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by

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To

William A. Schnader
October 5, 1886—March 18, 1968

Graduate of the College in 1908
Trustee of the College 1926–68
Chairman of the Board 1955–66
Chancellor of the College 1966–68

With deep appreciation of
his long years of service to his
Alma Mater as a loyal alumnus, an able administrator and
a devoted friend.
FOREWORD

THIS is the story of two early American colleges which became one, and combined in their union some of the most significant educational philosophies of the western world.

It is a story of ideas and men—the really great ideas which made the liberal arts college distinctively characteristic on the American scene, as unique as the New England town meeting or the clipper ship; and truly outstanding men who were serious scholars, inspiring teachers, and universal humanists in their interests and attainments.

It is a story of constant change from 1787 to the present, as new challenges and new problems brought new methods and new experiments and new opportunities. But it is also a record of consistent confidence in an ideal, for from the very first year of its founding, nothing was permitted to divert this College from constant emphasis on the fundamental philosophies which had brought it into being.
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No period in American history offered a brighter opportunity for testing the value of exciting new ideas than the first years of American Independence. Hopes and plans which up to this time had been only dreams in the minds of a few individuals seemed all of a sudden to have become a vital part of the life of the new nation in the 1780’s. The idea of a government established by a compact with the governed; the idea of freedom from state control of the church; the idea of men being born free, which led to rapid abolition of slavery in many states; the federal idea of the dual sovereignty of state and national government—all these were being put into practice as though there had never been any doubt as to their validity. It was an age of stimulating optimism, with the assurance that support could readily be found for ideas which characterized the new liberalism and humanitarianism of the revolutionary generation.

Interest in higher education was almost as challenging as interest in new philosophies of government. There were only
nine colleges at the time of the Revolution, but the number had more than doubled by the time Washington was inaugurated as President. When four graduates of German universities conceived the idea of founding a distinctive type of college in Pennsylvania in the 1780's they were probably not aware that their plan would add a new and significant contribution to the future of higher education in America. Although these four Reformed and Lutheran clergymen from Philadelphia and Lancaster were pioneers in planning to provide educational facilities for a large area of central Pennsylvania which had hitherto been barren of such opportunity, it was not simply the establishment of another American college which was to be the most important result of their idea. It was not too unusual that they planned to provide an educated ministry for their denominations, for every colonial college but one was a sectarian college designed for the same purpose. It was not too distinctive that they planned to provide a program in the liberal arts, for this had been the only program of study considered necessary for the education of gentlemen, ministers, statesmen or the idle rich.

It was distinctive that the institution which became Franklin College in 1787 was to be the first American college to inherit the new and exciting liberalism which had arisen on the European continent in the German universities.

American colleges up to this time had usually been patterned after the British universities of Oxford or Cambridge, but the years of the Eighteenth Century were years of stagnation and degeneration in these ancient centers of learning, and it was to be another century before they would again assume a place of academic leadership. Edward Gibbon referred to Oxford as "steep'd in port and prejudice"; Adam Smith said that for many years the professors there had given up even the pretense of teaching, and Lord Chesterfield said
he would never send his son to Oxford because he had been there himself.

But on the Continent, in a few German universities, a new and exciting ferment was developing, and the men who left these halls had a zealous, almost a crusading desire to spread the seeds of a new interpretation of what a liberal education really ought to mean. The four clergymen who had come from the Universities of Halle and Heidelberg had a concept of education which many present day institutions are just beginning to achieve. The purpose of learning was to develop the ability to distinguish between what was true and what was false, and no bounds were ever to be permitted on the investigation. Students must be taught to search out the answers for themselves, through inquiry and independent experimentation, even at the risk of exploring unconventional or unpopular areas. This excitement over the independent search for truth, learned from the first great liberal scholars of the European continent, formed the academic background of the original founders of the college.

The college which was conceived by the idea of the four founders—two Lutheran and two Reformed clergymen—was to be named in honor of Benjamin Franklin. The circumstances of its origin were in perfect accord with one of the old philosopher's favorite theories—that if you gather a few wise and intelligent men together, in a junta, a committee, an association or a seminar, something worthwhile will emerge from the meeting of minds. Franklin had seen it work many times, to result in a library, a fire insurance plan, a medical association or a philosophical society. The names of the four men who planned to found a college dedicated to liberal education are no longer as significant as the names of those who followed later, and who developed and carried out their ideals, but these four men—Henry Ernst Muhlenberg and
William Hendel of Lancaster, and Heinrich Helmuth and Caspar Weiberg of Philadelphia—deserve the credit for introducing an idea to America which was to last as long and grow as permanent as the constitution which was being planned in Pennsylvania during the same year by another group of wise and farsighted men who also conceived a new idea.

The idea of a new college for Pennsylvania found ready support from some of the same statesmen who were deeply concerned during this summer of 1787 with their own search for a new truth—how to combine the sovereignty of thirteen states with the sovereignty of a central government. Ten Philadelphians, headed by Thomas McKean, later Chief Justice and Governor of Pennsylvania, and including General Peter Muhlenberg and Dr. Benjamin Rush, presented a petition to the legislature for a charter and a donation of public land on December 11, 1786. The petition emphasized "the necessity of diffusing knowledge through every part of the state, in order to preserve our present republican system of government, as well as to promote those improvements in the arts and sciences which alone render nations respectable, great and happy." The proposed plan for the college indicated concern for a goal which combined the practical with the academic, for it advocated not only the classic college curriculum, but "the study of all branches of literature as will tend to make good men and useful citizens." The search for wisdom, the development of character, and the responsibility of citizenship were the fundamental objectives which the original founders planned to achieve.

The proposal to establish the college in Lancaster had many advantages. Lancaster was in the center of the numerous Lutheran and Reformed church groups which as yet had no institution in this country to prepare their ministers for their work with the large German population of southeastern Penn-
sylvania. The busy and prosperous inland city was on the main route to the newly opened west, and it had seen the sequence of the passing frontier, from an Indian trading post to a border village and a commercial town. Here the long rifles and sturdy Conestoga wagons were supplied for western emigrants; here uniforms and accoutrements and cannon and flour were supplied for Washington's army; and here English, Scotch-Irish, Welsh, French and German settlers had formed an important colonial community noted for its craftsmen, its commerce, and its bountiful agricultural produce. Within a few years the city was to become the capital of Pennsylvania.

The founding of Franklin College was not due to the impulse or the philanthropy of any one man—it was a cooperative effort, representing many interests. In Philadelphia, a distinguished group of state and national leaders gave immediate help to the plan. The list of first contributors was headed by a generous gift of two hundred pounds from Benjamin Franklin, then President of the Executive Council of Pennsylvania, and the world's most famous philosopher-scientist. The new college was appropriately named in his honor. In Lancaster, borough officials and leading citizens held elaborate ceremonies on June 5th and 6th, 1787, as a long procession of carriages brought prominent guests from Philadelphia to inaugurate the new venture. Every organized religious denomination in the county participated in the ceremonies, for although the college was founded in the interest of the Lutheran and Reformed sects, it was never sectarian. With such joint support from statesmen, the community and the church, it is not surprising that within four months from the granting of the charter of Franklin College, classes began in an old stone building known as the Brew House on July 18th, 1787.

Rarely had any of the previous twelve colonial colleges
been launched under such auspicious circumstances. In addition to widespread interest and enthusiasm from many parts of the state, Franklin College was fortunate enough to begin at once with an unusually distinguished faculty, and with this faculty began a succession of generations which transmitted the exciting tradition of inquiry which had come from the liberal German universities, for Henry Ernst Muhlenberg, Franklin College’s first president, had been educated at Halle, and Vice-President Hendel had come from Heidelberg. Frederick Melsheimer, Professor of Latin, Greek and German was also America’s first and foremost entomologist, and had been educated at the University of Helmstadt. William Reichenbach, who taught mathematics, had been educated in France and was an accomplished Latin scholar. Muhlenberg’s intellectual qualifications were as varied and as significant as those of Benjamin Franklin. Ordained in the ministry at seventeen, he was America’s first outstanding botanist, a chemist, a linguist, and author of many writings on theology, moral science and ethics. Dr. Benjamin Rush did not exaggerate when he wrote at the time of the dedication of the college: “A cluster of more learned or better qualified masters have not met in any university.”

All of the ingredients for one of the finest liberal educations in the new country seemed to be combined at Franklin College, except one—money. The college began with an enrollment of both young men and young women, in a German and an English Department, but it had years of difficulty and uncertainty ahead. Philadelphia sponsors had been quick to support the inauguration of a project that seemed important to the population of southeastern Pennsylvania, particularly during the year in which the proposal for a Federal government was going to be debated vigorously throughout the land; but within a year or two they left the college largely to
its own meager resources, and many of the original pledges remained unpaid. There was a tuition fee of four pounds for the complete course of study, but by the end of the first year there was still not enough to pay the professors. The original expectation that the large German population of the area would wish to secure college education proved to be wrong, for the student enrollment was drawn almost entirely from the English-speaking residents of the city. The college which had blossomed into existence so quickly and with so much enthusiasm had begun to wilt away dangerously by the end of the first few years. It was the first of many later lessons in college economics, that high hopes, hasty promises and student tuition are not enough to meet the cost of a quality education.

Franklin College wilted but did not wither away. The Pennsylvania Legislature had donated 10,000 acres of public land in northern Pennsylvania, and a brick building in Lancaster which had been used as a government warehouse. The gift of public land caused innumerable problems from squatters and tax and survey complications, and the trustees finally sold the land to maintain the college. President Muhlenberg continued for many years in charge of the small institution, but the tiny faculty soon found itself forced to supplement its teaching with private tutoring or church work. The college continued in existence, but with various changes in curriculum and with waning support from the churches which had originally encouraged it. Only the continued faith of the local trustees and the zeal of the faculty kept the struggling institution alive.

Like other colonial colleges, Franklin College had noble ideals and great hopes; but early American colleges were really classical academies, with very small student enrollment, rarely more than one building and only a few professors.
Unlike the state-sponsored European universities which they attempted to imitate, they mushroomed into being without royal authorization to grant degrees, or without royal charters guaranteeing their status. They gave examinations and issued various types of certificates, and later granted degrees which became recognized only through tradition. The fathers of the Reformed Church in Holland rebuked appeals for financial help with the convenient excuse that since the college had been chartered by the state and had been given public lands, there was no reason why the state should not continue to support it. The church denominations which had cooperated so publicly in the dedication of the college engaged in constant disputes about using the college primarily for theological training, but could not agree and eventually established separate theological seminaries. Despite the lack of funds and failure to collect tuition bills, it was always the hope of President Muhlenberg that tuition could be provided without charge.

By the 1830’s a changing faculty was dividing its services between the college and various academies and classical institutions. A Lancaster County Academy had been established with some of the college trustees on its board but its existence was precarious, and in 1839 Franklin College took over the Academy building at Orange and Lime streets, which provided more adequate facilities. Despite the dis-couraging absence of financial support, there was enough faith and confidence among the faculty and the trustees to enable them to cling courageously to the ideal of a college which would continue to offer an opportunity for the search for truth; and, by some sort of miracle, Franklin College continued its uncertain existence.
About the same time, in the early Nineteenth Century, another significant movement was taking place in Germany which was to have a profound effect on Franklin College. As the scholars who had come from Halle in the previous century were influenced by the excitement of the search for truth, there was now developing a search for freedom. A new kind of liberalism grew into ferment in Germany, as a reaction to the wave of repressive absolutism which followed the Napoleonic wars. Profound changes had taken place in European intellectual life. Rationalism, with its Age of Reason, had swept away much of the religious pietism of the Eighteenth Century. Depression and disillusionment followed the Continental wars; Schopenhauer produced a pessimistic philosophy, and faith in the inherent value of the individual had weakened everywhere. But in some small groups, the spark of optimism still glowed warmly, and faith in the importance of individual freedom rose in some of the universities. Despite the suppression of liberal ideas and the attempts to impose
political censorship on controversial discussions, students and faculty members in various institutions demanded the right of freedom of discussion and the opportunity to experiment with new ideas. By a fortunate chance, one of the most brilliant of the young scholars of Europe had become tremendously stimulated by the new philosophy emerging at Heidelberg, and was soon to become associated with liberal education in America. Frederick Augustus Rauch was an exceptionally able young student who had received his doctorate summa cum laude at the age of twenty-one, and was a Professor of Philosophy at Heidelberg at the age of twenty-five. However, his sympathies with the student revolt against the suppression of free thought in the universities of Germany led to threats of imprisonment for him, and in 1831 he left Germany as a refugee.

And so there came to Pennsylvania one of Europe’s most dedicated scholars, an exponent of an idealistic philosophy and an enthusiastic proponent of intellectual freedom and liberal thought. Within a few years, he became the first president of a tiny college in Mercersburg, Pennsylvania, which began with one other professor and eighteen students, as an outgrowth of a church academy which had originated in York, Pennsylvania, under the sponsorship of the Reformed Church. This new college was named for another famous American, Chief Justice John Marshall, in 1835, the year of his death. While he may have known of the plan to use his name, he had no direct connection with the institution.

Marshall College came into being with substantial support from the church and with continued endeavors by its trustees to provide the necessary funds. A grant of $12,000 from the legislature provided initial support, and from the beginning, it demonstrated all of the traditional attributes of the small American college of the Nineteenth Century.
Literary societies, with their own buildings, Greek mottoes and secret rituals, became active centers of social and literary rivalry; compulsory chapel, student publications and student pranks were a regular part of college life. A broader curriculum came into use; the grading system used by Yale University was adopted, and the regulations of Princeton governed the student body. The Mercersburg institution included not only the college, but a theological seminary and a preparatory school.

However, it was the men at Marshall College that made it a center of scholarly excitement. President Rauch, young enough himself to inspire his students with youthful intellectual enthusiasm, was a brilliant lecturer, a fountain of knowledge on the new German philosophers, and an intimate friend and associate of his students. He felt a challenge to bring the latest discoveries of European "mental and moral philosophy" to the New World, and his book on "Psychology," published in 1840, was the first scholarly textbook in this field. But Rauch did not have a strong constitution, and only a year after the publication of his book, almost as if his mission in American education had been accomplished, he died in 1841 at the age of 34. His few years at Marshall College established a standard of intense dedication to the process of enlightening the minds of young men which became a demanding pattern for those who had worked with him and those who followed him.

A year before Rauch's death, he was joined at Marshall College by John W. Nevin, another young theologian, of Scotch-Irish ancestry, who had enrolled at Union College at the age of fourteen, and entered the Theological Seminary at Princeton at the age of twenty. A year after he came to Mercersburg, he was named successor to President Rauch as President of Marshall College, and a new and significant
era began which was to last for many years. Nevin brought not only an Anglo-Saxon philosophy, but a live and active dedication to participation in the immediate and practical problems of a growing America. In this age of humanitarian and social reforms, Nevin became a sincere and vigorous crusader, giving added vitality to his stimulating lectures on philosophy, theology and Oriental studies. Nevin was to guide Marshall College through its remaining years at Mercersburg, and to return, at the age of sixty-three, to lead Franklin and Marshall College in Lancaster through the critical years immediately following the Civil War.

There was yet a third young scholar at old Marshall College who was to move on to become known as the foremost church historian of the Nineteenth Century. In 1844, a twenty-five year old German student who had received his training at Halle and Berlin came to Marshall College, recommended by some of Germany's most prominent theologians. The coming of Dr. Philip Schaff was an event of considerable international significance, for the seminary had first invited the foremost preacher of Germany, Dr. Krummacher, to the little college and seminary in tiny Mercersburg, but the King of Prussia refused to let him leave Germany. Not to be outdone in their quest for excellence, the synod asked the foremost theologians of Germany for their opinion as to the most qualified alternate, and the young Berlin professor who was already known as an author and historian was recommended. His arrival in Mercersburg produced an almost royal reception, and his inaugural address, which dealt with the evolutionary theory and the developmental philosophy of church history, was so far ahead of its time that he was tried for heresy by a church synod. Within a few years, Schaff's ideas brought about study and discussion which changed the whole interpretation of church history, and his later volumes on
the "History of the Christian Church" became a permanent standard reference in the field.

With these three young, brilliant professors, Marshall College had, through its seventeen years, a unique combination of English, German and American philosophy in its faculty, and distinguished scholars in three significant fields of learning—Theology, philosophy and history. It was a fortunate coincidence that men like Muhlenberg, Rauch, Nevin and Schaff had brought to two Pennsylvania colleges some of the most exciting ideas which were changing the western world. Titles of courses may have remained the same, but the lectures of men like Rauch and Schaff introduced students to stimulating examination of new concepts—the developmental theory of history, the Mercersburg theology, the science of psychology, the search for truth through discussion and inquiry, and, above all, the abandonment of the traditional idea that denominational colleges were solely to provide an educated ministry or to provide practical knowledge of useful subjects. These concepts aimed primarily to cultivate the whole man, in both the head and the heart, and to teach that with free will and freedom to explore every field of knowledge man is bound to develop understanding and love of truth. For the next half century, the influence of these men and their students made the college which resulted from the union of old Franklin and new Marshall one of the most dedicated centers of liberal philosophy.
Old Franklin College and lively Marshall College were united in Lancaster in 1853 as Franklin and Marshall College, after much discussion among trustees and Reformed and Lutheran church organizations about the location and church affiliation of the new College. Various communities in Pennsylvania and Maryland offered financial inducements to bring the College to their locations, but a contribution of $25,000 by the community of Lancaster, and the importance of the growing city in commerce and industry and professions made it a desirable location. On June 7, 1853, with future President of the United States James Buchanan as President of the new Board of Trustees, formal opening ceremonies of the College were held in Fulton Hall.

Although the name of the College was new the ideals and objectives had been firmly established. The motto of the College—*Lux et Lex*—Light and Law, symbolized beliefs which had emerged more than a century before in the great universities of Europe—the light of knowledge, which ex-
explored new corners in the search for truth, and the rule of law, which meant understanding the responsibility of the individual for an orderly society. Freedom with responsibility, and liberty with order, had already been deeply ingrained in the character of the united College, and were to continue for many generations as a conscious heritage, as some of the students from these early days later became members of the faculty, and carried on the challenging ideas of their great teachers.

With the construction of an impressive building, later to become well-known as “Old Main” on a hill west of the town, and the subsequent erection of two Literary Society halls, Franklin and Marshall College began its career with most of the Marshall College faculty and a new president, Dr. E. V. Gerhart, since Dr. Nevin had declined the new post.

Again, as in 1787, there was much optimism and there were many unexpected problems. Most of the students of Marshall College accompanied the institution to Lancaster, but the community expected more—there were only fifty-three, and the College expected a larger enrollment from the Lancaster community, which did not materialize. The decision to leave Mercersburg was not popular with some of the friends of old Marshall, and some support was diverted to a successor institution known as Mercersburg College. Within a few years, the Civil War was to disrupt the work of the College, and bring about tremendous changes in the American scene. Students found more temptations for student pranks in the atmosphere of a larger commercial town, and even a slightly larger faculty created occasional problems for the president. As always, there was not enough money. The buildings cost more than the contractor’s estimate; the community had trouble in raising its promised $25,000, and President Gerhart noted sadly in his diary in 1858 that for the past three months
he had been going on foot from house to house to collect money, often travelling at night with a lantern.

Emanuel Gerhart was admirably equipped to combine the distinctive liberal traditions which had characterized the original colleges with an awareness of a changing society and the new challenges to education. He was a Marshall College student with an intense appreciation of the exciting experience of intellectual exploration which he had discovered under Rauch, and a deep sense of loyalty to an institution which had opened a new and full life to him. He had been President of Heidelberg College in Ohio before being called to Franklin and Marshall College and knew exactly why he welcomed the opportunity to carry on his future work with the College that had evolved from old Marshall. He was deeply aware of what his liberal education had meant when he wrote: "Whatever I am, intellectually, morally or spiritually, I owe, next to my parents, to this institution." It was this sense of the continuity of intellectual comradeship with the great teachers who had opened a new world of knowledge to him that produced a spirit of dedication to an academic ideal which in future years was to be the goal of many other institutions.

It was significant that the establishment of Franklin and Marshall College in Lancaster brought about the first organization of an Alumni Association, most of the members of which were Marshall College graduates who shared much of Dr. Gerhart’s appreciation for the value of their stimulating educational experience. But President Gerhart was not only maintaining the liberal tradition of the past years but preparing for the changing educational world of an America in transition. The years that followed the Civil War brought about great changes in the American college. Industrial progress and post-war prosperity in the North, and the rail-
road era and westward expansion brought new significance to higher education. Land grant colleges and philanthropic sponsorship of new institutions opened new fields for scientific and professional training. The influence of Darwin brought new interest in science. The elective curriculum system, research programs, and graduate degrees became a part of American academic life, while fraternities and clubs, dormitories and athletic competition began to change campus life. In his first year, Dr. Gerhart conferred with administrators at Brown, Harvard, Yale and Dartmouth, to discuss the new role of the American college. Despite the war years which depleted the student body, he laid the groundwork for the reorganization of the faculty and the Board of Trustees which followed the resignation of President Buchanan from the board in 1865, and the re-appointment of John W. Nevin as President of the College in 1866.

The need for change was apparent in various areas. There were no living accommodations for students, who found lodgings in local boarding houses or taverns. There were almost as many trustees as there were students. In 1865, only $208 was received from tuition, although the College was finally out of debt, partly from the sale of Mercersburg real estate and from the sale of perpetual scholarships, a money-raising plan which later proved to have been unwise. Not the least of President Gerhart’s administrative problems had been the eccentric and controversial Professor Adolphus Koeppen, described by a colleague as “the most peculiar person that ever occupied the chair of a college professor.” Koeppen, a native of Denmark, protegé of the King of Greece, widely known author and lecturer in Europe and America, taught German literature and history with deep enthusiasm for his subject and open contempt for discipline, regulations or conventions. His stormy and temperamental outbreaks,
his alarming habit of tramping through the town and countryside clad in native Greek costume and buoyantly singing Greek songs, and his general irresponsibility to the most elementary routines of College life finally led in 1861, to his dismissal, which was accompanied by a disorderly and tempestuous student demonstration at the Commencement exercises. President Gerhart's diaries had frequent references to his distress over complications caused by Koeppen's behavior, but in later years the memories of Koeppen's eccentricities became a treasured legend. Although professors as unconventional as Koeppen were rare, college presidents were becoming increasingly involved in the administrative problems of faculty personnel, student supervision, fund-raising and trustee cooperation, and still continuing to teach full schedules.
The ten years of the administration of John Williamson Nevin, from 1866 to 1876, began to set the pattern which was to become characteristic of the College in ensuing years. Concern about the conditions of student life led to immediate plans for a dormitory building on the campus, and in 1871, Harbaugh Hall was erected, to house forty students and provide eating facilities for one hundred. It was the beginning of student social life on the campus, and a more intimate student-faculty relationship, for Harbaugh Hall became a campus center for meetings, discussions, pranks and plots to be remembered for many years by the generation of students who lived there. In 1872, an Academy building, known as East Hall, was built to house the preparatory school which was a necessary adjunct to most American colleges in the Nineteenth Century. By 1874, the small bare room in Old Main which had served as a chapel was enlarged by an addition to the building which provided not only a dignified place for chapel services, but facilities for Commencement exercises.
These were physical changes on the campus, to be followed later by an astronomical observatory secured through the efforts of a mathematics professor who had come from Yale, and the start of a gymnasium in 1890, which had been proposed by President Gerhart as early as 1862. There were administrative and academic changes as well during these years. The traditional classical program of pre-war days was not abandoned, but supplemented by courses in physics and astronomy, anatomy, physiology, and chemistry. There was constant experimentation with better approaches to the process of learning, and many so-called modern innovations, such as oral examinations, departmental honors awards, and sophomore and senior comprehensive examinations had all been in use before the 1890's. About the same time a perennial proposal came up frequently and was as frequently turned down—the recommendations that all marks and grading systems be abolished.

The Nevin administration established a distinct character for the new Franklin and Marshall College, just as Muhlenberg had influenced old Franklin College, and as Rauch had molded old Marshall College. Nevin had intense optimism and confidence in the future, and his concern about the need for additional buildings, increase of the endowment through gifts and bequests, reorganization of the Board of Trustees and continued evaluation of the curriculum can be called the beginning of long-range planning for the College. More than anything else, his determined conviction that liberal education must be an end in itself established an academic philosophy which permeated every aspect of the life of the College from his time to the present, and became the College's primary objective. In the beginning of an age where education was increasingly being looked upon as a form of practical training for a particular profession or occupation, Nevin con-
sistently maintained that while new courses in new fields like technology, science and business were bound to become part of the college of the future, liberal education for its own sake, and for the development of the human personality, must always be the sole reigning objective of the College; vocational studies or narrow specialization must always be secondary. This was to be the distinctive standard of Franklin and Marshall College, as Nevin saw it, and the College did not want students who were unaware of its purpose. Studies and courses in new fields were bound to be introduced in a changing society, but according to Nevin they should always be secondary in importance to the process of training the individual mind to be free of bondage to external objectives, and devoted to enlarging the mind in its own sphere, for its own perfection. It was too much to expect that this could be accomplished by every student—but it was essential that for the select few who could secure the opportunity to think courageously and independently for themselves, the benefits of a truly liberal education should be available. Nevin’s tremendous influence on the entire institution and all those connected with it made it entirely appropriate that the College should acquire the symbolic label of “Nevonia” in later generations.

With the departure of Nevin in 1876 after his resignation, administration of the College passed to Thomas G. Apple, who, like his predecessors, Rauch and Nevin, was also a professor in the Theological Seminary, which had moved to Lancaster from Mercersburg in 1871. It occupied two rooms in Old Main building for classes, and two houses were built on the campus for Seminary professors. In Apple’s administration, in 1887, the one hundredth anniversary of the Lancaster college, established in 1787, was observed with elaborate ceremonies, attended by representatives of many of the
nation's oldest colleges and universities, and by prominent alumni from this country and from Europe. The centennial served to stimulate new interest in the development of the College, and the trustees announced plans to raise $80,000 for facilities, professorships and a Chemical Laboratory building. Dr. John S. Stahr was relieved from teaching duties to serve as agent for the College to assist in raising funds, beginning the practice of more efficient financial planning than had been used in previous years, when financial support depended largely on faith that the Lord would provide, and on the unselfish dedication of a faculty which had frequently donated a large proportion of its services without compensation. The demands of a new era in education made systematic financial planning a necessity, to meet the costs of new and expensive facilities and equipment, and the competition from state-supported colleges and heavily endowed private institutions for qualified faculty members. Meanwhile the College still clung to the philosophy that tuition should be free. In 1890, as the administration of Dr. John S. Stahr began, the board maintained that there should be no tuition charge, but that a contingent fee of $10 per student should be charged for use of the library and laboratories. For more than a hundred years, the belief that no deserving student should be deprived of a liberal education for lack of funds had existed with excellent results, but the America of the 1890's was fast becoming a different world.

One evidence of the changing world was evident in the status of the incoming president, for Dr. Stahr was reminded by an inaugural speaker that the office of president was now endowed by a Nevin Memorial Fund, and that, "the days of extreme poverty are over. Hereafter no President will be required to do two men's work in college and in some way, unknown to the college, support himself and his family."
previous generations, most of the presidents had taught in College classes, in Seminary classes, and performed administrative duties, and were usually the last to be paid, if there were any funds available.

Student life began to assume familiar characteristics in the 1890's. A student yearbook, the Oriflamme, had been initiated in 1883; a football team was formed in 1887, and the new gymnasium, later called the Campus House, was built. There were 114 students in 1890, and traditional student activities became a lively part of the campus scene—class rivalry, hazing of freshmen, fraternity parties, flag fights in the lofty tower of Old Main, student publications, musical organizations, Literary Society rivalry and classroom pranks, although the latter had existed for many years.
By the opening of the Twentieth Century, in 1903, Franklin and Marshall College had completed its first fifty years as a united institution, and its Golden Anniversary was marked by continued optimism. The importance of scientific study was recognized by the erection of a Science Building, later known as Stahr Hall and again week-long ceremonies were marked by distinguished speakers and heightened community and alumni interest in the work of the College. An alumnus commented significantly, "Franklin and Marshall College may never be big, but there is nothing to hinder it from being great. Not size gives it significance, but the passion for teaching and the passion for learning."

Although President Apple had warned that all change did not necessarily mean progress, a number of new ideas and programs were being introduced on an experimental basis. A Military Department was established in 1894, on a voluntary basis, and a company of students equipped with uniforms and rifles studied Military Science and Tactics; but the pro-
gram ended, oddly enough, during the Spanish American War. President Stahr recommended that the College admit women, a problem that remained under discussion for the next half century. A program of elective studies to reform the rather rigid schedule of requirements was proposed and gradually introduced. In 1898, a major addition to the College was secured when General John Watts de Peyster, of New York, was encouraged by alumni and faculty to donate a library building, which he had guaranteed provisionally in 1896, depending on whether William McKinley was elected President of the United States. Up to this time, the College library consisted of about 5,000 books, kept in Old Main under the supervision of Professor Kieffer, and the student-owned libraries in each of the Literary Societies. The Academy in East Hall had almost as many students as the College, and a handsome new Academy building was erected, under the supervision of Professor Edwin M. Hartman.

Once more, changes in facilities and administrative matters were also accompanied by changes in academic philosophy. Dr. Stahr had introduced another innovation in education which became a distinctive characteristic of the College from that time to the present. While continuing to emphasize the importance of the liberal spirit of inquiry which had begun in the German universities, President Stahr urged special attention to the qualities which were then making Oxford and Cambridge the great centers of learning—close personal relationship between teachers and students, and a teaching staff adequate in numbers to maintain a small student-teacher ratio, with “men who take a personal interest in their students.” This had been normal in the days of old Franklin and old Marshall, but the gradually increasing numbers of students in all colleges, and the customary lag in providing the necessary faculty convinced Stahr that, regardless of the
size of the College, one of its most important qualities should be the maintenance of this personal student-teacher relationship.

When Dr. Henry H. Apple was inaugurated in 1910, another college president, Woodrow Wilson of Princeton University, delivered the inaugural address and commented prophetically, “The trouble with modern education is that the sideshows are running away with the main exhibition.” But the sideshows, although always present and tempting, rarely diverted the Franklin and Marshall faculty and administration from the now long-established traditions of the basic purpose of a college education. There was more activity in athletics and intercollegiate sports and dramatic shows and visiting lecturers and new courses, all of which were pleasant and acceptable, but never diverting the mainstream of the College’s objectives.
The years of the first World War brought new challenges to the nation and the colleges. It was to be expected that enrollments would be depleted to some extent, and that a military training program, the Student Army Training Corps, would be established on the campus. More significant was the fact that the military requirements of the armed forces demonstrated the need for more expert understanding of instructional methods and psychological problems, and a Department of Education and Psychology was instituted in 1919. Postwar business and industrial development stimulated the introduction of a Department of Economics and Business Administration in 1920. Increased enrollment brought the student body to over 500 by 1923, and a new era of College building was the next obvious development.

But now the whole tempo of American life had changed, and the change was increasingly apparent in every walk of life. The Nineteenth Century had been characterized by pioneer zeal which had produced miracles by endless and
selfless dedication to monumental tasks, with the chief reward coming from the satisfaction of having accomplished an apparently insurmountable objective. Emigrants had braved the plains and prairies; circuit riders and preachers had served multiple congregations without pay; craftsmen had taken pride in the unique products of their individual skills and talents, and teachers had served for generations at the lowest end of the national salary scale, with the intangible compensation of having stimulated young minds to the solution of new problems.

But the days of the threadbare student in the garret, and the equally threadbare professor who had to acquire his own library, do some tutoring on the side, perform administrative functions for the College and still produce some of the basic scholarly reference works in his field—these days had passed. The demand for professional experts in commercial and industrial fields offered more tempting remuneration to trained scholars and experienced researchers; a college education was becoming a necessary qualification for many occupations and professions; philanthropists of the late Nineteenth Century and early Twentieth Century had contributed lavishly to endow or establish colleges and college buildings, and colleges became regional rather than local as the student body came to represent wider geographical areas.

Franklin and Marshall College had long persevered with intense dedication to its special liberal objectives and with almost blind confidence that the necessary means would somehow be found to continue; but in the first decade of the new century, the endowment was less than $200,000 and the College was in debt. There was modest support from the church, and some bequests. In 1920, the only charge to students was a contingent fee of $100, and the actual cost of tuition was not mentioned, continuing the old tradition that
it was almost an obligation for a teacher who had discovered the paths leading to the exploration of truth to lead others along the path, regardless of monetary considerations. Like the early American craftsman, he was more concerned with the quality of his work than with the quantity he produced or the profit he made.

But now the demands upon the College had become immeasurably greater, the cost of laboratories and equipment had risen, building and maintenance costs had changed and qualified faculty had to be sought in the marketplace. The time had come for the College to take serious stock of its condition, its accomplishments after a century and a half, and its chances of continuing its dedication to the task of training young men to think for themselves. It was a gratifying tribute to the past accomplishments of the College that the changing needs of the Twentieth Century were recognized almost immediately by alumni, the church, trustees, the community and certain individual benefactors.

For the first time, in the administration of Dr. Henry Harbaugh Apple, a comprehensive building program was planned and completed, instead of depending on a policy of expediency. The Rockefeller Foundation and the Forward Movement of the Reformed Church made substantial contributions to endowment for faculty salaries. The community of Lancaster contributed generously to the erection of a dormitory in recognition of old Franklin College, known as the Franklin-Meyran Dormitory. Alumni and the Williamson family contributed to the modernization of the athletic field. A trustee made the erection of the Biesecker gymnasium possible. Hensel Hall was constructed as a College auditorium as the result of a bequest by William Uhler Hensel, a distinguished statesman, journalist and civic leader who had been elected President of the Board of Trustees in 1914.
In 1928, another President of the Board, Dr. Benjamin Franklin Fackenthal, Jr., announced a gift of a quarter of a million dollars for the erection of a laboratory building for biology and chemistry, to be followed later by the gift of the Fackenthal Swimming Pool. A bequest in memory of a member of the board of trustees provided funds for the Keiper Liberal Arts Building. The need for an adequate library was answered in 1937 when Dr. Fackenthal surprised his fellow members on the board, as well as the entire College community with the statement, “For six months I have been looking for a man to build a library. Now I have found him. It is I!” His contribution of $250,000 resulted in the Fackenthal Library.

Nine new buildings had been added during the Apple administration. Despite the war and the depression, many individuals and organizations had realized the significance of the work which the old College had quietly been accomplishing, and rallied strongly to equip it for the challenge of a rapidly changing society. Within two decades, the endowment had increased to a million dollars, the tiny faculty had grown to fifty members, an alumni secretary and a dean had become part of the regular administrative staff, and a reorganization of the curriculum had established major fields of study. In 1937, when the College again commemorated an anniversary with Sesquicentennial ceremonies, the enrollment had increased to 800, and the expanding campus with its Georgian architecture had become a teeming center of social and cultural activities for students, faculty and the community.

Dr. Apple, whose administration had lasted longer and produced more changes on the campus than that of any previous president, was succeeded in 1935 by a scholar-scientist-businessman, John C. Schaeffer, a devoted alumnus
of the College with a buoyant personality and an awareness of the challenge which academic administration presented. His transition from business executive to college president may have been responsible for his enthusiastic desire to bring the College out of some of its academic seclusion and have its work better known and more available to the off-campus world. It was an era of bustling campus and College-community activity, with new organizations and programs mushrooming in many fields. Hensel Hall offered regular concert and artist series programs; the new Green Room theatre placed dramatic productions on a professional level; faculty members provided educational radio programs; there were European student tours, flight training programs, a College Symphony Orchestra and Glee Club which travelled widely through the country. Athletics became vigorously competitive; swimming and wrestling teams established national reputations, and the faculty formed a chapter of the American Association of University Professors. There were occasional pessimistic rumors of a foreign war, but isolationist America was not greatly concerned.
The world and the College campus changed suddenly in 1941. On the campus, the sudden death of Dr. Schaeffer in the spring, and the death of Dr. Fackenthal in the fall, left the College without two of its significant leaders. While Dr. H. M. J. Klein, Professor of History, served as president in 1941, a wide search for a qualified administrator took place with the cooperation of faculty and trustees, and in the fall of 1941, Theodore A. Distler, former Dean of Lafayette College, was unanimously elected to take charge of the College, just as the nation entered its most critical years. Dr. Distler arrived on the campus on December 1, 1941. One week later, the United States was attacked at Pearl Harbor.

For the next four years, every college in the country was faced with a new and critical problem—how to devote every possible facility to the needs of an unprepared, peace-loving nation now under military attack, and still provide for the essential needs of young men being prepared for leadership in a post-war world. The new president and the faculty met
the dual challenge with determination and ingenuity. The most immediate effect of involvement in the war was a decrease in the size of the student body and the faculty, due to enlistments or war work employment in the early months of 1942. This problem was being considered at a national level by both the armed services and college administrators, and various committees were making intensive studies as to how the facilities for higher education could best be utilized without serious interruption to their traditional goals. However, the national program for colleges was not established until 1943. An enormous amount of information had to be gathered by top level agencies about the various facilities of the nation's colleges, the manpower, the physical plants and the needs of the armed forces in an unexpected global war.

Fortunately, the College was in a position to perform useful services almost immediately. Defense training courses in engineering, science and management were offered for the community to give war workers better scientific and technical backgrounds. An aviation training program which had been established at the College in 1939 in conjunction with the Civil Aeronautics Authority was quickly transformed into a Navy pilot training program, and each month Naval Aviation cadets began to arrive for flight and ground training in one of the first government-sponsored flight schools, and one which was rated by the Navy in 1943 as the best of the ninety college war training schools in operation at that time. The cadets were housed in the now empty dormitories and fraternity houses, and the Campus House was converted into a mess hall—the first dining facility on the campus since the days of old Harbaugh Hall. A special twelve-week summer session in 1942 enabled students to accelerate their college program in order to complete graduation requirements be-
fore being called into military service or war employment. A war gas defense training school was established at the College, giving academic courses in protection against war gas. And so, somehow, the hectic and confused months of 1942 were survived without serious danger.

By 1943, a full scale Navy program for the training of deck and engineering officers was introduced, enabling students to complete their education before entering their country's service. Every facility for housing on the campus and in nearby fraternities was made available. The closing of the Franklin and Marshall Academy in 1943 provided additional lodging and dining space, and the blue uniforms of both the "flying" and the "floating" Navy became a familiar sight everywhere on the campus. Naval officers provided a limited amount of military discipline and training, and the academic curriculum remained almost unchanged. Faculty members discovered unsuspected versatility during the war years, as English professors taught celestial navigation, Spanish teachers taught radio code and signalling, history professors taught flying and economics professors taught military science. However, unlike many peacetime industries which had to be converted completely to the military needs of the war, the College was able to continue its basic work in the arts, humanities and sciences without serious interruption, and the standards for the bachelor's degree remained substantially unchanged. The campus atmosphere was still academic, as was demonstrated by regular student-faculty panel discussions on international affairs, by dramatic productions of the Green Room Club, by a month's visitation by Count Carlo Sforza, Italian statesman, as Visiting Lecturer, and by an expanded program in the liberal arts in the classes of the evening division.

Eventually, the war ended, and the colleges and the entire nation were never to be the same. For the colleges, the great
change was to be a constantly rising demand for higher education. The immediate effect of the war's end was a drastic drop in student enrollment and faculty personnel to less than half that of the previous year; but this was soon followed by a flood of applications for admission, partly from numbers of students returning to complete their interrupted course of study, and in large part from the opportunity offered by the G. I. Bill, which provided college education for many war veterans at government expense. From an enrollment of less than 500 in 1945, enrollment in 1946 rose to over 1200, with more applications than the College could accept, indicating an urgent need for qualified faculty members in every field. All through the country, new colleges and universities sprang into existence almost overnight. High premiums were placed on professional training, and new facilities were needed for the rapid influx of students.

A major development program began in 1947, to raise $600,000 in one of the most comprehensive drives yet undertaken among the alumni and the community. The Lancaster area alone contributed $325,000 in an encouraging demonstration of interest and support. The College, faced with demands for a wide variety of training courses for returned veterans, wisely decided that it would not be diverted from its most important obligation and continued to place its major emphasis on performing the functions of a liberal arts college.

The rush of veterans began to die down by the early 1950's. Enrollment dropped to about 1000 in 1951, but a contract with the Air Force for an Air ROTC program in the same year offered special opportunities for students to take officer training and flight instruction while in College and graduate with an Air Force commission. Trustee and alumni interest was continuing to be more active as President Distler, after
ten years filled with war emergencies and post-war problems, finally found the College back to something like normal, and devoted endless time and energy to informing the public and the alumni of the special challenges now facing every small liberal arts college.
The new era in the history of Franklin and Marshall College began in the post-war years, after 1945, and produced a vastly different College within the next generation, changed in many respects, but unchanged in its firm faith in the tradition of liberal education. A significant illustration of this continuing confidence in the beliefs of the original founders took place in 1948, when a faculty committee, composed in part of newly appointed members, undertook the task of revising or modernizing the statement contained in the College Catalog describing the purpose and objectives of the College. After much discussion and many attempts at definition, the committee concluded that nothing could better express the modern objectives of the College than the original statement of the founders in 1787, and they determined not to attempt any improvement.

The new era meant changes in many fields, and they did not take place all at once. The size of the faculty had to be increased to establish and maintain a desirable student-
teacher ratio. By 1948, the faculty contained eighty members, twice the number it had contained ten years before, and fifty-five of these had joined the faculty since 1946. It was a noticeably younger faculty, with the average age of these new members only thirty-four. In previous years, faculty turnover had been rare, and while additions were constantly taking place, there were more than a dozen men on the faculty in 1940 who had served for periods of from twenty to thirty-five years, and whose presence was taken for granted by many generations of College students, as if they were as permanent as Old Main. But from now on, the personnel of the faculty was to change more rapidly, and a certain youthful, dynamic quality became more apparent, as new ideas and discoveries from the country’s leading graduate schools were brought to the College year after year.

The new era brought many changes in the academic program. A constant search for improvement of academic methods, and a willingness to explore new educational possibilities had been a definite characteristic of the College in past years, but now new opportunities emerged at an accelerated tempo. A Humanities Division was introduced to encourage students to cut across departmental lines; College Entrance Board examinations were adopted as one of the definite standards for admission; a cooperative program with engineering schools was tried, giving students a background in the liberal arts before completing their technical studies at other institutions; graduate studies in conjunction with Temple University were instituted; regular television programs were presented by members of the faculty in the field of public education; curriculum revision provided more opportunity for the student to broaden his educational experience by removing a number of required courses; a Scholar program for qualified students tested the value of studies
without grades; a language laboratory gave students a realistic appreciation of speech communication; a program of sabbatical leaves and faculty grants for research stimulated the productive capacities of the faculty; and a program in the Fine Arts added new facilities and opportunities for the campus and the community. Change itself was not new to the old College, but the increasing intellectual demands of the mid-Twentieth Century brought changes much more rapidly.

There were innovations in administrative activities as well. Alumni would have to understand the new objectives and new problems of the College, and the work of the Alumni Office was expanded to provide up-to-date information to alumni, and an appreciation of the new challenges faced by the College in the maintenance of high academic standards. A Development Office was inaugurated, to search out new sources of financial aid to implement the long-range plans of the College. Careful study of campus facilities and needs resulted in a comprehensive building program, bringing three modern dormitories to the campus, the Mayser Physical Education Center, the North Museum Building, the Appel Infirmary, and a new science center. Counselling and guidance services became a useful agency for student consultations. Within hardly more than a decade, the administrative machinery and physical plant had grown to meet the new needs of the expanding College community.

For the past century, Franklin and Marshall College had operated like a philanthropic institution, with admission open to almost any young man with a basic high school or preparatory school background and a desire to enter College. Not all succeeded in completing their four years successfully, but there was a rather altruistic philosophy behind this policy—namely, that if a young man expressed a desire for a college education, he should have the chance, and if he com-
pleted it, he would be better off, regardless of his professional objectives. Most of the time it had proved to be true, and many a callow youth found out that a liberal education had helped him discover many latent abilities which led him rapidly to a place of leadership in his profession, business or civil service.

There had been justifiable confidence in the value and quality of a liberal education at Franklin and Marshall College, and little need for competition with other institutions for numbers or quality of students. Now, after generations of a very gradual increase in enrollment, and a policy of almost open doors to those who wished to enter, applications for admission were far in excess of normal conditions at every college and university. The ideal of a small college with an intimate relationship between teacher and student was too important a part of the long Franklin and Marshall College tradition to abandon, but if the doors remained open the teacher-student relation was in real danger of being lost. The alternative was to maintain the traditional ideal, to expand gradually as the tradition was maintained, to insist on the highest standards of academic excellence, based on the success and experience of the College’s long history and experience, to find the necessary funds to staff a faculty that could maintain the same standards, and to provide many more scholarships for gifted but needy students. The Mark Hopkins ideal of a student and a teacher on a log was not abandoned, but the logs were now going to be constantly modernized laboratories and sophisticated devices and equipment; the teachers were going to have to be both dedicated humanists as well as outstanding scholars in their fields, and the students were going to have to be the most capable and earnest young men that could be found in the nation.

The growing importance of research became more appar-
ent in a number of ways. The Shand Memorial Library was established in the Science Building to provide a specialized departmental library in chemistry. The John L. Atlee Research Fund provided funds to assist faculty research projects, and scholarships and awards from industrial corporations recognized the growing contributions of the College to industry.
In 1954, President Distler resigned to assume an administrative position with the American Association of Colleges, ending an administration which had carried the College through some of the nation's most difficult years. A committee of the Board of Trustees, working for the first time with a formal committee of the faculty, examined the qualifications of many possible successors, and appointed Dr. William Webster Hall, who became president in 1955. In the same year, William A. Schnader became Chairman of the Board of Trustees, succeeding Paul Kieffer, who had occupied the position since 1941. However, President Hall resigned a short time later for personal reasons, and after more comprehensive discussions of many qualified individuals, Dr. Frederick DeWolfe Bolman was appointed by the board, and was inaugurated in April, 1957. During the interim period between presidents, Henry J. Marshall, an alumnus of 1919 and a member of the Board of Trustees, administered the affairs of the College.
President Bolman's administration from 1957 to 1962 saw substantial progress in building the foundation for a college which was to be thoroughly dedicated to excellence. A comprehensive study of the entire College curriculum, continuing for almost two years, resulted in the abandonment of the traditional credit-hour system, and the establishment of the principle that every College course was of equal merit in the fulfillment of graduation requirements, and that much more freedom in the selection of electives was desirable. In 1960, a detailed long-range planning report, forecasting the growth of the student body, the faculty, endowment, buildings and facilities for the next ten years was produced as a guide to College policy. Seminars to provide information and exchange ideas were arranged for trustees in regular meetings held at Princeton each year, to familiarize both old and new board members with the actual workings of the College and to understand its goals.

President Bolman resigned in the fall of 1962, and was succeeded for a brief period by Anthony R. Appel, Esq., an alumnus and a member of the board from Lancaster. In February of 1963, Keith Spalding, who had been assistant to President Milton S. Eisenhower at Johns Hopkins University, was elected as President of Franklin and Marshall and came to the campus on April 1 to assume his duties.
A final interpretation of the significance of the events and trends and accomplishments of the very recent years must await the future. The retirement of William A. Schnader from the chairmanship of the board, after forty years of devoted service as a member of the board, took place in 1966, placing another significant milestone on the long road which had been marked by the confidence and loyalty and support of other dedicated members of the board. But change had always been a characteristic in the long history of the College, and now was taking place much more rapidly. Changes in the physical aspect of the campus were most noticeable. In barely more than a decade, three new dormitories were built on the campus and another was under construction. A new Science Center, the Leon Herman Art Center, and the Kaufman Lecture Hall were under construction, and a Student Center Building and a new library were recognized as urgent needs. A wide variety of special programs, often in conjunction with the federal government, opened many new oppor-
tunities for the College to provide educational services through National Science Foundation Institutes, teacher training programs in special fields, and experimental courses for social groups whose chances of securing a college education would have been almost non-existent.

Sixteen hundred students, representing thirty states and ten foreign countries, were finding new opportunities for their individual capabilities in programs of seminars, honors studies, tutorial courses and departmental research projects. Through the classrooms and dormitory lounges and seminar discussions there ran a constant and earnest search for newer and better answers to age-old problems. Could there be better definitions for terms like freedom, responsibility, liberty, morality, democracy and loyalty? Could there be a workable balance between the convictions of the individual and the practical needs of society? Could injustice ever be tolerated, or justice ever be withheld? Could the motto, *Lux et Lex*, be made meaningful by incorporating the light of knowledge into the rule of law? In many respects the campus world was still striving to follow the ideals of its founders, in its attempts to give modern expression to the traditional goal of helping young men become good men and useful citizens.

The days of Muhlenberg and Rauch and Nevin seem far back in the remote history of another century, but the College has never varied from the objectives of some of the very wise and earnest men who guided it on its early path. The never-ending challenge of the search for truth, the excitement of complete freedom to explore any avenue of ideas, and consistent belief in the value of a constant personal interchange between teacher and student has not simply been preached, but has quietly been practiced since the very founding of the nation in 1787. They have been a distinctive and precious heritage of Franklin and Marshall College.