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A Century of Service: A Centennial History of Concordia College, St. Paul

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A Century of Service

1893



1993

CONCORDIA COLLEGE
ST. PAUL, MINNESOTA

**A
Century
of
Service**

A Century of Service

A Centennial History
of Concordia College, St. Paul

Kenneth P. Kaden



CONCORDIA COLLEGE
ST. PAUL, MINNESOTA

Building On Commitment

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To all the students
who attended Concordia College
during its first century
and who made the faculty necessary and important.
All praise to the Triune God
for their mutual successes.

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Foreword

How can one describe the life of a friend—especially a friend one hundred years old? Ken Kaden, dedicated professor and long-time friend of Concordia, looks with love and respect at Concordia College on the following pages. He is careful but kind as his research uncovers interesting details about a life history now ten decades long. Professor Kaden reviews the past, but he cannot disguise his purpose. He wants us to know and love his friend. My prayer also is that all who read this book will either be or become a friend of Concordia College, St. Paul, Minnesota.

As in a relationship with a friend, Concordia's history is open ended or future oriented. The past is but prologue. Professor Kaden examines Concordia's past because he wants us to prepare for Concordia's future. With that in mind, he has invited me to write a foreword in order to share some thoughts, hopes, dreams, and visions for Concordia's second century. In turn, because Concordia stands for a community in harmony, may the foreword invite you to dream dreams and to have vision for Concordia as well.

Concordia's motto, "In litteris proficere volo, malo diligere Jesum" must continue to guide the spiritual course of the college's future. Concordia must not become another secular institution, having abandoned its spiritual roots. Times have changed, however. When President Buenger formulated the saying, Latin was an integral part of the curriculum even though the students and faculty were German-speaking Lutheran Christians. Now the motto must be translated for many. My own loose translation or even paraphrase is, "I want to become an educated person, but even more important I want to love Jesus." Knowledge and love seem an unlikely pair in a culture that proclaims knowledge is power. In a world where many act as though might makes right, the message of Jesus will continue to offer its countercultural spiritual gift and challenge to Concordia's people.

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The meaning of Concordia's inscription presents more than a linguistic challenge. When Concordia began, students came seeking to grow in a faith already held. Concordia combined study of the letters with the Christian faith. As an alumnus of Concordia, I know that Concordia was never perfect. Students caught in doubt and sin always walked its halls. Yet, ideally, Concordia never separated education and spiritual growth. In Concordia's second century, the quest for the unity of spiritual values and human knowledge will be more complicated. Combining academic excellence with Christian principles will need to be more intentional. Retention of both will require thought and care. Concordia's mission is not parochial. Concordia will serve an increasingly diverse student body. Professors with increasingly diverse background and expertise will be required to build and sustain academic quality. A college which began in order to confirm the faith and develop the spiritual vocations of its church parent must continue in that task, but it must also rise to the challenge of finding new ways to set values, identify truth, engage in dialogue, and witness the Gospel to a wide variety of people.

Another way of looking at the challenge of Concordia is to say that Concordia must continue to serve church and community. The dual constituencies challenge the school's identity but also enrich its program. When Concordia identifies only with the work of the church, irrelevant idealism or unloving isolation can result. A healthy struggle with community resources and needs creates an awareness that inspires service and strengthens spiritual values. On the other hand, a focus limited only to community concerns or contemporary culture can lead to an education of limited vision or a secularism which would be contrary to the mission of Concordia.

In service to community and church, Concordia will continue and become even more involved with cultural diversity and global awareness. Located in the Twin Cities, a dynamic urban setting, Concordia's faculty, staff, and students will live on the cutting edge of cultural change. The city will provide students a home, but the urban area will also serve as laboratory, and place of service. Education at Concordia will be increasingly enriched by the many curricular and co-curricular opportunities for academic, social, and personal development in the city.

Two building projects, already moving beyond the planning

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stages, will greatly foster the college and community relationship. The Fine Arts Building and the Health and Fitness Center will provide facilities to create a bond between academic excellence and community involvement. The two buildings will provide space to develop talent and offer service. The activities in each building will provide identity as well as purpose for the college. My hope is that the buildings facilitate the interchange of ideas and energy to create opportunity and understanding.

Using old and new resources to embrace the opportunities of diversity will mean constant evaluation and change based on careful long-range planning. Programs will develop and change because idealism will work with pragmatism. Intellectual honesty and rigorous curiosity must march with cultural contingency and relevance. In more specific terms, Concordia faces the challenge of developing its graduate program and international study programs. Education in the traditional sense of four years of college and then graduation is already, by and large, a thing of the past. Ongoing, inservice, and higher levels of education are becoming facts of life for intellectually alive and successful people. Continuing its Oakhill, England, program but developing opportunities for academic and service experiences in Europe, Asia, Africa, as well as Canada and Latin America will enrich institutional and personal lives. Creating an academically strong and culturally relevant graduate program will encourage faculty development and meet student needs. Appreciation of such programs must also increase awareness and support of Concordia as an institution because tuition, endowment, and personal support of benefactors will continue as a necessary replacement for traditional ecclesiastical support.

In the end, although events and opportunities will shape Concordia's future, the people of Concordia provide its heritage and its hope. As a graduate of Concordia and now as a member of the campus community, I know the quality and strength of Concordia's people. Stories from alumnae and alumni entertain but also inspire. Personally and on behalf of Concordia, special thanks to Professor Ken Kaden for stories and information that enable us to understand better our past so that we can visualize better our future. He encourages us to believe that Concordia's future is strong because it is a caring community. Concordia cares about knowledge and truth.

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It cares about understanding, mutual respect, and justice and love.
It cares about the will of God.

For many of us, the Concordia motto continues to summarize our hopes and prayers for Concordia as the college enters its second century mission. "In litteris proficere volo, malo diligere Jesum."

Robert A. Holst

Preface

The challenge to present the dynamic events during a century of service to the Church and the community of Concordia College was accepted with apprehension and completed in awe and admiration for all the men and women God used to build His kingdom in this place and into the most distant places on the earth.

A centennial survey history presents many problems of inclusion and exclusion. It is probable that some alumni and readers will find areas to which more time and space could have been given. Others may find no reference to events that they recall as significant. Likewise, there were individuals whose contributions to Concordia were major, but to whom little space, if any, was given because of limitations of time, space, or helpful information. It is certain, however, that all benefactors of Concordia are known to the omniscient Lord of the Church, whether they are recorded in this volume or not.

The format of this history may need a word of explanation. Chapter one is a summary history of Concordia's first century. Chapter two is a summary of student life through the century. Thus, the historian in a hurry might achieve a comprehensive survey of Concordia by reading only the first two chapters. Chapters three through six give a more in-depth chronological development of Concordia as an academic community. Chapter seven provides a summary of changes and developments during the century with some incidental data injected for the Concordia trivia enthusiast.

In an attempt at consistency, and to avoid possible confusion in the reader, all faculty members are designated as professors. Thus there is no attempt to use other titles representing academic or professional degrees. Exceptions may be found when professors are functioning as clergymen.

Every effort was made to validate the dates for all those listed in the final appendixes. Especially difficult were some dates of service of the full-time faculty and academic administrators. Because

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some records are inadequate, we apologize for any errors, including anyone who may have been inadvertently omitted.

Finally, it is my hope and prayer that this history will be informative, inspirational, entertaining, or any combination thereof. Since I was not an alumnus of this Concordia, I could not incorporate a student's personal perspective. When I joined the Concordia faculty as a one year substitute for Professor Edgar J. Otto during his sabbatical leave, I never dreamed of a centennial history nor of spending my entire ministry at Concordia. Instead of becoming a parish pastor in some pleasant community, I was privileged to become Concordia's first guidance counselor and testing director with teaching assignments in the Divisions of Religion, Education, and Humanities. All of this experience, however, combined with my love for Concordia and its students do not necessarily produce a qualified historian, just the author of this volume.

Acknowledgments

My sincere and humble thanks to Concordia's Executive Vice President, Professor Loma R. Meyer, Ed.D., Ph.D., and Mr. Robert A. Overn, past member of the Board of Regents and initial co-chair of the Centennial Planning Committee who offered me the opportunity and encouragement to author this Centennial History.

The scope of this undertaking would have been impossible in the time allotted without the previous histories of two most esteemed colleagues during my early years at Concordia. Professor Fred Wahlers, D.D., authored a history for the sixtieth anniversary, and Professor Oswald B. Overn, Litt.D., produced the monumental 75th anniversary volume. The writer gratefully and freely has drawn from these earlier works.

In addition to the author's personal records, memorabilia, and recollections, many other sources were used for this volume. Especially helpful were the official minutes of the Board of Regents, the faculty, and division meetings; synodical convention proceedings and publications; student publications of newspapers and year-books; the Concordia archives; and many personal and telephone interviews.

During the 1991 Spring Quarter, Kathryn Galchutt ('93) devoted a limited internship to research on a century of student life which became a significant part of chapter two. Kathryn's work added the student's perspective to Concordia's history. She also had excellent primary sources available since both of her parents are alumni: Gerhard C. Galchutt, A.A. '53 and Adeline Wagner Galchutt, B.A. '67. Thanks for your part in Concordia's history, Kathryn.

Special thanks to Professor Robert A. Kolb, Ph.D., '61, who read the manuscript and offered valuable personal and professional suggestions for this project.

My gratitude to all colleagues and staff members who contributed to this history in any way, especially the technical production

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assistance of Robert E. DeWerff, Timothy J. Bode, and Karen Barnes, our word processor par excellence.

Finally, supreme thanks to my wife Evelyn for all of her support, encouragement, and understanding during the retelling and reliving of our life of Concordia.

Chapter One

Concordia College

A Century in Review

As Concordia College completes its first century, it is more closely fulfilling the desired objectives of the request submitted to the convention of the Missouri Synod meeting in St. Louis, Missouri, in the spring of 1893, than it has at any time since its founding.

In the decade following the formation of the Minnesota-Dakota district in 1881, an area that covered Minnesota, North Dakota, South Dakota, Montana, Northern Nebraska, and part of Canada, church growth was so rapid that there were almost 50,000 baptized members in over 300 congregations and preaching stations being served by 131 pastors and teachers. To meet this increasing need for church workers, the district carefully prepared a petition for Synod to establish and maintain in the district a college to prepare future pastors and teachers for the district. In addition, the district also requested that the college "offer a course in which young men who are not preparing for the ministry or for teaching in our parish schools may receive training for secular occupations and professions, so that they as Christian citizens may serve their community, their state, their country and last, but not least, their church." In reality, these early church leaders were envisioning today's liberal arts college which would provide professional preparation for both church and lay leadership.

The Minnesota delegates to the 1893 synodical convention were well prepared to support their request for a school in their district, but it was soon apparent that there was limited support from the delegates and no favorable recommendation from the floor committee. During the ensuing debate, District President Friedrich Pfothenhauer and Concordia Seminary President Francis Pieper of St. Louis eloquently and enthusiastically convinced the delegates to support this project. When the vote was taken, it was unanimously

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approved to found a new school in the Twin Cities. However, the request for a program for students not entering the professional service of the church was denied.

Although the nation was in an economic depression, the synod appropriated \$25,000 for physical facilities and elected a local Board of Trustees, chaired by *ex officio* district President Pfothenauer, to arrange for the necessities so classes could begin in only four months. The Board was charged with developing the first three years of a high school with one classical course for pre-ministerial students and another for students who would transfer to the teachers colleges of the church.

The first official act of the Board was to ask for the election of a professor through the Electoral Board of Synod which was responsible for selecting and appointing candidates for positions at all educational institutions of Synod. The Board chose the Reverend Theodore Buenger, pastor of Zion Lutheran Church in St. Paul, Minnesota, to become the professor and first director of the new Concordia.

Since it was impossible to build or secure permanent buildings in such a short time, temporary quarters were found on Agate Street near Cortland where the College formally opened on September 13, 1893, one week later than originally planned. The opening service for Concordia's first year was held at Zion Lutheran Church, at the corner of Jackson and Sycamore Streets. President Friederick Pfothenauer delivered the inaugural sermon and then inducted Pastor Theodore Buenger as first professor and acting director. Thirty young men comprised the first class of synod's newest institution on the Mississippi, almost 600 miles north of St. Louis.

During the first year, the Board of Trustees carefully sought a permanent site for the school. The best location available was the vacant facilities which resulted from the 1890 move of the state training school for boys to Red Wing from its St. Paul location. With the help of Governor Knute Nelson, the college was able to purchase almost five acres of this property, including four main buildings in good condition, in September 1894, for just under \$22,000. This excellent location was between the city limits of St. Paul and Minneapolis on the Kittsondale plateau surrounded mostly by woods, pastures, and ponds.

By the end of the century, the success of the school finally helped

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the board secure permission to add a fourth year, which was approved at the 1902 synodical convention. To enable future growth, ten additional acres were purchased before the 1905 convention agreed to permit Concordia's expansion to a full six years and call the additional teachers needed. Freshman college classes began in 1905, and by 1906 there were six full years of study available.

During the next 20 years, Concordia had steady growth in enrollment, completed vital campus buildings, strengthened its academic programs, and especially demonstrated its leadership as one of 20 charter members when the American Association of Junior Colleges was formed in 1920. The most important facilities completed to alleviate the overcrowding were the Gymnasium in 1912, Recitation Hall (later called the Administration Building and currently the Main Classroom Building) in 1918, and the East Dormitory completed in 1925 and renamed Luther Hall in 1947.

The Buenger legacy also included curricular changes and the desirability of outside accreditation. He believed that the church should not be the sole judge of its own institutions. Consequently, he convinced the faculty and Board to engage in an inspection process in the 1920–21 year by the University of Minnesota which resulted in the two-year college division being granted accreditation.

In 1927, the Reverend Martin A. H. Graebner was called to become Concordia's second president. For 17 years he had taught Greek at St. John's College in Winfield, Kansas, and at Concordia College in Milwaukee, Wisconsin.

President Graebner's tenure began with increasing enrollments until 1931. But the great depression followed the financial panic of 1929 and ushered in the most difficult years in the college's entire history.

From 1930 to 1941 total enrollment dropped from 282 to 131. As the synodical debt increased, all salaries and budget items were slashed as much as 25 percent. Increased donations of homegrown and canned produce from congregations helped maintain the students' meal service. In turn, the students were expected to assist with various janitorial jobs and other maintenance work without remuneration. Three residence halls were empty. When the supply of pastors exceeded the number of vacant pulpits, some suggested closing the college for two years. But by the grace and help of God, Concordia survived this most difficult decade of its history.

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With the advent of World War II, enrollment was again on the increase, a shortage of pastors was now developing in synod, some additional synodical subsidy had been restored, graduates were achieving well in their seminary and other academic pursuits, and Concordia's future seemed much brighter. As the war deepened and draft restrictions under which theological students could remain in college became more stringent, it became necessary to accelerate the pre-seminary program by operating summer sessions in 1944 and 1945.

In the midst of the war period, Concordia paused during the 1943 commencement to commemorate its first half century as well as the 50th anniversary of Doctor Buenger's service to the college. The Board of Control felt the golden anniversary should be observed in a more significant way, so they submitted an overture asking the Minnesota District to gather a jubilee collection for a sorely needed library building. The district convention approved, and the drive for funds was soon underway.

In 1946, President Graebner, who was approaching his 67th birthday, announced his resignation with the understanding he would continue as a professor. With his versatile leadership he had not only kept Concordia functioning during a trying period, but he had also advanced it educationally and initiated plans for a library and the memorial center.

On September 15, 1946, the Reverend Willy A. Poehler was installed as Concordia's third president. As a 1924 alumnus, he had maintained a strong interest in his alma mater during his pastorates at three Minnesota congregations. He believed that the circumstances of the post-war period were positive toward a major period of growth for Concordia's expanding its service to the Lutheran Church.

In addition to initiating policies to improve the administrative efficiency at Concordia, President Poehler rejuvenated the building plans for the Buenger Memorial Library and the Lutheran Memorial Center. The Library fund received \$161,000 from the Synod so that construction finally began in 1950. The final \$219,000 structure was completed and dedicated on November 11, 1951. The continuing solicitation of funds for the Lutheran Memorial Center from congregations and individuals in the geographic region served by Concordia eventually matched the total cost of \$361,806.45 for the

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building. The LMC was dedicated on October 18, 1953, to the men and women who served God and country in military service.

With the increasing demand for women teachers in the parish schools of the Missouri Synod, the faculty had prepared a two-year pre-education curriculum for men and women and had received accreditation from the University of Minnesota for curricular expansion. If Concordia's request to introduce coeducation were approved at the 1950 synodical convention in Milwaukee, the first class of freshmen women could begin in September. The convention approved the introduction of coeducation at Concordia, and 24 coeds began classes with the fall term.

With increased enrollment in the coeducational junior college department, the next vital step was to secure North Central Association accreditation. But the rapid five-year growth had been accomplished without sufficiently meeting the criteria for accreditation by 1956. However, many improvements were made in the next two years so that Concordia received full membership in the North Central Association on April 21, 1959. This was the first of a series of accreditation applications and successes that would follow each major curricular expansion in the next 15 years.

The increasing size of the student body demanded more physical facilities for the campus. Five additional classrooms and a faculty office complex resulted from remodeling the northern fourth of the administration-classroom building in 1954. The 1912 gymnasium was converted into the Graebner Memorial Chapel in 1955.

During the next three years, a critical housing shortage on campus was met by the completion of three new residence halls. In 1957, Centennial Hall was dedicated to mark 100 years of the Missouri Synod's work in Minnesota. It was funded by the Minnesota District. The centennial of Minnesota statehood was commemorated by the dedication of Minnesota Hall in 1958, with the Missouri Synod paying the total costs. After building the two residences for women, Walther Hall for men was completed in 1959. It was also funded by the Synod.

With improved physical facilities on campus, the next goal was to plan an expansion of the curriculum to a four-year college degree. That request was presented to the 1962 synodical convention in Cleveland, Ohio. The convention approved the expansion, but enrollment in the senior college division was limited to women. When

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classes began on September 9, 1962, Concordia had a junior class of 46 women. The first bachelor of arts degree was awarded at the May 30, 1964, commencement.

The first junior class had hardly begun classes when the faculty began preparation for the first of five accreditation applications. The excellent academic planning of the curriculum followed by the careful application of the organizational guidelines produced a series of accreditation successes that evoked much praise and admiration by the academic community. First it was preliminary North Central accreditation in 1963. In 1964, it was approval by the State Board of Education in February, followed by the May accreditation of Concordia's liberal arts curriculum by the University of Minnesota.

After a two-year hiatus, the accreditation processes resumed. On April 6, 1967, the bachelor of arts program received full accreditation by the North Central Association. In October 1968, a six-member team representing the National Council for the Accreditation of Teacher Education made the most comprehensive, in-depth appraisal of Concordia's teacher education program to date. The evaluators were pleased with their observations, and full NCATE accreditation was granted in May 1969. The approval was effective retroactive to September 1, 1968.

Whenever campus thoughts wearied of accreditation procedures, they were directed to the continuing building projects under way. First was the construction of the largest residence hall on campus. On February 4, 1964, Wollaeger Hall was dedicated as a residence for 100 men. The first floor is now the present home of the Hand-In-Hand Child Care Center. Six months later, excavation began for the new science building. On September 26, 1965, the Arndt Science Hall was dedicated. The second floor houses the school's Overn Museum.

After the 1965 synodical convention in Detroit had approved the admission of men into the senior college division, Concordia needed additional student housing to accommodate the growing number of students. To supplement the previously acquired apartment buildings off campus, the college purchased the Dobberfuhl and Berger complexes. By 1967, Concordia had six off-campus buildings to help meet the need for single and married student housing.

In 1967, Concordia High School began its departure from the campus. The merger with the St. Paul Lutheran High School was

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completed in four years under the administrative leadership of Concordia. Professor Herbert Treichel was the principal during the last year of the synodical high school in 1971. Accrediting agencies had been recommending the complete separation of the high school and college departments ever since college expansion was anticipated. The high school department had provided a superior college preparatory program for the professions, especially those vocations in church work. However, the additional classroom and residence hall space was a boon to the growth and expansion of the B.A. program.

Concordia introduced the Metropolitan Teacher Education Program Selection (M-TEPS) in 1968. This was a project to enroll minority students from the Twin Cities and surrounding communities who would provide an on-going supply of minority elementary teachers for public education in the seven county metropolitan area. The program was later expanded to a minority education program to include non-education majors. This change was especially beneficial to students when a teacher surplus discouraged their continuation as elementary education majors.

The continued growth of Concordia required additional space for academic offices and financial services. The new building planned to meet these needs was the last facility dedicated during the Poehler presidency. The new administration building was dedicated on June 3, 1970, just weeks before the retirement of President Poehler, who had reached the compulsory retirement age for college presidents of sixty-five. The Board of Control later named the building the William A. Poehler Memorial Administration Building in 1973.

Concordia's fourth president was Associate Professor Harvey Stegemoeller of the Concordia Senior College faculty in Fort Wayne, Indiana. He was installed at the opening service of the seventy-ninth academic year on September 12, 1971. The first academic inauguration of a Concordia president was held one month later with an excellent representation from college and universities of the upper midwest. Governor Wendell Anderson of Minnesota was the inaugural speaker.

The two major construction projects completed during the Stegemoeller presidency were the Buetow Memorial Music Center and the Student Union. Securing the necessary funds for these two build-

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ings was a major challenge because there were no synodical funds available. The Music Center was finished with contributions from neighboring districts of the Missouri Synod and many individual donors. The Student Union was built with financing through a subsidized Housing and Urban Development loan. The Music Center was dedicated in October 1972, and the Student Union was officially opened three months later in January 1973.

With the establishment of a development office and an endowment fund, Concordia seemed on the verge of breaking out of its restricted provincial mold. However, the theological and political struggle in the Missouri Synod became a disruptive force on campus. Following the 1975 synodical convention in Anaheim, California, President Stegemoeller and the Board of Control disagreed on the nature of legitimate dissent as permitted in the Synod's constitution. The impasse over the implementation of resolutions 3-05 and 3-06 of Anaheim resulted in President Stegemoeller's resignation from his office. One later consequence of the President's resignation was similar action taken by six faculty members in 1976.

On July 23, 1976, the Board of Electors chose the Reverend Gerhardt W. Hyatt as Concordia's fifth president. He had been a consultant to The Lutheran Church—Missouri Synod Foundation since his retirement as Chief of Chaplains, Department of the Army, in 1975. He was installed as president on September 12, 1976.

President Hyatt's major contribution to Concordia was probably his stringent program of fiscal responsibility and resource management. Some of his success in financial development led to the Synod's requesting him to direct the Forward In Remembrance fund drive in 1979. President Hyatt's untiring efforts helped the Synod far exceed its goal of forty million dollars for the campaign.

After being elected second vice president of the Synod in 1983, President Hyatt was asked to become Assistant to the President of the Synod. He was granted a peaceful release from his presidential call on September 6, 1983, and began his new position in St. Louis on October 1, 1983.

During his presidency, Dr. Hyatt had supervised the completion of the third floor of the Poehler Administration Building, the beginning of the Hand-In-Hand Child Care Center in Wollaeger Hall, the accreditation renewal of all academic programs, and saw the

beginnings of the new residence complex that would later bear his name.

The 1983–84 academic year under the leadership of Acting President Milton L. Rudnick witnessed three major events.

The beginning of Concordia's Southeast Asian Student Program was a significant milestone in beginning increased cultural diversity on the campus. The large concentration of Southeast Asian refugees were looking for educational opportunities to help them become productive individuals in their new homeland. Concordia's unique program helped many refugee families bridge the cultural gaps they faced.

A second landmark event was the establishment of the Oswald Hoffmann School of Christian Outreach. Named after the alumnus and former International Lutheran Hour speaker, the OHSCO program helps prepare students to serve in special evangelistic ministries.

The third major event was the completion of the new residence hall with five separate units. The new structure was dedicated on October 7, 1984, and named Hyatt Village. Since synodical funds for Hyatt did not materialize, Concordia funded this building with a loan from the Lutheran Church Extension Fund.

The sixth president of Concordia College was selected on June 1, 1984. The Reverend Alan Harre of Concordia Teachers College in Seward, Nebraska, was installed during the opening service of Concordia's 92nd year on September 9, 1984. After a series of monthly inaugural events, Concordia held an Inaugural Convocation for President Harre on April 15, 1985. The inaugural address was given by Mayor George Latimer of St. Paul.

The 1984–85 year witnessed the major renovation of the Buenger Memorial Library. The project included a newly furnished computer room and a system of electronic exit checking. Another significant development was the beginning of the School of Adult Learning. This division offered a degree completion program for students with the equivalent of two years of college work completed at another accredited college. This specially designed program for working adults has been highly successful.

During the 1987–88 year, all academic programs were reaccredited by three separate agencies.

President Alan Harre was granted a peaceful release from his

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duties at Concordia on May 16, 1988, to accept the presidency of Valparaiso University in Valparaiso, Indiana. The terminal date of his presidency was July 11, 1988.

The primary campus project undertaken during the 1988–89 year was an extensive renovation of the Arndt Science Hall. The unfinished portion of the second floor was completed and the Overn Museum was given a more substantial home.

On February 17, 1989, the Board of Electors selected Dr. John F. Johnson, a professor of systematic theology and dean of instruction at Concordia Seminary in St. Louis, to become Concordia's seventh president. He accepted the presidential call and began his duties on July 1, 1989. He was installed during the opening service on September 10, 1989.

The academic inauguration of President John F. Johnson took place on October 22, 1989. The inaugural address was given by General John W. Vessey, retired chair, Joint Chiefs of Staff, and a member of the Board for Mission Services of the Missouri Synod.

During his sixteen-month presidency, Dr. Johnson helped establish the goals and priorities for the Building on Commitment campaign for Concordia's Centennial. Concordia became a full member of the Minnesota Private College Council Fund and is now eligible to share in corporate contributions to this fund. In April 1990, the Board approved a graduate program leading to a master of arts in education.

In July 1990, President Johnson received a call to become the president of Concordia Seminary in St. Louis. With the challenge to help ministerial education meet the needs of pastors in the next century, he accepted the presidency of Concordia Seminary and received his release from the Board of Regents on September 27, 1990. President Johnson's presidential responsibilities ended on November 16, 1990.

After the shortest presidential vacancy in modern Concordia history, Dr. Robert R. Holst, professor of theology at Christ College in Irvine, California, was chosen as Concordia's eighth president on February 8, 1991. He accepted the call and assumed his presidential office on June 1, 1991, after completing the spring term as a visiting professor at Luther Seminary in Seoul, South Korea.

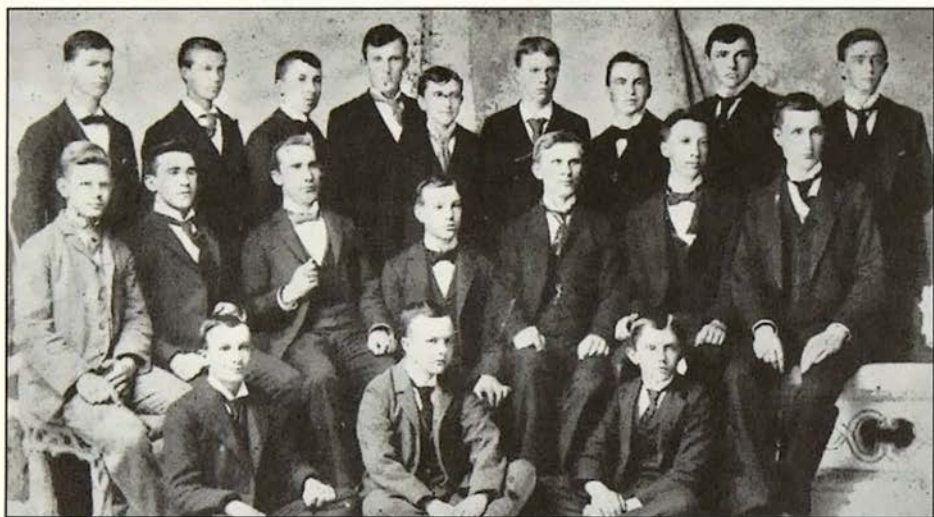
The installation of Concordia's eighth president, and the president of the centennial anniversary, took place at the opening service

CONCORDIA COLLEGE: A CENTURY IN REVIEW

for the 99th academic year on September 12, 1991.

Dr. Robert R. Holst began his presidency and the new school year pledging Concordia's continuation of its programs of quality education. However, the population in the St. Paul community is a constant reminder of the broader need for increased global and multicultural education. One road to human survival in a more peaceful world is through sharing knowledge and understanding of other cultures of the world. But in addition, Concordia will continue to share its Christian heritage in the next century as it has during its first century. Ultimately, universal brotherhood and peace among nations and cultures is best achieved by the love of God in Christ Jesus, which is the most perfect solution to problems in our world.

Concordia College enters its second century poised to continue its service to church and community as God wills and blesses.



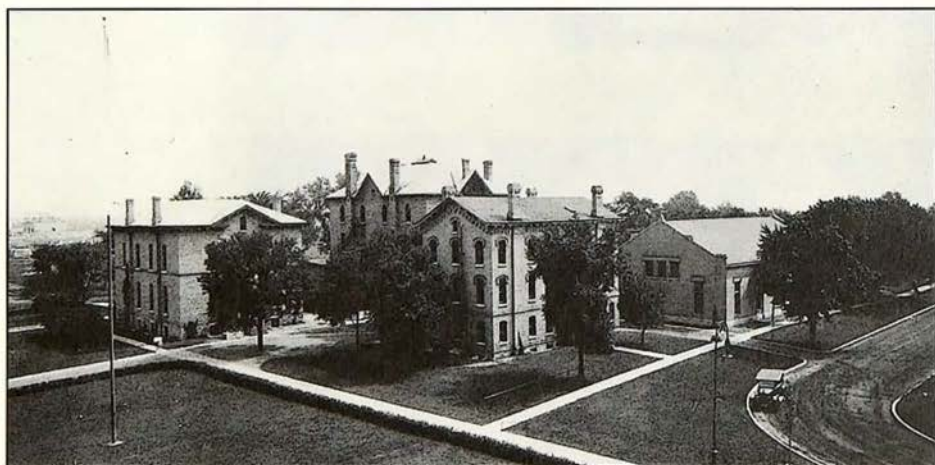
The first group of students to complete the program offered by Concordia in 1896 included future professor August Schlueter (back row, third from left).



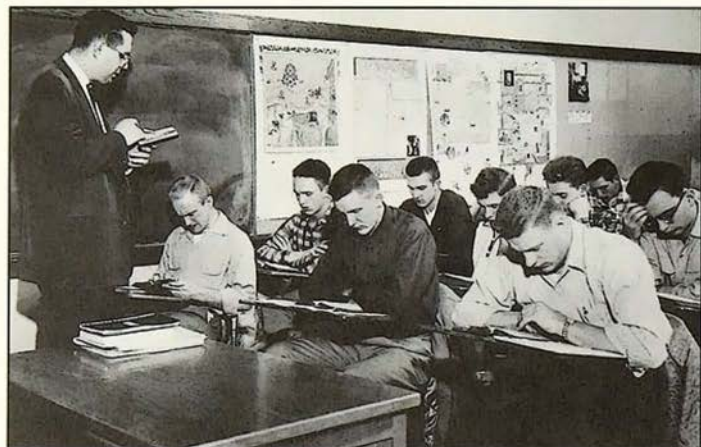
Concordia's original campus, purchased from the state of Minnesota in 1894. Pictured are Old Main (with tower) and the attached annex, West dorm (on the right) and South building (in the background).



Faculty and students in 1900. Seated second from the right is Director Theodore Buenger.



A view, looking northeast, of the original campus and Concordia's first new building, the Gymnasium, in approximately 1918.



Professor Jan Pavel, who taught New Testament Greek to thousands of future seminarians, with a class of students in approximately 1957.

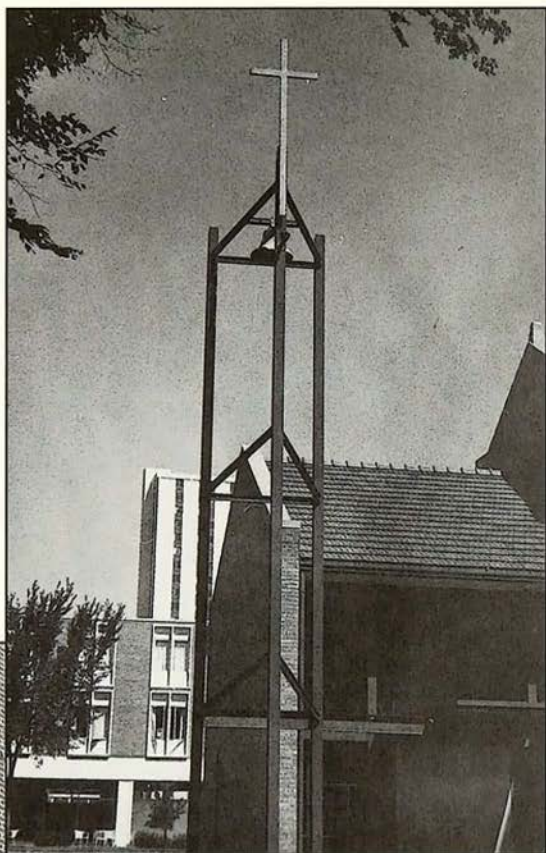


Professor Paul Stor flanked by three of his students who later became members of Concordia's faculty. From left to right, James Rahn, John Buegel, Paul Stor and Robert Holtz.



Presentation of the portrait of Dr. W. A. Poehler to President Harvey Stegemoeller by Mrs. Poehler and Ellsabeth Poehler Trembath, at the naming of the Poehler Administration Building in 1974.

The bell tower, added in 1955 when the gymnasium was remodeled into the present-day Graebner Memorial Chapel. The bell in the tower formerly was on Old Main.



The Martin Luther statue in its present location outside the Poehler Administration Building.



An aerial photograph of Concordia's campus, looking west, taken in the late 1970's.

Chapter Two

Student Life

In the early days of European colleges and universities, some schools were run by students. Students determined which professors to pay and how much pay they would receive. Such a system no longer exists, but students do continue to make a critical difference in schools of higher education. Students add much to the makeup and character of a college. In a sense, students are the college. That is why this history would be incomplete without a chapter describing the activities and experiences of Concordia's students.

The Student Body 1893–1949

"It was a motley gathering which Director Buenger regularly saw . . . after school had opened in September, 1894, the second year of its existence." So observed a Concordia alumnus in his account of life at Concordia. He went on to describe "two wonders in our student body . . . one was a cowboy directly from the wild west. Imagine, if you can, our astonishment and feeling of exaltation when we were told that we lived under the same roof with a real—so we fancied at least—representative of the romantic western life. The other was a lad recently imported from Europe who had studied at a Gymnasium and had the reputation of being a prodigy of learning."

That is how Concordia began, with a unique mix of German Gymnasium tradition and American pioneering spirit. The majority of the students came from German-American homes. Concordia's educational system was modeled after the German Gymnasium following a classical approach to learning. It had an emphasis on languages: Greek, Latin, and German were taught every year. The classes were given the Latin names used in the German Gymnasium—Sexta, Quinta, Quarta, Tertia, Secunda, and Prima. There were actually nine years of study in the German Gymnasium, but

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Concordia's system never had more than six years—four years of high school and two years of junior college. These class titles were last used in the 1950's. German, in the early days, was not only the language of instruction but also the language spoken in the dorms.

Going away to school in the 1890's was especially exciting because it was not as common as it is in the 1990's. Almost 25 years after his graduation one early alumnus explained in 1921, "to many of us, entering then meant fully as much as a trip to Germany or Italy would mean to us now—contact with a new, wonderful, and somewhat perplexing world. High school freshmen today are more traveled, wiser, and less awkward gentry than we were, although I must hasten to add that there were some in our number who had seen much, read all the books on Jesse James and his tribe, and were deeply versed in good and evil lore of every sort as the cleverest freshman nowadays. But their number was small."

The daily schedule of Concordia was strictly observed. The college bell rang at 6:00 a.m. and breakfast, with devotions following, was at 6:30. Students had no problem getting to the dining hall in time for breakfast. In the evenings, for economy, the dorm rooms were not heated, and students often hurried in the morning to get to the warm dining hall, although they could not run to the dining hall because running was forbidden. After breakfast, time was given to study and to clean up dorm rooms. Then classes began and continued until 3:30 p.m. with a break for lunch. The evening meal was at 5:30, and a two-hour enforced quiet period for study followed shortly after. Evening chapel was at 9:00 p.m. and bedtime was at 10:00. Evening chapel had a strong influence in the training of these young men.

In the early years the rules and regulations of Concordia were strict in comparison to today's standards. There were several jokes made of the fact that Concordia occupied the buildings of a former reform school. Because of this, the school had a small prison that it could use, but it was only used rarely for short detention stays of an hour or two. In 1946, another dimension of the detention school mystique ended when President Poehler announced that all the tunnels connecting the gymnasium, South, West, and Old Main had been permanently closed. Thereafter, many tales of the tunnels became part of Concordia's apocryphal history.

Study hours were strictly observed and social activities outside

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the college were restricted to Fridays and Saturdays. Students had to return to campus by 11:00 p.m. on weekends unless special permission had been granted. Even playing cards was forbidden because it was considered a waste of time. However, there were rumors of secret rendezvous of student players.

From the beginning hazing was punishable by suspension; upper classmen were expected to be helpful to under classmen. But as time went on, hazing became a tradition of the college. Year after year new freshmen would be initiated into college by following the guidelines set by upper classmen. Often freshmen would have to run errands, make beds, or shine shoes as the upper classmen dictated. Another custom was for upper classmen to call freshmen "foxes," a practice also adopted from the Gymnasium tradition.

The majority of students were in training to be teachers or pastors. A friendly rivalry grew between these groups as they tried to impress one another with their knowledge. The future pastors often showed off their abilities to speak Latin, while future teachers counted with their musical abilities.

In the first decades classes did not have class presidents elected by their fellow classmates. Instead, the faculty appointed a "primus" who was to represent his class in faculty liaisons and see that his classmates were on their best behavior. This primus system continued until about 1945. Dormitories had "room bucks" who were to see that their fellow classmates behaved and kept up with their studies. The dining hall had "table bucks" who were responsible for proper student decorum, and if students wanted to stand in line for "seconds," they needed permission from their "table buck."

The majority of student on-campus work in those early years was in the dining hall. Meals were much different than they are today. The variety of the menus was limited, but the cooks tried to duplicate home-cooked meals as they incorporated major donations of foods from the rural areas into their meal planning.

The woods and pastures surrounding the campus provided little student entertainment, but as one student said, "We considered ourselves lords of creation for the whole territory between the college and Fort Snelling." One attraction located across St. Anthony was a large race track owned by one of St. Paul's first millionaires, Mr. Kittson. As a student described it, "The race track, protected by a high board fence, through the cracks of which our interested eyes

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used to peer in wonder, has disappeared. A good idea of romance was attached to the track in our youthful fancy, perhaps mainly because we knew very little of what was actually happening within those enclosed precincts." Later when business and shopping developed on University Avenue, student hikes to one of Montgomery Ward's earliest major stores not only became frequent, but Ward's also provided much student employment.

1950-1993

Student life was drastically changed when Concordia began to enroll women. It was the first major step in the diversification of the student body of Concordia. The issue of coeducation was quite controversial at the time; many wanted the school to remain exclusively male. But the high demand for synodically educated teachers was the main reason Concordia became coeducational.

The hope for coeducation at Concordia was prevalent for some time before being implemented. As early as 1928 a student wrote in to *The Comet* making a plea for the enrollment of women. "I have for the past six years passed many idle hours dreaming of coeducation at our Concordia. . . . Here we are, about 250 strong, nearly outcasts from the world as far as girls are concerned. If there is no incentive for the individual to keep up his standards, it is no more than natural that he will become somewhat slovenly in his dress and a little careless in his manners. There is but one solution, and that is coeducation." That solution came in 1950 when a class of 24 women enrolled. However, a 1954 graduate still had this to say about coeducation, "Coeducation is a thief; it steals all my time."

When women were added to the college community, many changes were made. In addition to the dean of students, Concordia added a dean of men and a dean of women. Women lived in the dorms with housemothers, who were often the widows of pastors. The housemothers were to insure that the women studied during study hours, were in before curfew, and followed all of the dorm rules. Women had stricter dorm hours than did men. It was felt that if the women were in early, the men would also be in early. But these first coeducational classes at times teamed up to cheat the system and hide the transgressors in the most ingenious ways, including non-emergency use of the fire escape ladders.

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New controversial issues also came with the enrollment of women. Concordia's strict dress code, which required women to wear skirts every day but Saturday, continued through the 1960's. Unlike men, women also had to check out and get parental permission whenever they wanted to be off campus over night. Dancing was another issue that followed the enrollment of women. Dancing was not allowed on campus until the late 1960's. But in spite of many variations and reforms, Concordia has continued to have dorm hours, times when men may visit women's dorms and vice versa.

Concordia's system of having resident assistants (RA's) developed in the early 1970's. Resident Assistants are assigned to each dorm floor to help create a positive environment in which students can live. RA's are there to help students with problems in the residence halls and coordinate educational and social programs. RA's also have the difficult job of reporting students who break college policies. Prior to having RA's, Concordia's students had a Women's Council and Men's Council which worked to promote social activities and reviewed college residence hall policies. The work of the Men's Council, Women's Council, and RA's replaced the system of housemothers.

Another controversial issue over the years for many students has been the college policy on alcoholic beverages. With a greater percentage of students above the legal drinking age in Minnesota, with the average age of students increasing in the last two decades, with the fluctuation of the legal age in the state from age 21 to 18 and back to 21 in the 1970's and 1980's, and with a significant increase in students living in college-owned married-student housing, the ingredients for student dissatisfaction were as present and as frustrating as they were on many other campuses around the nation. The net result of all the discussion and debate, however, is that Concordia is now a dry campus, designed to enhance student life, health, and academic success.

Concordia's student body further diversified with the enrollment of African-Americans and Native Americans through M-TEPS, the Metropolitan Teacher Education Program Selection. M-TEPS began at Concordia in 1969 and was a program which encouraged African-Americans and Native Americans to become teachers. Concordia wanted to serve the changing community by preparing minority teachers to improve the educational success of the culturally

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diverse population. The program began with 25 students and was the beginning of significant minority enrollment at Concordia. Concordia's African-American students have formed different organizations which promote their ethnic heritage. United Minds of Joint Action (UMOJA) is the name the African-American organization adopted in 1987. Umoja is a Swahilian word for "unity."

In the early 1980's, an English as a Second Language program was developed at the college. The ESL program was developed primarily to help Southeast Asian students who had moved to the United States. Currently, Concordia has the highest percentage of Southeast Asian students of any college in Minnesota. SEASA, the Southeast Asian Student Association, is the organization which celebrates Southeast Asian culture. SEASA began a tradition of hosting a Southeast Asian day in the spring of each year. It allows the college community to better know the cultures of Southeast Asia.

Since the development of the liberal arts program at Concordia in the mid-1960's, Concordia's students have pursued an education for a greater variety of employment opportunities. Students in church work programs continued to be the majority through the 1970's. Today, about one-third of Concordia's students are in church career programs.

Over the years more of Concordia's students have become daily commuting residents of the metropolitan area. Today, approximately half of Concordia's students are commuters. Concordia also has a greater number of older adult and second-career students today than at any other time in its history. The number of students employed has increased with the increasing cost of education. Today, many more students have on-campus and off-campus jobs than in the past. Many campus job opportunities include clerical work, in addition to those with the college food service, campus security, and campus maintenance. Any announced increase in student fees brings varied student reaction. A recent increase prompted students to consider a boycott of classes, but one student sagely observed he couldn't afford to boycott a class because each one cost so much.

Student Activities

One of the advantages of Concordia is that students are able to participate in activities that affect every dimension of a person's

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life—spiritual, intellectual, aesthetic, athletic, and social. Students have the opportunity to participate in many different organizations which help to enhance what students learn in the classroom.

Spiritual Activities

The spiritual aspect of life at Concordia is one of the things that makes Concordia College unique. As Concordia's motto suggests, Concordia aims to provide opportunities not only for intellectual growth, but also for spiritual growth. The Christian faith of many of Concordia's students is exemplified in their spiritual activities.

Daily chapel was a part of Concordia from the very beginning. For many years chapel services or devotions were held twice every school day, once in the morning and once at night. Originally, morning devotions were held each day at breakfast time. In 1928 the class schedule was altered to make a time slot between the second and third class periods to create a time for chapel or devotions that would enable the faculty to attend. This tradition of morning chapel services between the second and third hour classes has continued until today. Today evening services are held every Wednesday night.

In the early years of Concordia, chapel was led strictly by the faculty. Presidents Buenger and Graebner often led the services, and President Poehler was the regular Monday morning speaker. Under President Graebner, in 1927, students began to help lead evening chapel services. Soon after, students began assisting at morning chapel by reading lessons. Gradually it became common for students to assist and lead chapel services. Students have also assisted chapel services through the chapel guild, which helps to take care of the chapel. Student worship committees have also been organized to help plan worship services.

When the library building was being planned, Concordia's students took the initiative to take on the prayer chapel project. It took Concordia's students over three years to raise the needed \$3,000 for the chapel, but their efforts were successful. The prayer chapel was dedicated in 1952.

For many years students have made contributions to various missions of the church and worthy community projects. Each year the dean of chapel compiles a list of different missions and projects that have been submitted by faculty, staff, and students. Worshipers

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vote on these options, and weekly chapel offerings are gathered to support the project selected. Funds have been sent to such charities as Bethesda Lutheran Home, a St. Paul church's Hmong mission, and to the St. Paul Food Shelf.

Students have had a formal spiritual life organization since the early days of the Student Senate. Since one of the goals of Senate has been to promote rich spiritual life on campus, Senate has helped to sponsor this organization. Earlier it was called the Religious Activities Committee. Today, Senate no longer has a committee as such, but instead it appoints a spiritual life director who is to organize interested students and work with the campus pastor to promote spiritual life on campus. The members of the spiritual life organization have traditionally begun each year with a retreat where they study God's Word and make plans for the year. The organization coordinates spiritual life representatives from each floor to give Bible studies on a regular basis. The organization also helps to provide transportation to local churches on Sundays and puts on quarterly all-campus devotions.

Other organizations have been formed to enhance spiritual development at Concordia. Phi Delta Chi was a group in the 1960's that helped to inform women about the deaconess program. The Greek letters AEX stand for "Adelphoi en Christo" which means "Brothers in Christ." AEX is the pre-seminary group at Concordia which sponsors Bible studies, social functions, and a newsletter for pre-seminary students. STEAM stands for Student Theological Educators and Associated Ministers. It is a group for director of Christian education students at Concordia which sponsors weekly Bible studies, seminars, and social functions.

Concordia's students have also organized many different forms of spiritual outreach. In the 1970's two retreats were begun on campus, one for junior high youth and the other for senior high youth. Both retreats are coordinated and run by students. The junior high youth gathering has a different theme each year and attracts hundreds of junior high youth. Students volunteer to be counselors for the weekend retreat and lead Bible studies for their groups. The senior high youth gathering has the theme (CC)², Celebrate Christ, Communicate Christ. This is also a weekend gathering, but its focus is on evangelism.

Students have also been involved with groups that travel to local

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churches. Lutheran Youth Encounter groups began in 1970 and lasted through part of the 80's. These groups traveled to churches using their talents to share God's Word. Youth Alive in Christ (YAC) was formed in the early 1980's, and it also provided ministries to local churches. YAC is divided into several teams which travel to a number of different churches each year. Often they lead programs for a variety of different youth groups. One team of YAC is Clowns for Christ which is a clowning ministry.

Concordia's students formed a branch of the Lutheran Human Relations Association in the 1960's. This group of students was concerned with social problems such as poverty and racism. In the 1970's, some of Concordia's students started a branch of Lutherans for Life on campus. For a few years in the early 1980's, some of Concordia's students were involved in a prison ministry.

In the late 1950's and early 1960's, Concordia students ministered to people with disabilities. Periodically some students took sign language classes and were able to teach Sunday school to the deaf. Other students taught Sunday school at St. Paul's Gillette Hospital for Crippled Children in a program that lasted 15 years. Almost every year groups of students have a nursing home visitation program which brings enjoyment to many elderly people.

Hundreds more of Concordia's students have taught Sunday school at churches all around the Twin Cities area. Students have also been recruited to work at Lutheran camps throughout the United States, and many have spent their summers working at these camps.

A group that began in the early 1980's was HMS, the Hispanic Mission Society. Each year a group of students involved with HMS takes their spring break and travels south to El Paso, Texas, right on the Mexican border. To keep costs low, this group takes vans and drives straight to El Paso without making an overnight stay. Prior to their trip the group meets together to learn more about mission work and Mexican culture. While in El Paso, students stay at a mission and help out with cleaning, repairing, painting, and doing other needed tasks.

Intellectual Activities

Outside of the classroom, besides the every day homework, students have been involved with a number of different activities that have

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added to their intellectual growth. While some of these opportunities may be more practical than academic in their nature, students have been able to challenge themselves in a number of different pursuits.

Popular activities of Concordia's students, especially in the first half of Concordia's history were in the literary societies. These societies fit in well with Concordia's emphasis on the humanities. The two main societies in these years were Tri Alpha, which stood for Greek words that meant "to hear, to observe, and to accomplish," and Sigma Alpha Beta, which stood for Greek words that meant "the Council of the Wise and Best." These societies often challenged each other to speech and writing contests. They staged mock trials and coordinated roundtable discussions. There was also a German literary society which published its work in German. Today, many of Concordia's English majors and minors are members of Sigma Tau Delta, a group which gets together to share and promote their love of literature.

Forensics was another popular activity in the days of the all-male school. Students would debate such issues as, "Resolved, a federation of nations should be established based on the eight points of Roosevelt and Churchill" or "Resolved, the federal government should regulate by law all labor unions." Concordia's forensics club competed in many different matches and were often very successful. Debate teams filled buses on weekends in the fall and winter for debate tournaments in western Wisconsin and southern Minnesota. In the 1950's Concordia's debaters competed in national tournaments as far away as Utah. Concordia students won numerous trophies and some of Concordia's debaters qualified for Phi Rho Phi, the national honor society for intercollegiate debate.

During its first half century, Concordia's students did not really publish their own newspaper. However, they did publish original written works under the auspices of the literary societies. This form of publication was continued into the early 1960's with the start of another student publication in 1959 called *The Inkspot*, which was devoted entirely to creative writing such as short stories and poetry.

The first attempt at a student newspaper was *The Comet*, which began in 1925 as a literary magazine. *The Comet* format grew to include news of campus activities, editorials, news of alumni, and even humor, to go along with literary contributions. *The Comet*

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attracted a wide readership among both students and alumni. In 1938 *The Comet* became a joint production of the students and the office of alumni relations. This arrangement soon ended because the students needed their own intramural voice to raise issues and discuss campus life and their concerns. There were several unsuccessful attempts at creating a publication solely by and for the students. *Newsletter*, *The Voice*, *The Atom*, *The Pharisee*, *Campus Commette*, and *On Campus* all failed at establishing a student newspaper. *On Campus* was the longest-lasting of these attempts. It was run by the Student Senate and had the slogan "Voice of the Student Senate and You." *The Comet* then became the public relations newspaper for the college in 1965. The name was later changed to *The Commentary*, and now *Concordia St. Paul Magazine* has taken its place. *The Sword* became the students' newspaper in 1966 and has continued since then. Over the years, *The Sword* has had mixed reviews; successful years have largely depended on the quality of its editors and writers.

In 1920 the students produced Concordia's first yearbook, *The Blue and Gold*. The first yearbook, although pleasing to the students, was financially unsuccessful and was not continued. The yearbook was tried again in 1926 and 1927 under the name *The Concordia Moccasin*. Because of costs, the yearbook was again discontinued, and the students instead created a larger version of *The Comet*. This was the practice until 1948. From 1949 until today, with the exception of one year without publication, the yearbook has been published under the title of *The Scribe*. Today both *The Sword* and *The Scribe* are sponsored by Concordia's Student Senate.

The Student Senate has held a variety of different roles over the years. Student government at Concordia has its roots in the athletic association that began in 1908. The constitution for this association was revised to some extent to include almost all student activities. In 1926 a new "Student Association" Constitution was written which separated student government from the athletic association. The new constitution created nine committees which were to help the Senate's duties. Some of the Senate's committees were the Religious Activities Committee, the Social Activities Committee, and the Recreation Room committee. The constitution underwent further revisions as the high school and college Senates were separated. For years the student representatives to Senate were voted on by each

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class, but in 1968 this was changed to choosing students as dorm or commuting representatives.

In earlier years the student government supervised the spring campus clean-up day, the mail delivery, and the running of the stationery store. The profits from the stationery store enabled the Senate to sponsor various activities. Today the Senate receives its operating funds from a small percentage of students' tuition.

The Student Senate currently coordinates a variety of activities as well as attempts to be a channel for student concerns. The constitution has been modified in recent years to include a five member Executive Board. There is also a Board of Directors, formerly called the Superboard, which includes positions such as director of clubs and organizations, director of community activities and *Sword* editor. Much of the student power that exists at Concordia is through student representation to faculty standing committees. Students have representation on committees such as the Academic Policy Committee, the Student Policy Committee, the Athletic Committee, and the Library Committee. Students are the majority on the Student Conduct Committee which considers cases of students who wish to challenge allegations made against them. In 1990, students gained further representation when one voting student member was added to the subcommittees of the Board of Regents.

The 75th anniversary history of Concordia observed: "Anyone visiting the campus at election time will conclude that campaigning for office in the Student Senate is big business. He will see streamers flying high between the flagpole and Old South, or a huge sign covering the front of the library building, or a monument stretching towards the sky in honor of one or the other of the presidential candidates." However, in recent years, Senate elections have not shown such student enthusiasm; at times officers have run unopposed. Even last minute write-in campaigns have been organized with limited success.

In 1950, colleges of The Lutheran Church—Missouri Synod began to host Student Government Conferences. Students from the various LCMS colleges got together to discuss issues and share ideas. Host colleges also provided entertainment for the student delegates. These conferences continued for some years, and later SALS, the Synodical Association of Lutheran Schools, took their place. After SALS was discontinued, no formal communication took place be-

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tween students of the synodical schools. In 1984, ASHE, the Association of Schools of Higher Education, was formed to bring the students of LCMS-owned schools together again. The first ASHE conference was held at Concordia, St. Paul.

Another association in which Concordia's Senate holds membership is MAPCS, the Minnesota Association of Private College Students. Concordia became involved with MAPCS in the 1970's. MAPCS brings together student leaders from the Minnesota private college campuses to discuss issues facing the different campuses. MAPCS also participates in student lobby day at the Minnesota State Capitol and works for increased financial aid for private college students.

Concordia's students have also formed a number of different clubs and organizations to broaden their understanding of world events. In the 1960's Concordia had a World Affairs Club which met to discuss current world happenings. Today some of Concordia's students are involved with the Public Policy Forum which sponsored speakers and panel discussions on events such as the recent Persian Gulf War. It also coordinates *The Public Policy Review*, a publication that deals with local, national, and international issues.

Concordia has never been considered a politically active campus, but political interest did rise during the 1960's. While Concordia had no protests during the Vietnam era, as were common on many other campuses, Concordia did host an all-day Indochina teach-in for a day in 1970. In the late 1960's and early 1970's, Concordia also had Republican and Democratic Clubs. These clubs attempted to promote their political views and often volunteered their efforts at local campaign headquarters. These clubs were probably due, in part, to the increasing interest that students had in politics during this era and the lowering of the voting age to 18.

Another teach-in was also held on Concordia's campus in 1970 for Earth Day. Concordia's students have a history of involvement in the sciences. In 1928, Concordia's Science Club was formed; it sponsored various scientific lectures, movies, and discussions. For a time the Science Club coordinated annual science fairs, with over 200 students participating one year. A few years after the Science Club dissolved, a Health and Science Organization was formed whose members were mostly science majors. In 1990 after the Health and Science Organization became inactive, students formed a new group, CREW. CREW stands for Concordia's Relentless En-

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vironmental Workers. Though a new club, CREW has supported many activities to protect the environment in addition to sponsoring trips to the Science Museum of Minnesota and a canoe trip down the St. Croix.

Two other more recently organized clubs are the Business Club and Amnesty International. In the early 1980's, Concordia's business students formed a business and investment club, UNIBUS. The size of the club has varied from year to year, but the business club has been a worthwhile club for many business majors. In 1989, a branch of Amnesty International was formed on campus. Amnesty is a worldwide independent movement that works to promote the protection of human rights. Student members of this group write letters to officials in countries with reported human rights abuses and support the efforts of other groups also concerned with unjust imprisonment and oppression around the world.

Aesthetic Activities

Throughout its history Concordia has always had a large percentage of its students involved with the arts. With the help of many talented faculty, Concordia's students have continuously developed their artistic skills and achieved excellence in many different forms of the arts: music, drama, painting, sculpture, and other related areas.

Concordia's band began in 1928 with high school and college students, many of whom had never played in a band or orchestra before. In 1954 the band acquired new blue, gold, and grey uniforms and frequently performed as a marching band, replete with baton twirlers and a majorette, at athletic events. Campus rumor reported a presidential inquiry was held on the adequacy of the majorette's uniform on cold fall days when Concordia's first majorette in history returned home to 1245 Carroll Avenue. When interest in polka music greatly increased, Concordia had a German band which was a very popular campus addition.

Shortly after Professor Leon Titus became the director of Concordia's band in 1960, the emphasis was changed to make the group more of a concert band than a pep band. During the last 30 years, Concordia's highly respected and admired concert band has toured the United States from coast to coast and in several provinces of Canada. Their annual travels have provided audiences with a wide

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variety of some of the best sacred and secular music written for concert bands. In recent years a very popular addition to Concordia's music offerings has been a jazz band, formed and directed by Professor Richard Norris.

The Concordia Glee Club was organized by students in the early part of the 1900's. The Glee Club soon became the elite group of Concordia's singers. In 1927, because of increased enrollment, the format of the choir changed; the Glee Club became the high school choir and the college men made up the Concordia Choral Club. The name of the Choral Club was later changed to the Chorale and then to the current Christus Chorus. This is the choir which travels and performs at Lutheran churches and concert halls throughout the country and has twice performed in Europe from St. Thomas in Leipzig to Notre Dame in Paris.

When women first enrolled on campus, they were not allowed to join the Choral Club until 1953, so they formed their own Chapel Choir; the name was later changed to the Chamber Choir. A Chapel Choir of mixed voices was formed in the 1960's and also became a touring chorus in the midwest. The name was later changed to the Scola Cantorum Choir and is currently called Jubilate. The choirs continue to preserve Concordia's tradition of excellent choral concerts, especially their popular Christmas concerts and Choral Vesper services.

In the early days of Concordia, an orchestra was formed to play at commencement and other activities. The orchestra continued into the late 1920's. Concordia's strings were again organized by Professor Friedrich Brauer who joined the faculty in 1967. Today Concordia's String Ensemble includes faculty, staff, and students. They perform at many noon recitals and often accompany the choirs in concert.

Throughout Concordia's history there have been many other musical groups. The Messiah Chorus was organized in 1950 to perform Handel's Messiah. After 1953 the concert was presented in the Lutheran Memorial Center at Christmas time. The Messiah Chorus at one time included over 300 people and was an annual event for nearly a decade.

Glad Sound was another popular touring group which was formed in the late 1970's and continued through the mid-1980's. Some years, Glad Sound spent the whole summer touring the coun-

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try. This group, usually numbering eight students, performed both instrumental and vocal music at Lutheran churches, sharing their love of the Lord and telling about the work of the college.

Another group which still exists today is Concordia's handbell choir which performs in chapel and at the annual Christmas concert. The initial three octave set of bells was presented to Concordia in 1986 by the Reverend Lawrence Gallman, Litt.D. ('70).

Concordia has always had a significant number of accomplished organ students. Since 1974 they have had the privilege to practice on the Schlicker organ in the Music Building Auditorium. Periodically student organists have formed a guild of organists and planned activities to aid their professional development. Many students also take vocal, piano, and instrumental lessons. The Fine Arts Division in recent years has sponsored weekly noon recitals in which students can showcase their talents for faculty, staff, and students of Concordia. These are an enjoyable break for observers and give students an opportunity to become more comfortable with performing before an audience.

In past years students have organized to form the Music Appreciation Society and the Music Interest Society. These societies have encouraged the enjoyment of the musical arts and have planned trips to concerts in the Twin Cities area. Today no formal organization such as these exists. However, informally the MHAA, the Music History Alumni Association, gets together to enjoy music history and attend local concerts.

Originally drama at Concordia had no formal structure and was left to student organization. Periodic attempts at establishing drama at Concordia were unsuccessful until 1910. In 1910, the senior class, motivated by classical studies, performed the ancient Roman play by Plautus, "Captive." After this performance, it became a tradition for the senior class to present a class play. The first touring show was in 1941 when the high school seniors presented Shakespeare's "Merchant of Venice."

In 1942 students formed the first drama club, The Tri Gamma, and presented a wide variety of productions in the following years. In the next 15 years, with a number of different faculty directors, Concordia presented a broad range of theatrical works including "Julius Caesar," Moliere's "Doctor by Compulsion" and "Tartuffe," operettas "Trial by Jury" and "The Mikado," comedies "Arsenic and

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Old Lace" and "The Male Animal," a religious drama "The Third Day," and numerous one-act plays. Most performances were staged in the Lutheran Memorial Center or in a "little theatre" on the ground level of the Main Classroom Building.

Concordia's present theatre and drama program had its beginning with the organization of The Harlequins in 1969. With the curricular growth of academic courses in drama, the drama club structure disappeared and the theatre program became a department of the Division of Fine Arts. The continued growth of drama on campus, both in course offerings and in the quality of public performances, will be greatly enhanced with the completion of the new theatre during the centennial year.

Students have opportunities both to participate in a wide variety of drama and to observe the performances of some of the best literature of the dramatic arts. Although figures are sketchy for some years, the modern attendance record for musicals seems to be the 1969 production of "Oliver" in the Lutheran Memorial Center, and the record for drama is the 1990 staging of "Macbeth" in the Music Building Auditorium.

During the 1970's and until the Arndt Science Hall was completed in 1989, the home of drama at Concordia was the unfinished south end of the second floor of that building, affectionately called "The Attic Theatre." Although some people were concerned with the name, The Attic was intended to refer to an unfinished area of a building immediately below the roof, and not a reference to the dialect of ancient Greek which became the literary language of the Greek-speaking world. The size and comfort of the area greatly limited attendance at many major productions. Since all performances have been staged in the Music Auditorium in recent years, one of the interesting challenges has been the search for creative ways to incorporate the organ into theatrical sets.

In the 1970's a children's theatre group began to emerge as an important part of the theatre program. In their travels to schools and churches in the metropolitan area, they called themselves "The Peanut Butter Players." They appealed to young audiences with a modernization of old stories and tales from children's literature, Aesop's Fables, and the classic Canterbury Tales.

In 1987, under the direction of Professor Michael Charron, the King's Players were organized. This group replaced the children's

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theatre repertoire with religious and biblical parables and vignettes in a creative presentation. While still appealing to children, the dramatizations are equally appreciated by all ages. In a skit like "Jonah and the Whale," Jonah has become a modern California surfer, while "The Three Little Pigs" has been transformed into a religious parable. The King's Players have a year-round performing schedule, but their main tour is during the vacation following the winter quarter. Their creative performances have been given on tours to England and Japan as well as the Denver and New Orleans youth gatherings of The Lutheran Church—Missouri Synod. Communicating the Gospel effectively in creative and non-traditional ways will continue to be a major objective of the King's Players.

Like graduates of other arts majors at Concordia, theatre arts alumni have also achieved professional and personal success in a variety of areas. One of the most successful graduates is Mark Rosenwinkel ('77) whose professional acting career has included roles in productions ranging from *The Guthrie* to the Chanhassen Dinner Theatre complex.

From 1959 to 1969 Concordia had an art club called Bottega. Its name came from an Italian art workshop of the Renaissance. The members of Bottega organized and supported activities related to the arts. These included art lectures, art exhibits, art workshops, and even trips to movies with special artistic significance, as their 1968 trip to see "Gone With the Wind" was designated.

Even before Concordia offered an arts major, its students were recognized for producing significant works of art in ceramics, sculpture, and painting. Most recently at the New Academy, a 1990 juried art show featuring art from Twin Cities college students, several students were privileged to have their works shown. 1991 saw Concordia's first juried art show featuring works by Concordia students. Plans are to make this an annual event.

Athletic Activities

Athletics have always been an important part of life at Concordia. Physical fitness was so important to President Buenger that he had the second floor of the West Building furnished with gymnastic and exercise equipment in 1894. When spring came, a baseball diamond

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was laid out on the land where the Main Classroom Building now stands.

Baseball was the major sport when Dr. Herman Wollaeger arrived in 1904 to become Concordia's first athletic director and baseball coach. The faculty soon permitted interscholastic baseball games to be scheduled with available teams in the area, but all games were to be played on the home field, if at all possible. Since baseball was the only competitive sport, the exploits of the early teams became legendary.

Perhaps the most famous sports legend in Concordia's history was Dick Siebert, class of 1930 and son of Professor E. G. Richard Siebert. Although Dick signed a professional contract with the St. Louis Cardinals and later had a successful career as a player for Connie Mack's Philadelphia Athletics, his more important achievement on campus was his 7 to 6 pitching victory over the University of Minnesota in 1930.

During his baseball off-season, Dick Siebert returned to Concordia to coach basketball. In 1947, Dick became head baseball coach at the University of Minnesota. In recognition of his 30-year coaching success at Minnesota, including three NCAA baseball championships, in 1979 the university renamed its baseball facility Siebert Field, four months after his death in 1978.

Another Concordia legend, Professor Paul Stor, became athletic director in 1931, and helped Concordia build a respected intercollegiate athletic program. The Comets were especially successful in baseball and basketball as they competed in the Junior College Conference of Minnesota. When the conference was divided into a northern and southern division, the Comets became one of the better performers in the Southern Minnesota Junior College Conference of Minnesota until Concordia became a four-year college.

In 1948, the Comet baseball team had three pitchers who did very well financially playing semi-professional baseball. The faculty requested that the captain of the 1924 Comet baseball team speak to these players to convince them to relinquish their weekend professional activities. Shortly thereafter, President Poehler reported to the faculty that the three players had agreed to keep their amateur status and baseball eligibility by discontinuing their play-for-pay baseball.

Beginning in 1937, the highlight of the basketball season was

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often the All-Concordia tournament. The four synodical colleges from Concordia, Missouri; Winfield, Kansas; Seward, Nebraska; and St. Paul, Minnesota, closed the season with a tourney that rotated among the campuses. In 1951 the Concordia Invitational Tournament was begun with the terminal institutions of synod participating. They were the two seminaries—in St. Louis and Springfield—and the two teachers colleges—in Seward and River Forest. When Concordia Seminary in Springfield discontinued intercollegiate basketball, the Comets were invited to replace Springfield for the 1967 tourney. The Comets won their first CIT championship in 1969 when they hosted the event, and they also became champions on their home court in 1978.

After years of intramural competition only, the women began intercollegiate athletics in 1967. Thus when the Concordia Invitational decided to begin women's tourney play in 1973, the Comet women were ready to join the intra-synodical rivalry. The women have won eight championships, including six straight from 1977 through 1982. The participating women's teams are from Seward, River Forest, St. Paul, and another synodical women's team which the host school invites to complete the tourney field. Each year the site of the CIT is transformed into a social gathering of students and alumni with basketball being the focus of their attention.

While competing as members of the National Small College Athletic Association, the Comet women won the national championship in basketball in 1983 under Coach Jack Surridge and the national volleyball championship in 1991 with Coach Dennis Getzlaff. The Comet men have also captured two NSCAA championships. The soccer team of Coach John Hendrickson won its national title in 1980, and Coach Michael Charron's cross country team won its first place trophy in 1991.

While baseball and basketball have been the dominant inter-scholastic sports throughout Concordia's first century, a number of other sports have been added to the athletic program with varying degrees of longevity. When Professor Robert Barnes became the athletic director in 1947, new sports were added both for the Comets and for the Meteors, the moniker the high school teams began using in 1946.

The high school Meteors were a member of the Minnesota Independent School League, and by 1950 they competed in baseball,

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basketball, wrestling, hockey, and football. Wrestling was introduced in 1947, hockey in 1948, and football in 1949. Even with their own outdoor rink, however, hockey was discontinued in 1960 because there were not enough skaters to compete. Fear of players being injured made football the most difficult sport to initiate. The persistent urging by students eventually persuaded the faculty and Board to approve football for the high school only. Although Concordia was one of the smaller MISL schools, they remained competitive and won their share of conference championships until they merged with St. Paul Lutheran High School and left the campus.

During his leadership as athletic director, Professor Robert Barnes successfully revived interest in, and added men's intercollegiate wrestling in 1954, soccer in 1964, and football in 1969 to supplement the existing teams in baseball, basketball, track, tennis, golf, and cross country. However, some sports have erratic student interest, and competition is currently suspended in wrestling, track, and golf.

Women's intercollegiate athletes compete in volleyball, basketball, softball, tennis, and cross country track. At one time these teams were called Comettes, but now all campus athletic teams use the unisex title Comets.

While many women have received recognition for their achievement in athletics, the two who played professional basketball with the Minnesota Fillies were Cindy Pummill ('78) and Peggy Jackson ('78). Another notable performer was Carrie Rindal ('92) who was honored as the first team All-American softball catcher by the National Association of Intercollegiate Athletics in 1991. Although the Comets have had players receive second team and honorable mention awards by the NAIA, Carrie Rindal was the first athlete to be selected for first team honors.

While it would be difficult to get a consensus all-Comet team in any sport for the centennial milestone, three additional men had athletic performances which merited professional contracts. Paul Hinrichs ('45) originally signed with the Detroit Tigers. He later pitched for both the New York Yankees and the Boston Red Sox after stops with several minor league teams. He played for two years after he graduated from Concordia Seminary in St. Louis and then became a parish pastor. Michael J. Bailey ('71), a member of the Comets' first college football team in 1969, signed a contract with

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the Dallas Cowboys of the National Football League. Ten years later, Edward LeRoy McBrayer ('81), who holds Concordia's career rushing record of 4,213 yards, also signed a free agent contract with Dallas.

The individual and team successes of Concordia's athletics were achieved in part by the dedicated coaches who taught, strategized, and encouraged the thousands of Concordia's athletes. Some of these coaches were Paul W. Stor, a major force in building the Lutheran Memorial Center; Walter H. Engelhardt, the master of wrestling and baseball fundamentals; Robert E. Barnes, head coach of almost every intercollegiate sport at Concordia and in whose honor the present baseball field was named; John P. Chiapuzio, head football coach of the first Comet team; and Jack F. Surridge, who, during his tenure as women's basketball and softball coach and head football coach, had the distinction of defeating every college and university in the state with one of these teams. In addition, there were dozens of other coaches doing equally important tasks for Concordia's student athletes throughout the years.

Intramural sports have always been an important part of Concordia ever since the first intramural baseball teams were formed in 1893. Basketball joined the intramural program in 1912, and in 1938 touch football was added. Intramurals are popular among Concordia's students as a great way to take a break from studies, get some exercise, and socialize. Open gym times and the weight room are also available to provide students with the opportunity to exercise.

Along with sports came cheerleaders, pep clubs, and dancelines. Prior to coeducation, Concordia's cheerleaders obviously were all male. Since 1950 Concordia has had cycles of all female cheerleaders followed by years with both men and women jointly urging the crowds to give the teams strong vocal support. Pep Clubs formed in the late 1950's to promote school spirit. Concordia also had a colorful drill team in the 1960's and 1970's. Since the early 1980's Concordia has had a danceline which provides half-time entertainment for the football and basketball crowds. In 1991 a Spirit Squad was formed to add spectator enthusiasm to the competition of the game.

Over the years various organizations have been formed to promote athletics. The WAO, Women's Athletic Organization, was

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formed shortly after coeducation came to Concordia. It was instrumental in helping organize intercollegiate teams for women athletes. The C-Club was the club made up of all athletes who lettered in sports at Concordia. PEMM is the group for Physical Education Majors and Minors which sponsors lectures on sports and health subjects. Concordia's Fellowship of Christian Athletes is a more recent group formed to encourage Christian sportsmanship and ethical behavior in the world of competitive sports.

Social Activities

The social life of Concordia's students was extremely limited until the first class of coeds arrived. Previously the majority of social activities were identified with congregations of the area. The students were expected to plan most of their social events on campus, but this greatly limited their socialization with young ladies of the community. Even athletic banquets were stag affairs until 1936 when women were first permitted to attend such events on campus. Finally on its fiftieth birthday in 1943, the first campus party for men and women was held.

One of the oldest social traditions at Concordia has been an end-of-the-year banquet. Originally it was given by the college freshmen to honor the graduating sophomore class and was called the Prima-Secunda Banquet. These banquets were usually held in the dining hall, but in 1944 a new tradition to hold the banquets off campus was begun. Students rented hotel or cafe rooms at different locations each year. Part of the entertainment was an after dinner speech by a prominent political or entertainment figure. One student favorite, for example, was Senator Hubert H. Humphrey. Students often had fund raisers to keep the banquet costs low. For several years the banquet was underwritten by Concordia so everyone could attend. The end-of-the-year banquet is currently sponsored by the Student Senate. A dance has been added to the festivities, and the event is now called Spring Fling.

Concordia's first homecoming game was in 1949 when the Concordia Meteor football team played Breck. Even though the Meteors weren't able to achieve the slogan to "Wreck Breck," homecoming was still a success. The crowning of royalty and a bonfire followed the game. Concordia's first homecoming queen was a student from

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the University of Minnesota. With the advent of coeducation, the students were able to choose a Concordia homecoming queen for their second homecoming. Homecoming became a more elaborate event each year, and a parade with floats was added to the festivities. Concordia went without a fall homecoming after the Meteors left, but it returned in 1969 when the college had its first homecoming football game. Homecoming has become a week-long event with many different entertainment and sporting events.

Snow Weekend began in 1959 as a college emphasis replacement for the fall homecoming which featured the high school department. It included entertainment, sporting events, and the crowning of a college King and Queen of Snows. Snow Weekend was the work of the Pep Club and committees of the Student Association. The Snow Weekend tradition has continued, but it has now become a week-long event with the name changed to Snow Week. Each day of Snow Week has some kind of sporting or entertainment activity. Events are often connected with the winter weather, such as a snow sculpting contest. In recent years, hot tubs outside the Student Union have provided warmth to the winter weather blues.

Over the years the Student Association, various clubs, and councils have planned many different social activities to provide the students with recreation and entertainment. The Student Senate used to have a Social Activities Committee, but it now has a Board of Directors who coordinate a variety of activities. Movies, speakers, comedians, and concerts have added excitement to Concordia's campus. Various groups have also formed to promote social activities. Students have formed everything from bowling leagues to ski, chess, and frisbee clubs. Playing frisbee golf on the knoll is still a favorite activity on a warm, sunny day.

When the Lutheran Memorial Center was completed in 1953, it included space for a student recreation room. Later this student recreation room was replaced by the "student union" located in the basement of Wollaeger Hall. In 1973, the student body saw the completion of the Student Union Building. Since the Union was partially paid for with fees the students voted to assess themselves, the students were to have a major voice in the administration of the building. Thus Student Union policies are determined by a Board of Governors which has a student majority in its composition.

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Concordia's students also have an advantageous position in the midway area of the Twin Cities. Students have been able to visit museums and art galleries and attend cultural events such as plays, concerts, and theatre performances. The Twin Cities area provides many different restaurants, malls, movie theatres, and parks that provide a great diversion away from campus. St. Paul's unique Grand Avenue is in walking distance from the college. The campus is also near convenient bus routes which replaced the streetcar lines that formerly were right next to the campus.

Concordia's students have also participated in community relations activities. Since the 1960's, students have helped to coordinate blood drives on campus to encourage fellow students to donate blood. The college has also sponsored many Halloween and Christmas parties for the Lex-Ham community children. Recently students have helped with meals at the Dorothy Day Center and helped to organize a refugee sponsorship program.

A great tradition of Concordia's students is to dress up the favorite statue on campus, Martin Luther. Over the years, Marty has seen many a make-over, some of which were even attractive. Marty was dressed up like a clown to kick off the Clowns for Christ ministry group on campus. Marty has also been a sports fan of Minnesota teams when he was dressed up for the Twins' wins in the World Series and the North Stars' battle in the Stanley Cup finals.

Student activities outside of the classroom are a vital part of the college experience. As time passes, students forget many things that they studied in classes, but they never forget special college memories like the game the Comets rallied to win, late-night study sessions, and the beginning of life-long friendships. Student life outside the classroom has its own lessons to teach and its own memories to keep, and they may be the most treasured benefits of the Concordia experience.



A scene from the 1969 production of Oliver!, staged in the LMC.



The 1956 track team, coached by Carroll Peter. Holding the trophy in the back row is future president Robert Holst.



The 1942 high school baseball team with future major leaguer Paul Hinrichs reclining on the right in the front row.



The 1983 National Small College Athletic Association (NSCAA) championship women's basketball team.



Concordia, St. Paul's first CIT men's basketball championship team, 1969, coached by Robert Barnes.



The 1986 NSCAA national championship soccer team.



One of the earliest interscholastic baseball teams at Concordia, 1908.



The cast of the 1990 production of Shakespeare's Macbeth.



The 1957-58 Choral Club under the direction of Professor Harold Otte.



**Carrie Rindal,
Concordia's first
athlete to be
accorded NAIA First
Team All-American
honors, in 1991.**



**Mark Rosenwinkel
('77) in a scene
from Osborne's
Luther, performed
in the Attic Theatre.**



**One of the many championship debate teams, this one in 1951, coached
by Professor Edgar J. Otto.**



**Dick Siebert, class of 1930, who was
signed by the St. Louis Cardinals and
later played with Connie Mack's
Philadelphia Athletics, and who
coached men's basketball at
Concordia.**



The 1974 Concordia Concert Band, under the direction of Professor Leon Titus, in Buetow Auditorium.

Chapter Three

The Buenger Legacy

1893–1927

When the Reverend Theodore Henry Carl Buenger opened the first academic year of Concordia College on September 13, 1893, St. Paul, Minnesota, was a fast-growing city with a population of more than 135,000, of whom a third were immigrants. As a state capitol readily accessible by rail transportation, and with three other educational institutions already established in St. Paul, the location of Concordia seemed a wise choice. Even Mark Twain would seem to agree as he wrote after a visit: "St. Paul is a wonderful town. It is put together in solid blocks of honest brick and stone, and has the air of intending to stay."

The president of the United States was Grover Cleveland, the president of the Missouri Synod was Dr. Heinrich Christian Schwan, the governor of Minnesota was Knute Nelson, and the mayor of St. Paul was Frederick P. Wright. But all of these distinguished leaders were relatively unimportant to that first class of 30 young men as they began their educational preparation for the pastoral and teaching ministry of Synod. Besides President Buenger, two part-time assistants, Mr. Theodore Berg, teacher in Zion's parish school, and Pastor Adam Detzer of Redeemer congregation in St. Paul, comprised the complete faculty.

In 1943, after completing 50 years at Concordia, President Buenger told faculty and friends: "When I had accepted the call to Concordia, sleepless nights were my lot, since there was the necessity to select literature and textbooks, finding an appropriate location to house the new institution, writing a course of study, planning and writing a schedule, serving as registrar, and arranging many other matters." In spite of a myriad of other responsibilities—correspondence, purchasing, administration—he did not have secretarial assistance during his entire presidency of 34 years.

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During the first year of Concordia's operation, the Board of Trustees, along with a synodically appointed committee, considered eight different sites as a permanent location for the school, but they were unable to select one without objections. But after the Minnesota Legislature voted in 1889 to sell the "House of Refuge" property on St. Anthony Avenue and move the state training school for boys to Red Wing, a ready made campus was offered to Synod for \$40,000. Since this far exceeded the funds available, the state agreed to sell six of the eleven acres on which four buildings stood for \$21,865. On September 9, 1894, the Missouri Synod gained ownership of this new campus just four days after the opening of the second school year.

By 1896 the school had an enrollment of 68, and the Board of Trustees felt that the early successes justified the expansion of Concordia beyond the limit of three years of high school. Since the district was expanding faster than any other district of Synod with its 157 pastors and 400 congregations, the Board requested the 1896 synodical convention in Fort Wayne, Indiana, to permit expansion to a six-year course. However, the convention did not agree, and the three-year format was to remain another six years.

The 1902 synodical convention in Milwaukee, Wisconsin, received a lengthy memorial again requesting an expansion of Concordia's offerings to a full six years with minimum additional expense. Although the Synod was not yet inclined to add all three years, it did approve a fourth year so that Concordia could become a complete secondary school. Finally, during the Detroit Convention in 1905, the Synod resolved to add the first two years of college to Concordia's program, completing the six-year German *Gymnasium* model which synodical colleges had already adopted in Milwaukee, Bronxville, Fort Wayne, and Concordia, Missouri. Interestingly, 60 years later when the synodical convention again assembled in Detroit in 1965, the resolution was approved to expand Concordia's four-year teacher education program to include men also (though women, admitted for the two-year teacher education program in 1950, began their third and fourth years already in 1962).

With the addition of the freshman and sophomore college classes in 1905 and 1906, the original four buildings of the campus had more than reached their capacity. The crowded conditions were temporarily eased by discontinuing the teacher education program

in 1908. This required the education students to complete their preparation at the teachers colleges in Addison, Illinois, and Seward, Nebraska.

However, the first new building that began to meet the increasing needs of a growing student body was the Gymnasium. This facility was dedicated on January 21, 1912, at a cost of \$10,654, which was secured from friends of Concordia. This was in accordance with the action of Synod at the 1908 convention which approved the South Dakota District request for a gymnasium, providing it would be built with voluntary contributions. The new gym released space in the buildings for student living areas that had been used for exercise and other activities.

During the first 20 years of its existence, Concordia had survived two fires in 1899 and 1911 and a tornado in 1904, it was maturing as an educational institution, it was building a competent faculty, and it had an increasing student body. But when it reached the point at which 20 students were sleeping in the third story of the president's home, and some classes were meeting in the halls and in the chapel, the Lutheran Education Association of the Northwest joined the project to secure a new administration and classroom building. The 1914 synodical convention at Chicago approved the construction of the building, but only appropriated \$30,000, with the remaining funds to be gathered from local districts and donors.

In the ensuing three years, the districts pledged to raise \$70,000 so that a new proposal could be presented at the 1917 convention in Milwaukee. Upon ratification of the plan, work on the new building, originally called Recitation Hall, began immediately. Ground was broken in July, the cornerstone laying took place in September, and the dedication took place on June 30, 1918. The 60 x 198 foot building, with working and service areas on three floors in addition to faculty and administrative offices, contained classrooms, science laboratories, a museum, and a chapel-auditorium seating 354. The total cost of the new fire-proof administration building, as it was called until 1970, was \$125,000.

The new administration building helped make it possible to fulfill the request of a small portion of the Norwegian Evangelical Lutheran Church which had withdrawn from its parent body because of its merger with other Norwegian Lutheran churches in 1917. Thus it lost access to the educational institutions now controlled by the

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newly merged Norwegian Lutheran Church of America. This request involved permission to enroll students from the "Little" Norwegian Synod (as they were often called) in Concordia College to prepare for matriculation to Concordia Seminary in St. Louis. The Norwegian Synod agreed to jointly call a theologically acceptable professor with Concordia College and assist with his salary. Subsequently, a call was extended to Pastor Sigurd C. Ylvisaker, who accepted the position to teach Norse, Greek, and Hebrew at Concordia, with special responsibility for the young men of Norwegian descent planning to study for the ministry. This arrangement continued until Bethany College and Seminary was founded in Mankato, Minnesota, in 1927. The Reverend Professor Sigurd C. Ylvisaker, Ph.D., later served as president of Bethany College for twenty years.

The most significant campus landmark was dedicated on October 30, 1921, when the Luther statue was unveiled as part of the quadracentennial observance of Dr. Martin Luther's courageous stand at the Diet of Worms in 1521. The statue was a gift from Mr. and Mrs. Ernest Rubbert of Minneapolis. With more than 3,000 people looking on, the daughter of the donors and also President Buenger's daughter-in-law, Mrs. Myrtle Rubbert Buenger, slowly pulled the cord which removed the United States flag unveiling the gigantic bronze figure of Luther. President Buenger accepted this gift with gratitude and hoped that it would be an inspirational reminder of the blessings of the Reformation. Since the dedication, a traditional early service at the Luther statue has begun each Reformation Day observance.

The German sculptor Ernst Friedrich August Rietschel (1804-61), a professor at the university of Dresden, designed a Luther monument for Worms, Germany, which was the model for Concordia's Luther statue. It was cast by the Flour City Ornamental Iron Company of Minneapolis for which Mr. Ernst Rubbert was the treasurer. The imposing figure of Luther is over twelve feet high, containing 3,700 pounds of bronze and standing on a pedestal of St. Louis granite six feet high which weighs 40 tons. His pose is representative of the moment when Luther is pointing to an open Bible as the source of his faith which he will defend as he confesses before the assembly at Worms, "Here I stand; I cannot do otherwise: God help me! Amen."

With the construction of the Poehler Administration Building in

1969, the Luther statue was moved a short distance to its present position in front of the administrative center of the campus.

In addition to Concordia's Luther, the Flour City Ornamental Iron Company also cast three other duplicates of Rietschel's work which are at Luther College, Decorah, Iowa; Wartburg Seminary, Dubuque, Iowa; and Lutheran Memorial Park, Detroit, Michigan.

With the increasing student body and the additional academic facilities in the new administration building along with minor curricular changes, Concordia sought accreditation by the University of Minnesota as the highest accrediting agency in the state. By increasing offerings in the sciences and decreasing the number of required courses, Concordia reached its first milestone of academic excellence by receiving accreditation from the University of Minnesota during the 1920-21 year.

Another important development in American education was the rise of the junior college. In 1920, President Buenger presented a paper in Chicago at a meeting of junior college representatives explaining that the "new" ideal of a six-year high school—junior college program had been in effect with the Missouri Synod pre-ministerial colleges from their beginnings, and they were, therefore, among the oldest junior colleges in the United States. At this meeting the American Association of Junior Colleges was formed with Concordia as a charter member. Concordia's leadership in the association was recognized nationally in the following decades.

A special celebration of thanksgiving was held on January 16, 1924, commemorating President Buenger's 30th anniversary as president and the 40th anniversary of his ordination, even though the latter was over a year late. Especially memorable was the bronze tablet, presented by the Alumni Association, containing a relief profile of President Buenger and the Latin phrase, "Aeterna Moliri." This motto is translated "Building for Eternity" and was the president's favorite expression of Concordia's mission. Years later, the Concordia faculty used this motto in creating the Aeterna Moliri Award to honor annually at commencement an individual whose service to the church contributed to building for eternity. The original sculptured tablet is appropriately displayed in the Buenger Memorial Library.

The final addition to the Buenger legacy on the campus was the construction of East Dormitory in 1925. With a record enrollment

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in 1922, and armed with photographic proof of dangerous overcrowding, the Board of Trustees made an urgent request to the 1923 synodical convention for a new residence hall. The delegates responded by appropriating \$125,000 for a new building to accommodate 100 students.

Plans for the new East Dormitory were finally approved so that ground-breaking ceremonies could take place on June 4, 1925. The laying of the cornerstone occurred on August 9, 1925. When school began, there were 64 students with temporary sleeping facilities in the gymnasium and an unfinished basement room in the administration building. Finally on November 15, 1925, the building was dedicated, and by December 1, the students joyfully occupied the new dormitory. The total cost of East, including room furnishings donated by congregations, totaled \$143,000.

In 1947 East Dormitory was officially renamed Luther Hall. In addition to its close proximity to the Luther statue, this is a most appropriate name because a stone-sculptured face of Dr. Martin Luther was placed above the main entrance to the building. Luther is flanked by two early presidents and theologians of the Missouri Synod, Dr. Carl F. W. Walther and Dr. Francis Pieper. Dr. Pieper, often called one of the founding fathers of Concordia, was selected as the primary speaker for the dedication service in 1925. Very rarely in synodical history has a dedicatory speaker ever addressed an audience standing beneath his own image on a building.

Luther Hall served as the dominant residence hall on campus for over 30 years. It underwent extensive renovation in 1961 before it became a women's residence. Additional remodeling was completed in 1989.

During the summer of 1926, President and Mrs. Buenger made a return trip to Europe. The focus of their travels was the classical world of the Mediterranean Sea with special emphasis on its relationship to Biblical studies and languages. Meanwhile in St. Paul, Professor August Schlueter failed to recover from surgery and died on June 23, 1926.

After the 1926 synodical convention in St. Louis approved the addition of two new professorships, the Board of Electors met on August 24 to fill these two positions in addition to selecting a replacement for Professor Schlueter. The list of candidates to replace Professor Schlueter included President Buenger. Although he al-

ready had a call to Concordia, the Electors extended a second call to President Buenger as professor of languages. Since the Board could not reach the Buengers during their travels, President Buenger did not become aware of his second call until he returned to St. Paul.

In explaining their call to President Buenger, the Board indicated that since the president was 66 years of age, they felt he might appreciate the opportunity to become a more traditional teaching professor without the pressures and responsibilities of the presidency. The minutes of the Board give no additional clarification nor explanation of this call which seemed confusing to many.

After carefully considering the nature of his call and desiring to continue his service to Concordia, President Buenger accepted this call. He agreed to relinquish his presidency when a new president could be selected. The final year of Dr. Buenger's presidency concluded with the June 16, 1927, graduation of 43 students, the largest class in the history of the college.

From 1927 until his retirement from the faculty in 1943, Dr. Theodore Buenger taught courses in Latin, religion, and the arts. His three trips to Europe helped him prepare to teach the humanities course introduced in 1937 which emphasized the visual arts and architecture of western civilization.

During the first century of Concordia's history, it is difficult to realize that one individual could serve an institution for half of that time and establish a legacy of ministry almost without equal in the Missouri Synod. Dr. Theodore Buenger, as Concordia's founding president, provided the dedicated leadership not only to build a viable functioning campus, but also to establish a respected academic community that assisted in the educational preparation of young men for service to the church and the world. He readily professed that any successes that resulted from his efforts were directly the blessings of the Triune God who helped his ministry of Building for Eternity.

A CENTURY OF SERVICE



THEODORE HENRY CARL BUENGER, 1860–1943

Concordia's first president was born on April 29, 1860, in Chicago, Illinois, where his father Theodore E. Buenger was a parish school teacher. Both his father and his mother, Martha Loeber Buenger, arrived in Perry County, Missouri, with the Saxon immigrants in 1839.

Theodore H. C. Buenger followed over three centuries of family tradition by also deciding to study for the pastoral ministry. He completed the six-year pre-seminary program at Concordia High School and Junior College in Fort Wayne, Indiana, in 1879. He entered Concordia Seminary in St. Louis, Missouri, and graduated in 1882. His theological education was greatly enhanced in St. Louis by time spent with his uncle, Dr. C. F. W. Walther, the first president of the Missouri Synod, especially during the controversy concerning the doctrine of election and predestination with the Ohio Synod of the Synodical Conference.

Pastor Buenger began his ministry as a missionary in northern Wisconsin where he served 30 mission stations for two years. Some of the preaching stations had been organized into congregations by the time he accepted a call to a congregation in Tinley Park, Illinois, in 1884. After seven years in Tinley Park, Pastor Buenger received a call to Zion Lutheran Church, the oldest Missouri Synod congregation in St. Paul, Minnesota, and began his pastorate there in 1891.

On April 8, 1885, during his time in Tinley Park, Pastor Buenger

THE BUENGER LEGACY, 1893-1927

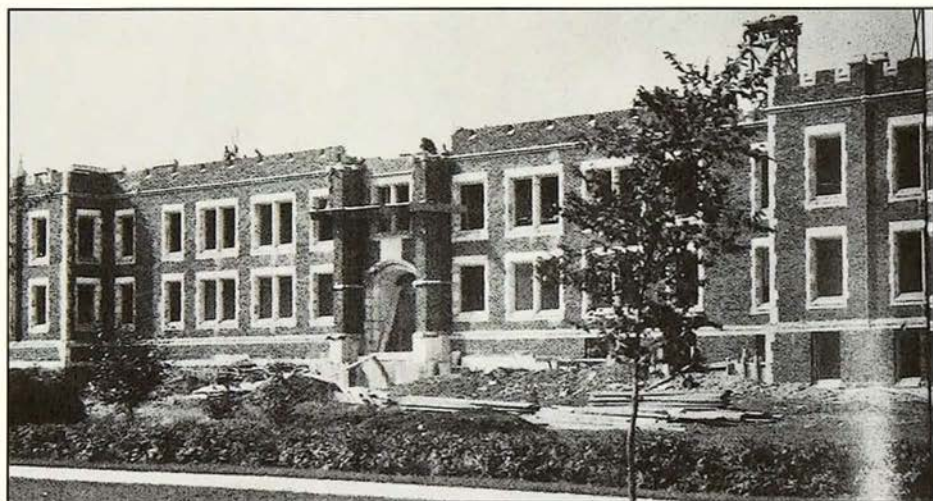
was married to Otilie Pauline Meier, whom he had met in St. Louis during his seminary days. They became the parents of four children: Elsa, Theodore, Albert, and Edgar.

In 1893, Pastor Theodore Buenger received a call to become the first professor of the newly approved Concordia College. Although he was the functional director of Concordia from its inception, he was called to become the permanent director or president in 1896. He served as president until 1927 when he relinquished this office at age 66, but he continued as a full-time classroom professor until his retirement in 1943.

Following his retirement, President Buenger went to Portland, Oregon, to make his home with his daughter Elsa Buenger Neils because his wife Otilie Meier Buenger had died on April 11, 1935, just three days after they had celebrated their 50th wedding anniversary.

On September 9, 1943, President Emeritus Buenger died in Portland, Oregon. Funeral services were held in the college chapel on September 13, with interment in the family plot in Sunset Memorial Park.

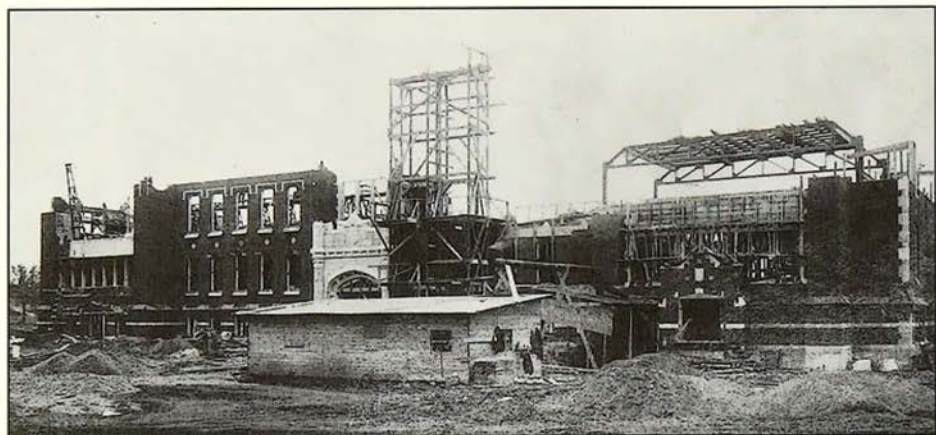
In 1923 Concordia Seminary in St. Louis honored President Buenger by conferring on him the Doctor of Divinity degree in recognition for his service to the church as pastor, educator, and administrator.



East dormitory, later renamed Luther Hall, under construction in 1925.



The Kakophony Klub, organized by W. Hinck in 1927 as a pep club and cheering section for basketball games.



Recitation Hall, later called the Administration Building and now known as the Main Classroom Building, under construction prior to its dedication in 1918.



The flag-draped Luther statue, shortly before it was unveiled on October 30, 1921.



The dedication picture taken Sept. 9, 1894, when Concordia took ownership of its new campus. Director Theodore Buenger is in the front row, second from the right, and District President Friedrich Pfothenauer is on the first step, third from the left.

Chapter Four

Challenges of the Graebner Years, 1927–1946

Selecting the second president for Concordia College was the primary task of the Board of Control during the 1926–1927 academic year. After lengthy deliberations, the Board extended its first call for president on February 24, 1927, to Pastor Carl J. Hoffmann of St. Luke's Lutheran Church in Chicago and later of Holy Cross Lutheran in Minneapolis. He declined the call, and when the Board reissued it, he returned the call a second time. On May 3, 1927, the Board extended its third presidential call to the Reverend Martin A. H. Graebner, professor of Greek and Latin at Concordia College, Milwaukee, Wisconsin.

Professor Graebner visited St. Paul and discussed his call with the Board of Control. The candidate's concerns were satisfactorily answered and the final need was met by a resolution of the Board on May 31, 1927, requesting Synod to authorize the construction of a new home on campus for the president. The announcement that Professor Martin Graebner had accepted his call to become president of Concordia was met with the same kind of joy and thankfulness on campus that the St. Paul *Pioneer Press* was heralding following Charles A. Lindbergh's solo flight across the Atlantic Ocean at almost the same time.

The Graebner family moved to St. Paul on June 27, 1927, and the new president assumed his office on July 1, 1927. The construction of a new home for Concordia's presidents at 1245 Carroll had been approved, but since it could not be completed before December of 1928, the Graebner family lived off campus until then. Four days after the new term began, the Reverend Martin Graebner was installed as Concordia's second president on September 11, 1927, in a special service at the Lutheran Church of the Redeemer in St. Paul.

A CENTURY OF SERVICE

Enrollment continued to increase until the 1931 peak of 282 students was reached. The most critical need of this increasing student population was a larger dining area. This concern had been recognized previously since synod had already approved an enlarging and remodeling project for the dining hall in 1923. The synodical Board of Directors, however, rejected this renovation in favor of a new building instead. The 1926 St. Louis convention appropriated \$124,000 for a dining hall, but when the bids were too high, plans were revised. After those delays were compounded by the unavailability of money from Synod, a new request for \$145,000 was brought to the 1929 convention in River Forest, Illinois. The resolution was approved. Finally by April 1930, construction began. The work progressed so well that the dedication was held on November 9, 1930.

After the dedicatory service, the Concordia community soon realized that the new dining hall was much more than a dining area with modern food preparation equipment. The new building also contained a modern health center with hospital rooms, consultation room, medical office, and an apartment area for a resident nurse on the second floor. The ground floor housed the student book store and canteen along with the post office and facilities for the kitchen staff. Surprisingly, the total cost was \$6,000 below the original appropriation.

Early in his administration President Graebner expressed a critical need for assistance in his office. Surprisingly, the college had operated without secretarial help since its beginning. Although repeated requests for funds to secure clerical help were denied, the increased amount of correspondence and academic records eventually convinced the Board to permit the addition of a secretary. For a minimum salary of 35 dollars a month, Lydia Dierks Caldwell was hired as Concordia's first secretary in 1930.

Mrs. Lydia Dierks Caldwell deserves a special niche in Concordia's history as an unsung heroine. During the Graebner presidency she efficiently managed the office of the president both in its response to student needs and also in its communication with the constituency of Concordia. She was personally concerned with the academic progress of each student and often served as a counselor and confidante to many. Following President Graebner's retirement, she applied the same Christian concern in serving in the office of

CHALLENGES OF THE GRAEBNER YEARS, 1927-1946

the registrar. In addition to being bookkeeper for the treasurer and the students' accounts, she taught a typing class in 1947. She took courses as her schedule permitted and received her Associate in Arts degree in 1955.

The impact Mrs. Lydia Caldwell had upon students is reflected by their dedication of the 1955 *Scribe* to her "as a token of our gratitude and esteem." The inscription continued: "The blessings of God take many courses, and it is through the life of this marvelous woman that many of us have been encouraged to new heights." Her contributions to Concordia were accomplished, in part, because she disregarded her own handicap of being paralyzed below the waist from infantile paralysis at the age of seven and thereafter confined to a wheel chair.

The decade of the 1930's was the most precarious in the first century of Concordia's history. The Great Depression not only slowed contributions to the synodical treasury, but it also curtailed the enrollment of students at Concordia. In March 1932 all salaries and other budget items were cut 10 percent by Synod. When incomes continued to decline, another 15 percent cut was made on October 1, 1932. These financial cut backs were not restored until February 1, 1942, a long and frequently painful decade.

While the nation's faltering economy caused some enrollment decline, the growing overabundance of ministerial candidates without calls from the church was equally as discouraging. President Graebner disagreed with those who suggested closing all synodical schools for two years and urged the church to renew its faith in the heavenly Father who was still in control of the world.

He further suggested that some curriculum additions could make the schools more valuable to those not preparing for the ministry. This might permit the colleges to satisfy some economic needs and continue their operation while attempting to rebuild the preministerial enrollment so there would not be a shortage of pastors 10 years in the future. In spite of all efforts by President Graebner and the faculty, enrollment bottomed at 131 in 1941.

Concordia was able to overcome some of the financial problems of the decade by imploring congregations in the constituent synodical districts to make annual donations of home grown and canned produce and other foodstuffs. Many congregations continued their "food for Concordia" efforts well into the 1960's.

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Student participation in campus maintenance and refurbishing also eased some of the budget deficits. Students assisted in numerous ways from janitorial tasks to painting projects. The Board of Control authorized the president to require each student to complete a limited amount of volunteer work on campus. The last vestige of this practice, which lasted into the late 1950's, was the annual campus clean-up each spring when the students were dismissed from classes after the morning chapel service to wash all the windows, rake the grounds, and generally "beautify the campus."

Amidst the challenges of the decade were some academic bright spots. In 1934 the high school department was accredited by the University of Minnesota with high commendation, and in the following year, the high school graduates participated in the commencement exercises and received diplomas for the first time. At the same 1935 graduation, non-ministerial junior college students with 60 semester hours of credit were graduated without meeting the preministerial requirement of 94 semester hours.

In 1937, after almost 20 years of curriculum study by synodical committees, major changes were made in the preministerial curriculum. In reducing the graduation requirement from 94 to 80 semester hours, the most significant changes were in the foreign language requirements. Hebrew was transferred from the junior college to the seminary curriculum, and the Latin requirement was reduced. Required speech and mathematics credits were eliminated and courses were added in social science and the humanities. This was the beginning of a broadening of the liberal arts which became prominent in the 1960's on the American scene.

With the many challenges that the synodical colleges and seminaries were facing at this time, the Missouri Synod established the Board for Higher Education in 1938 to serve an advisory-supervisory role in the operation of the synod's educational institutions. Although emphases have changed from time to time, the Board for Higher Education continues its dynamic role in higher education of the Missouri Synod.

The development of the radio produced ambivalent responses in the 1930's. The Board of Control had voted in June 1932 to prohibit all radios in students' rooms. But as one alumnus related: "Many a student would get up after bed check . . . drop an antenna out the window, and try to pick up something from a distance with

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their own crystal sets . . . It was quite an experience to get the Blackhawks Quartet from Des Moines, or was it Omaha?" However, in 1935 the college was given an excellent radio which was used for a music appreciation hour. The practice was discontinued after one year, but this may have been the initial seed of an audio-visual department at Concordia.

When the United States entered World War II in 1941, some of the financial difficulties were beginning to ease. With the improvement in synodical receipts, subsidies for the educational institutions were being restored. The enrollment, however, had not shown the same improvement.

A further threat to the predicted future shortage of pastors was the 1940 passage by Congress of the Selective Training and Service Act. Although divinity students were exempted from military service, high school and junior college students were technically not yet theological students. Upon appeal to Selective Service head Brigadier General Lewis B. Hershey, the ruling was made that students would not be subject to the military draft if they submitted declarations of intent to study for the ministry which were signed both by the students and their parents. A variation of these Declarations of Intent were used for approximately the next twenty years by synodical colleges to define church vocation students in determining special fee structures for educational costs.

In 1943, an additional challenge to preministerial education was the stipulation that if college vacations were longer than three weeks, students would be subject to the draft. After consultation with General Hershey, synodical officials and the Board for Higher Education formulated an accelerated preministerial program. The plan called for dividing the school year into trimesters with a short vacation after each term. Two trimesters would then equal one traditional academic year.

President Graebner and the entire faculty were compelled to make major adjustments in the curriculum with course restructuring and calendar revisions so that the accelerated program could begin in June 1944. This resulted in atypical graduation dates for three accelerated classes on January 12, 1945; August 31, 1945; and January 24, 1947. When the war ended, the faculty voted to discontinue the accelerated program and not have a summer session in 1946. Thus the third class finished the first half of the sophomore year in June

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1946, but they could not complete their program and graduate until January 1947. The faculty and students were equally appreciative when this special program ended.

As enrollment continued to increase during the war years, three needs were becoming more critical on the campus. The easiest need to meet was that of increased dormitory space. The South Dormitory, which had been unoccupied for some time, was remodeled in the spring of 1946 just in time to accommodate the anticipated 20 percent enrollment increase in September. This was the last capital expenditure project completed during the incumbency of President Graebner.

The second need of Concordia was that of an adequate library. By the 50th anniversary of Concordia, the library housed 19,000 volumes. Even though the overall quality and utility of the collection made this the best junior college library in the state, in the opinion of Dean Shumway of the University of Minnesota, there was very little work room and almost no space for expansion. Since 1936, the complete Concordia library occupied two rooms on the ground floor of Luther Hall. Previously, the faculty had a one-room library on the first floor adjacent to the entrance of the Main Classroom building, and the students also had a single library room on the ground floor of Luther Hall.

To help provide a new library building, the Minnesota District Convention in 1943 voted to conduct a golden anniversary jubilee fund drive for its construction. When Dr. Buenger died in September shortly after the convention, it was agreed to name the new building the Buenger Memorial Library. It seemed appropriate to give the first building on campus honoring a faculty member the name of the first president. Likewise, he was called the founding father of the library because he started to purchase books from a library fund which he began in 1893 by collecting one dollar from each student.

Architectural planning and fund-raising began almost immediately, but it still took almost eight years to complete the new library. President Graebner spent a major portion of the summer of 1945 soliciting funds for the Buenger Library. But post-war inflation greatly increased original cost estimates. Enthusiasm was consequently dampened, and contributions slowed to a trickle. Library progress became dormant, waiting to awaken and challenge the next president of Concordia.

CHALLENGES OF THE GRAEBNER YEARS, 1927-1946

The third need for a growing junior college and high school was a new physical education building with a full-size gymnasium that could also serve as a Lutheran Center. The 34-year-old gym was not only becoming obsolete, but it was inadequate for conventions or community organizations needing an auditorium. The faculty recommended, and the Board of Control supported, an overture to the 1945 Minnesota District Convention requesting a thank offering in the district as soon as the war was over to build a new physical education and Lutheran Center as a memorial to the men and women who served in World War II.

From the enthusiastic approval by the Minnesota District Convention on August 23, 1945, to support the construction of a new gymnasium-auditorium, and until the 1946 District convention assembled, major progress was made to convert the resolution to reality. District President Robert G. Heyne appointed a committee to prepare plans with financial estimates and to solicit funds. During the 1945-46 year, the name Lutheran Memorial Center was chosen for the new building, preliminary architectural plans were made, and a district-wide fund-raising campaign was initiated. Even though the fund was approaching \$100,000 by the end of the first year, there were serious doubts whether the district could ever reach its goal of \$360,000.

The most serious casualty of the Lutheran Memorial Center campaign was the resolution three years earlier to support the Buenger Library. Monies for a library were almost forgotten as extensive efforts were made over the next six years to fund the LMC. Many efforts were made to increase district approval and support for the campaign.

One interesting proposal was made by Pastor Willy Poehler of Trinity First Lutheran Church of Minneapolis in December 1945. He suggested that the proposed Twin City Lutheran High School should be established in connection with Concordia College as a way to get the support of the Lutheran High group for the LMC campaign. Although this idea was rejected, a generation later many still felt the visionary proposal of Pastor Poehler would have greatly benefited Lutheran secondary education in the metropolitan area. But in just six months the pastor from Minneapolis would receive the call of the church to assume a vital role in the completion of the Lutheran Memorial Center and the Buenger Memorial Library.

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On March 6, 1946, President Martin Graebner announced his retirement from the presidency to the Board of Control. The Board accepted his decision, effective with the arrival of his successor. The Board also granted his request to return to the classroom as professor of Greek and Latin. In addition, the Board expected him to remain as principal of the high school department until the next president met the educational qualifications required for a state-accredited secondary school.

The 19 years of the Graebner presidency were marked with major challenges in enrollment, finances, and facilities. To remain a spiritual and academic leader of a college on the threshold of major expansion in spite of the intrusion of the Great Depression and the devastation of World War II was the singular achievement of President Martin Graebner.

Before the election of the next president, President Graebner suggested a faculty committee be appointed to recommend the age and personal characteristics desired in a new president, as well as a definition of his primary and secondary duties. The presidency had included dormitory supervisor, business manager, registrar, disciplinarian, and many other responsibilities which made the position less attractive. In addition, he felt the president's salary should be more than 12½ percent above that of a professor. Many of these suggestions were followed. Clarifying the job expectations of the president became part of the procedure for calling future presidents.

However, the most time-consuming, psychologically demanding, and mentally exhausting responsibility of the president and the faculty, as garnered from the faculty minutes of meetings held during the 1930's and 1940's, is that of serving "in loco parentis." The faculty took the responsibility of being "in place of parents" very seriously, especially in applying student life policies. Faculty meetings frequently included lengthy discussions of rules violations or requested absences from campus for music, forensic, or athletic activities. Special meetings were called to consider giving a student permission to take a final exam early to go home to help with farm work or to miss classes to attend a classmate's funeral. Such special requests were not always granted. Meetings were also called to consider questionable classroom behavior. One rule stated: "Students will be suspended for one year for one absence from chapel without a satisfactory excuse." Although the faculty was severely

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criticized at times for being too legalistic and even confusing Law and Gospel, their motives were beyond reproach as they attempted to prepare the most competent future pastors for the church. The conflict between student conformity and student development was an omnipresent challenge in residential student life.



MARTIN A. H. GRAEBNER, 1879-1950

Martin Adolph Henry Graebner was born in Milwaukee, Wisconsin, on September 22, 1879, where his father August Lawrence Graebner was a faculty member of the newly founded Wisconsin Lutheran Seminary, presently located in Mequon, Wisconsin. After his father accepted a professorship in Church History at Concordia Seminary in St. Louis in 1887, Martin entered Holy Cross Lutheran School in south St. Louis where he finished his elementary education. He then completed the six-year curriculum at Concordia College in Fort Wayne, Indiana, in 1898. He graduated from Concordia Seminary in St. Louis in 1901.

Following his ordination in 1901, he served as a missionary in the Cushing, Oklahoma, area. In 1902, he was called to a congregation in Oklahoma City. In 1910, he expanded his ministry and became a professor of Greek at St. John's College in Winfield, Kansas. After twelve years there, he accepted a similar position at Concordia College in Milwaukee. In 1927, after serving twenty-six years as

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pastor and professor, he accepted the call to become president of Concordia College, St. Paul, Minnesota. He retired from the presidency in 1946, but continued as professor of classical languages until 1950. He died shortly afterwards on November 13, 1950, the day before the death of his equally distinguished brother, Professor Theodore Graebner of Concordia Seminary, St. Louis.

In recognition of his contribution to the church as pastor, educator, and administrator, Concordia Seminary in St. Louis conferred the Doctor of Divinity degree upon him in 1942. His response was delivered in Latin.

He was admitted to the bar in Kansas in 1914, and established his legal credentials in Minnesota in 1931. While he purportedly said he studied law so he wouldn't give students bad advice, he used his professional legal status to serve the church as legal advisor in various capacities. In 1947 he spent time in Europe as director of Lutheran Relief and Rehabilitation, assisting in the distribution of \$20,000,000.

He was the author of numerous articles for church publications, education journals, and theological magazines, including both devotional materials and homiletical studies. He was considered an engaging speaker and a dynamic orator. Many students remember him as a master chess player who simultaneously played a dozen students on as many chess boards, while also giving each instruction on improving his chess skills.

Dr. Graebner and his wife Anna nee Albers of Oklahoma City shared the president's new campus home with their children Paul, Robert, Martin, Ruth, Lawrence, and Herbert.

Melvin J. Radel
Stuart Dorr

A. Klemp
 "Sally" W.P. Buck

M. L. Klein
 "Buck"

N. W. Zellmer
 "Nellie"

THE CONCORDIA COMET



Richard M. ...

Stuart Dorr

A. H. Schurlemann
 "Char"

Henry Westphal
 "Frank"

SOPHOMORE HIGH

Gerard Stuebt
 Otto Klett

SECTION A

THEODORE P. KLAMMER, *President*
 RAYMOND C. WAETJEN, *Secretary*

SECTION B

OTTO KLETT, *President*
 ARTHUR F. CZIOK, *Secretary*

CLASS ROLL

Arnold J. Abel, Fort Dodge, Iowa
 Clarence C. Bremer, Nashua, Minn.
 Walter P. Buck, Fairchild, Wis.
 Arthur F. Cziok, Sauk Rapids, Minn.
 Erhardt H. Dahlke, Chaska, Minn.
 Stuart A. Dorr, Marcus, Iowa
 August E. Fenske, Finlayson, Minn.
 William A. O. Fettingner, Minneapolis, Minn.
 Victor A. Gierke, Dumont, Minn.
 Walter E. Hahn, Avon, S. D.
 Gerald C. Heine, Wheaton, Minn.
 Erich R. Hinrichs, Garner, Iowa
 Kenneth R. Hoffmann, Minneapolis, Minn.
 Walter J. Homa, St. Paul, Minn.
 John H. Kirschenmann, New Underwood, S. D.
 Theodore P. Klammer, Frankenmuth, Mich.
 Arthur C. Klemp, Osseo, Minn.
 Otto Klett, Galva, Iowa
 Edward E. Molnau, Waconia, Minn.

Armin G. Mueller, Elmore, Minn.
 Herbert C. Mueller, Janesville, Minn.
 Walter R. Mueller, Janesville, Minn.
 Winfred C. Ollenburg, Bloomfield, Neb.
 Milton H. Otto, Aurelia, Iowa
 Harold D. Petersen, St. Paul, Minn.
 Floyd F. Poschl, Fergus Falls, Minn.
 Melvin J. Radel, Sanborn, Minn.
 Rudolph Ritz, St. Paul, Minn.
 Gerhard H. Rohde, Nashua, Minn.
 Robert F. Rolf, Gaylord, Minn.
 Loren A. Rumsch, Lewisville, Minn.
 Alfred Scharlemann, Lake City, Minn.
 Herbert G. Scheitel, Elgin, Minn.
 Albert A. Schmidtko, Morristown, Minn.
 Grover Seeberger, Mason City, Iowa
 Martin J. A. Stein, Wykoff, Minn.
 Frank E. Strind, Topaz, Mich.
 Elmer J. Tomfohr, Lake City, Minn.
 Raymond C. Waetjen, Young America, Minn.
 Henry C. Westphal, Ceylon, Wis.
 Nelmar W. Zellmer, Waterville, Minn.

Albert A. Schmiedke
 "Al" "Schmiedke"

Armer Tomfohr
 "Tom" "Abel"

John Kirschenmann
 "Little Johnnie"

Herb. G. Scheitel
 "Stink" "Schmiedke"

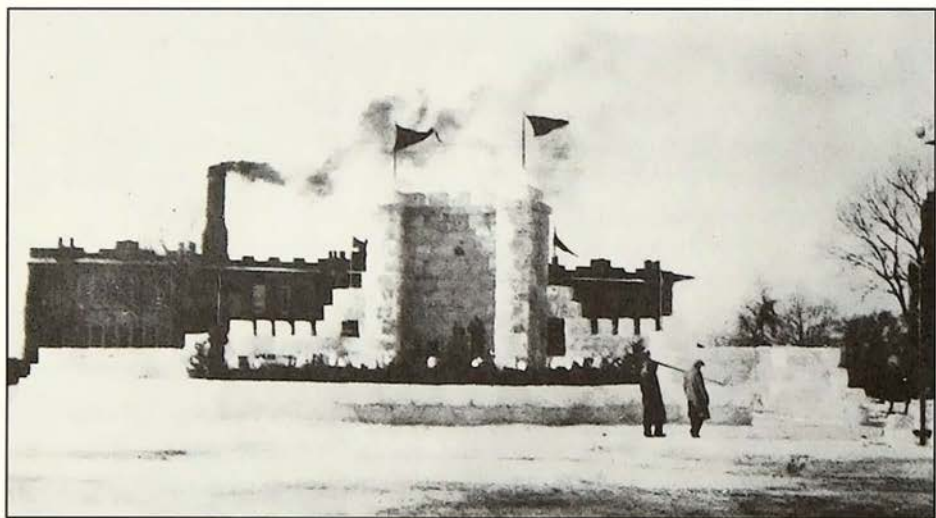
An ongoing tradition—signing a college yearbook. This page is from the 1931 Concordia Comet.



The 1931 Concordia faculty. The faculty apparently saved a spot for their absent colleague, Herman Wollaeger (front row, second from left) whose likeness was added to the picture later.



Lydia Dierks Caldwell, Concordia's first secretary, was hired in 1930 to assist President Graebner.



An early St. Paul ice palace, built in 1930 on Dunning Field across from the college. Recitation Hall is in the background.

Chapter Five

Growth in Service

The Poehler Presidency

1946–1970

During the same time in which the nation had succeeded in World War II and was poised to restore and expand a peace-time economy, so Concordia College had survived the challenges that threatened its existence and was on the threshold of the greatest growth period in its first century. When the Board of Control met in May 1946 to elect Concordia's third president, there was an urgent need for administrative leadership in the completion of the campus buildings then in the planning stages as well as in meeting the educational opportunities already being required by the mushrooming population of college students. The Board selected the Reverend Willy August Poehler, the 41-year-old pastor of Trinity First Lutheran Church in Minneapolis, the oldest Missouri Synod congregation in Minnesota.

Pastor Poehler, a native Minnesotan and a 1924 alumnus of Concordia, had continued his close association with the college during his pastorates at three congregations in the state and envisioned the opportunities for increased service to the church that his call provided. The President-elect invited a representative of the board to join him in meeting with his congregation. Trinity First Lutheran gave its pastor a peaceful release so that he could accept the presidency by the beginning of August. His first meeting with the faculty was on August 12, 1946. At that time he projected one of his major goals of making Concordia a four-year college, perhaps in conjunction with the University of Minnesota. In the years ahead, the faculty would have numerous opportunities to respond to frequent innovative ideas for growth.

GROWTH IN SERVICE: THE POEHLER PRESIDENCY, 1946-1970

Years later, President Poehler recalled that he was a bit apprehensive when he thought of becoming president of a college whose faculty included six of his former professors. But then with a wry grin he added that if any discussion didn't produce agreement, he would remind them of his position as president. As an administrator, however, he was very conscious of keeping "harmony" in Concordia.

On September 15, 1946, President-elect Poehler returned to Trinity First where he was formally installed as Concordia's third president. This unique circumstance of a president's installation occurring before school actually began was the result of a major outbreak of poliomyelitis that summer in the Twin Cities which caused the State Board of Health to request a delay in the beginning of the academic year. Consequently, Concordia began classes on September 17, 1946, with President Poehler already in office.

Original planning anticipated that Concordia's first academic inauguration of a president would be held as part of the June 1947 commencement activities. The Board of Control appointed a special sub-committee to consider such an event. Following their December meeting, "the committee could not recommend an academic inauguration," nor did the discussion support an inaugural banquet. The perceived secular practice of an academic inauguration was tabled for reconsideration—a quarter of a century later.

A new set of duties and prerogatives of college presidents was formulated by the Board for Higher Education to improve administrative effectiveness. These recommended policies were adopted by Synod in 1944. From their beginnings, Missouri Synod schools limited the powers of the president by an extremely democratic organization of the faculty which collectively made decisions on virtually all areas of campus life. In 1946 President Poehler initiated some of these innovative policies to improve the administrative efficiency at Concordia.

Some of the more significant operational changes for which President Poehler was partially responsible during the 1946-47 year have become widely accepted procedures on college campuses nation-wide since that time. The office of registrar was established, and Professor Fred Wahlers was the first registrar responsible for student records. Since he also collected the fees from students, in 1948 the title "Bursar" was added to his title of Registrar. Secondly,

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a dean of students was appointed for both the college and high school divisions. The deans were combination chaplains and supervisors of student life. Two pastors, Henry W. C. Luedke and Eugene S. Schmidt, were the initial Deans of Students of Concordia, the former for the college and the latter for the high school.

A third change was the dissolution of the faculty discipline committee. Thereafter, the president handled all cases of student discipline, including student suspensions or permanent discontinuations. The faculty greatly appreciated the elimination of special meetings and numerous hours needed to consider alleged problems of student behavior.

The faculty admissions committee changed its emphasis from considering all applicants to only the special cases of those who did not meet the criteria for enrollment. Admissions decisions were primarily to be made by the registrar. The role and function of the admissions committee has remained unchanged now for over 40 years.

Another innovation of the 1946-47 year was the introduction of a printed daily bulletin to improve communication between college administrators and the student body. Instead of oral announcements after the morning chapel service, each student was given a copy of the daily bulletin as he left chapel. The bulletin evolved to become the official daily publication to announce information from all areas of the campus to the student body. The bulletin is published by the office of the Dean of Students and is posted and distributed throughout the campus. As the longest continuous publication on campus, the *Daily Bulletin* will celebrate its 46th anniversary during the centennial year.

While those five changes may have aided the future growth of Concordia, other events may have been equally important during the first year of the Poehler presidency. In order to rejuvenate the stalled Buenger library project, the Board requested the 1947 synodical convention in Chicago to approve \$135,000 to complete the library. A grant of only \$100,000 was approved, pending the result of the Conquest for Christ collection planned for 1949. Although no immediate construction funds were available, the library was a step closer to reality.

New enthusiasm was also generated for the planned Lutheran Memorial Center. The student body became especially active in

fund-raising by presenting benefit concerts and variety programs, seeking contributions from individuals in their home congregations, and making their own personal pledges. The solicitation of funds culminated with the students' assistance in a mass mailing to encourage a special memorial collection in congregations on Mother's Day, 1947. By the end of the year, the L.M.C. fund had surpassed \$200,000. Progress was being made, but construction was still years away.

The Synod's approval on March 18, 1947, of a senior college for pre-seminary students to complete their baccalaureate degrees was met with great ambivalence on the Concordia campus. While the majority of the faculty were pleased that a specialized senior college would potentially enrich the academic preparation of students entering their professional seminary education, the faculty felt that this development was contrary to the direction American higher education was taking. President Poehler suggested that the synodical junior colleges in the most advantageous geographical and educational environment should be expanded into full four-year colleges with at least one major designed for pre-seminary liberal arts students.

Part of President Poehler's expansion plan was to enroll both high school and college women at Concordia, without any additional cost to synod, as an early prerequisite for expanding the college. On February 5, 1947, the Board of Control approved a resolution to submit to the 1947 synodical convention in Chicago urging the introduction of coeducation. The request was denied just as similar resolutions had been declined at the previous four conventions.

The history of pre-ministerial education in the Missouri Synod has validated many of the recommendations offered by President Poehler, the faculty, and the Board. As late as the 1953 Houston convention, Concordia's advisory delegates were offering alternatives to the pre-ministerial senior college. The post-war need of congregations for more synodically educated teachers was the eventual avenue that led to Concordia's expansion in 1962.

The goal of the first half of President Poehler's incumbency was to improve and expand Concordia's academic program and enlarge the physical facilities so that the college would be equipped to increase its service to church and community when the opportunity arose. The first step was to focus on academic improvement.

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In 1944, the synodical convention in Saginaw, Michigan, urged all educational institutions to seek accreditation from their regional agencies. This meant that although Concordia High School and College had been accredited by the highest agency in the state, the University of Minnesota, they must now seek the approval of the North Central Association of Colleges and Schools. The secretary of the North Central Association visited campus on August 9, 1944, and the faculty adopted his suggestion to secure accreditation for the high school first, and then attempt the same for the college department.

Preliminary work toward accreditation was under way when President Poehler arrived on campus. He led the completion of the faculty self-study so that North Central application could be made by 1948, with actual campus visitation by the eight-member team on March 14, 1949. The committee approved the application and Concordia High School was received into full membership at the annual spring meeting. The official announcement of accreditation by the North Central Association was made by President Poehler at the June 10, 1949, commencement. Since Professor Arthur M. Ahlschwede had just become the principal of the high school, this was the first time that the president was not the primary administrator for the secondary program. This also was the first graduation at which the faculty was robed in academic attire.

The second step in improving the physical facilities on campus was accomplished in two phases. With the successful completion of the synodical Conquest for Christ collection in 1949, the Buenger Library phase was revived. The Board's new request for \$161,000 to complete the library was appropriated and the funds were made available immediately. Construction began with ground breaking on August 18, 1950, and by November 5, 1950, the cornerstone was in place. When the dedication service for the Buenger Memorial Library was held on November 11, 1951, increased construction expenses had pushed the final cost to \$219,000. As a result, several areas were unfinished and some furnishings were incomplete. The deficit was eventually eliminated by another collection from congregations in the Minnesota District and by many individual donations. By Christmas 1951, the head librarian, Professor E. G. Richard Siebert had all holdings shelved with greatly improved service available to the college community.

GROWTH IN SERVICE: THE POEHLER PRESIDENCY, 1946-1970

Phase two of improving the facilities was the completion of the Lutheran Memorial Center. While the new library was under construction, the synodical Board of Directors authorized the site plan for the LMC. Some district committee leaders urged a second fund drive on Mother's Day in 1951 so the building could be erected within the calendar year, assuming the request for construction steel was approved by the government. By September 1951, federal authorities had allocated the necessary steel for the building, the fund had grown to within \$7,000 of the goal, and the building committee felt safe in awarding the final contracts. By September 10, 1952, excavating began for the long-awaited building. The cornerstone laying was held on April 26, 1953, and the final service of dedication occurred on October 18, 1953.

At its completion, the Lutheran Memorial Center was an impressive and functional addition to the campus even though escalating building costs required the elimination of some intended features of the original plan. Most noticeably absent were the swimming pool, bowling alleys, and completed offices. The need for a facility with greatly increased seating capacity was met by the LMC. Used as an auditorium, 2,500 people could be accommodated for events using the elevated stage. With folding bleachers on each side of the basketball court, 1,200 spectators could be seated for athletic contests. Much of the unfinished basement was completed in 1959 for usage as a student recreation area which was used as a student union until a similar area was provided in Wollaeger Hall.

The total original cost of the Lutheran Memorial Center was \$361,806.45. This entire sum was contributed by congregations and individuals of the geographical region served by Concordia without any synodical assistance in the same way that the gymnasium dedicated in 1912 was funded. The financial contributors to the LMC wished this building to be their personal memorial, dedicated to the men and women who served God and country in military service, primarily in the second World War.

Concurrent with the efforts to complete the Buenger Library and the Lutheran Memorial Center was an intensification of plans to expand the curriculum and introduce coeducation. In February 1949, President Poehler suggested, as one of several options, that Concordia add a third year of college work on an experimental basis. This program could eventually be enlarged to four years. To

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obtain needed space, the first two high school years would be discontinued. He proposed opening the school to coeducation, but only for commuting students until campus residence halls could be established. But even though these ideas were not accepted immediately by Synod, the concept of expansion with coeducation was persistently presented to the church as one means of increasing Concordia's service to the Missouri Synod. With his strong personal conviction of the future role Concordia could fulfill, President Poehler was never at a loss to offer numerous alternatives to achieve these goals.

Keenly aware of the Board for Higher Education's study in the 1940's which concluded that the demand for women teachers in the parish schools was much greater than the supply, the faculty anticipated the approval of coeducation by the 1950 synodical convention in Milwaukee and had prepared a two-year pre-education curriculum for men and women at Concordia. To strengthen its position, the faculty had already secured accreditation from the University of Minnesota for the curricular expansion.

Only ten days after the Milwaukee convention closed, President Poehler called a historic special faculty meeting on July 10, 1950, to present the stipulations of the Board for Higher Education under which coeducation could begin with the fall term. Three important conditions applied to the first class of twenty-four coeds: priority was given to area applicants who were on the waiting list at Concordia in River Forest, student fees were the same as River Forest, and only first-year college students were admitted. Eleven members of the first class were from Minnesota while the remaining 13 women represented six other states. Although some opponents of coeducation had predicted dire results, the decline in scholastic achievement never occurred, and Concordia rapidly entered a new era of growth with diversity. In fact, the student body would have joined in a chorus of the song President Buenger composed in 1938 advocating coeducation at Concordia, but it was reported that the students could not locate a copy of the work.

In 1949 the Board of Control suggested to the faculty that it consider reinstating the baccalaureate service in addition to the commencement program. The traditional baccalaureate had been discontinued in 1938. The faculty adopted the suggestion, and the era of the modern baccalaureate began with the service at Pilgrim

Lutheran Church in St. Paul on June 8, 1950. The graduates wore caps and gowns, but the faculty members were seated among the congregation.

In 1951 the faculty approved the granting of Associate in Arts degrees to the graduates of the prescribed two-year course of study. Thus when the first coed junior college class was approaching graduation, commencement week had become similar to that of many American junior colleges. The faculty tried various combinations of days and times for the baccalaureate and commencement—consecutive evenings, morning-afternoon, and afternoon-evening of the same day. However, the preferred format was the baccalaureate service on Friday evening and the commencement exercises on Saturday morning. This schedule has now been followed long enough to qualify as a modern tradition.

By 1953 when Concordia celebrated its 60th anniversary, enrollment reached a record 377, and President Poehler intensified efforts to achieve North Central Association accreditation for the junior college department. Two years previously, a consultant from an accredited Minnesota junior college had met with the faculty to discuss the preparation of a self-survey of the college and the application process for accreditation. Professor Oswald Overn was selected to direct the self-survey report and edit the work of faculty committees who analyzed and evaluated nine dimensions of the operational functions and services of Concordia College. The completed study was submitted to the North Central Association in June 1954, with the request for a campus accreditation visit during the following academic year.

Since President Poehler had just received the Doctor of Philosophy degree in Higher Education from the University of Minnesota in 1954, he was knowledgeable of and sensitive to accreditation criteria and expectations of accrediting agencies. The self-study of the faculty raised unofficial concerns for immediate successful accreditation. Concordia had a competent and dedicated faculty serving the church in the best tradition of the Missouri Synod. But the decade following World War II was bringing significant change in American higher education.

Change permeated the 1950's, but were changes necessary to make a good college better or to provide a better education for future students? Although Concordia risked the denial of its ac-

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creditation application, President Poehler solicited approval for a North Central campus visitation, especially from more recent faculty additions, to validate his perception of changes needed and areas to be strengthened for long range growth and expansion. The request for a North Central evaluation was accepted, and the campus visit was completed in January 1956.

The North Central Association denied Concordia's application for membership in April 1956, but the written report of the accreditation visit provided the blueprint for major campus change. In the next two years major improvements were made in administrative organization, academic management and course evaluation, student counseling, library expansion, and progress toward more realistic faculty teaching loads. Since the only full-time faculty member with a terminal degree was the president, a major priority before the next accreditation attempt was to increase the number of graduate degrees held by the faculty.

Efforts to meet the criteria for North Central accreditation were intensified. A second self-survey study and campus visit in November 1958 produced a favorable recommendation by the evaluation team. Finally on April 21, 1959, Concordia College was received into full membership in the North Central Association of Colleges and Schools. With the success of this accreditation process, Concordia was on the threshold of an almost continuous cycle of self-study, campus visitation, accreditation procedures which would be repeated almost a dozen times as academic programs and curricular expansion dominated the next 15 years.

The academic growth that began with the introduction of co-education in 1950 demanded a simultaneous development of the physical facilities of the campus to accommodate an increasing student body. Initial classroom space was obtained by remodeling the administration-classroom building in 1954. The northern fourth of the building contained the two-story aula, a chapel-auditorium, which was converted into five modern classrooms and a faculty office complex. The three largest of these classrooms were made for classes as large as 60 students enrolled primarily in core courses required in all academic programs.

To replace the chapel, the 1953 synodical convention in Houston, Texas, had appropriated funds for a concurrent remodeling of the gymnasium into a new chapel seating 600. While these dual

\$170,000 remodeling projects were in progress, the regular morning chapel services were conducted in the Lutheran Memorial Center.

Forty-three years after the first new building on campus had been dedicated, it was about to begin a new function. The conversion of the gymnasium into the Graebner Memorial Chapel was completed for its dedication on November 13, 1955. The three o'clock service was preceded by the unveiling of the bronze dedicatory plaque in the narthex by John Graebner, grandson of President Graebner, and a student at Concordia. The plaque was produced by the Flour City Ornamental Iron Company of Minneapolis and donated by the family and friends of the second president. The main speaker for the dedication was the Reverend Martin Graebner, Jr., son of the former president.

Adjacent to the new entrance to the Graebner Memorial Chapel, a unique steel bell tower was constructed. Beneath the cross at the apex of the tower, the old college bell was mounted with a new electrically operated clapper. This bell is the only known remnant of an original campus building. It was donated by Washington Heights Lutheran Church in Chicago, and in 1894, it was mounted atop the old main annex—Bell Dormitory. Years later the bell was separated from its support and dropped to the ground apparently by prankish students. Professor O. B. Overn retrieved the bell and gave it a new home in the college museum for over a dozen years. The chapel bell might be justifiably designated as Concordia's Centennial Symbol. Most appropriately, it is still calling the campus community to worship.

The festivities of November 13, 1955, continued in the Lutheran Memorial Center with an evening dedicatory concert on a new Grotrian-Steinway concert grand piano, the first of its kind in Minnesota. The pianist was Professor Bernhard Weiser of the music faculty of the University of Minnesota. Although the piano was admired for its brilliant tonal quality, it had minimum usage. An inadequate protective storage area coupled with the extreme atmospheric conditions of the L.M.C. had a deteriorating effect on the instrument. It was sold before its magnificence had a chance to fill the present Music Auditorium completed in 1972.

Following the piano recital, special recognition was given to two dedicated servants of Concordia who had each completed 25 years of service to Concordia, with special emphases on its students. Pres-

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ident Poehler presented gifts to the jubilarians in symbolic appreciation of their contributions to the campus community. The first was Mrs. Lydia Dierks-Caldwell, Concordia's first secretary and administrative office manager for President Graebner and later for the registrar, whose part in Concordia's history was presented in the previous chapter.

The second silver anniversary celebrated that evening was that of Miss Anna Gutz. In 1930 she became Concordia's first registered nurse, who was primarily responsible for establishing the Health Center on the second floor of the newly completed dining hall. She became the resident medical staff of one, who cared for the health needs of students. During epidemics of measles or mumps, when students were confined to the health center, she prepared and served meals, cleaned the rooms, and helped the students around the clock in numerous ways, in addition to supervising their medical treatment as outlined by the school physician.

She was very skillful in discerning illnesses requiring medical treatment and those precipitated by unfinished class assignments. The latter ills were carefully diagnosed, and the individuals were given aspirin and sent back to class, the students reported. Ironically, those with more serious problems were also given aspirin. This is one of the student legends explaining how Miss Anna Gutz, R.N. became known as "Aspirin Annie." However, during her 33-year career, which began before the advent of antibiotics, she provided students with the best medical care possible. While she may have had great faith in aspirin, one of the most powerful drugs ever discovered and most readily available, she never missed a diagnosis of appendicitis, a local physician said at her retirement in 1963. During the ensuing years she reportedly said her longevity must indicate she took her own good advice. Concordia's legendary nurse of the century died eight months after she celebrated her 100th birthday in 1984.

The expanding student body of the 1950's exerted great pressure on the limited student housing. The majority of the college students lived in the original campus buildings with the unimaginative names of Main, South, and West dormitories. In 1954 the Board requested the Minnesota District to initiate a centennial collection for a new dormitory which would mark the 1956 centennial of the Missouri Synod in Minnesota. The District supported a capital fund offering

which successfully met the total cost of \$196,625 for the new Centennial Hall. Dedication for the new residence for women was held on December 1, 1957, and it was immediately occupied by 60 women, even though it was designed for only 40. The Minnesota District was justifiably pleased that its members had commemorated a century of the Missouri Synod's work in Minnesota by fully financing Centennial Hall.

Even while Centennial was under construction, plans were being finalized for another residence hall to be built immediately to the east. On April 10, 1958, ground-breaking was held for Minnesota Hall. Since 1958 was the centennial of Minnesota statehood, it seemed most appropriate to name the new structure Minnesota Hall. The residence was designed for 50 students, but at times it served as the home of 73 women students. The service of dedication was held on October 19, 1958. The Lutheran Church—Missouri Synod supplied the funds for the total cost of Minnesota which reached \$205,000. As adjacent similarly designed buildings, the significance of the names Centennial and Minnesota continues to produce a degree of confusion among some members of each entering class as illustrated by the student who said that both buildings just represented events that only happen every hundred years.

With the 1992 Synodical Convention in Pittsburgh, Pennsylvania, the Missouri Synod has held 58 general conventions. The only one ever held in Minnesota was in 1956 when the Minnesota District was celebrating the centennial of the Missouri Synod in the state. The 1956 St. Paul convention provided the opportunity for delegates to visit Concordia College and recognize the potential for growth if more adequate facilities could be provided. Thereafter, the convention approved the construction of two residence units which could become one building when joined by a common entrance lounge area. However, since both Centennial and Minnesota Halls were still in the planning stage when the convention ended, it would be over two years before construction could begin on the residence approved in 1956.

By early 1959, the area along Griggs Avenue had been selected as the site for the new residence hall, two faculty homes had been relocated, and the name Walther Hall had been suggested for the new building. Walther Hall was chosen in anticipation of the one hundred and fiftieth anniversary of the birth of Dr. Carl Ferdinand

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Wilhelm Walther, elected as the first president of the Missouri Synod in 1847.

On March 5, 1959, ground was broken for the long anticipated men's residence hall. At its completion, the total cost of the furnished building, including site preparation, had reached \$402,500. At dedication on November 1, 1959, the name Walther Hall was officially given to the edifice. Each wing was planned for 50 men with its own residence counselor. Two years later, to commemorate the sesquicentennial of Walther's birth on October 25, 1811, a bronze medallion with a likeness of Dr. Walther in relief was mounted on the entrance wall of the lounge which served both wings of Walther Hall.

Soon after he became president, Dr. Poehler, with the full support of the Board, began the promotion of four-year liberal arts colleges with a core curriculum common to both elementary education and pre-seminary programs. Consequently, they discouraged the establishment of a senior college only for ministerial students as being contrary to the trend in American higher education. However, in 1957 the Missouri Synod established a senior college at Fort Wayne, Indiana, so that the pre-seminary students from the synodical junior colleges could complete their baccalaureate degrees and qualify for entrance to the Concordia Seminary in either St. Louis or Springfield, Illinois. Thereafter, Concordia concentrated on expanding its offerings to a four-year teachers college. The completion of the campus construction projects of the 1950's was essential to Concordia's growth in service to the church.

The 1959 San Francisco synodical convention adopted a long-range plan to improve the quality of teaching in the elementary schools of Synod. By 1966, initial placement in a parish school would require graduation from a four-year teachers' college. This resolution renewed the hope of Concordia to establish the third synodical teachers college in St. Paul.

In the mid-1950's, many junior college graduates completed additional summer course work so they could begin teaching in September and ease the shortage of teachers. In 1957 Concordia began offering some of these courses needed by beginning teachers as extension courses through Concordia in Seward, Nebraska. The experience gained from these summer sessions encouraged Concordia to enlist high school graduates of 1960 to begin their college

work immediately in June. With the next two years and two more summers of study, they would finish their junior year in August, 1962. Twenty-seven women enrolled in this accelerated program.

In 1960 the Board enlisted the services of Dr. M. G. Neale, emeritus professor of education from the University of Minnesota to undertake a space utilization and feasibility study to determine the physical needs of the campus for the next 10 years in anticipation of an expansion to a four-year college. The conclusion reached was that Concordia was in a favorable posture to accommodate up to 1,200 students in additional programs with the addition of new buildings under consideration. The most urgent needs were academic facilities for the natural sciences and music.

In addition to assisting the campus study of Dr. Neale, Professor Delphin Schulz chaired a faculty committee engaged in a curriculum study to evaluate current offerings and design a four-year program of teacher education. The result was an integrated core of courses for all students during the first two years of college which would also serve as a complementary foundation for juniors and seniors in elementary education. The faculty favored a bachelor of arts degree program rather than the predominant trend of a bachelor of science degree in over 90 percent of institutions with a teacher education department at that time.

One major consideration in developing the four-year curriculum was academic economy. It was assumed that the lower the cost to expand the program, the greater would be its acceptance by the Board for Higher Education and the next synodical convention in 1962. Thus one of President Poehler's watchwords during the curricular planning was "parsimony." The cost of expansion was kept relatively low by having as many courses as possible be required in the various junior college programs and having almost no electivity within the senior college years. In practice this meant the student had three choices: to attend Concordia, to select an education major for senior college study, and to choose an area of concentration. The final bachelor of arts program was carefully planned in consultation with accrediting agencies and received their support.

After years of hoping and planning, Concordia was ready to present its request to expand into a four-year college at the 1962 synodical convention in Cleveland, Ohio. With the encouragement

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of supporting resolutions from six synodical districts, Concordia made its case for growth in service. In one of the last evening sessions of the convention, the resolution was submitted to the delegates and approved by a quick voice vote with virtually no discussion, much to the joy of the ten faculty delegates from Concordia who were almost stunned by the speedy approval. However, enrollment in the senior college division was limited to women. Nevertheless, Concordia's delegation returned to St. Paul smiling because they were confident the camel had his nose in the tent flap.

The meticulous planning for expansion permitted synod's newest senior college to begin classes on September 9, 1962, with a junior class of 46 women. At the end of the year, some of the women chose to teach a year before beginning their senior year, while some of those accelerated students who had been teaching a year after finishing their junior year in 1962 returned to campus. They joined those continuing from the previous year to constitute the first class to receive the bachelor of arts degree on May 30, 1964. The commencement speaker was President W. A. Poehler, who spoke on a favorite theme of his, "Christian liberal arts education is the best preparation for the service professions." But in spite of the academic solemnity of the occasion, there was an inner glow of satisfaction and achievement which permeated the president's address.

The year 1962 was also a significant year in the Missouri Synod. Dr. George Beto had resigned from the presidency of Concordia Seminary in Springfield, Illinois. Two native Minnesotans were alleged to be the leading candidates to succeed him. A Springfield alumni group strongly supported President Poehler, but a highly respected professor of classical languages, already a member of the seminary faculty, was elected president. Perhaps church historians will always speculate on what effect Dr. Poehler's election might have had on the history of the Missouri Synod if he had become the president of Concordia Seminary-Springfield, instead of the Reverend Professor Jacob A. O. Preus, Ph.D.

The success at the Cleveland convention and the enrolling of senior college students was a pleasant beginning for the next five years when the faculty became heavily involved, at times overwhelmed, and nearly exhausted by two of their favorite phrases: self-study and accreditation visit.

As soon as the first junior class was enrolled, the faculty felt

obligated to secure accreditation for its bachelor of arts degree program. While accreditation was ordinarily not possible until several classes had graduated, the North Central Association had just initiated a new policy which would grant preliminary accreditation to an institution with demonstrated planning and resources to meet its educational objectives. Each application for accreditation required an institutional self-study document followed by a campus visitation team which attempts to evaluate an institution's ability to meet criteria which qualify it for accreditation.

Concordia's schedule of accreditation visits after the four-year program was in place began with the North Central Association of Colleges visit on January 24 and 25, 1963. The positive recommendation of the evaluation team provided preliminary accreditation for the B.A. program even before there were any seniors on campus.

In order for the first graduates to accept teaching positions without having the validity of their teaching credentials questioned, Concordia needed certification for its graduates with the Minnesota State Department of Education. A satisfactory self-study report permitted the campus visitation on February 26 and 27, 1964. The team's evaluation prompted the State Board of Education to approve the teacher education program of Concordia for certification by the Minnesota State Department of Education. Interestingly, a member of that visitation team from Mankato State University was Dr. Benjamin Buck, currently a member of Concordia's Board of Regents.

The next evaluation visit was on May 11, 1964, when a team of four liberal arts faculty from the University of Minnesota arrived to validate Concordia's curriculum in the liberal arts. While the degree program contained professional education courses, the liberal arts emphasis was present with sufficient strength to secure accreditation by the University as a liberal arts college. This was a critical first step in becoming eligible to apply for membership in the Minnesota Private College Council of liberal arts colleges and eventually to receive monies from the Private College Fund.

By the time the third senior class graduated, the program had been adequately strengthened to apply for final North Central Association accreditation. The suggestions from the preliminary accreditation visit of 1963 were investigated by a three-member committee on January 19 and 20, 1967. On the basis of the ensuing report, Concordia College was granted full accreditation for its bach-

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elor of arts program on April 6, 1967. From April 7-14 the campus celebrated "Accreditation Week" with renewed faith and joy in the knowledge that Concordia's program of quality education had been validated by the highest regional accrediting agency.

In the midst of the accreditation process, the largest residence hall on campus was under construction. To make room for the new building, it was necessary to raze Old Main and the adjoining stone home in which the Buenger family once resided. The buildings had various functions through the years, but following a complete \$55,000 remodeling in 1953, Old Main became a residence hall for 88 women, and the first president's home became a duplex for faculty families. A few years later Old Main again became a men's residence when Centennial and Minnesota Halls became available for women. When the wrecking ball attacked these limestone and brick edifices, they were presumed to be the oldest buildings in St. Paul, especially the room that was President Buenger's study. This room was part of the sentry tower erected about 1805 for protection from potentially unfriendly Indians. Even though the Ramsey County Historical Society was interested in preserving the first president's home, sufficient funds to save the building never materialized.

While the demolition of Old main was still in progress, the ground breaking for Wollaeger Hall took place during the Lutheran Women's Missionary League convention, meeting on campus August 15 and 16, 1962. A little over a year later during the Minnesota South District Convention, the cornerstone laying was held on August 21, 1963.

As construction was under way on the new residence hall, earth-moving equipment was working to the north, slowly excavating the former athletic field which would become the roadway for Interstate 94. In 1961 the state had condemned the football field for highway construction and paid the college \$320,000. The northern boundary of the campus was now a major interstate highway, and the parallel service road south of the freeway was renamed Concordia Avenue. The increased traffic noise from the north on the freeway was somewhat balanced by rerouting the state highway traffic on Marshall Avenue adjacent to the campus on the south.

In the midst of all this highway construction, Wollaeger Hall moved steadily toward completion. On February 9, 1964, the building was dedicated and officially named Wollaeger Hall in memory

of the Reverend Herman William Franz Wollaeger, Ph.D., professor of German and librarian at Concordia from 1904 to 1941.

In anticipation of a major increase in the student body in the future, the foundation and basement were designed so that six additional stories could be added to the original three floors raising the number of residents from 100 to 400 students. However, a recent evaluation of the building suggests that additional construction is not feasible with current building codes.

At dedication, the second and third floors were furnished to house men. The basement and first floor served as a student union and space for student government offices. As campus housing needs changed, Wollaeger Hall was converted to a residence for women, and the first floor, used briefly for the Health Center, is the present home of the Hand-In-Hand Child Care Center. The total cost of the building was \$520,000 with \$450,000 coming from the Missouri Synod and the remainder from friends of Concordia.

Almost forgotten from the 1962 synodical convention in Cleveland because of the approval of the four-year program was the passage of a first priority status of funds for a new science building. Although money had been appropriated for the building in 1959, the lack of funds in the next triennium prohibited the Board of Directors of Synod from fulfilling the resolution. By 1964 the Board was able to release \$450,000 for the new science building.

The Concordia Board of Control immediately activated their plans so ground breaking could be held on August 18, 1964. The actual construction was completed in less than a year, in time for the beginning of fall classes in September 1965. The dedication service was held on September 26, 1965. The final cost was \$550,000, with the additional \$100,000 provided by individual donors and friends of Concordia.

In selecting a name for the new science building, the Board chose to honor the first professor of science at Concordia, the Reverend Edward Louis Arndt. He left the congregation he established in East Saginaw, Michigan, and accepted the call to Concordia in 1897. He taught all the science courses offered at that time. In 1911 he left Concordia to become a missionary in China and is credited with being the founder of the Lutheran Church—Missouri Synod mission in China. Without synodical support, he organized a mission society with assistance from Minnesota congregations. When his

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missionary work became successful, the Synod later supported the society. He completed his ministry in Hankow, China, and was buried there in 1929.

A portion of the second floor of the Arndt Hall became the home of Concordia's Overn Museum. Since President Buenger taught the first science class, he and the many science teachers since have continued to acquire and store illustrative teaching materials, primarily in the natural sciences. After Professor O. B. Overn became the curator of the museum in 1920, the variety of exhibits expanded to include art objects, memorabilia from alumni missionaries around the world, archeological remnants, mounted fowl, and items that almost defy classification. With over 60 years of dedicated service to Concordia's museum, Professor Overn was the untiring champion of the century for the educational benefits of a college museum.

While the Arndt Science Hall was under construction, President Poehler and the Board of Control were carefully planning for the 1965 synodical convention in Detroit. The accomplishments with accreditation and the new buildings on campus were a positive preamble to the resolution to enroll men in the four-year teacher education program. Similar overtures were submitted by four synodical districts.

The need for synodically educated teachers to serve in the parish school of congregations was still great. But the demand for male graduates on the one hand and the hesitancy of others to permit Concordia to enroll men in the senior division produced considerable debate during the proceedings of the Detroit convention. By the close of the last session on June 26, 1965, Concordia had become a four-year coeducational liberal arts college with an elementary education major.

The campus was quick to react, and by the beginning of the second summer session male juniors were welcomed to Concordia. The proverbial camel was almost halfway into the tent. Thoughts were already surfacing about other majors, especially those appropriate for pre-seminary students.

The continuing growth in enrollment from the mid-1950's increased the need for student housing. The four new residences on campus could not accommodate enough students, so the Board secured the services of real estate attorneys to evaluate and negotiate

the purchase of apartment houses within a mile of the campus for student housing.

From 1959 through 1967, Concordia was able to acquire seven buildings as they became available in the area. In 1959 the Thornton property was purchased on Hamline Avenue, but the home on the land only housed about a dozen students. In 1960, twin apartment buildings were acquired on Marshall Avenue at Hamline. On November 4 they were dedicated and named Mary and Martha Halls, appropriately housing 25 senior women each.

The remaining acquisitions were larger apartment buildings that were converted originally into residences for women. Some of the units now fill the need for married-student housing while larger units are available for older families such as those in which a spouse is preparing for a second career. Since 1960 the Board has selected names for apartment buildings which memorialize professors who died while serving Concordia.

In 1961, the four-plex at 1287 Dayton Avenue became Schlueter Hall. Professor August Schlueter was teaching foreign languages at his death in 1926. His wife Belva later married Professor Paul W. Stor.

Later in 1961, the apartment building at 1280 Marshall was purchased and named Moenkemoeller Hall in memory of Professor William Monkemoeller who taught languages, history, and religion for 28 years until his death in 1933.

In 1965, the building at 1232 Marshall assumed the name Dobberfuhr Hall. Professor William A. Dobberfuhr was music director for 12 of the 13 years at Concordia in addition to teaching four languages. He died in 1954.

In 1967, Concordia leased, and later exercised its option to buy, 316 N. Lexington Parkway. The building was named Berger Hall in honor of Professor John W. Berger, who died in 1957 after teaching German and Humanities for 26 years.

It is obviously only coincidental that all four residences acquired after 1960 and apart from the main campus are named after language professors who were called heavenward before they could retire. However, this does not support the contention of students that too much foreign language study threatens the health of students, especially those in the pre-seminary program.

The steady increase in student enrollment was partially the result

of improved public relations and recruitment efforts that began in the 1950's. During Easter vacations and several additional weekends in the spring, as many as ten different faculty members would travel the five states contiguous to Minnesota, making home visits to prospective students. The director of recruitment was Professor Eugene Linse who encouraged an active communication network between Concordia and the congregations of the districts. The chief administrator of the program was Mrs. Gertrude Heuer, whose exceptional management skills brought many students and countless blessings to the campus.

Mrs. Gertrude Heuer was a unique and tireless contributor to Concordia's growth for over two decades. She had served as president of the Concordia Guild, a women's organization with representatives from supporting congregations who have been raising funds for scholarships and non-budgeted campus improvements since 1931. She understood the working dynamics of the campus. She "lived" Concordia even when she wasn't working in some department or area of campus life. She was truly a Concordia family member because her husband, Eugene Heuer, Sr., had served on the Board of Control; her father-in-law, the Reverend Karl Heuer, was a professor at Concordia for nine years; and her son Eugene Heuer, Jr., had been a faculty member since 1951. Her efficient and effective work in recruitment and public relations was partially the result of her extensive knowledge of the constituency, especially the pastors and teachers who were Concordia alumni. As an individual who greatly helped Concordia serve the church better in this midwest region, Mrs. Gertrude Heuer was one of the humble heroines of Concordia's first century. She entered the church triumphant in 1974.

Concordia's high school was numerically the dominant portion of the student body from its beginning until the campus became coeducational. The finalized four-year program with its greater enrollment required a complete separation of the secondary and college programs, from faculty to facilities. The high school had prospered for years because pre-ministerial students needed a rigorous academic program with three foreign languages. The consolidation of numerous small secondary schools in rural areas improved the academic offerings of the new larger schools. A decrease in foreign language requirements also lessened the need for

schools like Concordia High School. Thus a combination of fewer secondary students, the need for the eight classrooms used by the high school, and the accrediting agencies' insistence on a complete separation required a recommended relocation of Concordia High School.

The complete separation began in 1967 after extensive planning and negotiation with the St. Paul Lutheran High School Association. The Association owned a school less than ten years old and in a new facility about six miles north of Concordia in suburban Roseville. The opportunity for consolidation seemed ideal.

The merger was to be completed over a four-year span. When classes began in September 1967, a new Concordia Academy was born. The name would officially become Concordia Academy. The principal was Professor James Rahn and the guidance counselor was Professor Eugene Heuer, Jr. Five additional faculty made the transition and joined the former Lutheran High faculty. With this rearrangement the new Concordia was permitted to keep its North Central Accreditation and have time to meet all of the criteria for renewed accreditation by the next campus visitation.

Resident students who had lived in Luther Hall previously were permitted to use this residence hall and were bussed to the new Concordia until they graduated. Likewise, the synodical subsidy for these resident students declined as each class graduated. At the end of the four years, Concordia Academy was fully owned and operated by the St. Paul Lutheran High School Association. Four of the transitional faculty members returned to Concordia College while the remainder either retired or accepted employment in another setting.

The 74-year era of the synodical all-male high school ended at Concordia College in 1971. The majority of its 2,146 graduates continued their education for professional service in the church. To better reflect its mission and to suggest the quality of its educational program, Concordia College High had previously begun the process of changing its name to Concordia Academy in 1963 in a more official way.

Following one of the last accreditation reviews before the merger, the chair of the visitation team, and a veteran of many school visits, reported that Concordia was undoubtedly one of the finest high schools in the state. It is certain there are many alumni who readily agreed.

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In the years of mushrooming enrollments and campus growth, several factors made it possible for President Poehler to oversee 4.3 million dollars of new construction. Subsidy from the Missouri Synod totaled over one-third of the annual income. A number of costly programs necessary for Concordia's operation at its centennial year were not a significant part of costs in those years. Examples are Financial Aid, Admissions, Public Relations, and Financial Management. A third factor was a budget that was automatically ten percent less on the expenditure side than on its income side. The result was an accumulated surplus which the Board designated local funds. These local funds permitted projects to be completed when synodical capital funds or other pledged gifts were insufficient to pay construction costs.

During the summer of 1968, President Poehler presided over a bold new venture among Minnesota private colleges when he introduced the community to the Metropolitan Teacher Education Program Selection (M-TEPS). An advisory committee of local business, civic, and professional leaders not only endorsed the concept of the program, but they also provided some financial support to help make it successful. M-TEPS was a project to enroll 25 minority students each year from the Twin Cities and surrounding communities who could provide an ongoing supply of minority elementary teachers for public education in the seven-county metropolitan area. But unlike some other minority programs, M-TEPS students had minimum financial resources and had rarely been encouraged to consider attending college while in high school.

The key person in the program was Professor Maurice Britts, who was on leave from the Minneapolis Public School System. As coordinator of M-TEPS, he personally contacted, visited, and evaluated individuals who had the personal qualities and a realistic chance to succeed. The majority of the students were black, but some Native Americans also enrolled. The program included personal counseling, peer support groups, specialized tutors if needed, careful academic planning, and a study environment on campus to encourage success.

Although federal funds, foundation grants, corporate gifts, and local funds provided the students with major financial support, the M-TEPS program was not a charity program. Most students had part-time or full-time job responsibilities to meet some of their educa-

tional expenses. The most important dimension of the M-TEPS experience may have been the students' perception that they were programmed for success.

This imaginative venture was commended by the North Central Association as a fine example of one way in which a small college could help solve society's race problems.

The overabundance of elementary teachers in the past decade has decreased the attractiveness of the M-TEPS program. However, the graduates of the program include a significant portion of the minority teachers and administrators in the public schools of the Twin Cities who have strongly endorsed their professional preparation in education at Concordia.

Before Concordia could celebrate its 75th anniversary in 1968, it had to complete preparations for another major accreditation evaluation. The teacher education program had been carefully examined by the faculty through its self-study and preparation of the request for an evaluation by the National Council for Accreditation of Teacher Education. Professor Luther Mueller authored the self-study report and schooled the faculty for the anticipated on-site investigation.

The six-member team representing NCATE visited campus on October 21-23, 1968. Their comprehensive, in-depth appraisal of teacher education at Concordia involved interviews and observations with all academic divisions, faculty committees, student groups, and many others related to teacher education in some way. That team also visited cooperating teachers and schools used for student teaching by Concordia students.

Even though the evaluation team's 45 page report seemed encouraging and favorable, the official decision was months away. Finally at its regular spring meeting on May 14-16, 1969, Concordia was granted accreditation for the program for preparing elementary teachers at the bachelor's degree level. The approval was effective retroactive to September 1, 1968.

NCATE accreditation is a commendable achievement for any educational program, but it is especially noteworthy to achieve that status in a seven-year period. The first junior class began in 1962 and the first senior class to graduate from a fully-accredited college was in 1969.

In September 1968, the monumental and comprehensive *His-*

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tory of Concordia College by Professor Oswald B. Overn became available for distribution. In 1962 the Board of Control requested Professor Overn to accept this challenging project after he retired from full-time service in 1963. For over four years, as professor on modified service, he completed this labor of love for the 75th anniversary of Concordia College. In appreciation the Board gave him an honorarium of \$100.

The focus of Concordia's diamond jubilee celebration was the Anniversary Week of December 2-8, 1968. The variety of activities included four early-evening concerts, a style show of early 20th-century dress sponsored by the Concordia Guild, a historical pageant directed by Professor Herbert Treichel, two basketball games and a wrestling match, an anniversary banquet in the Lutheran Memorial Center followed by a one-act drama especially written for the occasion by alumnus the Reverend Robert Clausen, and a concert by all musical groups with the first performance of an anniversary work written by Daniel Moe. The culminating event of the week was the Sunday afternoon anniversary service, with academic processional, in the LMC, featuring alumnus the Reverend Oswald Hoffmann as speaker.

The recurrent theme of the week was the bountiful goodness and blessing of the Lord of the Church upon Concordia during its 75 years of education for service in church and community.

The growth of the academic program required additional faculty and related academic and financial services. Since space for expansion in existing buildings was nonexistent, Synod approved funds for an administrative wing. After additional study of needs and availability of building areas, the decision was made to design a three-story building to be placed between Luther Hall and the existing administration building with offices extending toward Syndicate Street. This new structure could eventually be used for all administrative areas, and the old Administration Building would be used exclusively for classrooms.

Bids for the new administrative wing were opened on May 6, 1969. The contracts accepted for the complete project totaled \$485,294. \$425,000 of this sum had been allocated to this building from the synodical Ebenezer Thankoffering. During construction in the following year, several atypical problems arose including the bankruptcy of one contractor and the bonding company going out

of business. Thus Concordia became its own bonding company with additional attorney fees. In spite of the difficulties, the first two floors of the building were nearing completion by the end of the academic year in May 1970. The third floor was not scheduled for completion until it was needed.

With impending changes in the presidency of Concordia College in the near future, the Board of Control resolved in its May 14, 1970, meeting to set the date of dedication for the new administration building—no longer called wing—on June 3, 1970. This was probably the most unique service in Concordia's history. The dedication ceremony was held during the noon recess of the Minnesota South District Convention of The Lutheran Church—Missouri Synod on June 3, 1970. Dr. Arthur Ahlschwede, executive secretary of the Board for Higher Education of the Missouri Synod was invited as the speaker.

Ten days later on June 13, 1970, when the Board next met, President Poehler submitted his resignation as president of Concordia College, effective June 30, 1970. He had previously told the faculty and the Board that his strongest desire was to retire one year later so that the Music and Fine Arts Building, long in the planning stages, would be completed, and that he could complete 25 years as president of Concordia College. Since the synodical policy stated that a president could not begin a new year after he had attained the age of 65, the Board "with deep regret accepted this resignation, and resolved to continue his position on the faculty at the rank of full professor."

President Poehler had discussed with the Board at the previous meeting on May 14, 1970, his appointment to be vacancy administrator of California Concordia College in Oakland, California, under the direction of the Board for Higher Education. The Board encouraged President Poehler to accept this challenge after his resignation became effective. The Board felt his experience as a college administrator would benefit this sister institution in its possible relocation to Irvine, California. In the fall of 1970, President Poehler accepted this appointment and completed his 25th year as a synodical college president in California.

The years of Dr. W. A. Poehler's presidency were a period of notable change and growth. While his successes were numerous,

there were goals unattainable in spite of his most determined perseverance.

After the interstate highway project took Concordia's football field, he tried for over four years to get the city of St. Paul to transfer slightly more than four acres of Dunning Field to Concordia for its athletic program. He and Concordia's legal counsel tried all avenues: purchase, trade, negotiated usage, and other alternatives. On one occasion when success seemed probable, \$5,000 in earnest money was accepted. However, as political opposition increased, the potential sale finally ended with an appeal to the state supreme court. The final irony was that the first president of Concordia had helped establish Dunning Field as a perpetual playground for the children of St. Paul so that an act of the legislature would be needed to change its usage. President Poehler and the Board reluctantly accepted the return of its earnest money from the City of St. Paul on January 13, 1966.

Another time-consuming project which President Poehler had hoped to see completed during his incumbency was the Music and Fine Arts Building. By April 1970, the projected building costs for a pared down Music Building were \$749,700, but the pledges were only \$720,000. Concordia had requested neighboring synodical districts to pledge funds which might be gathered in a 75th anniversary collection. The districts had difficulty subscribing to the requested amounts, so the Music Building would remain on the agenda, along with a new student union, for Concordia's next president.

Dr. W. A. Poehler provided Concordia with dynamic academic leadership that rarely accepted the status quo. "Growth In Service" was not just a motto for Concordia College, it was part of his ever-changing vision for tomorrow. He was always looking for new ways for the church to serve God's people. Two months before he left the presidency, he had just received approval for a proposed director of Christian education program. He assumed the leadership of an unaccredited six-year all-male school, and he left a fully-accredited coeducational four-year college whose goal was to provide professional and lay leadership for the church of today and tomorrow.



WILLY AUGUST POEHLER, 1904–1971

Near Courtland, Minnesota, on July 9, 1904, Willy August Poehler was born to Herman F. and Mary Havemeier Poehler. He attended the parish school of rural Immanuel Lutheran Church and the public school in Courtland. After his first year of high school in neighboring New Ulm, he spent the next five years completing the high school and junior college pre-ministerial curriculum at Concordia College in St. Paul, graduating in 1924. He spent the next two years in theological study at Concordia Seminary in St. Louis, Missouri. He then served a two-year vicarage at Kelowna, British Columbia, and at Medicine Hat, Alberta, Canada. He returned to the seminary for his final year and graduated in 1929 with his bachelor of divinity degree.

On July 16, 1929, he was married to Justine Schneidmiller of Calgary, Alberta, Canada. They later became the parents of four daughters: Zona, Bernadine, Elisabeth and Theodora.

Following his seminary graduation, he received a call to serve as a missionary in China. However, a severe illness of several months' duration prohibited his acceptance of the call to foreign missions. After regaining his health in early 1930, he accepted a call to St. Luke's Lutheran Church in Wood Lake, Minnesota. In 1935 he was called to become the pastor of Bethlehem Lutheran Church in Morristown, Minnesota, where he spent the next five years. In 1940 he became pastor of Trinity First Lutheran in Minneapolis. During

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his pastorate at Trinity he earned a master of arts degree in German and sociology at the University of Minnesota.

In May 1946, Pastor W. A. Poehler was called to become the third president of Concordia College. He began his term as president on August 1, 1946, and served until he reached mandatory retirement on June 30, 1970. During his professional life, he preferred to use William for his first name, or he would use the initials W. A. for his personal signature. His 24-year tenure as president was a period of unparalleled academic expansion and physical growth.

In 1954 he received the doctor of philosophy degree in higher education from the University of Minnesota. Concordia Seminary, then located in Springfield, Illinois, recognized his educational leadership in the church by awarding him the honorary doctor of divinity degree in 1965.

Dr. W. A. Poehler served his church and community on numerous boards and commissions such as the Missouri Synod Curriculum Commission and the St. Paul Human Civil Rights Commission. He authored *Religious Education Through the Ages* and numerous articles and book reviews.

President Poehler had an inveterate love of travel. In pursuit of this hobby, usually accompanied by Mrs. Poehler, he visited Australia, Asia, Africa, Europe, South America, and much of North America.

After leaving his post in St. Paul, Dr. Poehler served as interim president of California Concordia College in Oakland from the fall of 1970 until his sudden death on December 9, 1971, while visiting in the Twin Cities.

The funeral service for the Reverend Doctor William A. Poehler was held on December 13, 1971, at Trinity First Lutheran Church in Minneapolis where he had served as pastor and had been installed as president of Concordia College. The committal service was in Courtland.



Early morning Reformation services at the Luther statue are a tradition at Concordia. This picture was taken on Mother-Sponsor Day, October 27, 1967.



Professor Maurice Britts (on left), first coordinator of the M-TEPS program, with one of the program's students, Maurice Duke (center), and Professor Luther Mueller, chair of the division of education, psychology and physical education in 1968.



The 1959 Board of Control. Seated are Brill, Stahlke and Seltz. Standing are Stelling, Schmalz, Swanson and President Poehler.



Professor Walter and Joan Sohn and 3-year-old Janice Kaden ('86) modelling old-fashioned clothes at the 75th anniversary style show, sponsored by the Concordia Guild.



Professor Oswald Overn, curator of the Concordia museum, and author of the 75th anniversary history of the college.



The dedication of the Poehler Administration Building took place during the noon break of the June 2, 1970 session of the Minnesota South District convention.



The patio area outside of Wollaeger Hall when the Student Union occupied its first floor.

Chapter Six

Progress with Diversity

1971–1993

Seventy-six years after its founding, Concordia College was searching for only its fourth president. Procedures for selecting a president in synodical institutions had changed significantly since Concordia last elected a president. A faculty-selected presidential election committee of one person from each academic division is charged with gathering biographical information and professional evaluations on all candidates nominated for the presidency. The committee makes a comparative analysis of the nominees and chooses the final slate of candidates to submit to the electors for their vote. Although procedural variations are possible, this was the technique used to choose Concordia's fourth through eighth presidents.

Presidential elections are determined by representatives from the four jurisdictions of the institution. They are the president of the Missouri Synod, the President of the synodical district in which the institution is located, the chairman of the Board for Higher Education, and the members of the Board of Control (the name was changed to the Board of Regents in 1981) as a group with one vote. If necessary, any one of the first three electors may have his official representative vote in his place in the election.

The individuals then serving in these positions comprised the electors who assembled at Concordia College on January 25, 1971. The electors considered a final slate of candidates recommended from the 93 initial nominees. Chosen as president-elect was the Reverend Harvey A. Stegemoeller, a 41-year old associate professor of history and political science at Concordia Senior College in Fort Wayne, Indiana. On March 15, he announced his acceptance of the presidency and intention to begin work in St. Paul on July 1, 1971.

Professor Harold W. Otte served as acting president during the 1970–71 year. His year was especially challenging because of three

campus building projects in varying stages of development.

The new administration building had been officially dedicated on June 3, 1970, but there were many problems with incomplete construction, sub-contractors with unpaid bills because the general contractor had declared bankruptcy, unacceptable workmanship in specific areas of the building, and an inadequate heating system. Negotiations and legal proceedings eventually produced a satisfactory building which the Board accepted and closed the final chapter on the aggravating administration building book on April 8, 1972.

The music building, which had been in the planning stages for over four years, was the second structure requiring major supervision by Acting President Otte. When the bids for the new building were opened on March 16, 1971, the designated funds were short \$90,000. With faith that the additional monies could be raised, the Board voted to begin construction and set April 18, 1971, for the ground breaking service. Excellent progress on the building had been made by the arrival in July of President-elect Stegemoeller.

The third time-consuming project for the acting president was the impending approval and erection of a student union building. As the number of commuting students increased, the more inadequate were the four-year old student union arrangements in Wollaeger Hall. A strong student initiative, which voted to assess themselves an additional \$25.00 per quarter over their tuition fees, had raised \$25,000 for a new student union by 1969. By May 1970, the Board had approved the student union project in principle and requested additional enabling information to begin the construction. During the 1970-71 academic year the architect had been selected, satisfactory financing had been arranged, and the location had been determined for the proposed student union. The new president would be on campus before construction bids would be opened and accepted.

While much thought, planning, and anticipation was being directed toward new construction in 1970, the campus took a brief time out to watch the razing of the Old South Building in September 1970. With the completion of the Administration Building, South was no longer needed for faculty offices. Safety in the building was becoming a serious concern by the time the demolition crew removed the next to last building remaining from the original campus.

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The former site of South became part of a more aesthetic open space west of the Graebner Memorial Chapel.

The opening service for the 79th academic year was held in the Lutheran Memorial Center on September 12, 1971, and included the installation of the Reverend Harvey A. Stegemoeller as Concordia's fourth president. The preacher for the service was the Reverend Doctor John Tietjen, president of Concordia Seminary, St. Louis. In the name of Concordia Seminary, President Tietjen bestowed the doctor of divinity degree upon President-elect Stegemoeller. Immediately thereafter, President Martin Lieske of the Minnesota South District, assisted by past presidents of the Minnesota South District Ernest H. Stahlke and Hugo A. Gamber and President Arthur J. Cromer of the South Dakota District and President August T. Mennicke of the Minnesota North District, performed the rite of installation for President Stegemoeller.

Although Concordia had been a four-year college with a bachelor's degree program for over eight years, it had kept a low profile in the academic community. To increase its visibility in higher education, Concordia decided to have its first presidential inauguration to celebrate the academic induction of its new president. The Faculty Presidential Election Committee was assigned to arrange the inauguration activities.

The inauguration was held on Monday, October 25, 1971, in the Lutheran Memorial Center. The academic procession included representatives from synodical colleges and seminaries, the Minnesota university and college systems, the Minnesota Private College Council, and other private and public institutions from the upper Midwest, along with the faculty and Board of Control of Concordia. The main speaker was the Honorable Wendell Anderson, Governor of Minnesota. Besides being a celebration for the Concordia community, the inauguration of President Stegemoeller successfully presented Concordia College and its mission to the general public and the academic institutions of the region.

The first year of the Stegemoeller presidency required exhausting effort to insure the completion of the music building and the start of the student union. Construction on the music building progressed rapidly with the cornerstone laying on January 11, 1972, and the anticipated dedication set for May 1972. Since the building was 85 percent completed by January 1, 1972, May seemed a feasible

date. However, funding for the project became a major concern.

The construction budget for the music building was established on pledges by five districts of the Missouri Synod. The Minnesota South and North Districts, the North and South Dakota Districts, and the Iowa West District pledged \$423,000 of the \$800,000 cost. Concordia had originally requested the districts to consider their participation as a part of the 75th anniversary thankoffering for the college. However, the Board of Directors of Synod did not give its approval to solicit funds from these districts until March 1971, provided the offering was completed by January 31, 1972. Since Concordia's diamond anniversary year had passed two years before permission was granted to approach the districts, potential difficulty lay ahead. Three months after the building was dedicated, the districts were \$159,000 short of their goal.

Finances were partially responsible for moving the dedication of the building to October 1972. During the first half of 1972, President Stegemoeller presented the opportunity to help complete the music building to friends of Concordia. One individual who had previously established a scholarship fund for Concordia was considering a major contribution to the new music building. However, before he could finalize his intentions, Mr. Herbert P. Buetow was called home by his Creator. However, the Buetow heirs decided to adopt the music building as a memorial to their husband and father. Consequently, the family's gift of \$200,000 prompted the Board's resolution to name the structure The Herbert P. Buetow Memorial Music Center. This gift, along with those of many other alumni and friends of Mr. Herbert P. Buetow, permitted the completion and furnishing of the new Music Center.

October 13-15, 1972, was the dedication weekend for the Buetow Memorial Music Center. Highlights of the weekend included a concert by the St. Paul Chamber Orchestra; a lecture by Dr. Martin Marty, associate editor of the *Christian Century* and professor of modern church history at the University of Chicago; and the keynote speaker at the 4:00 p.m. dedication ceremony on Sunday was Dr. Werner Kuntz, past director of World Relief, Lutheran Church—Missouri Synod, and a classmate of Mr. Buetow.

Present at the Music Center dedication was Mr. Paul A. Schilling, who had been a schoolmate of Mr. Herbert Buetow at St. Stephanus Lutheran School in St. Paul in their youth. Later when President

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Stegemoeller was indicating to the audience the space reserved for a concert organ when funds became available, Mr. Schilling decided to accept this project to complement the auditorium of the building bearing the name of his life-long friend.

Almost two years later on October 6, 1974, the dedication and inaugural recital was held in the Buetow Music Auditorium on the magnificent new Schlicker organ, gifted by Mr. and Mrs. Paul A. Schilling. The dedicatory organist was Professor Paul O. Manz, chairman of the Division of Music and Fine Arts at Concordia who had cooperatively developed the tonal designs of the instrument with Mr. Herman L. Schlicker, founder and president of the Schlicker Organ Company of Buffalo, New York. Mr. Schlicker was present in the audience and humbly grateful for his contribution to this grand instrument. Concordia's concert organ is one of the last built by Mr. Schlicker, who was suddenly called to eternal rest on December 4, 1974.

Concordia's Schlicker organ is a three-manual tracker action pipe organ that is unique in that its action consists of mechanically operated trackers. These provide the player with a sensitive control over the instrument which cannot be achieved on organs with conventional electric action. Each element of the instrument was crafted especially for the Buetow Auditorium. When it was built, it was the largest mechanically operated instrument in this entire region of the Midwest. It has 43 ranks, 32 stops, and 2,331 pipes. The total cost of the organ from design through dedication was \$94,906.

The capabilities of the new organ were magnificently displayed at the inaugural recital by the master organist, Professor Paul Manz. Under his leadership the music department had expanded its offerings to the extent that the facilities in the Buetow Music Center were a necessity. Professor Manz first directed the Choral Club in 1946 and became a full-time faculty member in 1957. He helped many students become outstanding organists and church musicians. He became Concordia's ambassador of music with his extensive concertizing in North America and Europe. His choral and organ compositions are internationally known, and he is without equal in organ improvisation. The professional contributions of Professor Paul O. Manz to Concordia College suggest his preeminence as the ecclesiastical musician of its first century.

While much attention was given to the construction of the music

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center, another project developing simultaneously was the student union. Construction bids were opened on October 21, 1971, but the work could not begin until permanent financing had been arranged. The building was expected to cost about \$645,000 with 85 percent of that amount coming from a subsidized Housing and Urban Development (HUD) loan. The complex application to HUD, including locating the building on land bordering a public access, was completed and approved so construction could begin soon after groundbreaking on December 13, 1971.

By April the estimated completion date for the student union was September 1, with occupancy by October 1, 1972. However, changes in the building for handicap accessibility and potential conflict with the Music Center dedication pushed the occupancy date back. Finally, after another series of delays, the doors were officially opened to the Student Union on January 4, 1973, following a service of dedication during the regular morning chapel service.

The entire campus was delighted with the spacious new three-story Union. Finally a variety of campus services were centralized in one area of the college. In addition to lounge and television areas, the Union housed the Comet Corner bookstore, the post office with mail boxes, student association offices, recreation areas, student publications offices, and the snack bar, which was recently named Union Station.

The Student Union received a Merit Award by the Minnesota Society of Architects in 1974. The building was cited as having a design which "maintains a strong feeling of unity and single purpose throughout, through the device of the levels being open one to the other at the four corners of the building, where major skylighted areas bring light into the entire building." The one aspect of the building that the architects did not anticipate in their pre-energy crunch design of the 1970's was the excessive heating and cooling costs. Fortunately, structural modifications were later made to make the building more energy efficient.

As a former dean of students, President Stegemoeller was very conscious of student-faculty relationships. With a goal to increase social interaction between students and faculty, the president, with assistance from Student Union director Richard Arnold, introduced a coffee and cookie break immediately after chapel in the union. This opportunity for more informal conversation and socialization

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became a popular interlude in the class day and was credited with improving the social and academic climate on campus. The practice is now a popular tradition.

On April 28, 1973, the Board of Control resolved to name the new administration building "The William A. Poehler Memorial Administration Building." The name was officially conferred at the Spring Commencement on May 25, 1974. The dedicatory plaque and portrait in the front entrance hallway of the building were presented by the Poehler family.

The developing needs of Concordia College in the 1970's paralleled those of American higher education nationwide. Those areas which President Stegemoeller believed necessary for improving the performance of the institution included church relations, college development of financial resources, curricular evaluation, and a student financial aid office.

The Reverend Alvin Mack of St. Louis, Missouri, became an administrative assistant to the President in church relations and college development. Pastor Mack and President Stegemoeller systematically brought the mission of Concordia to congregations, pastoral conferences, teachers conferences, and numerous other organizations and groups in the five-state area which Concordia primarily serves. Many people were not aware of Concordia's most recent ten-year expansion and growth and the educational opportunities it offered.

As the cost of education began to show major increases, and as more federal and state scholarship and loan programs became available, Concordia established a student financial aid office. This office helped families determine the amount of financial assistance their students needed in addition to their own family resources. Then families were directed to scholarships, grants, loans, or other options to meet their needs.

Plans were initiated to develop an endowment fund to provide income for scholarships or other campus programs. Although Concordia was a generation or two behind the private colleges and universities in the region, it made progress in establishing the forerunner of the development program that is beginning to produce major benefits for students today.

The 1970's also produced a major curriculum study which redefined liberal arts, liberal education, and professional education.

Some changes were made to modernize requirements while others were required by the changing world of technology.

Concordia was changing and becoming a more competent institution to serve its constituency even though a public relations firm felt Concordia's public image would be enhanced by describing its location and mailing address as Hamline and Marshall Avenues. Perhaps it helped, but the United States Postal Service did not accept Hamline and Marshall as a legitimate street address and told the campus to return to 275 North Syndicate Street. But the statue in front of the Poehler Administrative Building still seemed to be echoing the words, "I haven't moved! Here I stand!"

With the completion of the Buetow Music Center, the music faculty, along with the music library and all properties of the choral and instrumental organizations, left the Old West Building. Finally when \$14,000 became available, the last building from the original campus was razed on June 2, 1975. It required over 60 percent of the purchase price of the original campus to remove the final landmark of that campus. The resulting open space west of Wollaeger Hall is currently an enclosed playground for the children in the Hand-In-Hand Child Care Center.

In July 1975, a long-standing tradition in presidential housing was broken. Until 1971, Concordia's presidents had resided in college-owned homes on campus. Partially because of family needs, President Stegemoeller had requested alternative housing off campus. Although the Board of Control was strongly opposed to presidents purchasing their own homes, the Board secured permission from the Board of Directors of Synod to buy a home for the president on Summit Avenue in St. Paul with the future option of the presidents purchasing the home. Four years later on July 26, 1975, the Board affirmed the sale of this home to the president. Thus President Stegemoeller not only was the first president to live off campus, but he was also the first president permitted to purchase his own home. This practice remained an option for future presidents.

The most significant event in 1975, however, was the 51st convention of The Lutheran Church—Missouri Synod held July 4-11, in Anaheim, California. As a result of opposition by members of Synod to the potential usage of the 1973 synodical convention's adoption of "A Statement of Scriptural and Confessional Principles," through the organization called Evangelical Lutherans in Mission, a

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resolution was adopted in Anaheim, 3-06, which directed members of Synod to disassociate themselves from ELIM as it was functioning or to terminate their membership in the Missouri Synod. Many interpreted this resolution as an attempt to stifle legitimate dissent as permitted in Synod's constitution. President Stegemoeller expressed his dissent regarding various resolutions of the Synod in a letter to the Board and the pastors of the Minnesota North and South Districts.

On August 21, 1975, President Lieske of Minnesota South, President Mennicke of Minnesota North, President Stegemoeller, and the Concordia Board of Control met to discuss the concerns of Concordia's president. "A general atmosphere of evangelical and pastoral concern, of mutual sincerity, openness, Christian brotherly love, and the seeking of the Church's and Concordia's welfare pervaded the discussion," was the description of the meeting recorded by the secretary of the Board. The primary focus for over 20 hours of discussion, spread over three days during the next week, was a clarification of the Board's intention to require President Stegemoeller to follow the Anaheim resolutions in his administrative position.

The ensuing statement of the Board of Control majority read: "We the Board of Control of Concordia College of St. Paul, Minnesota, reaffirm our commitment and duty to carry out the resolutions of the Synod as they apply to our office. We commend Dr. Harvey Stegemoeller for his leadership as president of Concordia College, and require that he carry out the administrative functions of his office in accord with these same resolutions."

President Stegemoeller responded: "If the Board of Control believes that the synodical resolutions, especially 3-05 and 3-06 of Anaheim, are right and necessary for the church and are to be implemented as policies of the college, I am in an untenable position as executive officer of the Board. I can neither accept the resolutions for myself nor impose them on others. For the Board to 'require' that I 'carry out the administrative functions of [my] office in accord with these same resolutions' is to require me to deny my conscience about what is best for the church and to deny my convictions about what is best for the college.

"It is my conclusion of conscience that the disputed resolutions are wrongful impositions on my theological subscription to the

Scriptures and the Lutheran Confessions and on my freedom under the Gospel to dissent from ecclesiastical regulations.

"In respect for the Board majority's convictions and their sense of duty and in respect for my own convictions and sense of duty, I must resign from the presidency of Concordia College. This is a painful decision because of my feelings for the students, faculty, staff, and many supportive friends of the college. Yet I must do so because my position is untenable to the Board majority in its support for the synodical resolutions and will necessarily lead to conflict not in the best interests of the college and the church.

"I implore the Board and all others related to Concordia College to commit themselves to the peace and welfare of this campus community."

It was then resolved by the Board to accept President Harvey Stegemoeller's resignation by a three to two vote, with one member absent. The Board established the terminal date of his presidency as September 1, 1975.

When the new school year began on September 14, 1975, the reactions on campus ranged from angered outrage to passive acceptance. However, Acting President Luther Mueller and the faculty encouraged a campus-wide study of issues in ministry at Concordia and discouraged any action that would not be in the best interests of the campus community.

In keeping with the motto chosen for the 1975-76 academic year, Joy In Ministry, St. Stephanus Lutheran Church hosted a special Joy in Ministry service on September 5, 1975, celebrating President Stegemoeller's ministry at Concordia College. The message was delivered by the Reverend Frederick Geske of Minneapolis, Minnesota.



HARVEY A. STEGEMOELLER, 1929-

Sagerton, Texas, was the home of Mr. and Mrs. F. A. Stegemoeller, whose son Harvey was born on February 23, 1929. After completing his elementary education, he enrolled in Concordia High School in Austin, Texas. He received his high school diploma in 1946, and transferred to St. John's College in Winfield, Kansas, to begin his pre-seminary education because Concordia-Austin did not introduce the junior college years until 1951. He received an associate in arts degree from St. John's in 1948. He matriculated to Concordia Seminary in St. Louis, Missouri, and received his bachelor of arts degree in 1950. He completed his work for the theological diploma at Concordia Seminary in 1953.

On August 8, 1953, he was married to Marian Bangert. They were later blessed with six children: Mark, Philip, Anna, Andrew, Katie, and Martin.

Following his seminary graduation, he accepted a call to his Kansas alma mater and served St. John's College as a faculty member and dean of students for three years. In 1956, he accepted a call as pastor of Trinity Lutheran Church in Elmore, Ohio. In 1958, he joined the faculty of Concordia Senior College in Fort Wayne, Indiana, as a professor of history and political science. During the 1967-68 academic year he was an administrative assistant in the United States Senate and a graduate student at Georgetown University in Washington, D.C. In 1971, he was called to become the

fourth president of Concordia College in St. Paul, Minnesota.

After his resignation from the presidency at Concordia in 1975, he accepted the position of executive director of the Minnesota Private College Council. In 1979, he moved to Columbus, Ohio, to assume the presidency of Capital University. Since 1987, he has served as the executive director of the Evangelical Lutheran Church in America Foundation.

The Reverend Harvey Stegemoeller was awarded the master of arts degree in History from the University of Toledo in Toledo, Ohio, in 1961. He was honored by Concordia Seminary, St. Louis, Missouri, with a doctor of divinity degree in 1971.

The 1975-76 academic year began with the opening service on September 14, 1975, at 10:00 a.m. in the Graebner Memorial Chapel. Both students and faculty were concerned with the possible effects of President Stegemoeller's resignation on education at Concordia.

The Board of Control held a special meeting the week before the opening service to consider reactions on their acceptance of the presidential resignation. Dr. J. A. O. Preus, president of the Missouri Synod, sent a telegram to the board expressing concern over their action. Representatives of two pastoral circuits of the Twin Cities wished to express their opposition to the vote of the board. Faculty and student questions were also considered at the September 8 meeting.

After hearing from all groups represented, the Board invited Dr. Stegemoeller to express his feelings on reconsidering his resignation. He replied that he could not carry out his administrative functions not knowing when or how the resolutions of Anaheim would be implemented by the Board. After considerable discussion and after considering the reports from all representatives at the meeting, the Board reaffirmed its resolution to accept Dr. Stegemoeller's resignation.

Under the leadership of Acting President Luther Mueller, the faculty engaged in two major projects during the ensuing year. The first task was an ongoing study of academic freedom and the parameters of dissent in a synodical institution. The second project was the Liberal Education Task Force chaired by Professor Paul Marschke. This committee evaluated the four-year degree program

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implemented in 1962 and recommended changes that were adopted to begin in the fall of 1976.

The director of Christian education program had shown steady growth since its inception in 1971 under the direction of Professor Luther Mueller. The number of students enrolled in the DCE program was nearing 100 and justified a full-time director, so the Board secured Professor Leroy O. Wilke to assume that position in the fall term. Likewise, student interest in early childhood education resulted in the appointment of Professor Elisabeth Poehler Trembath as the director of early childhood education in January 1976.

To facilitate the increasing demand for art classrooms and an area to display art works, a \$10,000 matching grant was used to renovate the basement area of Luther Hall.

However, the uncontested improvement of the year on campus, in the opinion of students, was the installation of private telephones in the rooms of all residence halls. The phones in the residences became part of the new campus system with a central switchboard. This phone system was a boon to campus communication, and its contribution to "free" speech produced Concordia's 1976 Bicentennial Moment.

With the call for nominations for president in the *Lutheran Witness*, the next Faculty Presidential Election Committee began its task of preparing for the selection of Concordia's fifth president on July 23, 1976. From the original list of 44 nominees, the electors cast a unanimous first ballot vote for the Reverend Gerhardt W. Hyatt. After Major General Hyatt retired as Chief of Chaplains, Department of the Army, in 1975, he had become an unsalaried consultant to the Lutheran Church—Missouri Synod Foundation.

In August, President-elect Hyatt accepted the presidential call and indicated he expected to assume full-time duties on October 3, 1976. During an early discussion with the Board, President Hyatt indicated his preference for a "Concordia Day" involving pastors, teachers, and students rather than a more formal inauguration ceremony.

At the opening service for the 1976-77 year, the Reverend Gerhardt W. Hyatt was installed as Concordia's fifth president by President August Mennicke of the Minnesota North District. The 10:00 a.m. installation service was held in the Graebner Memorial Chapel on September 12, 1976.

Ten days before the opening service at the fall faculty retreat at Camp Onamia in Onamia, Minnesota, the President-elect had an opportunity to meet the faculty and project his contributions to Concordia. He indicated that his administrative style would be to delegate authority to key administrators in some areas so he could make a greater contribution in other areas where he might have more expertise. Thus he urged the education faculty to analyze their needs while he focused more on public relations and development opportunities. One dominant theme of his presidency was fiscal responsibility as he consistently kept Concordia's operational budget in the black.

During the course of the 1976 summer, six faculty members had tendered their resignations, partially as a result of circumstances relating to the resignation of former president Stegemoeller. The faculty and many students especially felt a personal loss in the departure of Professors Beverly Ferguson, Paul Grauer, Paul Manz, Walter Merz, Keith Rockwood, and Patricia Spaulding. While the search for faculty replacements was under way, the academic program was admirably maintained by the faculty during the 1976-77 year.

To improve the administration of an increasingly complex college enterprise, on November 11, 1977, the Board of Control approved the formation of a President's Cabinet to advise the president on institutional policies and operations. The Cabinet was to include representative administrators from all major areas of Concordia. Initially the Cabinet included the dean of the faculty, the dean of administration, the dean of students, the business manager, and the assistant for college relations. Some of the titles have been changed over the last 15 years, and a development officer has been added, but these administrators still function as the President's Cabinet as Concordia enters its centennial year.

Significant academic achievements were made during the Hyatt presidency. During the 1977-78 year three accreditation teams evaluated Concordia's academic programs and recommended renewal of full accreditation by the North Central Association of Colleges, the National Council for the Accreditation of Teacher Education, and the Minnesota State Board of Teaching.

An evaluation of Concordia's pre-seminary program in 1977 prompted the Board of Control to request approval by the Board

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for Higher Education. Finally in December 1978, the BHE fully endorsed the pre-seminary curriculum of Concordia. Concordia's bachelor of arts program met entrance requirements for both seminaries of the Synod. With the closing of the Concordia Senior College in Fort Wayne, Indiana, and the approval of Concordia's pre-seminary degree program in St. Paul, the camel was completely inside the tent of academic acceptability and respectability in ministerial education. The struggle had taken over 20 years.

In 1979 the Board voted the approval of a Business Administration major to be offered in the 1980-81 year. With the introduction of this attractive program, the Board also approved the expansion of the existing Metropolitan Teacher Education Program Selection (M-TEPS) to include business students and thus broaden Concordia's service to minority students.

The Lutheran Church—Missouri Synod planned to conduct a special 40 million dollar fund drive to support missions and higher education in 1979. The Synod asked President Hyatt to direct this campaign. The Board of Control met with the president in July to consider his appointment to direct the Forward In Remembrance drive. The Board agreed to release him from some of his responsibilities for an 18-month period to direct the fund drive. He was asked, however, to maintain responsibility for personnel and fiscal operations at Concordia and, if possible, attend Board meetings. While President Hyatt was absent from the campus, Professor David Schmiel served as vice president, effectively administering those areas designated by the Board. The success of this unusual arrangement was aided by a supportive faculty who dubbed this period the era of "administration by committee."

During the next year and a half, President Hyatt operated from offices in St. Louis and St. Paul as he embarked on an intensive program of travel and fund solicitation that would bring him to every district of the Synod and encompass over 200,000 miles. His untiring efforts helped the Forward In Remembrance campaign surpass 76 million dollars, almost doubling the original goal.

To help President Hyatt administer his St. Louis office, he enlisted the services of Mrs. Gertrude Matthees, a senior administrative assistant from Concordia's professional staff. Mrs. Matthees had been employed on campus since 1960, and had contributed her office efficiency and clerical skills to the successful management of aca-

democratic affairs in several areas, including those of the academic dean and the social science division. With the success of the fund drive, her stay lengthened in St. Louis until she had completed over three years of specialized service. She returned to St. Paul and resumed her campus work in various offices. When she retired after 30 years of service to Concordia in 1990, she was effectively assisting both the director of the DCE program and the director of church placement. Her valuable contributions to Concordia were enhanced by her extensive knowledge of the Missouri Synod's work in Minnesota, partially gained through the nine-year district presidency of her father, the Reverend Doctor Hugo Gamber. Mrs. Gertrude Mathees merits inclusion on the list of dedicated heroines who contributed to the success of Concordia College in its first century.

Before President Hyatt had completed his work with the synodical fund drive, the Board requested a ruling from the Commission on Constitutional Matters of the Missouri Synod regarding the 1979 Convention's resolution on the retirement policies of college presidents. The Board then voted unanimously to request "President Hyatt to serve another year beyond his 65th birthday, God willing, and provided the ruling of the CCM permits such service beyond that date." The 1979 Convention did support presidential service until age 70, if desirable.

In 1981, plans were initiated to begin a day care center on campus. In addition to the educational benefits such a child care facility would provide for education majors, it would also benefit faculty, staff, and students with a need for this convenient child care assistance on campus. A \$10,000 grant was received from the Siebert Foundation in late 1981 to establish a day care center. This helped make the Hand-In-Hand Child Care Center become a reality on the first floor of Wollaeger Hall. Faculty leadership and supervision of this project were provided by Professor Barbara Schoenbeck, coordinator of the early childhood education program.

The need for additional faculty offices became more urgent, so the Board approved the completion of the unfinished third floor of the Poehler Administration Building as the best solution. Bids for the construction were opened on January 28, 1982. The work was planned for completion by the beginning of the next school year in September.

Two name changes took place in 1981. Following the resolution

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adopted by the 1981 St. Louis Synodical Convention, the Board of Control of Concordia College changed its name to the Board of Regents. Later on November 24, 1981, the Board of Regents ratified the faculty recommendation that the Department of Religion be changed to the Division of Religion. The Department of Religion had been using that name since it was separated from the Division of Social Science. The term "Department" was specifically used instead of "Division" so Concordia would not jeopardize its eligibility for any public funds that might be used only for non-religious academic areas. Apparently this possibility had not occurred in over 15 years, so the religion department finally became a division.

An analysis of campus residence needs in 1982-1983 projected the desirability of a new residence hall for 100 students on Marshall Avenue west of the Student Union. On August 9, 1983, bids were opened for the new residence. The basic bid of Lovering Associates for \$1,469,200 was accepted. The contracts were authorized by September 6, 1983, and construction was under way.

The Board of Regents' meeting of September 6, 1983, had additional significance because President Hyatt was granted a peaceful release to accept the position of assistant to the president of the Missouri Synod. At the 1983 Synodical Convention in St. Louis, he had been elected second vice president of the Synod. In his new role as assistant to President Ralph Bohlmann, Dr. Hyatt was to represent the president at meetings, provide staff services, assist with government contracts, help in planning meetings and special events, and assist the Department of Stewardship and Financial Support. He began his new position in St. Louis on October 1, 1983.

At the end of his college presidency, Dr. Hyatt was asked to indicate the greatest surprise he experienced in going from a military setting to a college campus. His quick reply was the inordinate amount of time a faculty can discuss something and then return it to a committee for clarification.



GERHARDT WILFRED HYATT, 1916-1985

In a Lutheran parsonage in the small town of Melfort, Saskatchewan, Canada, on July 1, 1916, Gerhardt Wilfred Hyatt was born to the Reverend Francis W. and Mary Faber Hyatt. With a strong desire to become a pastor like his father, he enrolled in the pre-ministerial curriculum at Concordia College in Edmonton, Alberta. He completed high school and junior college in 1939 and entered Concordia Seminary in St. Louis, Missouri. He served his vicarage in Richmond, Virginia, during the 1942-43 academic year and graduated from Concordia Seminary in 1944. In August, 1944, he was ordained and installed as pastor of Our Savior Lutheran Church in Raleigh, North Carolina. Responding to the call for chaplains after the Battle of the Bulge, he was commissioned a first lieutenant in the Army Chaplaincy in June, 1945. He served as a transport chaplain in the Pacific until the end of the war. In November, 1945, he was awarded United States citizenship in Seattle, Washington.

During his 30 years of continuous active duty in the chaplaincy, Chaplain Hyatt was awarded the Bronze Star in the Korean War, and in the Vietnam War he received the Vietnam Service Medal with four Bronze Stars. In addition he received the Legion of Merit and a dozen other United States and foreign decorations. Before his retirement from the Army in 1975, he received the Distinguished Service Medal, the highest Army award other than for valor in combat.

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Chaplain Hyatt was selected to attend the Army War College, the highest level of military education in the Department of the Army. Concurrent with his studies at the War College, he completed the master of arts degree in International Affairs from George Washington University in Washington, D.C. in 1964.

During his three tours of duty at the Pentagon, Chaplain Hyatt participated in the establishment of three missions for the Missouri Synod. These mission congregations in Virginia have become St. Paul's Lutheran in Falls Church, Concordia Lutheran in Triangle, and Grace Lutheran in Woodbridge.

In 1970, Chaplain Hyatt was promoted to Brigadier General and appointed Deputy Chief of Chaplains. On April 21, 1971, he was nominated by the President of the United States for appointment as Chief of Chaplains, Department of the Army, with promotion to the rank of Major General. The Senate confirmed the nomination, and promotion ceremonies were conducted by General William C. Westmoreland, Chief of Staff, Department of the Army. He thus became the first "foreign-born" Chief of Chaplains in any of the U.S. military services and the first Lutheran to be selected as Chief of Army chaplains.

General Hyatt was awarded the doctor of divinity degree by Concordia Seminary in St. Louis in 1969. Shortly before his retirement, Tarkio College in Tarkio, Missouri, honored him with the honorary doctor of humane letters degree in 1975.

Upon his retirement from the chaplaincy in 1975, Dr. Hyatt became a consultant to The Lutheran Church—Missouri Synod Foundation. In 1976 he became the president of Concordia College in St. Paul, Minnesota. He directed the highly successful Forward in Remembrance fund drive of the Synod in 1979.

At the 1981 Convention of the Missouri Synod he was elected fourth vice president of the Synod, and at the 1983 Convention he was elected second vice president. In August, 1983, Doctor Hyatt resigned as president of Concordia College and accepted a position as assistant to the president of the Synod. In 1984, Concordia College presented its former president the Aeterna Moliri Award as someone whose ministry to church and state made him a "builder for eternity."

Dr. Will Hyatt and his wife, the former Elda Ross Mueller of Ortonville, Minnesota, had two children: Ruth and Matthew.

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While on a synodical business trip to Washington, D.C. in 1985, Dr. Hyatt suffered a fatal coronary attack on August 30. He was accorded a full military funeral in keeping with his Major General rank with burial in the Arlington National Cemetery in Arlington, Virginia. The officiating pastor was the Reverend Oswald Hoffmann.

On September 27, 1985, a memorial service was held in the Graebner Memorial Chapel at Concordia College. The Reverend Doctor Milton Rudnick was the preacher.

Under the leadership of Acting President Milton L. Rudnick and with the assistance of Executive Vice President Loma R. Meyer, the 1983–84 academic year witnessed three landmark events.

The beginning of Concordia's Southeast Asian Student Program was a significant milestone in bringing increased cultural diversity to the campus. The metropolitan area of the Twin Cities had become the nation's second largest concentration of southeast Asian refugees. To make the transition from primarily an agrarian culture, the children of these immigrants were searching for educational opportunities to prepare for other careers in their new homeland. Although there were individuals from Cambodia and Laos, the largest ethnic group was Hmong. To help these newest residents in the area, Concordia established a unique program for Southeast Asians.

Many colleges and universities enroll international students for whom English is not their native language. To validate their English competency, these students must perform at a satisfactory level on a standardized test such as the Test of English as a Foreign Language. But instead of using such test results to screen out students, Concordia is more interested in using informal criteria to determine students who might succeed in the Southeast Asian Program. Program Director Kathryn Heinze Hanges has helped select applicants for the program by their actual use of English in everyday conversation, their high school performance, references from their secondary teachers and counselors, and a perceived motivation to succeed academically.

Another unique feature of the Southeast Asian Program, and also available to any other English as a Second Language students, is the development of "adjunct classes." Adjunct courses are study skills classes for ESL students and are paired with an academic class. For example, Southeast Asians and other non-native speakers who are

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taking the same Chemistry 101 class would also take this additional ESL class during the same term. The adjunct course uses the chemistry textbook to improve students' reading skills and uses videotaped lectures from the chemistry class to improve lecture note-taking skills. Thus the adjunct program helps students work on language and study skills while also learning the content of the course. ESL instructor Barbara Beers has found this approach more effective than many other ESL approaches to higher education. This program is related to specific needs at the moment, so students have much higher motivation.

The success of the Southeast Asian Student Program in its first eight years has been highly commendable. The retention rate of its students has been significantly higher than the traditional students. The academic achievement of these students has far exceeded that expected by early proponents of the program. The success of Concordia's program has been praised, admired, and discussed at professional ESL conferences across the United States. But as successful as the program might be for ESL students, it may be of equal value to the more traditional students in providing valuable growth in their intercultural education.

Fortunately, the multi-dimensional benefits of this ESL endeavor were anticipated by the Aid Association for Lutherans and Lutheran Brotherhood, two fraternal insurance companies, whose major gifts helped make the Southeast Asian Student Program a reality.

A second significant event of the year was the approval by the Board of Regents on January 16, 1984, to establish the Oswald Hoffmann School of Christian Outreach. Acting President Rudnick had formulated the proposal with objectives and received permission to use the name the entity was to bear. As the speaker on the International Lutheran Hour radio broadcast, the Reverend Oswald C. J. Hoffmann was probably the most widely known Lutheran pastor in the second half of the twentieth century. Since he was a 1932 alumnus of Concordia College who continued his preparation for the pastoral ministry at Concordia Seminary in St. Louis, and who graduated to become the evangelist of the airwaves, his name would seem an ideal choice to associate with a program preparing candidates for Christian outreach.

Much of the early success of the Oswald Hoffmann School of Christian Outreach—often called OHSCO—was attributed to the

dedication and promotional activities of Professor Stephen Stohlmann, its first director. In the following years, support for OHSCO increased and areas of specialized ministry became part of the academic preparation offered.

Current programs in Christian outreach offered by OHSCO include: The director of Christian outreach is a baccalaureate program for people planning a full-time evangelistic ministry. The director of Christian education degree with an evangelism emphasis is designed to equip these educators for a second area of ministry. The director of parish music with an evangelism emphasis is designed to equip church musicians for a second area of ministry. In addition there are other combinations available with emphasis in Bible translation, cross-cultural outreach, or related missionary work.

A third major event in the year between presidents was the completion of the newest residence hall on campus. When President Hyatt left office, construction had just begun on the new building. In October, the Board discussed a name for the structure, but they could not reach agreement. The challenge of an "unseasonable building climate," as one foreman said, greatly slowed construction. In spite of the difficulties, the cornerstone laying took place on November 18, 1983. The anticipated completion date of March 1, 1984, was moved forward. After more delays, the Board planned to have the dedication ceremony 30 minutes before the May commencement.

Meanwhile, the struggle for a name for the new residence hall continued. Although an earlier Board had established the policy to name new buildings after faculty members who had died in office, the 1984 Board of Regents voted on April 16, 1984, to call the new residence Hyatt Village.

The physical layout of Hyatt Village was unlike any other residence hall or apartment building of Concordia. It was a complex of five separate units, with the three middle units having common walls with the units on each side of them. Each unit was designed for 20 students which were housed in four-person suites. Each suite had two multi-purpose rooms which were joined by a common bathroom. With its additional air-conditioning, Hyatt Village soon became the preferred housing for upperclassmen. It is extremely in demand during summer sessions, workshops, conferences, and the Elderhostel programs.

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It would have been doubly significant if the dedication of Hyatt Village could have been held immediately preceding the May 26, 1984, commencement because Dr. Hyatt was awarded the Aeterna Moliri Award by the faculty during those graduation exercises. However, he was able to be present when the dedication service for Hyatt Village was finally held on October 7, 1984.

The final cost for Hyatt Village was \$1,738,000, significantly above the original construction bids. The synodical Alive in Christ campaign was expected to provide a major portion of the funds for the construction of Hyatt Village, but the money never materialized. Consequently, Concordia was required to obtain a loan from the Lutheran Church Extension Fund for over 90 percent of the money needed to finance the construction debt. The amortization schedule will require payments to the LCEF well into the next century of Concordia.

With the arrival of Spring 1984, the Faculty Presidential Election Committee was nearing the end of its evaluation of almost 50 nominations for president. On June 1, 1984, the electors completed their interviews with the final four candidates. On the second ballot, the Reverend Alan Harre, acting president of Concordia Teachers College of Seward, Nebraska, was elected. Until his appointment as acting president, the 43-year old president-elect had been dean of student affairs at the Seward institution.

President-elect Harre accepted the call to become the sixth president of Concordia College. The rite of installation was planned as part of the opening service of Concordia's 92nd year on September 9, 1984. The four o'clock service was held in the Graebner Memorial Chapel with President Ottomar H. Cloeter of the Minnesota South District of the Missouri Synod serving as the installer.

The Inauguration Committee planned a series of monthly "Inaugural Events" focusing on different dimensions of Concordia which would culminate in the inauguration of President Alan Harre in the spring. The series of events included concerts, lectures, convocations, and campus-wide social activities.

The second Inaugural Convocation in Concordia's history was held on Monday, April 15, 1985, at 10:00 a.m. in the Lutheran Memorial Center. Representatives from over 50 institutions of higher education joined the faculty and Board of Regents in the academic

processional. The inaugural address was given by The Honorable George Latimer, mayor of the city of St. Paul.

In the afternoon, a Parish Services Workshop was held in the Buetow Music Center Auditorium. The presenters addressed the diverse and complex needs in the parish today. The speakers included Dr. Michael Stelmachowicz of the Board for Higher Education, Southern Illinois District President Alvin Kollmann, Minnesota North District President August Mennicke, Minnesota South District President Ottomar Cloeter, and Concordia's Host-President Alan Harre.

In the evening, the Inaugural Banquet and Ball were held at the near-by Prom Center, bringing to an end a memorable day in the history of Concordia. The events of the day appropriately dramatized the faculty-adopted motto for the academic year that Concordia College is a community with "Many Gifts, One Lord."

On November 26, 1984, following the morning chapel service, a ribbon-cutting ceremony was held to open the remodeled and enlarged Buenger Memorial Library. In addition to adding 3,700 square feet of library area, the renovation project included an electronic exit checking system and a computer center. The total project cost was \$280,000, and it was completely funded by local donors, including an anonymous benefactor who contributed \$135,000. Professor Glenn Offermann, head librarian, coordinated the expansion and renovation of the Buenger Library.

A major development in 1985 was the decision to expand Concordia's continuing education offerings. To accomplish this objective, the Board approved a new faculty position for a director of continuing education. Administrators and select faculty members of Concordia met with representatives of the National College of Education in Evanston, Illinois, to study the need and feasibility of setting up a human resource management major which would serve as a degree completion program.

A subsequent study of the Twin Cities area showed a real need for a quality degree completion program. In view of the potential benefits to Concordia and its students, the faculty and the Board approved the introduction of a human resource management major at Concordia.

Under the leadership of Professor Curt Brandhorst, the new director of continuing education, Concordia initiated a degree com-

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pletion program under the auspices of an administrative unit called the Concordia School of Adult Learning (CSAL). Students with an associate degree or 90 quarter hours of transferable credit from an accredited college could enter the organizational behavior and communication major. During the 1988-89 academic year, the name of this major was officially changed to organizational management and communication.

The program combines an intensive series of integrated seminars with a special research project designed by the student to enhance skills in interpersonal relations, group dynamics, and training for supervisory and management roles. Each beginning class meets once a week for four hours and remains together for the entire program.

The CSAL program proved highly successful and extended its local class sites to out-state communities wherever a class could be efficiently scheduled. During periods of unpredictable enrollment of students in the traditional age range, the increase of older adult students has greatly benefitted Concordia. The 100th class began its 15-month degree completion program in February 1992. The CSAL program is another mark of progress with academic diversity.

The Board of Regents, in seeking to organize a group of friends of Concordia committed to long term growth and financial support of Concordia, authorized the establishment of the Second Century Society in its meeting of April 21, 1986. Members of this Society have committed financial gifts to Concordia on a regular annual basis, by a major single gift, through a deferred gift, or in various combinations of methods. Financial support by members of the Society is a vital resource for Concordia's commitment to quality education for members of the church and the community as the College plans its second century of service.

An academic highlight of the 1987-88 year was the successful reaccreditation by the North Central Association of Colleges and Schools. The quality of Concordia's program qualified it for the maximum renewal period. A year later all professional teacher education licensure programs were reaccredited by the National Council for the Accreditation of Teacher Education and by the Minnesota State Board of Teaching. Therefore, Concordia is assured of completing its first century as a fully accredited college with nationally recognized quality programs in higher education.

PROGRESS WITH DIVERSITY, 1971-1993

On May 16, 1988, President Harre requested a peaceful release from his duties at Concordia to accept the presidency of Valparaiso University in Valparaiso, Indiana. The Board of Regents regretfully granted his request and set July 11, 1988, as the terminal date of his presidency.

The Festival of the Ascension Service on May 12, 1988, in the Graebner Memorial Chapel included special recognition with thanksgiving of the presidential leadership of Alan Harre and the dedicated service of Diane Harre. The sermon for the special 9:40 a.m. service was delivered by the Reverend Doctor Victor Gebauer.



ALAN FREDERICK HARRE, 1940-

Rural Nashville, Illinois, was the early home of Alan Frederick Harre, who was born on June 12, 1940, into the family of Mr. and Mrs. Adolph H. Harre. He received his elementary education at Trinity Lutheran School in Nashville. After two years of public high school, he transferred to St. Paul's High School and Junior College in Concordia, Missouri. Following his graduation from St. Paul's College in 1960, he continued his pre-seminary studies at the Concordia Senior College in Fort Wayne, Indiana. After receiving the bachelor of arts degree in 1962, he entered Concordia Seminary in St. Louis, Missouri. The 1964-65 year was spent as a vicar at St. James Lutheran Church in Grosse Pointe Farms, Michigan. He graduated

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from Concordia Seminary in 1966 with the master of divinity degree. During the 1966–67 academic year he studied at the Presbyterian School of Christian Education in Richmond, Virginia, where he received the master of arts degree in May, 1967. He then accepted the call to become assistant pastor at the church of his vicarage. During his tenure at St. James Lutheran Church, Pastor Harre also enrolled in the graduate school of Wayne State University in Detroit, Michigan, which awarded him the doctor of philosophy degree in higher education in 1976.

He served the St. James congregation until 1973 when he accepted a call to Concordia Teachers College in Seward, Nebraska, to teach in the Theology Department. In 1982 he became the dean of student affairs while continuing as a professor of theology. When he received his call to become the president of Concordia College in St. Paul, he was the acting president at Concordia-Seward.

Dr. Alan Harre is married to the former Diane Mack. They have three children: Andrea, Jennifer, and Eric.

President Alan Harre is the author of *Close the Back Door*, articles on church and family life education, and numerous reviews for *Issues in Christian Education*.

He resigned from the presidency of Concordia College, St. Paul, Minnesota, on May 16, 1988, and was inaugurated as president of Valparaiso University, Valparaiso, Indiana, on October 26, 1988.

During the presidential vacancy in 1988, the Board of Regents voted to replace the "acting president" title of the executive officer of the Board with a different designation. Consequently, Professor Herman Wentzel was chosen to be interim president until Concordia's seventh president could take his office.

A project of major benefit to Concordia's academic program which was begun during the 1988–89 year was the renovation of the Arndt Science Hall, including the completion of the unfinished portion of the second floor. The preliminary cost of the renovation was \$2,225,000. This amount was more than four times the original cost of the building in 1965, even after eliminating the proposed observatory for astronomy classes. Virtually the entire cost of the project was met by benefactors of Concordia. The rededication of the Arndt Science Hall was held on September 7, 1989.

The Board of Regents spent countless hours during the year

responding to the same kind of inquiry that has haunted Christendom for centuries. Some members of Concordia's constituency continued to bring vague and unsubstantiated theological charges against a professor who was not even teaching courses in theology. Even though repeatedly cleared of any theological error, the professor and the Board expended much energy in extensive unproductive activity.

An interesting development of the year was the Board's attempt to secure a director for the Oswald Hoffmann School of Christian Outreach. The call was issued to Professor Robert Holst of Christ College, Irvine, California, to become director of OHSCO. The Board regretted his declination of the call, not anticipating a more significant renewal of their association with him in the near future.

The Faculty Presidential Election Committee continued its evaluation of the nominees for president of Concordia. The analysis of qualifications of the candidates was completed in time for the Board of Electors to make their selection on February 17, 1989. On the second ballot, a unanimous vote was cast for Dr. John F. Johnson, a 41-year old professor of systematic theology and dean of instruction at Concordia Seminary in St. Louis, Missouri. Since he had been a candidate on the final slate for the presidential election in 1984, he had observed the continuing growth of Concordia and accepted the call to become part of its future. He indicated his intention to begin his full-time presidential duties on July 1, 1989, and to reside in the president's home on campus.

At the opening service of the 1989-90 academic year, held in the Graebner Memorial Chapel on September 10, 1989, President O. H. Cloeter of the Minnesota South District of the Lutheran Church—Missouri Synod installed the Reverend John F. Johnson as the seventh president of Concordia College.

On Sunday, October 22, 1989, the Lutheran Memorial Center was the setting for the Academic Inauguration of President John F. Johnson. The inaugural procession at the 4:00 p.m. service included representatives from 40 colleges and universities and other civic and educational groups of the state. The inaugural address was given by General John W. Vessey, retired chair, Joint Chiefs of Staff, a 1978 recipient of an honorary doctor of letters degree from the Concordia College faculty, and a member of the Board for Mission Services of the Missouri Synod.

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After assessing the general needs of Concordia in the near future, President Johnson selected a number of areas for his administrative focus. One immediate need was the establishment of a financial goal for the Building On Commitment campaign for Concordia's centennial celebration. Extensive travel and consultation with alumni and key leaders in Concordia's constituency helped President Johnson and his consultants establish a projected goal of over 15 million dollars. Two major additions to the campus resulting from this campaign will be a new health and athletic facility and a theatre-fine arts addition to the Buetow Music Center.

A second emphasis of President Johnson was to bring the mission of Concordia to the church at large to emphasize the opportunities students have to prepare for vocations in church work on the St. Paul campus. In addition, he intensified efforts to make the metropolitan area more aware of Concordia and its importance to the community. An example of Concordia's increased stature in the city was the decision of Mayor James Scheibel of St. Paul to give his "State of the City" address in the Buetow Auditorium in 1990.

A third goal was the establishment of a graduate program at Concordia. On April 18, 1990, the Board of Regents approved graduate study leading to a master of arts in education. In consultation with accrediting agencies, the graduate program was approved, and the first course for the master of arts degree was offered in January 1991.

A fourth achievement during the incumbency of President Johnson was Concordia's full acceptance as a member of the Minnesota Private College Council Fund in 1990. The projected financial benefits of this membership are indeterminate at present, but Concordia will now share in corporate contributions to this fund.

A final significant goal was reached on April 18, 1990, when the Board approved adding a student representative with voting privileges to each of the Board of Regents' Committees, beginning with the 1990 fall quarter. The 1989 Synodical Convention had approved the concept of student representation on Boards of Regents as a significant way of improving two-way communication between Boards and the student bodies under their jurisdiction. The Concordia students were pleased with this mutually beneficial decision by the Board of Regents.

At the July 20, 1990, meeting of the Board of Regents, President

PROGRESS WITH DIVERSITY, 1971-1993

John Johnson announced that he had received a divine call to become the president of Concordia Seminary in St. Louis, Missouri. After considering the challenge of ministerial education for pastors to serve the church in the 21st century, and after considering his potential role of providing leadership for the professional preparation of these future pastors, President Johnson accepted the call and received his peaceful release from the Board on September 27, 1990. The termination of his presidential responsibilities was on November 16, 1990.

On November 12, 1990, a special Service of Thanksgiving was held in the Graebner Memorial Chapel at 9:40 a.m. to thank God for the presidential leadership of Dr. John F. Johnson at Concordia College. Appreciation and thanks was also extended to Ruth Ann Johnson for her dedicated service and support of the campus community. The preacher for the service was the Reverend Doctor Robert Kolb.



JOHN FRANKLIN JOHNSON, 1947-

Concordia's seventh president was born on May 4, 1947, to Mr. and Mrs. John F. Johnson in Long Beach, California. The Johnson family moved to Jonesboro, Arkansas, in time for their son John to begin his elementary education in the Jonesboro public schools. He completed his secondary education in 1966, and entered Arkansas

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State University. After 16 years of education in Jonesboro, he received the bachelor of arts degree, cum laude, in 1970 from Arkansas State. He began his theological study at Vanderbilt University in Nashville, Tennessee, where he was awarded the master of divinity degree in 1973.

During the 1973-74 academic year, he was a graduate student in philosophy at Texas Christian University in Fort Worth, Texas, and an assistant to the pastor of Grace Lutheran Church in Fort Worth. After completing the master of arts degree at Texas Christian, he entered Concordia Seminary in St. Louis, Missouri, in 1974 to study in the pastoral colloquy program. With the successful completion of the colloquy, Pastor John F. Johnson became associate pastor of St. John's Lutheran Church in Ellisville, Missouri, in 1974. While serving this pastorate, he continued his graduate study at Concordia Seminary.

In 1977, he received a call to join the faculty of Concordia Seminary. For the next 12 years, he served Concordia as professor, chairman of the Systematic Theology Department, and dean of instruction. In addition, he completed requirements for the doctor of theology degree from Concordia Seminary in 1978 and for the doctor of philosophy degree in philosophy from St. Louis University in 1982.

He became president of Concordia College on July 1, 1989, and resigned to return as president of Concordia Seminary in St. Louis on November 16, 1990.

Dr. Johnson is the author of dozens of articles in professional journals and church publications and has contributed sermons and devotional material to synodical periodicals.

Dr. John F. Johnson and his wife Ruth Ann are the parents of Jeffrey, Joel, and Julie.

At the departure of Dr. John Johnson, the Board appointed Professor Robert A. Kolb to serve as acting president. Apparently the return to an "acting president" title from the "interim president" title used during the last presidential vacancy was insignificant. As a Concordia alumnus of the class of 1961, Professor Kolb was the first alumnus to serve as acting president of his alma mater. There is no indication, however, that his selection was a planned fore-

shadowing of an alumnus as the next president of Concordia College.

Following the rejection of the plan to make the Presidential Election Committee a standing committee of the faculty, the Committee began its preparation for the meeting of the Electors in early 1991. However, for some unrecorded reason, the long-standing name of the Faculty Presidential Election Committee was changed to the Faculty Search Committee.

On February 8, 1991, the Board of Electors met to select the eighth president of Concordia College. The Electors conducted structured interviews with the final four candidates. After a final discussion of the candidates and their qualifications, the election was conducted by secret ballot. The result was a unanimous vote for Dr. Robert A. Holst, a 54-year old professor of theology and director of the Cross Cultural Center at Christ College in Irvine, California.

President-elect Holst informed the Board of his acceptance of the divine call to serve Concordia as its president, and his expectation to assume his duties on June 1, 1991, following the completion of the spring term at Luther Seminary in Seoul, South Korea, where he was a visiting professor.

On September 12, 1991, the opening service of Concordia's 99th year also included the installation of President Robert A. Holst. The event was called "A Festival of Beginnings," and was a combination installation-inauguration service. The 9:30 a.m. festival was held in the Lutheran Memorial Center with delegates from more than 30 colleges and universities following the Concordia faculty in the academic procession. The Reverend Doctor Lane Seitz, President of the Minnesota South District of The Lutheran Church—Missouri Synod, performed the rite of installation. He was assisted by President Richard L. Guehna of the Minnesota North District, President Emeritus Ottmar H. Cloeter of the Minnesota South District, and the Reverend Doctor Michael J. Stelmachowicz, executive director of the Board for Higher Education of the Missouri Synod.

Following a noon buffet luncheon, an installation panel discussion was held in the dining room on the topic, "Educating for a Culturally Diverse World." The concluding event of the day was "A Celebration of Culture, Creativity and Community," in the Buetow Music Center Auditorium. Professor Carroll Peter chaired the In-

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stallation Committee which planned and arranged the day's events.

President Holst began his tenure with a vision of realistic goals for Concordia's future. The need and opportunities for increasing programs of graduate study are ready and waiting for implementation in Concordia's second century.

Programs of multicultural and global education seem to be vital components for Concordia's role in the community and in the church. The four students from Luther Seminary in Seoul, Korea, who spent four weeks of English study and American acculturation on campus in early 1992 were a beginning example of increasing cultural awareness among Lutheran Christians around the world.

With increasing costs of education, and with Concordia's need to increase financial support for educational, developmental, and research projects, it will become critical for Concordia to qualify for more grant and foundation support. Fortunately, the college has begun to receive some of these monies in recent years because President Hyatt appointed Mrs. Omar F. Smith to be Concordia's grants officer in 1979. She has assisted both faculty and administrators in their applications for grants as the institution was able to meet the necessary qualifying criteria. Since Mrs. Smith began as secretary to President Poehler in 1968 and has served as administrative assistant to academic deans and vice presidents since 1973, she has a comprehensive understanding of Concordia and its needs. In addition, she has become Concordia's Section 504 coordinator to keep abreast of federal legislation concerning campus discrimination. While she maintains a low profile position at Concordia, Mrs. Omar Smith has also merited a centennial salute for her contribution to Concordia and another of its unsung heroines.

As Concordia College completes its centennial year, both the campus and the world around it have changed immeasurably. But the dedication of the students and the commitment of the faculty parallel their peers of yesteryear as well as those who first labored at Concordia. However, the most important thing that hasn't changed, and the promise for Concordia's future is verified by the passage: "Jesus Christ is the same yesterday and today and forever."



ROBERT ARTHUR HOLST, 1936-

Concordia's eighth president, Robert Arthur Holst, was born on October 1, 1936, to Mr. and Mrs. Arthur Holst of rural Brownsdale, Minnesota. He attended public elementary school until he entered St. John's Lutheran School in Austin, Minnesota, for the seventh and eighth grades and the accompanying confirmation instruction. He attended Austin High School for three years before transferring to Concordia High School in St. Paul in 1953 for his senior year. He continued in the pre-seminary program and received the associate in arts degree from Concordia College in 1956. He began his theological education at Concordia Seminary in St. Louis, Missouri, where he received the bachelor of arts degree in 1958 and the master of divinity degree in 1961. The 1959-60 year's vicarage was spent at St. Matthew's Lutheran Church in Calgary, Alberta, Canada. Following his seminary graduation, he served two years as assistant pastor at St. Paul's Lutheran Church in Hardin, Illinois. During that time he completed the master of sacred theology degree in 1962 at Concordia Seminary.

From 1963 to 1968, he served as an evangelistic missionary in Papua New Guinea. In 1968, he became a teaching assistant at Princeton Theological Seminary while completing requirements for the doctor of philosophy degree which was awarded in 1970. He served on the faculty of Concordia Senior College in Fort Wayne, Indiana, for six years until he became a member of the initial faculty of Christ

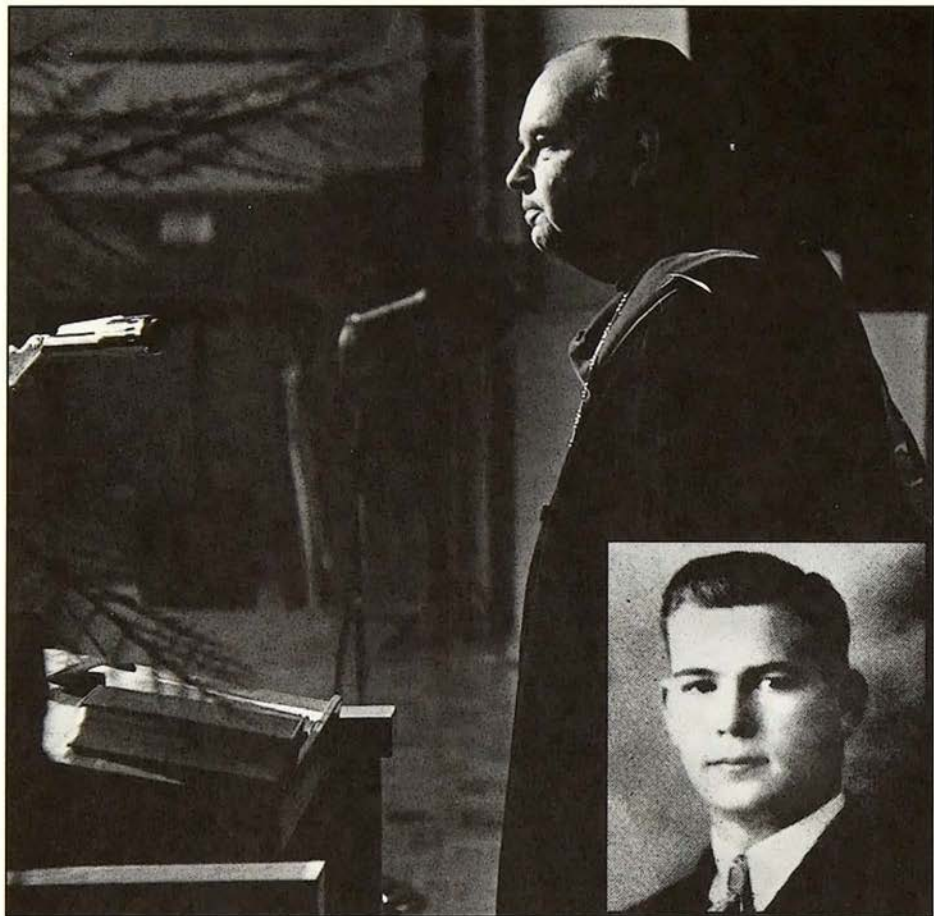
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College, Irvine, California. During his 15 years at Christ College, he was the first dean of students, taught courses in Hebrew, Greek, Biblical Literature, and Biblical Theology, and was also the cross cultural director when he received the call to the presidency of Concordia College in 1991.

Dr. Holst has published extensively in theological journals and church publications and written devotional and Bible study materials. His scholarly presentations and essays are numerous.

On August 13, 1960, he was married to Lynne Grabowski. They have three children: Mark, Thomas, and Ruth.

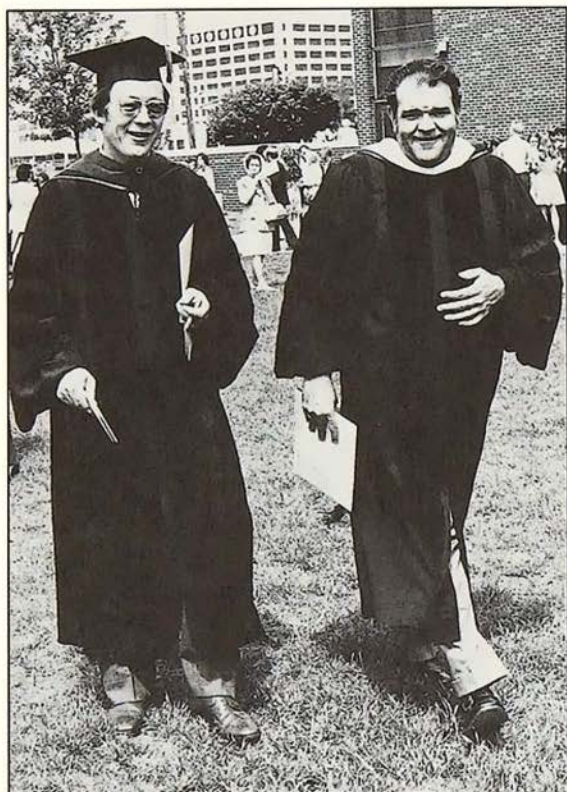
President Robert A. Holst is thankful for the opportunity to help Concordia complete its first century, and with God's grace and guidance he is committed to leading his alma mater into its second century of increasing service to church and society.



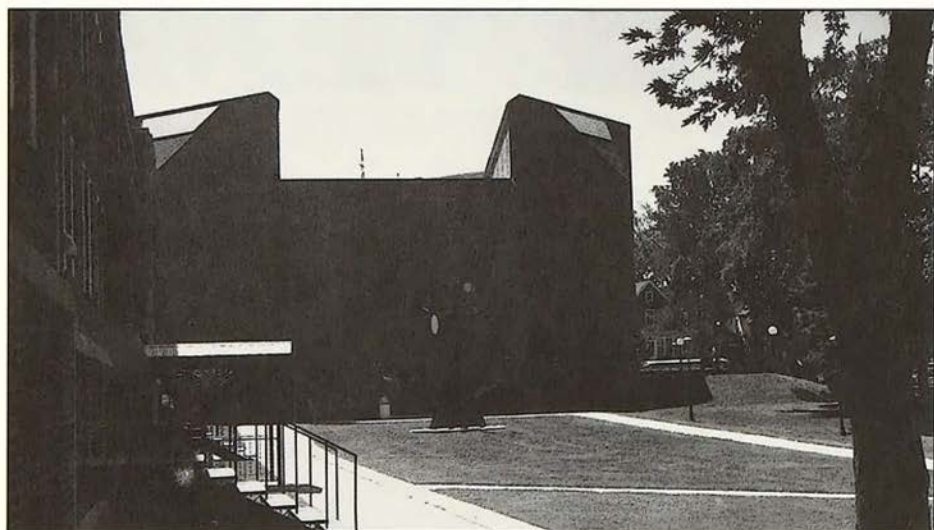
Dr. Oswald Hoffmann ('32) speaking at the 75th anniversary of Concordia. The inset picture is Hoffmann as he appeared in the 1932 Concordia Comet.



Acting President Milton Rudnick and Vice President for College Services Tom Rles presided at the cornerstone laying of Hyatt Village, November 18, 1983.

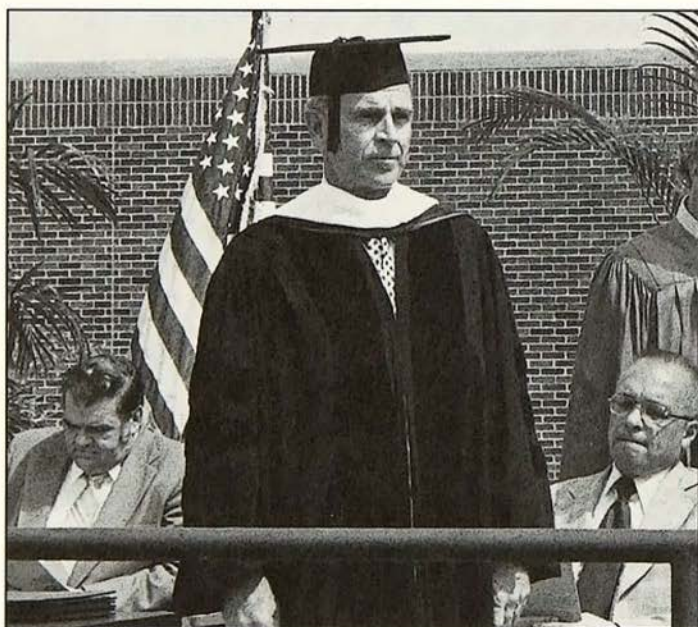


President Harvey Stegemoeller and August Mennicke after the 1975 commencement when Mennicke received an honorary doctor of letters degree.



The Student Union, which officially opened its doors to students on January 4, 1973. The mobile sculpture in front of the building was designed by Professor Ben Marxhausen and donated by Mr. and Mrs. Edgar Edwards. Luther Hall is on the left.

**Paul Manz at the
Schlicker organ
in Buetow
Auditorium.**



**General John
Vessey, who
received an
honorary doctor
of letters degree
at spring
commencement
in 1978. He later
served as
chairman of the
Joint Chiefs of
Staff.**

Chapter Seven

Toward the Future in Retrospect

History is a fascinating subject for many. Some only wish to learn how things were before they can remember. Others would like to know how things developed to their present status. Others indicate a need to study history to avoid repeating errors of the past. Others would like history to illuminate a path for the future.

It is possible that each reader of the Centennial History of Concordia College, St. Paul, Minnesota, might receive a special benefit unlike that of any other person. Nevertheless, the one conclusion that even the casual observer of Concordia's past will hopefully reach is that this educational institution is part of HIS-STORY. Concordia College began because Christian people wanted to prepare young adults for productive living as well as following the Great Commission to make disciples of all people by preaching and teaching and living the Gospel of Jesus Christ. Throughout its history, Concordia has been blessed in fulfilling its mission through many difficult and challenging times.

As Concordia College pauses on the threshold of its second century of service to God and humankind, a telescoping condensation of change and growth may verify God's blessings of the past as our promise for the future while this institution continues its goal of serving the people of God.

Concordia's modest beginning in four buildings on an abandoned school on six acres of land outside of St. Paul's city limits has now become a modern college campus in the heart of a thriving metropolitan area. The campus now encompasses over 26 acres containing 26 buildings with two major additions to be constructed during the centennial year. The location has become an ideal setting for educational enrichment, cultural enjoyment, employment opportunities, recreational pastimes, and leisure activities.

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Concordia College is owned by The Lutheran Church—Missouri Synod. Like many church colleges, Concordia has received only a minimum contribution toward the construction of new buildings in the last 25 years. A dozen major buildings were financed by individual donors, districts of the Missouri Synod, or local funds.

Likewise, Synod's contribution to the annual operating budget of Concordia has also declined. When annual student costs were under \$100 in 1903, the Synod contributed \$10,300 for a student body of 128. In 1966 students paid \$1,800 for tuition, room, and board while the Synod contributed almost \$700,000 or 43 percent of the annual budget. In 1992-93, Concordia's Centennial year, students will pay \$12,180 for tuition, room, and board while the Synod will pay less than seven percent of the projected budget of 11 million dollars. Fiscal responsibility and management of campus resources have contributed to Concordia's growth and increased service to the professional ministries of the church and to the laity of the broader community. Fiscal challenges are not likely to lessen in the next century.

The students whose lives have been touched by the Concordia experience have distinguished themselves in almost every profession or vocation imaginable. The Lutheran Church—Missouri Synod and other Christian religions easily identify pastors, missionaries, chaplains, educators, church musicians, evangelists, social workers, deaconesses, and other religious workers who received some or all of their professional preparation at Concordia. However, an equally significant number of students have had vocations, following their experiences at Concordia, as homemakers, business operators, military personnel, physicians, dentists, surgeons, dairy producers, accountants, farmers, attorneys, and numerous others that may not yet be in the Dictionary of Occupational Titles.

Since the first class entered Concordia in 1893, the institution has received its annual blessing of new enrollees. Each class has been blessed with a myriad of talents which have been nurtured and developed to produce the thousands of men and women who have served the church and the world with dedication and distinction. Since the first bachelor of arts degree was awarded in 1964, there have been 4,190 recipients of the degree up to the beginning of the centennial year.

In its history, Concordia has never had a campus epidemic of

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life-threatening proportion. The protective hand of God has been evident in watching over the students. However, in His divine providence, God called fewer than 10 students to be with Him in the years of their youth. The majority of the deaths were from accidents. Perhaps the most traumatic for the campus was the 1933 death of a student struck by an auto on Marshall Avenue at Syndicate Street.

Just as Concordia has been blessed during its first century with dedicated students who have prepared for increasingly diverse careers in the church and in the world, so these students have been blessed with a competent and caring faculty whose professional preparation and experience have changed significantly during the same time.

During its first 25 years the faculty members were almost exclusively members of the clergy of the Missouri Synod. By its golden anniversary jubilee in 1943, the faculty had included a small number of individuals with some theological education who were not ordained clergymen of the Synod. Notable professors in this category included Paul W. Stor and Paul E. Kretzmann. The first individual without formal theological education to be elected to a professorship was Oswald B. Overn who was installed in 1920. Until the 1950's, individuals on neither the ministerial nor the teaching roster of Synod were rarely considered for faculty status. As Concordia begins its centennial year, there are only six faculty members on the clergy roster of Synod who are not members of the Division of Religion.

With the introduction of coeducation at Concordia in 1950 and the expansion of the teacher education program, there was increased need for faculty with undergraduate and graduate majors not offered in synodical colleges and seminaries. Concordia actively sought Lutheran lay men and women to serve in specialized areas. However, to become a tenured faculty member, individuals were expected to complete a colloquy program for the pastoral or teaching ministry of the Missouri Synod. Four current faculty members completed the synodical colloquy program for teachers, but the most recent was in 1978. Professor Herbert Treichel, who completed both the colloquy for a Lutheran teacher and a pastor, is presumably the only person in the Missouri Synod ever to have finished both certifying programs. In Concordia's most recent 25-year period, the

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first lay person to receive tenure was Professor LeRoy O. Young in 1969.

An important faculty development in 1950 was the introduction of ranking for faculty members coming to Concordia thereafter. The professors had always considered themselves equal in rank, just like coworkers in a congregation who had received divine calls to serve the church in a specific ministry. The faculty was not pleased with the idea of ranking at first and decided to keep their equal status as associate professors while only the president held the rank of professor. The Board of Control resolved to accept the faculty's wishes on ranking and not force any system of differentiation on them.

As the faculty increased in number, the opposition to ranking gradually disappeared. In 1958, the faculty adopted criteria for the different ranks and accepted the five ranks recommended by the 1947 synodical convention. These five were: graduate assistant, instructor, assistant professor, associate professor, and professor.

The introduction of faculty ranking coincided with the period of greatest growth and expansion in Concordia's history. Consequently, a highly prized qualification for faculty was the competence to teach in more than one area so programs could be increased without the major cost of acquiring additional faculty members. In addition, since Concordia High School was on campus until 1967, and since faculty members might be expected to teach at the secondary level on occasion, the criteria for ranking included qualification as a North Central Association secondary teacher as well as total contribution to Concordia.

As Concordia College reaches the century mark, faculty selection and ranking closely resemble that of liberal arts colleges in American higher education. With the exception of key administrators, faculty members are almost exclusively classroom teachers who usually have more depth in subject specialization, as evidenced by terminal graduate degrees. They may not be on the roster of synodical pastors or teachers, and in rare instances they may be members of another Christian denomination. It is an interesting irony of higher education today that a college professor with a doctor's degree in a liberal arts subject area such as history, biology, or philosophy might not be a certifiable teacher in a regionally accredited secondary school.

With Concordia's enrollment of 1,100 students, the number of

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faculty might be anticipated to be much larger than 60. However, many of the tasks of earlier professors are now being accomplished by professional staff members. Faculty members today do not operate the campus bookstore, supervise student housing, coach most athletic teams, manage the business office, and select scholarship recipients. The quality of the educational opportunities at Concordia has presumably improved with these developments in higher education. But the influence of the Lutheran heritage still permeates the concern of all faculty and staff for total student development.

During the first three-fourths of its history, the Concordia faculty discussed and made decisions on virtually all aspects of student life. Since secretarial assistance was almost non-existent for much of the faculty during most of those years, the faculty used the secretary of the faculty to send official messages and decisions to both on and off campus recipients. The faculty secretary became almost an executive corresponding secretary in communicating with other institutions, departments of Synod, and students. The secretary sent messages of congratulations and condolence, ordered flowers and remembrances for ill or incapacitated colleagues, and was almost a personal assistant to the president of Concordia. Professor Henry Wollaeger holds the undisputed record for his 25 years as faculty secretary from 1906 to 1931. In distant second is Professor Kenneth Kaden who served from 1958 to 1965. Since 1965, the faculty secretary is limited to a three-year non-renewable term. Fortunately, the job of secretary is almost exclusively the recording of minutes from faculty meetings with the many former activities being delegated to other individuals.

The faculty of Concordia College has not only been a blessing to its students during its first century, but it has also been one of God's great gifts to His church. The eight presidents who have served Concordia during this time are excellent examples of God's providing the kind of talented leadership Concordia needed at specific periods in history. From the physical stamina and energy of the 33-year-old founding President Buenger, the first and youngest president, to the stabilizing fiscal policies of 60-year-old President Hyatt, the fifth and oldest president to begin his term, Concordia has benefited from the diverse talents of its presidents. Although five presidents assumed their duties during their 40's, age was probably the

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least significant factor in determining the emphases of their presidencies.

Since its founding, Concordia has had almost 250 full-time faculty and administrators, plus probably a larger number of part-time instructors. However, fewer than two dozen were on the full-time faculty during Concordia's first 50 years while almost 225 joined the faculty after 1943. Stability and continuity are frequently considered strengths in a college faculty. If this is true, then some of the success in Concordia's history is probably due to the large number of faculty who served this college for 20 years or more. Through its centennial year, the ten faculty members with the longest continuous full-time service to Concordia are:

Professor	Years of Service	Number of Years
1 Theodore Buenger	1893-1943	50
2 Ernest Lussky	1906-1954	48
3 Paul Stor	1922-1968	46
4 Oswald Overn	1920-1963	43
5 Arthur Streufert	1929-1971	42
6 Robert Barnes	1947-1988	41
7 Kenneth Kaden	1955-1993	38
8 Carroll Peter	1955-	38
9 Herman Wollaeger	1904-1941	37
10 Jan Pavel	1950-1987	37

Thirty-six alumni who completed the terminal years of the programs offered while they were students returned to Concordia as faculty members. In 1896, August Schlueter completed the final year of his program at Concordia and later returned in 1916 as Professor Schleuter, the first alumnus to return to his alma mater as a faculty member. Similarly in 1898, Fred Wahlers completed his program at Concordia and returned as Professor Wahlers in 1922.

The first faculty member whose father was an alumnus was Professor Norbert Hattendorf, who taught from 1956 to 1962. His father, the Reverend Gerhard C. Hattendorf, was a 1922 alumnus. The only other known faculty member whose father was an alumnus was Professor Elisabeth Poehler Trembath, who taught from 1967 to 1977. Her father, President W. A. Poehler, was a 1924 alumnus.

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A search of faculty biographies reveals that only one known faculty member had a grandparent who had been a professor at Concordia. Professor Eugene F. Heuer, Jr., who served at Concordia from 1951 to 1972, was the grandson of Professor Karl J. M. Heuer, who was a faculty member from 1906 to 1915.

As interesting as some might find so-called trivial information about the faculty, so there are many who are fascinated by the same kind of information relating to the alumni. While there are hundreds of second and third (and perhaps fourth) generations of families who have attended Concordia, the alumnus with the most children to attend Concordia is presumed to be the Reverend Harold Braun, from the class of 1934, who with his wife Adele, enrolled all seven of their children in Concordia. They are: Alan, Lowell, David, Miriam, Naomi, Timothy, and Thomas. In addition, three grandchildren of Pastor Harold Braun have already enrolled in Concordia.

There is only one locale on the campus which was named in memory of an alumnus who did not become a professor. This is the sizeable multi-purpose second floor room on the east end of the Lutheran Memorial Center which is called the Robinson Room to memorialize the 1932 alumnus Eugene Robinson, who lost his life serving in World War II as Chaplain Eugene Robinson.

In a somewhat comparable way, six Soldiers of the Cross of Christ were called to their eternal home while serving Concordia College as full-time servants of the Lord. The first four professors to die before their retirement have been memorialized by naming residence halls in their honor. The last two professors to die in office have not yet been remembered in an official way. The six faculty members who died in service before retirement were:

Professor	Date of Death	Age at Death	Years at Concordia
August B. F. Schlueter	June 23, 1926	46	10
William Moenkemoeller	May 9, 1933	65	28
William A. Dobberfuhr	February 9, 1954	64	31
John W. Berger	November 19, 1957	60	26
Edward L. Brockmann	March 2, 1969	38	3
Erlo H. Warnke	June 30, 1980	64	23

TOWARD THE FUTURE IN RETROSPECT

The campus of Concordia College has become an increasingly beautiful 26 acres in the last decade of its first century. Many alumni remember the hours they spent as workers to maintain and beautify the campus and its buildings. Since the continued success of education at Concordia is partially dependent on a comfortable physical environment, a continuing challenge of the next century will be premier custodial care of today's campus in addition to the buildings of the future. Concordia will continue to need the kind of campus care and maintenance that was initiated by its first engineer, Mr. Edmund Bisping, who was employed in 1944 for less than 30 dollars per week. Concordia will continue to need similar dedicated caretakers in its future to support the students and faculty.

The first students and faculty of Concordia would probably stand in awe of their alma mater today. They might even be speechless if they could see the century of changes in education. Will education change in the next century? Perhaps a better question would be, "How is education going to change in the next century?" Even the best futurist of today could become the worst prophet of tomorrow. But the future of Concordia will exceed the glories of the past if it will live the motto of Concordia College as it was formalized by its founding president, Theodore Buenger, in 1895.

The world has an endless quest for knowledge with the hope that it will produce wisdom. Concordia College is dedicated to help students in their quest for knowledge also, but it believes that the fear of the Lord is the beginning of wisdom. Thus the future success of Concordia is linked to the application of its motto. A modern paraphrase translation of the Latin motto has been rendered as: I would like to advance my knowledge of the world, but I have a stronger desire to love and serve Jesus.

Concordia College, with God's help, will continue its Christocentric philosophy of education into its second century knowing that the purpose of its existence is to help students serve God and all humankind with their thanksgiving and their thanksgiving.

"In litteris proficere volo, malo diligere Jesum."



Members of the first class in the Concordia School of Adult Learning, 1985.



CSP alumni in attendance at the 1991 Minnesota South District convention held at Concordia.

Programmer/Analyst Keith Geving (front) and Director of Information Services Joel Schuessler (back) at the college's DEC VAX 3600 administrative computer.





Members of the 1991-92 Concordia faculty in Graebner Memorial Chapel.



Hand-In-Hand Day Care Center occupies the first floor of Wollaeger Hall, and has a well-equipped play area adjacent to it.



President Johnson cuts the ribbon at the dedication of Union Station, the Student Union snackbar, at the time of its relocation to the first floor.



Members of the faculty and staff "present grades" as part of their entry in the 1991 Homecoming Parade.



Student Senate President Kirk Lee cuts the ribbon at the rededication of the newly remodeled Buenger Memorial Library, February 11, 1985.



Professor David Mennicke directs the Christus Chorus at the spring 1992 commencement ceremony in Roy Wilkins Auditorium.



Professors Carroll Peter and Ken Kaden, senior faculty members during the centennial year, who came to Concordia one month apart in 1955.

Appendix A

CONCORDIA COLLEGE
Board of Trustees, 1893–1926
Board of Control, 1927–1980
Board of Regents, 1981–

- Achenbach, Rev. L. (1906–1908)
Bartz, Harold (1976–1989)
Beckler, Victor (1986–)
Blakeman, Kathleen (1987–1990)
Bouman, Rev. Henry J., chair (1930–1933)
Brill, Rev. Henry (1953–1961)
Buck, Rev. Benjamin, Ph.D. (1985–)
Buenger, Rev. Theodore, D.D. (1893)
Cloeter, Rev. Ottomar, H., Litt.D., chair, (1978–1991)
Decker, Wilbur (1951–1956)
Deckmann, Rev. Julius H. (1931–1938)
Degner, Lorenz (1975–1983)
Dirks, Dennis (1989–)
Froehlich, H. W., D.D.S. (1933–1935)
Gamber, Rev. Hugo A., Litt.D., chair (1948–1957)
Gangelhoff, Ronald J. (1992–)
Gensmer, Edmund (1983–1989)
Golnitz, Robert (1979–1982)
Harms, John (1973–1986)
Henke, John H. (1914–1945)
Heuer, Eugene Sr. (1953–1956)
Heyne, Rev. Robert G., chair (1942–1948)
Hillman, A. (1893–1933)

APPENDIX A

Joesting, Frank (1918–1930)
 Koehler, Rev. Robert, chair (1912–1917)
 Kuhn, Herbert (1941–1951)
 Langemo, Martin A. (1971–1975)
 Lieske, Rev. Martin, Litt.D., chair (1966–1978)
 Lindeman, Donald (1991–)
 Lohse, Arnold, Litt.D. (1975–1989)
 Manke, Fred (1930–1935)
 Meier, John H. (1910–1918)
 Meyer, Rev. Hermann, chair (1917–1930)
 Meyer, Rev. John C., chair (1933–1942)
 Mickow, Rev. Vernon (1973–1977)
 Montz, C. R., M.D. (1989–)
 Nachtsheim, Rev. Emil G. (1916–1931)
 Neils, Henry J. (1941–1959)
 Neumann, Wilfred, E. (1971–1975)
 Odendahl, F. H., M.D. (1905–1910)
 Overn, Robert (1979–1990)
 Pfeiffer, Cletus (1991–)
 Pfothenhauer, Rev. Frederick, chair (1893–1908)
 Pfothenhauer, Rev. Paul (1977–1986)
 Pipkorn, John (1935–1941)
 Preus, Christian (1989–1991; chair, 1991–
 Randt, Walter (1935–1941)
 Rosenberg, Donald, Litt.D. (1972–1975)
 Roth, Rev. Victor (1982–)
 Scherer, A. G. (1893–1896)
 Schlueter, Rev. August (1914–1916)
 Schmalz, Walter E. (1956–1971)
 Schroeder, C. (1896–1914)
 Schulz, Rev. Henry, chair (1908–1912)
 Schweigert, Rev. Harold F. (1961–1973)
 Seitz, Rev. Lane, D.Min. (1991–)

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- Seltz, Paul H. (1959–1973)
Seltz, Rev. Fred J. (1938–1947)
Stahlke, Rev. Ernest H., D.D., chair (1957–1966)
Stelling, Carl F. (1959–1972)
Stoll, M. J. (1893–1905)
Stoltenow, Curtis (1982–1991)
Swanson, O. Harold, LL.D. (1956–1971)
Thoele, Charles (1945–1953)
von Niebelschuetz, Rev. Richard (1900–1906)
von Schenk, Rev. Walter (1893–1900)
Wheeler, Sharon (1990–)
Winter, Rev. Herman (1947–1953)
Wolfangle, Douglas (1986–1992)
Zielske, Edwin E. (1956–1958)
Zimmermann, Rev. R. F. (1908–1914)

Appendix B

CONCORDIA COLLEGE Recipients of Honorary Awards Beginning in 1964

- Arnst, Prof. Elmer A., Litt.D. (1981)
Barr, Harry G., LL.D. (1977)
Beisel, Rev. Reuben C., Litt.D. (1967)
Biesenthal, Rev. W. Leroy, Litt.D. (1984)
Blakeman, Marie B., L.H.D. (1991)
Bohrer, Rev. Erhard H., Litt.D. (1967)
Bouman, Rev. Walter H., Litt.D. (1968)
Brandhorst, Dr. Carl T., Litt.D. (1979)
Christian, Robert E., Litt.D. (1970)
Cloeter, Rev. Ottomar H., Litt.D. (1980)
Dickinson, Dr. Richard C., Aeterna Moliri (1989)
Duda, Dr. Elizabeth, Aeterna Moliri (1992)
Dunklau, Rupert, Litt.D. (1982)
Eberhard, Rev. David., Litt.D. (1987)
Fenning, Robert C., Litt.D. (1969)
Ferber, Rev. Waldemar O., Litt.D. (1978)
Frey, Rev. Bertwin L., Litt.D. (1964)
Fuhrmann, Dr. Earl F. A., Litt.D. (1986)
Gallman, Rev. Lawrence K., Litt.D. (1970)
Gamber, Rev. Hugo A., Litt.D. (1965)
Garton, Dr. Jean, Aeterna Moliri (1986)
Goebel, Rev. Richard F., L.H.D. (1991)
Goehle, Dr. Ruth, L.H.D. (1991)

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- Griffin, James R., Litt.D. (1988)
Griffin, Rev. William H., Litt.D. (1991)
Grumm, Rev. A. Lorenz, Litt.D. (1973)
Guehna, Rev. Richard L., Litt.D. (1992)
Hanf, A. Walter, Litt.D. (1980)
Harms, Rev. Oliver R., Litt.D. (1965)
Hartkopf, Walter H., Litt.D. (1980)
Heuer, Rev. Herman H., Litt.D. (1969)
Hinck, Walter F., Litt.D. (1981)
Hoffmann, Dr. Oswald C. J., Aeterna Moliri (1990)
Hopmann, Robert P., Litt.D. (1964)
Huber, Rev. Harold V., Litt.D. (1982)
Hyatt, Dr. Gerhardt W., Aeterna Moliri (1984)
Ji, Rev. Won Sang, Litt.D. (1979)
Kapfer, Rev. Richard G., Litt.D. (1987)
Kollmann, Rev. Alvin V., Litt.D. (1981)
Krause, Rev. Paul M., Litt.D. (1972)
Kuntz, Rev. Werner H., Litt.D. (1968)
Latimer, The Honorable George, LL.D. (1989)
Lemke, Rev. Erwin R., Litt.D. (1987)
Lieske, Rev. Martin W., Litt.D. (1970)
Lohse, Arnold W., Litt.D. (1986)
Maag, Raymond E., Litt.D. (1965)
Mayer, Rev. Herbert T., Litt.D. (1971)
McGrew, R. Brownell, Litt.D. (1981)
Melde, Gus S., Litt.D. (1983)
Mennicke, Rev. August T., Litt.D. (1975)
Michael, Rev. Gerhard C., Litt.D. (1971)
Montz, Florence, L.H.D. (1988)
Mueller, Dr. Ewald, Distinguished Service Award (1990)
Mueller, Rev. Philip, Aeterna Moliri (1974)
Nauss, Rev. Dr. Milton J., Aeterna Moliri (1987)
Neils, Henry J., LL.D. (1972)

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- Nelson, Gen. Keithe E., LL.D. (1992)
Opsal, Rev. Bernt C., Litt.D. (1979)
Overn, Prof. Oswald B., Litt.D. (1969)
Pauling, Rev. Clarence H., Distinguished Service Award (1983)
Pederson, Prof. Eldon E., L.H.D. (1986)
Plagens, Rev. Robert E., Litt.D. (1966)
Precht, Dr. Fred L., Aeterna Moliri (1983)
Rehwaldt, Rev. Traugott H., Litt.D. (1969)
Rosel, Prof. Paul F., Litt.D. (1966)
Rosenberg, Donald, Litt.D. (1971)
Rosin, Dr. Walter, L.H.D. (1990)
Roudebush, Patricia A., Aeterna Moliri (1991)
Rubbert, Rev. Felix A., Aeterna Moliri (1974)
Rudnick, Carlene Helmkamp, Litt.D. (1992)
Schalk, Dr. Carl F., L.H.D. (1985)
Scharlemann, Dr. Martin H., Aeterna Moliri (1982)
Schilling, Paul A., LL.D. (1977)
Schmidt, Dr. Velma E., Litt.D. (1975)
Seltz, Rev. Alfred C., Litt.D. (1968)
Seltz, Rev. Eugene H., Litt.D. (1964)
Simon, Rev. Henry E., Litt.D. (1980)
Spitz, Dr. Lewis W., Litt.D. (1988)
Stor, Prof. Paul W., Litt.D. (1976)
Streufert, Prof. Arthur C., Litt.D. (1977)
Swanson, O. Harold, LL.D. (1970)
Titus, Prof. Leon G., Litt.D. (1984)
Treichel, Prof. Herbert W., LL.D. (1989)
Treichel, Imogene, Litt.D. (1978)
Vajda, Rev. Jaroslav J., Litt.D. (1990)
Vessey, Gen. John W., Jr., Litt.D. (1978)
Volz, Rev. Paul M., Litt.D. (1982)
Wessler, Martin F., Litt.D. (1969)
Wolf, Della, Litt.D. (1967)

Appendix C

CONCORDIA COLLEGE Full-Time Faculty and Administrators

- Abbetmeyer, C. (1902–1920)
Ahlschwede, Arthur M. (1949–1956)
Anderson, Margaret Sihler (1963–1965)
Arndt, Edward L. (1897–1911)
Arnold, Richard J. (1973–1987)
Arnold, Steven F. (1986–)
Barnes, Robert E. (1947–1988)
Bartling, Frederick A. (1961–)
Bauman, John E. (1958–1962)
Beckler, Gordon W. (1976–1979)
Beers, Barbara (1988–)
Berger, John W. (1931–1957)
Biberdorf, Irene (1960–1965)
Bickel, Philip M. (1990–)
Birkeland, Margaret R. (1965–1966)
Black, Jean Mickelson (1979–1985)
Blankenbuehler, Lorenz F. R. (1921–1941)
Borchardt, Diane Heintz (1976–)
Boyd, Arleen Beiswenger (1962–1965)
Brandhorst, Curt W. (1985–1989)
Brauer, Friedrich E. (1967–1989)
Braun, James H. (1967–1983)
Bredehoft, David J. (1976–)
Britts, Maurice W. (1968–1971)

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- Brockmann, Edward L. (1966–1969)
 Bruch, Daniel C. (1988–1993)
 Bruch, Elizabeth A. (1988–1991)
 Bruhl, Winferd G. (1988–)
 Brynteson, Richard D. (1992–)
 Buegel, John E. (1960–)
 Buenger, Theodore Henry Carl (1893–1943)
 Burkart, Jeffrey E. (1977–)
 Busse, Marvin (1955–1964)
 Buuck, Allen A. (1965–1967)
 Carlstrom, David E. (1978–)
 Carter, Richard E. (1991–)
 Charron, Michael J. (1986–)
 Chiapuzio, John (1965–1974)
 Claybaker, Richard W. (1984–)
 Coates, Thomas (1968–1970)
 Cole, Mariette S. (1992–)
 Comnick, Paul H. (1964–1967)
 Cornils, Jay A. (1972–1973)
 Corrie, Bruce P. (1987–)
 Crolius, Philip (1958–1965)
 Dannehl, Rodney D. (1965–1980)
 DeWerff, Robert E. (1985–)
 Dobberfuhr, William A. (1923–1954)
 Domsch, John (1930–1932)
 Dosien, Robert P. (1965–1970)
 Eggert, Jeannette Gibeson (1978–1981)
 Eggert, John E. (1978–)
 Engelhardt, Walter H. (1954–1975)
 Englund, Pearl (1963–1964)
 Epps, Donald D. (1986–)
 Ferguson, Beverly J. (1967–1976)
 Fiebig, Elmer F. (1958–1960)

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- Flynn, Michael D. (1975-)
Franzmeier, Alvin H. (1968-1972)
Garriott, Kathleen C. (1992-)
Geary, Duane O. (1989-1992)
Gebauer, Victor E. (1966-)
Getzlaff, Dennis L. (1988-)
Graebner, Martin Adolph Henry (1927-1950)
Grauer, Paul H. (1970-1976; 1978-1979)
Gronseth, Luther (1957-1962)
Hackett, Nancy A. (1988-)
Hagman, Joan L. (1976-1991)
Hall, Florence (1954-1955)
Hancock, Frances Martinez (1992-)
Hanges, Kathryn Heinze (1983-)
Hanson, Thomas R. (1985-)
Harre, Alan F. (1984-1988)
Harstad, Oliver (1923-1928)
Hattendorf, Norbert E. (1956-1962)
Hayenga, Sharon (1967-1968)
Heideman, Paul J. (1958-1973)
Heinert, Larry D. (1983-)
Heinicke, Theodore G. (1969-1991)
Hendrickson, John H. (1968-)
Herzog, Richard C. (1980-1984)
Heuer, Eugene F. Jr. (1951-1972)
Heuer, Karl J. M. (1906-1915)
Hibbs, Ray S. (1983-1985)
Hilbert, John E. (1964-1967)
Hollrah, Deanna S. (1976-1982)
Holst, Robert A. (1991-)
Holtz, Robert E. (1962-)
Horn, Margaret H. (1956-1987)
Hyatt, Gerhardt W. (1976-1983)

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- Jastrum, Daniel N. (1989–)
 Johnson, John F. (1989–1990)
 Johnston, Robert G. (1957–1960)
 Juergensen, Hans (1895–1904)
 Kaden, Kenneth P. (1955–1993)
 Kalnins, Ruta Inara (1958–1967)
 Kehrberg, Willard E. (1962–1972)
 Kettles, Jack F. (1973–1979)
 Klammer, Enno E. (1962–1968)
 Klingsick, Judith D. (1978–1992)
 Koehler, Adolph T. (1961–1970)
 Koehler, Robert T. (1950–1958)
 Kolb, Robert A. (1977–)
 Kramer, Roy E. (1961–)
 Krause, David W. (1969–)
 Kretzmann, Paul E. (1912–1919)
 Krueger, Sharon R. (1981–)
 Kuznik, Joel H. (1964–1966)
 LaFave, Steven J. (1986–1991)
 LaFontaine, Kim A. (1992–)
 Landeck, A. C. (1894–1896)
 Lang, Reuben (1963–1967)
 Lange, Edward A. (1959–1981)
 Lassanske, Paul A. (1965–1977)
 Leininger, Robert W. (1965–)
 Linse, Eugene W. Jr. (1956–1982)
 Lowry, June (1955–1957)
 Leudke, Henry W. C. (1946–1951)
 Lumppp, David A. (1990–)
 Lussky, Ernest A. (1906–1954)
 Lyon, Barbara L. (1959–1974)
 Madson, Kay L. (1989–)
 Madson, Robin Burns (1965–1967)

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- Maneks, Meta (1965–1972)
Manz, Paul O. (1957–1977)
Marschke, Paul O. (1969–1985)
Marxhausen, Benjamin W. (1965–1988)
Matthews, David A. (1989–)
Mattila, Edward C. (1958–1962)
Maxson, Emily R. (1966–1971)
Meilaender, Marion F. (1984–1988)
Mennicke, David L. (1989–)
Mennicke, Sheryll A. (1988–)
Merz, Walter S. (1969–1976)
Meyer, Gerhardt V. (1964–)
Meyer, Loma R. (1967–)
Middendorf, Marvin L. (1957–1989)
Miller, Norman R. (1976–1980)
Moenkemoeller, William (1905–1933)
Molnau, Phyllis Heike (1953–1957)
Moore, Emily L. (1992–)
Mueller, Luther H. (1960–1983)
Muench, Paul E. (1984–1990)
Myers, Larry W. (1977–1980)
Niebergall, William A. (1988–)
Norris, Richard E. (1978–)
Nyhuis, Paul A. (1964–1971)
Nymark, Barbara Blon (1958–1965)
Obersaat, Ruth C. (1990–)
Offermann, Glenn W. (1967–)
Olson, Bernard R. (1957–1960)
Otte, Harold W. (1951–1976)
Otto, Edgar J. (1943–1971)
Overn, Oswald B. (1920–1963)
Paulsen, David H. (1967–1973)
Pavel, Jan (1950–1987)

APPENDIX C

- Peter, Carroll E. (1955–)
 Peter, Helen Bierwagen (1956–1958)
 Petrich, Carol Roos (1967–1973)
 Plenni, Eleanor B. (1964–1967)
 Poehler, Willy August (1946–1970)
 Pone, Karen M. Larson (1957–1963)
 Pueggel, Esther (1967–1977)
 Radtke, Frederick A. (1958–1961)
 Rahn, James E. (1961–1978)
 Rediehs, Robert E. (1971–1973)
 Rehse, Richard E. (1969–1972)
 Reineck, Marilyn Fuss (1980–)
 Richterkessing, David C. (1970–1978)
 Rickels, Robert E. (1962–1992)
 Riedel, Jack O. (1958–1964)
 Rockwood, Keith A. (1968–1976)
 Rohwer, Ardis (1957–1958)
 Rohwer, John L. (1969–1972)
 Rorie, Leroy (1975–1980)
 Rudnick, Carlene Helmkamp (1968–1987)
 Rudnick, Milton L. (1964–1987)
 Rupprecht, Helen (1956–1958)
 Rutz, Karl W. (1961–)
 Schaettgen, Dora S. (1955–1960)
 Schamber, Edward (1952–1954)
 Schauer, Corinne R. (1965–1989)
 Schenk, Kathryn E. (1969–)
 Schlueter, August B. F. (1916–1926)
 Schmiel, David G. (1970–1981)
 Schmidt, Florence M. (1957–1958)
 Schoenbeck, Barbara F. (1978–)
 Schoenbeck, Carl J. (1981–)
 Schuessler, Joel N. (1986–)

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- Schultz, Robert P. (1961–1967)
Schulz, Delphin L. (1954–1963)
Schwab, Susan (1954–1955)
Sellke, Donald H. (1988–)
Sherren, Randolph G. (1982–1987)
Siebert, E. G. Richard (1926–1958)
Sievert, Edward (1963–1965)
Sieving, Ann E. (1970–1972)
Sieving, David (1967–1968)
Slaughter, Harvey T. (1992–)
Sohn, Walter G. (1956–1990)
Solensten, John M. (1977–)
Spaulding, Patricia P. (1969–1976)
Stach, John F. (1957–1977)
Stegemoeller, Harvey A. (1971–1975)
Stelling, Charles W. (1963–1967)
Stephens, Marguerite Bruncke (1958–1971)
Stohlmann, Stephen C. (1976–)
Stor, Paul W. (1922–1968)
Streufert, Arthur C. (1929–1971)
Streufert, Eunice Cordes (1988–)
Stueber, David J. (1983–)
SurrIDGE, Jack F. Jr. (1969–1989)
SurrIDGE, Kathryn A. (1969–1976; 1983–1990)
Swanson, Donald (1963–1965)
Tesch, Philip C. (1986–)
Thomas, Wilbur W. III (1985–)
Titus, Leon G. (1961–1977)
Trapp, Dale M. (1982–)
Trapp, Thomas H. (1982–)
Treichel, Herbert W. (1958–1981)
Trembath, Elisabeth R. Poehler (1967–1977)
vonFange, Sharon (1979–1987)

APPENDIX C

- Wahlers, Fred (1922–1965)
Wanglie, Helga (1956–1957)
Warnke, Erlo H. (1957–1980)
Wenger, John W. (1967–)
Wentzel, Herman K. (1980–1992)
Werling, Anita Eggert (1962–1966)
Werling, Henry F. (1959–1977)
Wesenberg, Clarence H. (1954–1956)
Widenhoefer, Donna Drees (1960–1970)
Wifall, Walter R. Jr. (1965–1970)
Wilke, LeRoy R. (1976–1985)
Williams, Keith J. (1992–)
Winegarden, Alan D. (1988–)
Wolf, Sallie (1967–1968)
Wollaeger, Herman W. F. (1904–1941)
Woodsend, Jean A. (1966–1967)
Yaeger, Edith (1960–1962)
Yaeger, Lavonne Holtorf (1955–1956)
Ylvisaker, Sigurd C. (1919–1923)
Young, LeRoy O. (1962–1977)
Zachary, Louis L. (1970–1975)