapel.

A rented duplex on Stevens Street was opened in 1968 as the Chapel House, and it became the setting for discussion groups that gained a new dimension by being able to utilize facilities for meals and overnights. By 1971 the College acquired its own Conference House on the Mummasburg Road. These homes provided the base for COR, a Community of Risk. In this effective program groups of 10 students met for weekly overnights with a resource person to explore the Christian way of being human and allowed themselves to take the risk of experiencing new dimensions in living and thinking.

The loyalty and commitment of generations of Gettysburgians to singing in the College Choir under the direction of Parker B. Wagnild brought increased achievement and recognition to this group's role as ambassadors of song. Outstanding reviews in newspapers from major cities where the choir performed praised their precision of pitch, the depth of their intonation and resonance, their excellent diction, and the exceptional blending of their voices. Among outstanding engagements were an appearance at the Lutheran World Federation in Helsinki, Finland, in 1963, a 47-day world tour in the summer of 1967, and a performance at the White House during a reception given on December 21, 1969, by President Richard Nixon for his cabinet members and their wives. The choir toured Europe in 1972 and climaxed their trip with an appearance in St. Mark's Basilica in Venice.

The combined enjoyment of singing, acting, and dancing led to the formation in 1961 of an enthusiastic group known as the Premiere Players. Performing through 1964, they devoted their energies to the production of musical

comedies such as *South Pacific*, *Can Can*, and *Kismet*.

With the appointment of Emile O. Schmidt in 1962 as the Director of Theatre Arts, productions at Gettysburg College reached a new level of professionalism. Conveying his own enthusiasm and excitement for the theatre, Mr. Schmidt began developing a strong program that included three major Owl and Nightingale productions each year, a Laboratory Theatre consisting of student-directed one-act plays, and a series of short theatre pieces under the aegis, Otherstage. Owl and Nightingale opened its first season under Mr. Schmidt's direction with *Darkness at Noon*. As the group attracted new talent and gained experience in working together, theatre at Gettysburg brought to the campus outstanding performances such as *The Rivals*, *Caesar and Cleopatra*, *Twelfth Night* in Western Style, *Death of a Salesman*, *Pippin*, and *The Trial*, an experimental approach to Kafka. Productions continue to include a wide variety of plays exposing students to all types of drama, ranging from Elizabethan tragedy and 18th-century comedy of manners to contemporary drama and avant-garde works.

As students on campus began to identify more closely with social and political issues during the sixties, an increasing number of feature articles and editorials reflecting concern appeared in the *Gettysburgian*. Opinions, and sometimes outrage, were focused on the Kennedy assassinations, the race riots in the nation's cities, the death of Martin Luther King, policies of the Great Society, the moonwalk, the Vietnam War. Those students who became actively involved participated in civil rights demonstrations in Washington, D.C., or marched along the streets to the nation's Capitol in the cause of peace.

In 1966 a group of Gettysburgians formed the Ad Hoc Committee of Students to End the War in Vietnam. One of the members explained the feeling of individual commitment toward a shared goal: "All these students do not necessarily hold the same position concerning the war. The views of the members range from complete pacifism to opposition to only bombing and lack of negotiation. Some members are concerned about the growing insensitivity toward war in general. Others protest the political indications of American involvement." The first anti-war demonstration on the campus was an all-day protest directed at a representative of the Dow Chemical Corporation, producer of napalm, during job recruitment interviews held in March 1968. The concerted efforts of the committee were directed toward the presentation of an annual Peace Week and an anti-war moratorium. These events included the erection of peace



sculptures on campus, faculty panel discussions, films, anti-war drama, all-night vigils in the chapel, and silent marches to the Peace Light.

Dissenters from the new left on campus formed a minority within the spectrum of student opinion. This segment of the student body let its viewpoints be known through the publication of several short-lived underground magazines. Among these mimeographed protest sheets, SEED, considered by its editors as a source for growth, contained off-beat short stories, poems, and reflections. *The Acid Express* addressed all "heads" and sought to inform anyone who wanted to explore by experiencing acid, grass, speed, or smack. Making its appearance in September 1968, *Eatsit* claimed to adopt no specific editorial position but stirred up considerable controversy on campus among those who found its articles and cartoons vulgar and offensive and the attacks on the administration bordering on libel. A number of concerned student activists responded by issuing "The Situation," which denounced the methods of change advocated by *Eatsit*. These students committed themselves to effecting change through open dialogue and debate. At a meeting attended by more than 100 students, the Student Senate unanimously endorsed their statement. Declaring itself the original Gettysburg free press, uncensored, *Common Sense* began publication in 1970; its editors described it as "often filled with revolutionary TRASH" and felt that they had "created a vehicle through which individuals can express themselves without fear of repression."

Dissatisfied with certain aspects of life at Gettysburg, a small number of students banded together in 1967 to form Group X in an effort to improve the scene for independents on campus. In a position paper written in 1969, Group X defined itself as "an organization embodying men and women on campus who are disturbed by the lack of social and intellectual excitement at Gettysburg." "We are not interested in playing at revolution," the members stated, "but we are interested in reactivating the college at its heart, in bringing real change to the community." This spirit for the initiation of change prompted Group X to hold the first open meeting to air concerns about Gettysburg College. Known as a "Bitch-In," the session was attended by both students and faculty in the In on March 14, 1969.

### Freedom and Responsibility

By the late sixties students at Gettysburg voiced strong opinions for the option of having more responsibility in decisions concerning the governance of their life on campus. In 1967 the Student Senate began to hold open meetings with the trustees to promote better under-

standing of positions on issues. During these opportunities for confrontation, concerns that surfaced included lack of power of the Student Conduct Board, a drinking policy that prohibited alcohol at campus functions, restrictions on hours and off-campus room and board for women. In 1968 students were given representation with voting privileges on a faculty committee for the first time; this group, known as the Student Affairs Committee, was reorganized as the Student Forum and in 1969 as the Residential Life Commission to include representation among faculty, administration, and students. During the following academic year student representatives became an integral part of the General Education Committee, the Academic Policy and Program Committee, and the January Term Committee.

A small group of students had walked into the faculty meeting on December 5, 1968, and asked to address the group. Denied an audience, they distributed a statement to the faculty at the time of adjournment which included their request:

We, like you, affirm the value of this institution. Again, like you, we are willing to go beyond mere verbal affirmation. We have indeed already done so.

Our presence here today indicates a strong desire to do more. The faculty makes many of the significant decisions which govern our education at Gettysburg . . . the very quality of the educational experience itself. . . .

Currently there is no formalized regular communication between the whole faculty and interested students. In our opinion an information gap exists. The situation indicates the appropriateness and need for change. . . . The most intelligent answer to this problem is regular attendance of interested students at faculty meetings. . . .

We are asking for the chance to take part intelligently in the planning of our education. . . .

In January 1969 by vote of the faculty these monthly meetings were opened to student representatives, and copies of the minutes were made available to the student body.

The late sixties allowed for greater student involvement and freedom in structuring an academic course of study. Underground courses held as informal non-credit seminars were offered during 1967-68. That same year a limited pass-fail option was initiated to encourage students to explore subjects outside their majors. A poll conducted among the student body in February 1968 indicated preference for a 4-1-4 program from among options under faculty review. Students expressed enthusiasm for the opportunity to explore one subject in





*Statement on Vietnam Adopted  
by the Student Senate and  
signed by about 300 Students*

The renewed murdering that is occurring now in Indochina disgusts us. This war casts the black shadow of injustice on the United States and brings death, pain, homelessness and destruction to all.

We choose to respond to your violence with peace, to your indifference with concern, we choose not to add to the waste by destroying or shutting down our college. We choose to follow our conscience and express our thoughts to you via these words: we cannot support our nation's actions. We urge you Mr. Nixon, and all others who support this senselessness to end this reality of immorality now.

*Gettysburgian  
May 5, 1972*



depth during a January term that would also allow an infinite range of possibilities for individual study and incorporate experiences beyond the campus.

As 4-1-4 gained increased support, the curriculum controversy was brought to a close by a faculty vote of approval with the understanding that the new program would be implemented in 1969-70. Included in the planning, a Student January Term Committee worked in cooperation with a faculty committee in visiting departments to discuss ideas for courses.

As the sixties drew to a close, students who felt strongly about the need for increased responsibility accompanied by greater freedom united in protest on March 15, 1969, following a meeting of the Board of Trustees at which the decision was made to extend unlimited hours to senior women rather than to all upperclass women. Gatherings of students for discussion were held throughout the day and culminated in an all-night grievance session in the SUB. Known as the Movement, this thrust for involvement centered around concern for establishing closer communication among students, faculty, administration, and trustees. Students drafted a proposal including the idea of holding a moratorium, and classes were cancelled on April 15 and 16 so that these four groups could meet together for the interchange of ideas.

"We seek, in general, the right to determine, to a much greater degree, our personal and institutional destinies. . .," commented a leader of the Movement. "We believe . . . that we have shown by our active and constructive pursuit of a goal, a new and increased desire to take upon ourselves a much greater burden of responsibility." Another student involved in the Moratorium remarked, "If this is a type of revolution, then it is a revolution against apathy. If the Moratorium fails, and it will only fail through lack of participation, then Gettysburg College will remain in this curiously motionless state for years to come. Any justification for complaints about the atmosphere generated by the College will be gone, and we will have only ourselves to blame."

Careful planning, effective organization, and hard work on the part of student leaders resulted in two days of all-campus meetings and small group discussions that raised issues, tackled problems, and re-evaluated goals related to Gettysburg College and its direction for the future. With a feeling of community, strengthened by the sharing of common concerns, more than 1,300 persons attended the closing session in anticipation of potential change. A student proposal to delegate to a Student Affairs Forum the regulation of matters governing student life was presented at that meeting and

approved by the Board of Trustees in May. A Study and Referral Committee on Moratorium Issues was appointed, and, as a result, changes were made in cafeteria service, women's hours, and the recruitment of Black students. Students were appointed to the long-range planning committee.

## A New Decade

In response to issues raised by student discussion and debate, further changes came later: a revision of the drinking policy that allowed alcohol on campus subject to State regulation, 1970; more open visitation in dormitories, 1970; a collateral dormitory in Apple Hall, 1971; a coed residential living experience fostering a sense of community in Patrick Hall, 1977. A concerned student writing in 1975 about residential life at Gettysburg College expressed the opinion of his peers:

Maturity and responsibility which should be achieved are not gained through unnecessary regulation and restriction, but through responsibility and the right to choose for oneself what course of action should be taken. We are not children, but adults, who have the right both legally, and morally to assume the responsibility and burden of regulating our own living environment.

Conscious of the strength of the student voice that the sixties and seventies brought to the shaping of campus life throughout the nation, a committee of faculty and administration issued a working paper on student rights. The Student Senate reacted with a version written in response; and a committee representing faculty, administration, and students drafted an official document approved in 1973 as "Rights and Responsibilities of Gettysburg College Students."

In its role of negotiation for change, the Student Senate frequently experienced periods during its existence when insufficient student participation and apparent apathy decreased the effectiveness of its role. The Senate president commented in September 1969:

The Student Senate this year faces a very difficult but challenging situation in the fact that it lacks student support . . . while at the same time it has been granted much greater responsibility by the administration and the Board of Trustees. This resulted from the student voice expressed in the Moratorium. . . .

Because of the Moratorium, the student body has gained much respect from leaders of the college community who have indicated a desire to take a role of advisors. In hard fact, we have been given a much greater role in determining the future of both the institution and ourselves. . . .



Picking up the spirit of the Moratorium, the Student Senate opened the new decade by sponsoring and planning as the thrust of its annual Awareness Week, Symposium 70, a conference centered on potential student involvement in the concerns of campus, community, and nation. Over 1,000 Gettysburg students, more than 300 student delegates from other colleges, and 50 noted leaders in education, business, government, and religion met together on campus from March 10-13, 1970, for workshops and keynote speeches. Effectively organized, Symposium 70 offered three days of stimulating discussion and activity. Commenting on the aftermath of the conference, a student editor of the *Gettysburgian* wrote:

Now we are faced with the really important question, where do we go from here?

The success of last year's Moratorium lay in the fact that the student body woke up, united, and became a voice to be reckoned with. The frustration of the Moratorium lay in the fact that just as the student body awoke suddenly, they just as quickly went back to sleep. . . . [W]hen students actively pushed for change, they got it. If the potential of Symposium 70 is to be fully realized, then the spirit that is generated must be carried into the future.

The escalation of the war in Vietnam focused concerns beyond the campus as leaders of the anti-war movement rallied students for participation in an all-day strike held in conjunction with a national moratorium on May 5, 1970. Classes were suspended for two days as students and faculty considered viewpoints on statements and petitions directed toward recent developments in Indochina. Mass meetings in Stine Lake and the Chapel on the day of the strike gathered together those committed to the cause. The names of the war dead were read on the steps of the Chapel. Services commemorated the lives of four students killed during the protest at Kent State University. Those involved formed the long line that moved to the Peace Light and later joined a silent candlelight procession to the National Cemetery.

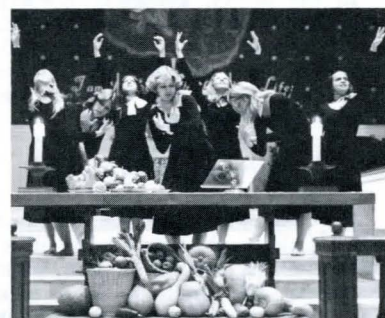
Although there were other marches, the peace movement gradually lost its impetus. "Why is it that nobody cares?" commented a student in 1971. "Because most students have come to the conclusion that little or nothing can be accomplished by a student peace movement. Many students who were involved feel that it is a waste of time. Many of these people now are directing their energies toward the ecology movement." After President Nixon's announcement

that an agreement ending the Vietnam War had been initiated in Paris in January 1973, the *Gettysburgian* observed that "except for a sign extending out of the third floor of Stine Hall proclaiming 'Peace' accompanied by an American flag, there was no visible evidence on the campus that peace really was 'at hand' in Vietnam."

The students of the seventies brought to the campus a commitment to environmental action—the conservation of natural resources, the fight against pollution, and the effective use of energy, food, and land. Gettysburgians commemorated the first national Earth Day on April 22, 1970, with an Environmental Teach-In, a Plant-In, and a campus-wide clean-up. Ecology became the thrust of various groups on campus and the focus of numerous programs. The first special interest living unit at Gettysburg College became known as the Whole Earth House in 1975 and combined residents of East and West Cottages in the mutual goal of exploring areas of ecology, natural foods, and conservation, while developing a sense of community. A revival of objects made from natural materials led to the establishment in 1972 of the Craft Center, located in the basement of Eddie Plank Gym. There students worked in non-credit classes in pottery, batik, macrame, leatherwork, ceramics, silverwork, and candlemaking.

By the mid-seventies interest groups became a trend on campus as a way of pursuing special concerns and personal growth amidst the interchange of ideas with other students. Common interest living units, under student leadership with the help of a faculty advisor, were organized on dormitory floors and in cottages. The Free School, organized and operated by Gettysburg College students from 1970 to 1977, offered opportunities to members of campus or community to pursue the challenge of special interests. Offering unique courses with no formal structure, the Free School provided instruction on topics as varied as guitar, automobile maintenance, and yoga.

Changes within the academic program allowed more freedom for students to pursue subject interests of their choice. By 1970 the concept of the special major was initiated so that a student could choose to design an interdepartmental concentration of courses focused on a particular area of interest. Internships that offered students an opportunity to explore careers in government, business and industry, and various professions became increasingly in demand. Emphasis on independent study and seminars provided the format for intensive investigation of special topics within the curriculum. Initiated in 1974, the Senior Scholars' Seminar has offered selected seniors a problem-solving ap-





#### The Pub's The Place

Where does the returning Gettysburg College alumnus go in order to hoist a few drafts, with the fellow academicians past and present? It is almost certain that he would head straight for the hub of off-campus social interaction and distraction. Wolfe's Pub is the place. . . .

In the dusky, generally low-key atmosphere of the Pub, you can eat, drink, make merry. . . . The Pub remains the primary off-campus gathering place for students on Friday and Saturday nights.

*Gettysburgian*  
February 18, 1977

You just sailed your frisbee across Stine Lake to the guy on the other side, and he missed it. But wait! Someone did catch it, and he's running for the return on all fours—it must be Zoory, local Gettysburg frisbee pro.

Who is this pro? Zoory.

Zoory, a black labrador retriever, and Condor, another black lab are familiar sights on the campus frisbee fields. . . . The two dogs like frisbee better than almost anything else, except each other. They have been known to actually pass up a piece of meat, even to ignore a cat, in favor of playing frisbee.

*Gettysburgian*  
November 18, 1977

proach to issues related to the future of man.

A questioning of values in the mid-seventies led to a concentrated review of the honor system. A campus-wide survey conducted in October 1975 indicated that the majority of the student body favored an honor system; however, the vote taken at a meeting of the faculty indicated a lack of confidence in the operation of the present system. In response, a group of 43 students formed an *ad hoc* committee to enlist support and to communicate their recommitment. As a result, more than 400 students signed a publicized statement endorsing the entire honor code, thereby pledging their own integrity and their willingness to report violators. The faculty responded to the student movement by voting unanimously to retain the present honor system.

As more students chose to remain independent, the number of students pledging fraternities and sororities decreased somewhat during the early seventies. Although the Greek system remained strong at Gettysburg College, campus life and leadership in organizations became less dependent upon the influence of the Greeks, and membership in a fraternity or sorority became less vital as a prerequisite for social success.

To create a sense of awareness to Black students on campus and to establish a more favorable climate for their personal adjustment and academic achievement, a group of students formed the Black Student Union in 1972. This organization became a channel of communication to the administration, a link with the Black community in Gettysburg, and a sponsor of an annual Black Arts Festival.

Committed to ending discrimination against women on campus, the Group for the Reeducation of Women (GROW) organized in 1973. The thrust of their efforts has centered on the need for increased enrollment of women, off-campus living and dining privileges, and efforts to promote the hiring of women for faculty and administrative positions.

During the seventies students identifying with national concerns participated in joggathons, walkathons, and dance marathons to raise funds for causes of groups such as CROP, Project Concern, the American Cancer Society, and Adams County Day Care Center. Jogging, running, and playing frisbee became popular on campus as physical

fitness activities and recreational sports.

#### From a Window on the Campus

As Gettysburg College enters the eighties and commemorates the 150th year of its existence, changing student life charts an institutional history shaped by her sons and daughters in the style and tempo of the time they sojourn within her walls. The students that opened the gate in the white picket fence that defined the perimeters of Pennsylvania College to attend the first day of classes on November 7, 1832, would be astonished to know that their modern counterparts comprise an enrollment numbering more than 1,850. Many of the early graduates came from Pennsylvania and Maryland. Today's students arrive on campus from the entire mid-Atlantic and New England regions as well as from other states and foreign countries. Unlike the predominantly Lutheran student body oriented to enter primarily the ministry, medicine, or education that characterized the College for generations, students on campus today represent a wide range of religious denominations and career interests. They attend classes taught by a faculty of 137 on a campus that has expanded to include 200 acres and 44 buildings. Under the leadership of President Charles E. Glassick, since 1977, the College has recommitted itself to a tradition of excellence. With a sense of enthusiasm in an atmosphere of informality, the present administration has stressed student involvement in the continuing growth and development of Gettysburg College.

From the windows in the study bays of Musselman Library, the newest building on campus, the student of the eighties experiences the present confronting the past in a magnificent view of Pennsylvania Hall, the oldest building, which once housed the total life of students. Although debate no longer echoes from the Forum on its portico and the years have lost the sound of heels tapping on the steps, keeping time with mandolins in the moonlight, each generation of Gettysburgians inherits the past and brings its own contribution to a heritage begun in 1832. Each student who has entered and become a signer of last name, first name, and middle initial and receiver of bed, desk, chair, and dream has played his or her own part in the history of this place known as Gettysburg.







# Gettysburg

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