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SHORT TITLE

THE HISTORY OF LUTHERAN HIGH SCHOOLS
LUTHERAN HIGH SCHOOL

A Thesis Presented to the Faculty
of Columbia Seminary, St. Louis,
Department of Historical Theology
in partial fulfillment of the
requirements for the degree of
Bachelor of Divinity

by
Eugene G. ...

June 1938

Approved by:

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THE HISTORY OF LUTHERAN HIGH SCHOOLS
IN ST. LOUIS (1855-1946)

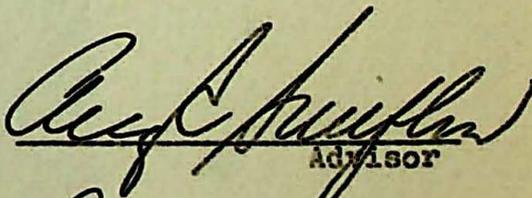
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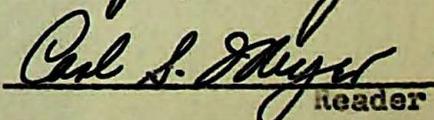
by

Dean Greunke

June 1958

Approved by:


Advisor


Reader

CHAPTER I

INTRODUCTION

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... again, by the initiative and courage of the early fathers of our country when they discussed the matter of education for the children who would follow in their footsteps. Their actions may prove valuable object lessons for us in the church today. They faced gigantic problems, and they were not always successful. Even though we may look by hindsight with sadness and indifference upon the world of their day, the labors of their hands have reached a full harvest in our day.

The history of the Lutheran high school development in St. Louis, Missouri, is the burden of this paper. We shall, therefore, investigate more closely the element of Lutheran secondary education. It is true that our church has always

CHAPTER I

INTRODUCTION

The purpose of this study is to give to the reader a history of Lutheran secondary education as it developed in St. Louis. The study may prove to be a review for those who are acquainted with the Lutheran high school question in this city, and, at the same time, it may fill certain gaps within the framework of the entire picture for those who are not familiar with it.

The research proved helpful to the writer, especially, since the Lutheran high school was thought to be something that had always been here. Furthermore, the writer was impressed, once again, by the initiative and courage of the early fathers of our Synod when they discussed the matter of education for the children who would follow in their footsteps. Their actions may prove valuable object lessons for us in the church today. They faced gigantic problems, and they were not always successful. Even though we may look by hindsight with smugness and indifference upon the world of their day, the labors of their hands have reached a full harvest in our day.

The history of the Lutheran high school development in St. Louis, Missouri, is the burden of this paper. We shall, therefore, investigate more closely the element of Lutheran secondary education. It is true that our church has always

been educationally minded. Providing pastors and teachers was a main concern of our forefathers once they reached this country. They had made a complete break with the past, and there was no returning. Therefore, any reference we might make to this kind of professional training will be only to fortify the position of the present study.

This thesis is divided into four main chapters, each pertaining to a particular phase of the Lutheran high school development. We, therefore, begin with the year 1855, because on that date a form of Lutheran secondary education was established, entirely separate from the professional, or pastor-teacher training program. This paper, then, will trace Lutheran secondary education until the year 1946. It will be a compilation of what has been written in the past in order to give the reader a picture that is as complete as possible.

As stated previously, our forefathers, first of all, established an institution to train pastors for the work of the ministry in this country. This was the Perry County College, in Perry County, Missouri, begun in the year 1839. Such an institution, however, did not fully benefit those young people who did not have the desire to study for the holy ministry.

Lutheran secondary education was a problem that came naturally to the congregations of this city. It was a foregone conclusion that where a congregation was established a parochial elementary school became an integral part of the

total Christian educational program. Each congregation had its own elementary school for the training of its youth. Since the Lutherans were so educationally minded, the future of their children, after the completion of elementary training, created great interest.

Pastor J. Clemens Miller established his English Private School in St. Louis in 1855. Information is not extensive as to the exact nature of this institution. But we learn from the sources available that Miller was interested in secondary education as a preparation for secular callings. He was also interested in the English language, of which he made adequate use in his school. Pastor Miller was theologically trained, a graduate of Gettysburg Seminary. He was a member of the Pennsylvania Ministerium, but drew great admiration from the officials of our Synod.

His school was a private affair, but not elaborate. The original investment amounted to only \$600. He trained mostly sons of German immigrants, and the enrollment was high enough for his support. Pastor Miller suffered ill health only a year after he began the institution. As a result, the duration of Miller School was very short. The school property also accumulated debts, so that after Pastor Miller's forced retirement, the school possibly discontinued. Pastor J. W. Albach assumed the responsibility after Miller's departure, but because of the debts failed to continue it. Information is not sufficient to tell when the Miller Private School dissolved, if it did, but there is the possibility that it was

transformed into Immanuel Academy in 1857.

The second phase brings us into contact with the last named institution. The Immanuel District had a two-room elementary school, housed in the church basement. In 1857, the members of Immanuel wished to add another teacher to the two they already had, but they wanted this man to teach a "higher class." Since they were already crowded for space, they built an additional building behind the church and called Pastor Albach to teach this "higher class."

Pastor Albach was a native of Germany and a schoolmate of Pastor Miller at Gettysburg Seminary, Gettysburg, Pennsylvania. He held pastorates in Pennsylvania and eventually was in confessional agreement with our church. He accepted the call issued to him by Immanuel District and assumed his duties at Immanuel Academy.

The institution, in time, had three teachers, with a definite planned lesson schedule. From time to time, parents were urged to fulfill their duty by looking after the educational welfare of their children. Adequate facilities and excellent teachers did not seem to draw the pupils in spite of the potential. The cost for attendance was kept as low as possible, with board and room provided for an additional small fee.

The Civil War years also brought havoc to Immanuel Academy. Parents sent their boys to vocational schools to hasten their securing secular jobs. There was also talk in St. Louis,

about starting a General Academy and not having a school supported by one church as Immanuel was doing. During the time of this discussion Immanuel lost its church and school by fire in December, 1865.

While Immanuel was busy rebuilding, a General Academy was discussed by the other congregations. Pastor Albach continued at Immanuel Academy until his retirement on June 28, 1869. There is no definite proof, but it is believed that Immanuel Academy continued for an indefinite length of time.

The third phase of secondary educational development slightly overlaps the preceding one. Although Immanuel Academy refused to close and give its support for a General Academy, the other congregations went ahead with their plan in spite of Immanuel. This is the phase in which Dr. C. F. W. Walther plays such a major part. Although Walther was the leader, several attempts failed because the Lutherans in St. Louis withdrew their support.

The first failure at a Hoehere Buergerschule was because Immanuel Academy failed to close and Pastor Albach was not permitted to teach in the General Academy. Elaborate plans for a Hoehere Toechterschule also did not materialize.

Finally, the time was ripe for success. In 1867, the Hoehere Buergerschule was established, and the Hoehere Toechterschule the next year. Crowded conditions at Concordia College, Fort Wayne, Indiana, also aided Walther's

cause.

The course of instruction was quite similar to that of Immanuel Academy. Entrance requirements and fees were so set in order to give as many as possible the chance for a good secondary education. The instructors were of the highest quality, a few of the more prominent being A. F. Brackmann, Teacher C. Krauss, and A. C. Burgdorf.

All reports at this time lead us to believe that the school was quite successful. Through the years, the institution underwent several changes in name, with the final one describing itself as the Lutheran High School in St. Louis.

The next chapter relates the story of the Walther College, which was regarded as the continuation of the Hoehere Buergerschule. A. C. Burgdorf, from the Hoehere Buergerschule, headed the new institution, with Edmund Seuel as its principal. The Walther College Association looked after financial matters to give the institution stability.

The institution was named as a memorial to Dr. C. F. W. Walther, who had done so much for education in St. Louis. It first occupied a site at 716 Barry Street, but in 1890 was moved to 1033 South Eighth Street. All the latest facilities and accommodations made Walther College quite up-to-date for that time.

Enrollment increased and necessitated the calling of another teacher in 1890. Prosperity favored Walther College until 1909, when it was re-located on Park Avenue and Benton

Place. Immediately thereafter enrollment began to decline, repeated pleas were issued to the Western District, but the only alternative remaining was dissolution. This the Walther College Association did on October 27, 1917.

The final chapter in the discussion on Lutheran high schools pertains to the present institution, dating back to 1945. Almost three decades elapsed since the dissolution of Walther College. This chapter, the writer regrets, is woefully incomplete. It was the writer's intention to give merely a brief summary of the genesis of the present development. It is for that reason that the present Lutheran High School development is merely summarized in the conclusion.

The initial impetus was provided by representatives of forty St. Louis congregations in 1945. Property was purchased at Lake and Waterman Avenues, where the present institution is "bulging at the seams," making the prospect of two additional high schools look very favorable.

The sources for this investigation were quite numerous, except in the earlier periods. There, very little is given, and that is highly incomplete. A person expects certain articles to reveal slightly more information, but they never do. The periods dealing with Miller's Private School and Immanuel Academy furnish no extant materials or catalogues, as far as this writer could determine, making a complete study impossible. The articles written by Dr. A. C. Stelhorn in "Lutheran Education" were quite helpful and were used

extensively. The thesis refers to many articles in "Der Lutheraner." There was not an attempt made to exhaust this source, but only the most obvious were utilized. The make-up of this thesis has been done chronologically in order to give the reader one complete and continuous story wherever possible.

The first institution of learning that our fathers originated was Perry County College in Perry County, Missouri. This school was founded in 1835 and was devoted entirely to a general Christian education. However, it was not at the secondary level, with a view for expansion into a higher school of learning. The second, or re-established, Perry County College, in 1843, definitely began the training of teachers and pastors. This it did in spite of the fact that from 1835 to 1855 it laid an unusual stress on a general education. But there soon was the realization that the progress, which consisted of a high school and junior college department, was evidently suited for a professional training. This, however, did not satisfy the needs of non-professional occupations properly. Since the former institutions were by and large in the German language, the establishment of a private English school of the sort mentioned

¹A. C. Stahlborn, "Lutheran Secondary Education in St. Louis," *Lutheran Messenger*, LXIV (March, 1949), 406.

CHAPTER II

MILLER PRIVATE SCHOOL, 1855

Martin Luther and the founders of the Missouri Synod in America laid great stress on the Christian school. They became vitally interested in a complete formal education for Christians in all things pertaining to this life and the life hereafter.

The first institution of learning that our fathers originated was the Perry County College in Perry County, Missouri. This school was founded in 1839 and was devoted entirely to a general Christian education. However, it was more or less on the secondary level, with a view for expansion into a higher school of learning. The second, or rehabilitated, Perry County College, of 1843, definitely began the training of teachers and pastors. This it did in spite of the fact that from 1850 to 1855 it laid an unusual stress on a general education.¹ But there soon was the realization that the Gymnasium, which consisted of a high school and junior college department, was eminently suited for a professional training. This, however, did not satisfy the needs of non-professional occupations properly. Since the former institutions were by and large in the German language, the establishment of a private English school of the sort inau-

¹A. C. Stellhorn, "Lutheran Secondary Education in St. Louis," Lutheran Education, LXXXIV (March, 1949), 406.

gured by Pastor Miller in the fall of 1855 in St. Louis was welcomed indeed.

Information concerning Pastor Miller and his English private school is such that both tend to remain in a historical fog. Pathways leading out of the fog that do, in a manner of speaking, aid us in our search are the minutes of The General Congregation in St. Louis and the reports issued by the "Lutheraner."² A person still remains in the dark after reading these accounts. The reader anticipates some further statement, but in the final analysis such a statement is not forthcoming. Even though we must rely upon other sources a rather clear picture can still be formulated.

We must, first of all, set the stage. In December 1849 the Seminary had been moved from Perry County, Missouri, to St. Louis. This was known as the "Concordia College." A prominent figure in its development was Adolph F. T. Biewend. Biewend was born May 6, 1816, at Rothehuetten, Hanover, Germany. His education was acquired in the rationalistic environment of the nineteenth century. His exceptional qualities made him an excellent student at the University of Goettingen. One of his special interests lay in the study of foreign languages. He was induced to come to America by Friedrich K. D. Wyneken, who was in Europe looking for candidates for the mission field in this country. Biewend held a pastorate in Washington D. C. until 1847, after which he was called to the Practical Seminary in Fort Wayne, Indiana.

² ibid.

After a few years he was called to the St. Louis Seminary, and in the fall of 1855 he was called as the director of the college department. His experiences in this country fortified his idea of the value of the English language. He did much by example and encouragement to make English a tool that would be used in the future.³ While Concordia College was adequately fitted to train men for the ministry, Biewend felt that the College did not prepare young people for secular callings sufficiently well.⁴

Biewend's great interest in the English language had other implications. In this connection he was interested in establishing a school that taught the subjects of the business world. For this reason he was very pleased with the work that Pastor Miller was doing in his private school. From Biewend we learn a little more about Pastor Miller. Professor Biewend informs us in the "Lutheraner"⁵ that an English Lutheran pastor by the name of Miller had come to Concordia College in St. Louis in the spring of 1855. There were two reasons. He wanted to perfect himself in the German language, and he wanted to continue his theological

³H. C. Wyneken, Adolf Fr. Th. Biewend (St. Louis: Concordia Publishing House, 1896), passim.

⁴Roy Arthur Suelflow, "The History of Concordia Seminary, St. Louis, 1847-1865," Concordia Historical Institute Quarterly, XXIV (October, 1951), 61.

⁵(Adolph F. T.) B[iewend], "Nachricht von dem Concordia College zu St. Louis," Der Lutheraner, XII (April 22, 1856), 140-1.

studies. The report reveals that Miller had opened an English private school in order to meet the needs of non-professional students. Although the school was physically separate from the College, it was nevertheless conducted in the same spirit.

The Rev. J. Clemens Miller was a native of Lebanon, Lebanon County, Pennsylvania.⁶ He studied at and graduated from Gettysburg Theological Seminary, Gettysburg, Pennsylvania, in 1849, after which time he served congregations in Pennsylvania.⁷ It might be mentioned at this time that he was a schoolmate of Pastor J. W. Albach, of whom we shall hear more later.⁸ In the late summer or fall of 1856, Miller became the pastor of the new St. Peter's congregation in Baltimore. St. Peter's of Baltimore was an English congregation, which had a parish school. Teacher C. W. Miller took charge of the school in 1858, but it did not exist very long. Soon after its dissolution, Teacher Miller accepted a call to St. Charles, Missouri. The year 1859 proved a fateful one for Pastor J. C. Miller. During that year he contracted throat trouble, which forced him to resign his pastorate. He went back to Lebanon, Pennsylvania, and on

⁶Ibid., XI (January 16, 1855), 88.

⁷August R. Suelflow, The Heart of Missouri (St. Louis: Concordia Publishing House, 1954), pp. 122f.

⁸Abdel Ross Wentz, History of the Gettysburg Theological Seminary (Philadelphia: The United Lutheran Publication House, n.d.), p. 402.

January 5, 1859, he died of consumption.⁹

Pastor Miller had gained considerable admiration. None other than Dr. C. F. W. Walther praised him as an individual who had an abundance of understanding and talent. He professed both piety and humility in his earthly life, as well as the ability to take a firm stand on decisive matters. He was ever conscious of his Savior's message for the edifying and building of the Church. Dr. Walther, furthermore, lauded him as having no equal among the English-speaking preachers of the Gospel in regard to faithfulness.

The English private school of Pastor Miller was considered to be a private undertaking. It was regarded as the English branch of Concordia College in St. Louis, which might be turned over to Synod in due time. The institution made remarkable advances. Success crowned the endeavor to the extent that the enrollment reached a peak of thirty at one time. The student body consisted chiefly of sons of Germans who desired an English course for their children in order to broaden their secular opportunities.¹¹

There was nothing elaborate about the school; it was merely plain and neat. Adequate income provided for the support of the teacher, who also conducted a night school. The

⁹Stellhorn, op. cit., p. 409.

¹⁰Der Lutheraner, XV (January 11, 1859), 88.

¹¹Stellhorn, op. cit., p. 406.

original investment for the entire plant was \$600. Here, again, adequate information is not extant to inform us of the curriculum, but we do know that bookkeeping was mentioned as one of the subjects.¹²

Around the first part of March, 1856, Pastor Miller became ill. His condition was such that his doctor insisted that he take a complete rest during the coming summer. After he had taken his rest, he should thereafter take good care of himself. This meant that the school would be without a teacher unless someone could be found to take his place. Pastor F. K. D. Wyneken and Professor Biewend finally resolved to ask the Rev. J. W. Albach to substitute for Pastor Miller.¹³

Pastor Albach was contacted on March 31, 1856, when he attended the installations of Professor A. Biewend, as Director, and the Rev. George Schick, as Conrector, of the Concordia College Gymnasium.¹⁴

In the final analysis, these incidents may relate to the continuation of the school. During the summer or late fall of 1856, Pastor Miller left St. Louis because of his health. There were debts on the school property belonging to Miller. Pastor Albach was in charge of the school, but

¹² Ibid.

¹³ Ibid.

¹⁴ Der Lutheraner, XII (April 22, 1856), 135.

he was not willing to purchase the school property nor to assume the debts. The important thing is that the Miller school was continued by Albach from the spring of 1856 to an unnamed date of dissolution. Possibly the school continued until the summer of 1857, when the Immanuel Academy opened in the fall. This picture would lead us to believe that the Miller school, the private school that it was, did not continue into the Immanuel Academy, which was a congregational school.¹⁵

One facet of this story that would be interesting to know is the exact location of Miller's school. Did he have a special building? Did he hold sessions in his own home? Where was his home located? These are all questions that the writer had to leave unanswered, because his research did not lead him to a definite solution. The writer has mentioned the \$600 investment made by Miller originally. This would seem to be a small amount for an entire plant separate from his home on the one hand, and a large amount if used to provide facilities in his own home on the other hand. One other clue arises from a letter by Miller's father after his son's death, in which a reference is made to his son's "school furniture"¹⁶ which was worth between one and two hundred dollars. Again, we cannot determine the exact location of

¹⁵Stellhorn, op. cit., p. 408.

¹⁶Ibid., p. 407.

the items under discussion.

We may conclude this chapter by saying that this was the first attempt to conduct a separate high school in St. Louis. There are several things that may be said to its credit: (1) It was the first attempt in our circles to make use of the English language; (2) This institution was an indication that such a school could be made a success, even if it were of a private nature; (3) Finally, this venture can be termed a success because of the number of its enrollment. The glaring mark on the debit side of the ledger was that it was a financial failure. It is remarkable also that it was considered the companion and handmaiden of Concordia College. Even though two years are short in terms of durability, this was a worthwhile venture. This fact is attested by the list of sympathetic supporters of the institution. Among the supporters were such men as Walther, Wyneken, and Biewend, to name only a few. Most important of all, Miller's school taught the fathers a valuable lesson for the future when they began a second attempt toward a school of this kind.¹⁷

¹⁷Ibid., p. 410.

CHAPTER III

IMMANUEL ACADEMY, 1857

The Immanuel District or congregation in St. Louis was organized in 1847, with the Rev. Johann Friedrich Buenger, a brother-in-law of Dr. C. F. W. Walther, as pastor. Pastor Buenger was born on January 2, 1810, in the village of Etzdorf, Saxony. The nineteenth century in Germany was a "seething caldron of antithetical Christianity, rationalistic gymnastics on the one hand and pietistic experience on the other." It is only by God's grace that Pastor Buenger survived these experiences and proved such a boon to the Missouri Lutherans. His educational experiences were extremely difficult and soul-rending. While studying at Leipzig University, Buenger came into contact with a group of believing students. Although troubled in conscience he gave his body and soul to his Lord and Savior. Shortly after his association with the student organization Buenger became more closely associated with C. F. W. Walther.¹

A series of events occurred in Germany which brought talk of an intended emigration to a more practical possibility. It started with the abrogation of the emigration law by order of the king in 1837. After this the Rev. J.

¹Kenneth R. Molnar, "Johann Friedrich Buenger," Concordia Historical Institute Quarterly, XXX (Spring, 1957), 1-5.

A. Grabau and his congregation at Erfurt left Germany for America. This action and similar ones by other congregations strengthened the Saxons in their resolution to leave Germany. Pastor Buenger intended to be aboard the ship that left from Bremerhaven, November 17, 1838, but a false kidnapping charge against his mother forced him to remain until December 21, 1838, when he set sail for America aboard the Constitution.²

The forty years plus that Pastor Buenger labored for the kingdom in this country are filled with reports attesting to his boundless energy for the Lord. As teacher, pastor, organizer, he served his church well. His efforts in the founding of Concordia Seminary, in the inauguration of young people's work, in the establishment of a Lutheran hospital and the orphans' home were far-reaching.³

Therefore, it is no surprise that Pastor Buenger was also greatly interested in education, both elementary and higher schools included. He lent assistance in the founding of and also taught in the Ferry County College of 1839. However, he did not remain there long. In less than a year, he was installed as teacher of Trinity's elementary school in St. Louis. He continued in that position until he was made a pastor of the Immanuel District. Pastor Buenger also

²Ibid., pp. 6-8.

³Ibid., p. 25.

had a great interest in the English language. He had studied it in New York City before coming to Missouri. He had taught it and had asked for permission to preach English sermons.⁴

Pastor J. F. Buenger's assistant here was his brother, Theodore, not a trained teacher, but a former student of the Dresdner Kreuz-Schule. Theodore received further training for teaching school from his brother and Pastor Walther.⁵

It was Theodore who announced that a new German Lutheran school in St. Louis would be established under the auspices of the congregations of the Unaltered Augsburg Confession. The site of this institution was to be in the northern part of the city, at Seventh Street between Carr and Wash Streets.⁶ Undoubtedly, this was a branch of the Trinity School.

By 1857 the Immanuel District had a two-room elementary school, housed in the basement of its second church building at Eleventh and Franklin. This location today is in the business section of the city. It should be pointed out that the first church had been located at Eighth and Wash Streets. The second school was in charge of Teacher J. Casper Ulrich, age thirty-eight, a graduate of the Fort Wayne Seminary in 1848. He taught the upper grades and served here from 1848 until 1866, when he accepted a call to St. Charles, Missouri.

⁴A. C. Stelhorn, "Lutheran Secondary Education in St. Louis," Lutheran Education, LXXXIV (March, 1949), 410.

⁵Ibid.

⁶Der Lutheraner, I (December 14, 1844), 32.

The other teacher was Mr. Ernst Moritz Grosse, age forty-three. He was a Saxon immigrant in 1839, a charter member of Trinity and one of its Vorsaenger, or song leaders. He was not a trained teacher, but a layman who had been asked to assist with the teaching of the primary grades on a temporary basis. His status remained unchanged in this capacity until 1880, or for twenty-three years, when he died.⁷

The year 1857 found the Immanuel District expressing the desire for a third teacher. This was a highly unusual suggestion due to the fact that their elementary school was crowded already and such a proposal alone would not relieve the congestion. Furthermore, it was their wish that this teacher should be for a "higher class." On August 26 of the same year, Professor C. F. W. Walther, head pastor of both Trinity and Immanuel, also suggested that it would be a great blessing to establish a "higher class" at Immanuel District as a continuation of its two elementary classes. Such a suggestion was favorable to the congregation.⁸

Pastors Albach and Gotsch were tentatively considered qualified candidates to teach such a third class. It was left to the discretion of Professor Walther which of these two was to be engaged. The third class also meant additional school space, to be added to the already crowded conditions.

⁷Stellhorn, op. cit., p. 410.

⁸Ibid.

Finally, the suggestion was put forth that a separate building for the higher class be erected behind the church. The meeting of August 31 definitely decided to have a higher class. A month later the Rev. J. William Albach was recommended as the teacher, and the congregation decided to erect a building behind the church. The basement was to be five feet above ground and used for school purposes. Pastor Albach was to live on the first floor. Later this proposal was reversed. The congregation called Pastor Albach on October 12; he accepted on November 9, 1857.⁹ The building was erected behind Immanuel Church on Eleventh and Delmar Streets. Plans were made to dedicate it during the early part of 1858.¹⁰

At this time we shall seek to gain a clearer picture of the first teacher at Immanuel Academy, Pastor Albach.

Magister Johann Wilhelm Albach was born January 24, 1819, at Hessen-Darmstadt, Germany. He came to this country with his parents at an early age, The family seems to have been Anglicized fast, for it went also by the name of "Albaugh." When Rev. Wyncken was pastor in Baltimore, 1845-50, the Albaughs were apparently his parishioners. . . .

William Albaugh graduated from the General Synod's Pennsylvania College at Gettysburg, Pa., in 1840, and taught or directed an English Academy for women at Somerset, Pa., for three years. In 1843 he returned to Gettysburg to prepare as a pastor at the liberal Seminary of the General Synod.

⁹Ibid.

¹⁰August R. Suelflow, The Heart of Missouri (St. Louis: Concordia Publishing House, 1954), p. 123.

While there, Rev. Wyneken of Baltimore invited "Mr. W. Albaugh" to substitute for him while he would be away three weeks in September, 1845, on a trip to Cleveland to attend that historic meeting of like-minded bretheren which initiated the organization of our own Synod. Although addressing him as Albaugh, he writes him a German letter, and calls him "Mein lieber Bruder Albach." He expresses his gratification over the fact that Albach had decided to become a pastor.

Graduating at Gettysburg in 1846, Albach became pastor of an English congregation in Fort Wayne, Ind. (probably by the recommendation of Pastor Wyneken), In Fort Wayne, he became a close associate of Dr. Wm. Sihler, and taught English in our Fort Wayne Seminary from the time of its establishment in 1846 forward. He complains to Wyneken about difficulties in his English congregation. Wyneken consoles him in a long German letter, refers him to Sihler, In 1848, still in Fort Wayne, Albach published an English translation of the "Life of Luther" through H. Ludwig & Co., New York City. . . .

In 1848, Somerset, Pa., inquired whether he would accept a call to a congregation here. Albach now a strictly confessional Lutheran, no doubt through the influence of Sihler and Wyneken, made his position clear, and the call was apparently not extended to him. By 1851 we find him as pastor at Carrollton, Ohio. . . . But here he got into serious trouble, due to his strictness in Lutheran doctrine and practice. . . . Albach is refused a defense in the Lutheran Standard, and sends a defense in German to the Lutheraner, upon the recommendation of Sihler. Professor Walther addressed him as "Mein theurer Bruder," consoles him, criticizes the leaders in the Ohio Synod. Albach is first suspended, then expelled by his English District sometime prior to 1854; and when he appeals to the Ohio Synod itself, his appeal is "laid permanently on the table," without a hearing. Sihler defends Albach in the Lutheraner and criticises the Ohio Synod. Even Grabau of Buffalo had written Albach at Carrollton and vilified the Missouri Synod as the purest non-Lutherans and Stephanists.

Whether Albach had another congregation is not clear. Sihler addressed him once at Mount Hope, Ohio, in 1854. Something else seems likely.

Teacher Paul Baumgart of Baltimore, the brother-in-law, accepted a call as pastor to Logan, Ohio, in 1848, taking Maria Albach along, and expecting the parents-in-law to follow soon, to make their home with him. In 1850, Baumgart became the successor of Rev. Ottomar Fuerbringer at Elkhorn Prairie, Ill. . . . The Albachs evidently came along, for the father died in that neighborhood on April 6, 1865, the mother in 1871.

It is likely that Rev. J. W. Albach also moved to Venedy, for Professor Biewend tries to reach him through Baumgart, and Albach later wrote to pastor Miller's father that he moved to St. Louis in 1850 "from Illinois." After taking over the Academy, he joined the St. Louis Congregation on Jan. 4, 1858, but apparently never became a member of the Missouri Synod.

The date of Albach's marriage is not known, but he married an English-speaking Miss Ann Hauck after 1852. . . . They had two children: Cordelia Johanna, . . . and Friedrich Heinrich Wilhelm, It is said that the children had to speak English to their mother and German to their father. Albach wrote and spoke an excellent German. Mrs. Albach died Feb. 24, 1863, of smallpox, Four-year-old William died May 19, 1863. . . . Cordelia became the wife of Rev. H. G. Schmidt sometime between 1875 and 1880. Albach retired as teacher of Immanuel School in St. Louis on June 28, 1889, was voted a pension of \$25 a month, made his home with the son-in-law at Freeport, Ill., and moved with the latter to Milwaukee, Wis. . . . Here Albach died Dec. 11, 1900, of a strangled hernia, with Dr. Arthur Petrick in attendance, and was buried in Concordia Cemetery, St. Louis, Dec. 15.¹¹

As previously stated, the congregation had decided to erect a separate building for the Academy. The building that was proposed cost \$2600. The next problem to be solved was a lesson schedule for the school. The committee that was appointed to draw up such a schedule, before the arrival of

¹¹Stellhorn, op. cit., pp. 411-3.

Pastor Albach, was comprised of the following: Dr. C. F. W. Walther, the Rev. J. F. Buenger, Mr. Louis Volkening, a former teacher at Immanuel, Mr. L. E. Bertram, Teacher J. C. Ulrich, and Teacher E. M. Gross.¹²

According to Stelhorn, the minutes of Immanuel Congregation also reveal that they desired a third teacher for their elementary school. They desired to call a certain Mr. Mueller, who had a very good reputation among them, but who was not qualified to teach religion. Therefore, they decided to engage Teacher Mueller temporarily.¹³

Pastor Albach's Diploma of Vocation, or formal call, was approved by Immanuel Congregation a month after he had accepted the call. His salary was set at \$40 per month, and Teacher Mueller was to get \$30 per month. The price of tuition was \$1.50 per month, but children of members were to go partially or altogether free. A committee was also appointed to appraise "the equipment brought over from Mr. Albach's former school quarters."¹⁴ This must have been equipment that was used in connection with Miller's Private School. At any rate, this equipment was valued at \$200.

The lesson-schedule committee brought forward the following proposal:

¹² Ibid., p. 413.

¹³ Ibid.

¹⁴ Ibid., p. 414.

<u>Albach:</u> In the higher class--19 hours			
Catechism	2	Geography	2
History	2	Physics	2
German	3	English	3
Mathematics	5		
In the upper elementary class--7 hours			
English	4	German	3
<u>Ulrich:</u> In the Academy--3 hours			
Church History	2	Singing	1
In his upper class--12 hours			
Catechism	3	Singing	1
Bible History	2	German	6
<u>Mueller:</u> In the intermediate class--6 hours			
Bible History	3	Singing	1
Catechism	2		
In the Academy--4 hours			
Geometry	1	Drawing	1
Penmanship and German	2		
In the upper elementary class--7 hours			
Penmanship	2	Drawing	1
Arithmetic	4		
In his home room--15 hours			
German	6	Penmanship	4
Arithmetic	4	English	1

This schedule was adopted by the congregation.¹⁵

There were other rules and regulations adopted in this meeting on December 14. No school was held on Wednesday afternoons, but was held instead on Saturday mornings. A school board, with rules and regulations for office, was elected. Those chosen were Mr. Volkening and Mr. Bertram. The teachers were paid their salaries a month in advance. The school building was insured for \$1500.¹⁶

The school building was dedicated on January 11, 1858. A church service was held in which Pastor J. F. Buenger

¹⁵ibid.

¹⁶ibid.

preached a German sermon and Pastor J. W. Albach an English sermon. The music was provided by Professor Walther's college chorus, the school children, and the members of the congregation. After the service, the teachers and pupils marched to their respective rooms. Teacher Ulrich offered to serve refreshments to the children in his home. That evening the congregation decided that the Academy be advertised in the "Westliche Post," a German paper of St. Louis, by a short and simple ad. They also decided to erect a sign with the name "Academie" and place it on the Eleventh Street side of the school.¹⁷

We are very fortunate to have a report by Dr. C. F. W. Walther in which he expresses his philosophy of Christian education and applies it to Immanuel Academy. The report appeared two years after the founding of the Academy. It was addressed to parents who were concerned about the welfare of their children. The concern of the parents for their children should be two-fold: (1) They should first be concerned that their children be Christians and be saved; (2) Secondly, the parents are to train their children so that they are a blessing to the world and to the church. Therefore, the purpose of the Academy is to provide for the boys who have finished the elementary school course, a further education for their future calling. They are to

¹⁷Ibid., p. 415.

be helped so that they may be able to speak, read, and write English as well as German. In addition to this the students will be instructed thoroughly in mathematics, geography, history, and nature study. In short, the student will be given everything he needs in the way of human knowledge so that he may be able better to carry out a life's calling in the world.¹⁸

The one note of regret expressed by Dr. Walther was the small number of students in attendance. He points out in a footnote that this should not be the case because the St. Louis congregation was divided into three districts, Immanuel, Trinity, and Holy Cross, having a combined total of nine teachers and approximately 776 pupils. This caused him to urge the parents to fulfill their duty in the light of God's Word. The guiding principle of the Academy is Psalm 111:10, "The fear of the Lord is the beginning of wisdom."¹⁹

He related that their children have an opportunity that they themselves did not have. Very often they are made conscious of their ignorance because of their lack of ability in English. The Academy would remedy the situation for their sons. This education would be better for them than the money

¹⁸ C. F. W. Walther, "An Eltern, die fuer das Wohl ihrer Kinder besorgt sind," Der Lutheraner, XV (July 26, 1859), 193.

¹⁹ ibid.

they would leave their sons if they did not send them. The state is also in need of good Christian leaders. What better heritage could they give for posterity than to train their children adequately! No more should it be said of them that they are uncultured. They have an opportunity. Over there, they were poor; here God has blessed them abundantly! nor is it necessary that all parents train their sons for the ministry. Yet, they should not be satisfied with only the barest essentials. They should send them to a higher school and let them learn something worth while to fit them for a secular calling.²⁰

Dr. Walther, finally, makes reference to Luther's philosophy of education. He quotes directly from Luther's "Appeal to the Mayors and Aldermen of All the Cities of Germany for the Establishment and Maintenance of Christian Schools, 1524." Luther emphasizes the need for men who could rule the country and its people well, and women who could train and govern the home, children, and servants well.²¹ At this point Dr. Walther brought in the idea of an education for girls, too. Immanuel Academy must not have been set up for that purpose. All in all, we have here a good Christian and Lutheran philosophy of education. God's will, first of all, is that we be saved, secondly, that we serve

²⁰ ibid., p. 194.

²¹ ibid.

our neighbor and be useful to the church and state.

In March of 1860 there was an announcement of a boarding house for those students coming from a great distance. William Sieving offered accommodations for half price, or \$5 per month plus \$1 for bath and repairs. In passing he stated the requirements for the Academy: Be able to read German and English and handle the four species in arithmetic. He would also provide board and lodging for those who wished to enter one of the three elementary schools. Any other requests should be directed to him "Care of Hoyt, Green & Co. Box 2526. St. Louis, Mo."²²

Again in July of the same year, there was a second announcement concerning Immanuel Academy given by Mr. Sieving. The new school year would begin August 15. He stated that the entrance requirements for the Academy are to be able to read German and English fluently, handle the four species in arithmetic and to write from dictation. The two-year Academy course is listed as follows: German and English grammar, arithmetic, algebra, geometry, geography, world and church history, natural history, physics, chemistry, bookkeeping, drawing, and singing. Latin and instrumental music were taught for an additional fee. The fee charged for board, laundry, and light would be \$6 per month, and tuition was \$1.50 per month. In order to keep the cost down, the

²²William Sieving, "Schueler Herberge," Der Lutheraner, XVI (March 6, 1860), 119.

student was asked to provide his own mattress, pillow, bed clothes, lamp, and trunk. Every pupil was required to buy the prescribed books, which amounted to \$5.²³

Things started looking bad for the Academy at the start of the school year in 1861. Teacher David Gehring, who had begun teaching at the Academy in the spring of 1858,²⁴ was released to Peoria, Illinois, on August 5. Because of the Civil war and the scarcity of men, the school had to operate with only three teachers. Girls had entered the Academy in 1858 only to take the handiwork course,²⁵ and now were outnumbering the boys because the parents were sending the latter to vocational schools in order to fit them for jobs earlier. Therefore, it was decided to have Albach teach only boys, about fifty in number. The year 1861 is also the year in which the St. Louis Gymnasium was transferred to Fort Wayne, Indiana, and the Fort Wayne Seminary to St. Louis.²⁶

Succeeding years brought two problems before Immanuel Congregation: the first, whether or not Immanuel was in favor of a General Academy in place of the one they now

²³ J. H. W. Sieving, "Evangelisch lutherische Akademie," Der Lutheraner, XVI (July 24, 1860), 200.

²⁴ Stellhorn, op. cit., p. 415.

²⁵ Ibid.

²⁶ Ibid., p. 420.

had. In 1863 because they had four teachers again, they decided to continue their own Academy and not support a General Academy; the second, whether or not to start a preparatory school in order to relieve the crowded conditions at Fort Wayne, which Albach was supposed to head. Immanuel was not interested in this either because they had a greater concern for the improvement of the elementary schools. In the shuffle they feared that the higher class might be lost.²⁷

Instead of the congregational school such as Immanuel had, Dr. C. F. W. Walther proposed in 1866 the organization of a general Lutheran high school for St. Louis. He wanted to call it the Hoehere Buergerschule. Once more, he emphasized the importance of a Christian education. Parents could give their children nothing better. Leaving them money or property when they died was not good if the children did not know how to manage it. The new school was not opened until the fall of 1867.²⁸

During the time that the Hoehere Buergerschule was discussed, Immanuel had lost its school and church in a fire during December, 1865. Because Immanuel was so busy trying to get back to original form, it paid little

²⁷ Ibid.

²⁸ C. F. W. Walther, "Vorlaeufige Nachricht und Aufforderung betreffs einer zu errichtenden deutschen evang. luth. hoeheren Buergerschule zu St. Louis, Mo.," Der Lutheraner, XXII (August 1, 1866), 182.

attention to all the discussion. When the opening of the school was announced, there was no reaction at all from Immanuel. This would lead us to believe that Immanuel continued with its Academy. Only the departmental teaching was discontinued in 1869, because the teachers failed to meet all the requirements. Albach received a call to the general high school in 1871, but declined it. He continued to teach the upper grades until his retirement on June 28, 1889. It is believed that Immanuel Academy continued for some time because Professor W. H. Behrens said he "attended the Immanuel Academy under Albach from 1881 to 1884."²⁹

²⁹Stellhorn, op. cit., pp. 420f.

¹A. G. Stellhorn, "Lutheran Secondary Education in St. Louis," Lutheran Educational, LXXXI February, 1900, 278.

CHAPTER IV

HOEHERE BUERGERSCHULE, 1857

We begin now the chapter which is the story of the first Lutheran High School. Although the two previous institutions may not entirely be divorced from this category, they failed to meet such qualifications in name only. Rather than call the present institution a Lutheran High School we shall refer to it as it was originally, Hoehere Buergerschule.

Our story may be begun with mixed emotions. On the one hand it is a sad story, because the line of higher school education is a broken one. This new attempt represents the faith our founding-fathers and their followers had in the matter of Christian education. They never relegated themselves to indifference, but always attempted to take bigger steps forward. Such steps were remarkable in the light of past history. Pastor Miller's private school had endured success for two years, when finally it became a financial burden. Immanuel Academy existed as a valuable institution for a little over three decades. This can be attributed in part to the mighty influence of Dr. C. F. W. Walther, who endeavored to advance the Academy's cause whenever and however possible.¹ Yet, this adventure

¹A. C. Stellhorn, "Lutheran Secondary Education in St. Louis," Lutheran Education, LXXXV (February, 1950), 278.

did not advance, because support from the St. Louis Lutherans in general was not behind it. We referred previously to the number of pupils available for this school, but yet the enrollment was not outstanding. Somehow, the feeling must have spread that Immanuel Academy was only a local project, even though numerous exhortations to the contrary are recorded in the "Lutheraner."

It was in 1863 that there was a desire expressed to have a General Academy, even though Immanuel Academy had been in operation for six years.² Once again, we may give a brief historical setting. The year 1863 was the midpoint of the Civil War. This was also two years after the Gymnasium of Concordia College in St. Louis had been moved to Fort Wayne, Indiana. The Fort Wayne Seminary, with its proseminary had also moved to St. Louis. This interchange caused some people to feel the need of a more complete institution than Immanuel Academy afforded.

However, Immanuel Academy refused to close its doors, because it felt itself quite adequate. It was for this reason that Pastor Albach declined the call sent to him by the General Academy. Even though the members of the other congregations felt the need for the General Academy, Immanuel stood her ground. It was the former's opinion that the German Lutherans were being swallowed up by

² Ibid.

secular higher schools, so in order to better indoctrinate their young, a higher school, based on Christian principles, was greatly in demand. Furthermore, such a school could be a "feeder" for the Gymnasium in Fort Wayne. In this way, the students could skip the Sexta and Quinta years at Fort Wayne, and begin at Quarta, the way the students from Immanuel Academy were already doing.³

The aforementioned matters were all discussed in a meeting of the General Congregation, consisting of the following Districts: Trinity, Immanuel, Holy Cross, and Zion. Ultimately, a proposition was made that the professors of the two seminaries and about four businessmen form a committee to draw up plans for a General Academy. The proposal that caused Immanuel District to keep its school open was one in which it was suggested that the General Academy be combined with the Proseminary, or preparatory department, of the Practical Theological Seminary. We have mentioned the change in seminaries that occurred in 1861. The St. Louis Gymnasium, or college department, was transferred to Fort Wayne, Indiana, and the Fort Wayne Practical Theological Seminary, with its Proseminar, or preparatory department, to St. Louis and combined with the seminary department there. The proposed combination of General Academy and Proseminary afforded the preparatory

³Ibid., p. 279.

department an excellent opportunity, especially if Pastor Albach were to teach in it. It was resolved to establish such a school, which was to serve as a Progymnasium. The parents were urged to send their sons to such a school. If the number would be great enough, the school would be opened at once.⁴

But the school did not open. The proposal had failed. Some of the reasons for the failure of the first attempt at a General Academy might be: (1) Failure of Immanuel Academy to close; (2) Refusal of Immanuel to let Pastor Albach go; (3) The special organizational committee failed to function. They gave no report of any kind, not even the listing of the number of prospective students; (4) The failure of the people to heed the dire request of January, 1864, for good Christian education. So ended the initial attempt, and proceedings were to lie dormant for almost seventeen months.⁵

The idea of a high school for boys was laid aside for the time being, but attention was directed now to some sort of a higher school for girls. The problem weighed heavily upon some of the members of the General Congregation, because they were witnessing a distressing fact. Since there was no higher school for girls of Lutheran parents, the

⁴Ibid.

⁵Ibid., p. 280.

girls were sent to other schools. The General Congregation considered this very dangerous because one of the possibilities chosen by Lutheran parents was to send their daughters to Roman Catholic institutions. Because of this, they felt the girls were being led gradually to become indifferent in the confession of the truth. These facts were pointed out quite vehemently, with the view for the establishment of a higher school of their own faith. Another emphasis was in the direction of including the arts and sciences in the curriculum, because they, too, were gifts of God and should be used to His glory.⁶

Such an institution was needed for the girls, but a similar one was very urgent for the boys. Since the necessary teachers and the financial means were not available at that time, plans did not materialize for the boys. The story was quite different for the girls. The expense would be less and the necessary teachers were already available so that a higher school for girls could be opened. Piqued by the last failure, the congregation was in favor of such a move, mainly because of the presence of adequate teachers. Such adequacy was found in the persons of Mr. and Mrs. von Renner. They were suitable and, above all, interested in such a school.⁷ Further identification of this couple

⁶Ibid.

⁷Ibid., pp. 280-1.

cannot be ascertained by the author.

The proposed institution was not to be a private endeavor of one congregation, but was to have the full support of the entire General Congregation. For that reason a Planning Committee was appointed, consisting of members from each of the four Districts. There were eight from Immanuel, eight from Trinity, five from Holy Cross, and four from Zion. These members arrived at the following plans: The morning session was to be three hours long, devoted to the English and the German Language, with some instruction in history and geography. The two hours in the afternoon were devoted to women's handicraft. Tuition was set at \$3.00 per month for both sessions, or \$2.00 per month for either the morning or the afternoon session.⁸

The General Congregation set out originally to provide religious instruction for their girls, but in the proposals of the Planning Committee there is nothing mentioned about providing such instruction. Their original intentions were not fulfilled.

Enthusiasm for the institution ran very high. Even Immanuel District, which earlier in 1858, had contemplated the opening of a girls' class in handiwork in connection with its Academy, showed great interest. They provided ten girls and a donation of \$200 for the school. The other

⁸Ibid., p. 281.

Districts also contributed. Zion was able to send two girls, and Trinity six. Holy Cross District did not provide any girls, but donated \$50 to the institution. In order to increase their own enthusiasm for the institution, the congregations were directed to notice the enthusiasm of the Roman Catholics for similar institutions. The idea was rather competitive in nature. Attention was also directed to the material blessings the people had received from the Lord's hand. In gratitude, therefore, such an institution should be established and supported by them for His greater glory. The discussion on the topic was very extensive, but a definite resolution was not passed. Sad to say, in the final analysis, the girls' school did not materialize.⁹

The subject of a high school remains dormant for another year. However, conditions arose which revitalized the subject. The faculty of Concordia College, Fort Wayne, reported to Professor Walther that their attendance was increasing to the extent that it was necessary to erect another building. The increase was due, in the main, to the number of younger students. Fort Wayne suggested, as a solution to the problem, that the larger cities establish schools with a Latin course, so that the students from these schools might enter Fort Wayne in the Quarta year.

⁹Ibid.

This was ammunition for Dr. Walther. The proposal meant that the school could have a two-fold purpose, namely, to prepare students for the ministry, as well as other secular occupations. Furthermore, this school was intended to be self-supporting, and not a burden to the congregation.¹⁰

It was also proposed that students be boarded in private homes which would eliminate their living in a crowded college situation. The parents would also be responsible for such arrangements. Such a proposal received an added suggestion from Pastor J. F. Buenger. He contended that if the congregation did not want to erect buildings for the boys, and was interested only in preparing them for Fort Wayne, the Immanuel District would be happy to provide such training in its own Academy. But this proposal was not agreeable, since the General Congregation felt that it should take matters into its own hand, and since the interest was so wide-spread. In view of this a committee, consisting of eight laymen and all the pastors and professors, was appointed to establish a higher school with a Latin class.¹¹

Encouragement for such an institution was given by the St. Salvator Congregation of Venedy, Illinois, who wished the school to be established there, and even offered

¹⁰ Ibid., p. 282.

¹¹ Ibid.

to erect a building for \$3000. This congregation had been known as Elkhorn Prairie up to 1861 and was served by the Rev. Ottomar Fuerbringer from 1840 to 1850 and by the Rev. Paul Baumgart, brother-in-law of Pastor J. W. Albach, since 1850. Such a gesture caused a stir in St. Louis. The feeling was that if a rural congregation could be so interested, the people of this city should be all the more interested.¹²

Once again, we see the initiative taken by Dr. C. F. W. Walther, who, very soon after the General Congregational meeting in June, 1866, set the initial meeting and arranged the course outline for such a school. This report is, above all, filled with Dr. Walther's philosophy of Christian education. He wrote this in behalf of a local supporting association of the proposed high school. According to the report, the school was to open October 1, 1866. The course of instruction was quite similar to that of the Immanuel Academy. It was the hope, with the Lord's blessing, to increase the curriculum to a four-year course in the near future. At present, for the two-year course, the following courses were offered: Religion, German and English language, general, American and German history and geography, mathematics, natural history and science, book-keeping, drawing, singing, and gymnastics. A salary of

¹²Ibid., p. 283.

\$1200 per year was offered to a capable teacher, and the students would be charged \$40 per year tuition. The head teacher was to have at least three or four assistant teachers. Religious instruction would be given by Pastor J. M. G. Schaller of Trinity, in whose district the school would be located. Until there would be more out-of-town students, board and room would not be provided by the institution. Walther urged parents to place their request early, in order that the school could open on the set date. Walther listed as entrance requirements for students the following: (1) Be a confirmed member of the Lutheran Church; (2) Be able to read German fluently; (3) Be able to take dictation; (4) Be acquainted with the four species in arithmetic; (5) Be willing to submit to the Christian discipline of the School.¹³

The term used throughout the article to describe the forthcoming new institution is Hochere Buergerschule.¹⁴ Literally, this term has the meaning of a "higher school for citizens." Following Dr. Walther's article closely, the "high school," as we know it, is probably a suitable English translation. Even though the curriculum included training for future secular callings, Dr. Walther especially

¹³C. F. W. Walther, "Vorlaeufige Nachricht und Aufferforderung betreffs einer zu errichtenden deutschen evangel. luth. hoehere Buergerschule zu St. Louis, Mo.," Der Lutheraner, XXII (August 1, 1866), 181-2.

¹⁴Ibid.

urged the local parents to send their sons here in order to train them for the ministry, since a Latin course was offered for this purpose.

Once again, plans did not materialize as expected. There are good reasons why there should have been success rather than failure. There was enough enthusiasm for at least a humble beginning. The appeal that went out in the "Lutheraner" by Dr. Walther, the leader in Synod and in St. Louis, surely should have aroused support from the parents. Nevertheless, Dr. Walther had been foiled again. Nothing whatever is reported for a year.¹⁵ The high school issue remained dormant again.

As the summer of 1867 approached, Dr. Walther renewed his effort for a high school. A decisive meeting was held in which a regular High School Association was formed by the General Congregation. Possibly Professor Witte, about whom nothing further is definitely known, was selected as the first principal of the school. Considerable debate was held over who should be called as additional teachers. Finally, Teachers A. F. Brackmann and C. Krauss were selected. Other weighty matters were before them. The chief of these was adequate support by the people for the institution. This meeting was a "pep talk" in that direction. Additional reasons were directed to the parents, in view

¹⁵Stellhorn, op. cit., p. 236.

of the dangers to which the young people were exposed after their confirmation. They were told to think seriously about a training for their children for later life. This meeting must, finally, have impressed upon the people the importance of the institution. Thereafter, Dr. Walther's plan for a high school took root and began to grow.¹⁶

In 1868 Dr. Walther stated that the institution had been in operation now for a year. He applied the German proverb to the institution, "Aller Anfang ist schwer." The former teacher had been engaged for only a year, with two elementary school teachers as assistants. The reason was a financial one. Now, however, they had secured Professor A. F. Brackmann, as director, formerly a professor at the Maryland State University, who was also an excellent philologist. The second teacher they acquired was Teacher C. Krauss, also a very capable man.¹⁷ He was said to be very good in mathematics, in the arts and sciences, and understood mechanics, all of which he was particularly gifted to teach.¹⁸ Pastor J. M. G. Schaller would also continue to provide the religious instruction. Details of finding quarters for out-of-town boys, of the course of study, of

¹⁶ Ibid., pp. 286-91.

¹⁷ C. F. W. Walther, "Die deutsche ev. Luth. hoehere Buergerschule zu St. Louis, Mo.," Der Lutheraner, XXIV (August 1, 1868), 183.

¹⁸ Stellhorn, op. cit., p. 290.

tuition, and of the entrance requirements were repeated from the previous year. The second new school year would begin September 1, 1868,¹⁹ at 716 Barry Street, adjacent to Trinity Church.²⁰ Twenty days later Dr. Walther delivered the address at the second opening of the Hoehere Buergerschule, in the assembly hall of Trinity Church,²¹ where, presumably, the school sessions were held.²²

We learn that girls were admitted to the institution on October 1, 1868. Pastor J. M. G. Schaller, in his address at the opening of the Hoehere Toechterschule, rejoiced in the fact that parents didn't have to send their daughters to non-Lutheran schools anymore. A continuation of their education could now be made after confirmation. The education of this institution would be toward the development of latent talents, given by God. The German language would be especially stressed because Schaller

¹⁹C. F. W. Walther, "Die deutsche ev. luth. hoehere Buergerschule zu St. Louis, Mo.," Der Lutheraner, XXIV (August 1, 1869), 183.

²⁰Arthur O. Leutheusser, "The Founding, Rise and Extinction of Walther College," unpublished manuscript in the possession of Dr. Carl S. Meyer, Concordia Theological Seminary, St. Louis, Missouri, p. 2.

²¹C. F. W. W[alther], "Rede zur Feier der Wiedereroeffnung der deutschen ev. luth. hoeheren Buergerschule zu St. Louis, Mo., gehalten in Versammlungs-Saale der Dreieinigkeitsgemeinde daselbst, den 20. September 1868," Der Lutheraner, XXV (October 1, 1868), 17.

²²The St. Louis Lutheran, I (November 18, 1945), 8.

boasted that it was the most superior language of the time, since it was rich in the classics of science, art, poetry, and history. However, love for the language is not gained without studying it. English would also be learned, because it was the language of the land in which they were living.²³

The report by Professor A. F. Brackmann in 1868 stated that the school was in very good condition, with an enrollment of thirty-five boys. He, too, mentioned the fact that the Hoehere Toechterschule, a high school for girls, had begun operation in the fall, with twenty-four girls in attendance. He listed the tuition for the boys as \$40 per year and \$20 per year for the girls. He quickly added that a complete gymnasium had been made available, for the exercise and development of the boys.²⁴

We learn that, financially, the first two years were very difficult. Several years later, in 1870, Dr. Walther once more urged adequate support of the school. If this did not take place, he felt the institution would collapse.²⁵

²³G. Schaller, "Rede bei der Eroeffnung der hoeheren Toechterschule der Evang. Luth. Dreieinigkeitsgemeinde zu St. Louis, am 1. October 1868," Der Lutheraner Beiblatt, XXV (November 1, 1868), 1-4.

²⁴A. F. Brackmann, "Mittheilungen ueber unsere hoehere Bildungsschulen," Der Lutheraner, XXV (December 15, 1868), 62-3.

²⁵August R. Suelflow, The Heart of Missouri (St. Louis: Concordia Publishing House, 1954), p. 124.

On October 3, 1870, A. C. Burgdorf was called to the staff of the Hoehere Buergerschule and became the director of the institution.

August C. Burgdorf was born July 12, 1838, at Luttrum, Hanover, Germany, a son of Heinrich Burgdorf, a tailor, and his wife Henriette. He came to America and St. Louis with his parents in 1844, attended parochial school in St. Louis, and entered Concordia College there in 1851, at the age of thirteen. It is assumed that he graduated in 1862 (the graduation records for that one year are missing); . . . he worked "for several years" in various business places at Red Bud, Illinois, because of throat trouble; also, he married Miss Wilhelmine Brockmeyer of Red Bud in 1862. In 1864 he became the first regular teacher of St. John's School in Red Bud. In 1865 he accepted a call as teacher of Zion School in St. Louis and served there until 1870. On Oct. 3, 1870, he became director of the "Hoehere Buergerschule" (Lutheran High School) in St. Louis and served in that capacity and as director of Walther College (from 1889 on) till 1907, when he was succeeded by Prof. Arthur O. Leutheusser, 1907-11, and Pastor Eugene Harms, 1911-16. But Burgdorf continued on the faculty, teaching mostly German and Latin, until 1914, two years before the institution closed (1916). In his retirement he lived with a daughter at Springfield, Missouri, where he died June 14, 1930, age almost 92 and totally blind. . . . 26

Other staff members by 1873, in addition to Burgdorf were: A. L. Graebner, Mrs. Ada Kasler, and Miss Anna Freund.²⁷

The Association was encouraged that with the Lord's

²⁶ A. C. Stellhorn, op. cit., LXXXIV (October, 1948), 107-8.

²⁷ C. F. W. Walther, "Die evangelisch lutherische Hoehere Buergerschule zu St. Louis, Mo.," Der Lutheraner, XXIX (April 1, 1873), 101.

blessing, the institution would continue to succeed. The curriculum was revised in 1870 in order to place an emphasis on some practical subjects. Special interest would also be devoted to the English language. The tuition was reduced to \$30 per year in order to encourage a larger attendance.²⁸

The school day for boys began at eight and continued for an hour and fifteen minutes in the afternoon. There was no class for them on Saturday. The girls attended sessions from two to five in the afternoon, including Saturday. There was a two-year course for boys, and a one-year course for girls. The curriculum for the boys consisted of the following: Religion, German, English, Latin, history, geography, natural history, physics, mathematics, bookkeeping, penmanship, and drawing. For the girls there was English, German, geography, history, arithmetic, penmanship, drawing, and handicraft.²⁹

There were two times during the year when enrollment by a student could be made, either shortly after Easter or at the beginning of September.³⁰ We have only two reports that pertain to the size of the enrollment at any time.

²⁸G. Schaller, "Die hoehere Buergerschule in St. Louis," Der Lutheraner, XXVII (October 15, 1870), 31.

²⁹Bericht ueber die evangelisch lutherische Hoehere Buergerschule und die damit verbundene Hoehere Tochter-schule zu St. Louis, Mo. St. Louis: Druckerei der Synode von Missouri, Ohio u. a. Staaten, 1873, p. 8. Hereafter cited as Bericht.

³⁰Ibid., p. 7.

One of these is in 1874, in which the enrollment is announced to be forty-two boys and twenty-seven girls.³¹

Then, again, in 1886, there is a brief remark that at that time, there was an enrollment of forty-one students, nineteen of whom were taking the Latin course in preparation for the ministry.³² The report concerning the school in 1873 is also quite helpful in regard to a sampling of enrollment figures. During the school year, 1872 to 1873, there were eight boys in the first class, twenty-four in the second class, and fourteen girls. The total number of boys that went to school from 1868 to 1872 was 128, and the total number of girls was fifty-five.³³

The cost of attending the institution was quite stationary, with only slight fluctuations. The major costs were for tuition and for board and room. The tuition for girls remained at \$20 per year for 1871³⁴ and 1872,³⁵ but raised slightly to \$24 per year in 1877.³⁶ The tuition for

³¹A. C. Burgdorf, "Die evangelisch lutherische Hoehere Buergerschule und die damit verbundene Hoehere Toechterschule zu St. Louis, Mo.," Der Lutheraner, XXX (February 15, 1874), 30.

³²Der Lutheraner, XLII (October 1, 1886), 148.

³³Bericht, pp. 14-6.

³⁴Der Lutheraner, XXVII (August 15, 1871), 192.

³⁵G. Schaller, "Evangelisch Lutherische hoehere Buergerschule in St. Louis," Der Lutheraner, XXVIII (August 15, 1872), 174.

³⁶Der Lutheraner, XXXIII (August 15, 1877), 127.

boys also remained at a constant figure, namely \$40 per year.³⁷ There was one change, however, in 1877. The tuition for boys who were from member congregations was reduced to \$24 per year; other boys had to pay \$32 per year.³⁸ Very soon thereafter, the former figure was renewed. Board and room fees seemed to fluctuate from year to year, but nothing that was outstanding. The fee was \$14 per month for the period 1872³⁹ through 1877,⁴⁰ decreased to \$12 per month in 1878,⁴¹ rose slightly to \$13 per month in 1882,⁴² and was back to \$12 per month in 1883.⁴³

As we approach the time of the Walther College, the present institution under consideration gradually shows a metamorphosis with regard to its name. For a little over a decade the school is known as the Hoehere Buerzerschule. Then, in 1878, the name of the institution is changed to

³⁷Der Lutheraner, XXVIII (August 15, 1872), 174.

³⁸C. A. Brauer, "Die evangelisch lutherische Hoehere und die damit verbundene Hoehere Toechterschule zu St. Louis, Mo.," Der Lutheraner, XXXIII (March 1, 1877), 39.

³⁹Der Lutheraner, XXVIII (August 15, 1872), 174.

⁴⁰Der Lutheraner, XXXIII (March 1, 1877), 39.

⁴¹A. C. Burgdorf, "Die Concordia Academie und die Hoehere Toechterschule zu St. Louis, Mo.," Der Lutheraner, XXXIV (August 1, 1878), 119.

⁴²A. C. Burgdorf, "Die Lutherische Hochschule zu St. Louis, Mo.," Der Lutheraner, XXXVIII (March 15, 1882), 46.

⁴³Ibid., XXXIX (August 1, 1883), 118.

"Die Concordia Academie und die Hoehere Toechterschule zu St. Louis, Mo."⁴⁴ There is, however, no change in the aim and purpose of the school, nor in its fees charged, nor in its curriculum.

Then, in 1879, the name was shortened to "Die Concordia Akademie zu St. Louis, Mo."⁴⁵

The final change in name occurred in 1881. At that time the change strikes a familiar chord to our ears. It was changed to "Die Lutherische Hochschule zu St. Louis, Mo."⁴⁶ With the renaming of this institution as the Lutheran High School of St. Louis, we now direct our attention to the Walther College, under which name the former institution began operating in 1889.

⁴⁴A. C. Burgdorf, "Die Concordia Academie und die Hoehere Toechterschule zu St. Louis, Mo.," Der Lutheraner, XXXIV (April 1, 1878), 55.

⁴⁵A. C. Burgdorf, "Die Concordia Akademie zu St. Louis, Mo.," Der Lutheraner, XXXV (August 1, 1879), 119.

⁴⁶A. C. Burgdorf, "Die Lutherische Hochschule zu St. Louis, Mo.," Der Lutheraner, XXXVII (August 1, 1881), 119.

Arthur C. Lehnwieser, "The Founding, Rise and Decline of Walther College," unpublished manuscript in the possession of Dr. Carl S. Feyer, Concordia Theological Seminary, St. Louis, Missouri, p. 2.

⁴⁷The St. Louis Lutheran, 2 December 2, 1889, 2.

⁴⁸A. C. Burgdorf, "Die Walther College zu St. Louis," Der Lutheraner, 43 (August 1, 1889), 133.

CHAPTER V

WALTHER COLLEGE, 1889

In a meeting of St. Louis Lutherans, held on October 14, 1887, an organization was formed for the purpose of establishing an institution of higher learning. The members of this organization were looking for a school to accommodate an enlarged attendance. They also desired a school with a more advanced curriculum, a proper location, one with adequate buildings and dormitories to house students living beyond the limits of the city.¹ This society was later incorporated under the name of the "Walther College Association."² It appeared that the school was regarded as a continuation or development of the Hoehere Buerzerschule founded by Dr. C. F. W. Walther in 1867.

President August C. Burgdorf announced the opening of Walther College in the fall, September 11, 1889.³ The aim and purpose of this institution, he said, was to prepare young people better for a secular calling. Because of space

¹ Arthur O. Leuthousser, "The Founding, Rise and Extinction of Walther College," unpublished manuscript in the possession of Dr. Carl S. Meyer, Concordia Theological Seminary, St. Louis, Missouri, p. 2.

² The St. Louis Lutheran, I (December 2, 1945), 6.

³ A. C. Burgdorf, "Das Walther College zu St. Louis," Der Lutheraner, XLV (August 13, 1889), 135.

and personnel they began with only the two lower classes and hoped to expand in the future. The students that hoped to enter were expected to read and write English and German, and be proficient in mathematics with the four species.

The tuition for the lower class was \$50 per year and \$75 per year for the upper class. Students that came from a distance lived in a boarding-house and were under the direct supervision of the president. Not only did they live in the president's house, but they ate at his table. The total cost for board and room for the lower class was \$200 per year and \$225 per year for the upper class. These figures included meals, furnished rooms, servants' attendance, bath, fuel, and light. Quarterly reports of the department, attendance, standing, and progress of each pupil were made out and forwarded to the parents or guardians.⁴

In order to safe-guard financial stability, ten-dollar non-interest-bearing bonds were issued until the sum of \$25,000 had been accumulated. A building was erected which included a boarding hall for boys. No action was taken until \$20,000 of the previously stated amount had been received. When the surplus from tuition permitted, the original investments were to be repaid.⁵

⁴Walther College Association. St. Louis, 1889, p. 28.

⁵C. J. Otto Hanser, "Ev. lutherisches Walther College," Der Lutheraner, XLIV (February 14, 1888), 29.

Walther College first inhabited the building of the old Lutheran high school at 716 Barry Street,⁶ "in the neighborhood of the old high school."⁷ Classes were held here from September 11, 1889, to February 10, 1890.⁸ After \$20,000 worth of bonds had been sold, the school was moved to 1033 South Eighth Street and was occupied on February 10, 1890.⁹ This property, bounded by Eighth, Chouteau, Hickory, and Paul streets, measured 350 by 145 feet. The plot, containing a large mansion, was valued at \$60,000. The building had been purchased by the Association on March 18, 1889, at a cost of \$19,500.¹⁰ A second building, dedicated February 9, 1890, provided administrative and classroom facilities. A third building, opened on September 2, 1896, was used for instructing girls in embroidery and fancy work.¹¹

An Association to support the school was formed on December 14, 1887,¹² with Henry F. Mueller, president, and

⁶ Walther College Catalog, ninth academic year, 1897-1898, p. 5.

⁷ F[Francis] P[ieper], "Das ev. luth. Walther College zu St. Louis, Mo.," Der Lutheraner, XLV (April 9, 1889), 60.

⁸ August R. Suelflow, The Heart of Missouri (St. Louis: Concordia Publishing House, 1954), p. 126.

⁹ Walther College Catalog, op. cit., p. 5.

¹⁰ Der Lutheraner, XLV (April 9, 1889), 60.

¹¹ Suelflow, op. cit., p. 126.

¹² Walther College Catalog, tenth academic year, 1899-1900, p. 6.

W. C. Schuetz, secretary and treasurer.¹³

A German pamphlet was circulated at this time in which it was stated that girls would also be admitted. The institution would aid those who wished to pursue a broader education in women's handicraft and fancy work. The pamphlet reiterated that Walther College would be a boarding-school for boys, providing board, room, and excellent supervision by the teachers. An attempt would be made to keep the cost as low as possible in order that this institution would be a greater service for both church and state.¹⁴

We have another announcement about the institution by the Rev. C. J. Otto Hanser of Old Trinity congregation in St. Louis. He stated that the St. Louis Hoshere Euerzerschule, which during the past twenty years had graduated a large number of students who had entered the service of the church and state, had, in spite of many difficulties, prospered to such an extent that additional courses would be offered in the fall of 1888 to the curriculum of the institution now called Walther College. There would be the addition of the "classical" course to the present "academic" course. The school was to be named Walther College "in

¹³Der Lutheraner, XLIV (February 14, 1888), 29.

¹⁴An die Glieder unserer ev. lutherischen Gemeinden, circular issued by the Board of Directors, Walther College, St. Louis, Missouri, n.p., n.d. Hereafter cited as An die Glieder.

everlasting memory of its founder, Dr. C. F. W. Walther."¹⁵

It was, furthermore, explained in this pamphlet why the name Walther College was chosen for the institution. Primarily, it was named for Dr. C. F. W. Walther, who had showed untiring interest in such an institution, and because he had written much in favor of it. The name "College" was chosen to differentiate it from other Synodical Gymnasias, of which there were a sufficient number. The name "College" designated a higher school. This school would offer a three-fold course, the academic, the classical, and the scientific. Whereas, other Synodical schools were geared to the ministerial profession, Walther College would train young people for secular callings, such as doctors, lawyers, engineers, architects, chemists, editors, and also for civic offices in the state.¹⁶ Thus, Dr. Francis Pieper could speak of Walther College as being something much more than an extension and expansion of the Hoehere Buergerschule that the city had twenty years previously.¹⁷

Original plans consisted of opening the school in September, 1888, but this failed. Edmund Seuel, secured to teach at Walther College, arrived in St. Louis in October, 1888. The following winter F. Pieper, A. L. Graebner, and

¹⁵Der Lutheraner, XLIV (February 14, 1888), 29.

¹⁶An die Glieder.

¹⁷Der Lutheraner, XLV (April 9, 1889), 60.

Seuel reorganized the school. Original plans included a vast curriculum, in view of what finally was resolved upon. They anticipated having a medical and law faculty, but not a theological faculty. These plans were never carried out.¹⁸

Professor A. C. Burgdorf, who had headed the former Hoehere Buergerschule, continued as president of Walther College from 1889 to 1907.¹⁹ The College began in 1889, with two classes, and continued this arrangement until 1891. A third class was added then, and the fourth class was added a year later, in 1892.²⁰

The Rev. Edmund Seuel, later for many years head of Concordia Publishing House, was named principal and was connected with the school for nineteen years.²¹ He was born on April 21, 1865, at Vincennes, Indiana. His education was acquired by attending Synodical schools. He attended Concordia College, Fort Wayne, Indiana, and Concordia Seminary, St. Louis, Missouri, from which he graduated in 1886. He was pastor and missionary at large at Ogallala, Nebraska, from 1886 to 1888. He served from 1914 to 1942 as a member of the Board of Directors of the Lutheran Church--Missouri

¹⁸ Suelflow, op. cit., p. 125.

¹⁹ The St. Louis Lutheran, I, 6.

²⁰ Walther College Catalog, seventeenth academic year, 1905-1906, p. 5.

²¹ The St. Louis Lutheran, I, 6.

Synod. He was also co-founder of the Lutheran Laymen's League. He received two doctorate degrees, one from Concordia Seminary, St. Louis, in 1936, and the other from Valparaiso University, Valparaiso, Indiana, also in 1936. He died on May 9, 1951.²²

Besides Burgdorf and Seuel, the members of the faculty at one time or another consisted of the following: A. O. Leutheusser, R. Knauth, F. Brinkman, Theo. Graebner, William Dittmer, R. Friess, Theo. Pieper, Dr. E. Mueller, Alice Holdaway, M. Hadrean, Ernest Ross, E. H. Rechlin, Miss A. Gramme, Miss Ida Walz, W. F. Sachs, Eugene Harms, who later became the president, the Rev. Martin S. Sommer, A. Bergmann, A. Loeber, the Rev. A. Wilk, and C. A. Behnke, who was a student assistant.²³

A new building was erected for administration purposes and classrooms. This building also contained a spacious gymnasium. The building had been constructed according to the latest ideas in school architecture and all the furnishings were of modern date. The ventilating and heating appliances were in perfect condition. The school, at that time, accommodated nearly 200 students. A generous donation enabled the Association to add a third large building, which

²²Lutheran Cyclopedia, Erwin L. Lueker, editor in chief (St. Louis: Concordia Publishing House, 1954), p. 971.

²³The St. Louis Lutheran, I, 6.

was opened on September 2, 1896, and was used chiefly for "the instruction of female students in embroidery and fancy work."²⁴

The new school building was dedicated on February 9, 1890. The dedication service took place in Trinity Church, with Pastor C. J. Otto Hanser preaching on Jeremiah 29:7: "And seek the peace of the city whither I have caused you to be carried away captives, and pray unto the Lord for it: for in the peace thereof shall ye have peace." The new building contained five classrooms, two accommodating sixty students each, and the other three, about thirty-five pupils each. In addition to the gymnasium, there was also a laboratory.²⁵

The major courses were in the scientific, the English, and the commercial areas. Shorthand and typing were offered as electives. It was the rule of the institution that religious instruction was given in all classes. Among the graduates of the earlier days were men and women well-known in the history of St. Louis and its Lutheran churches, as well as ministers in the Lutheran Church. There were students also from Illinois, Iowa, Nebraska, Kansas, Wisconsin, Indiana, Michigan, Pennsylvania, and Mexico.²⁶

²⁴ Ibid.

²⁵ A. G. [raebner], "Walther College," Der Lutheraner, XLVI (April 3, 1890), 65.

²⁶ The St. Louis Lutheran, I, 6.

The marvelous increase in pupil attendance in 1890, caused the Board of Directors to call a third professor, Dr. Emil Mueller, from Peoria, Illinois. The institution was happy that he accepted the call.²⁷ Enrollment continued to climb in 1891. The total number of students then stood at eighty-five, with an outlook for more immediately after Easter.²⁸ A picture of the faculty about the year 1893, shows the following members: E. Seuel, T. Ruhland, A. C. Burgdorf, A. O. Leutheusser, and F. Brinkmann.²⁹

The graduates of the institution were proud of their school and attempted to show it by forming an Alumni Association in January, 1907.³⁰ The purpose of the Association was to promote sociability and friendship among the graduates, as well as to further and be concerned about the interests of the institution.

Walther College was accredited by the North Central Association of Colleges and Secondary Schools in 1909.³¹ By 1913 the institution could offer courses in nine different areas: academic, scientific, modern language, normal,

²⁷ Der Lutheraner, XLVI (July 29, 1890), 130.

²⁸ Ibid. (March 17, 1891), p. 47.

²⁹ From the Walther College files in Concordia Historical Institute, St. Louis, Missouri.

³⁰ Walther College Catalog, twenty-fourth academic year, 1913-1914, p. 21.

³¹ Ibid., twentieth academic year, 1909-1910, p. 7.

commercial, shorthand and typing, domestic science, domestic arts, and music.³² In 1911 the class sessions were from 8:45 A. M. to 2:30 P. M. This was divided up into seven periods of forty-five minutes each. Thirty minutes was allotted for lunch. Each student could also expect three hours of homework daily.³³ In 1913 there were seven periods of forty minutes each, running from 8:40 A. M. to 2:40 P. M., with thirty-five minutes devoted to a lunch hour.³⁴

On June 1, 1909, the old property was sold and the college relocated at Park Avenue and Benton Place.³⁵ The new plot on Park Avenue was located opposite Lafayette Park, where, in addition to the building already on the grounds, a new building was erected.³⁶ The new buildings were dedicated on February 20, 1910.³⁷ This move, however, did not prove to be in the interest of the school. The attendance declined because of the competition from secular high schools which was very strong.³⁸

The needs of Walther College were constantly brought to

³² Ibid., twenty-fourth academic year, 1913-1914, p. 6.

³³ Ibid., twenty-second academic year, 1911-1912, p. 7.

³⁴ Ibid., twenty-fourth academic year, 1913-1914, p. 7.

³⁵ Ibid., twenty-second academic year, 1911-1912, p. 6.

³⁶ The St. Louis Lutheran, I, 6.

³⁷ Suelflow, op. cit., p. 126.

³⁸ The St. Louis Lutheran, I, 6.

the attention of the Western District of the Missouri Synod. In 1906 Dr. W. H. T. Dau warmly recommended the institution and urged that youth receive their training in a Christian atmosphere.³⁹

Professor Arthur O. Leutheusser, who was appointed to the principalship of Walther College in 1911, faced frustrating obstacles in his new position. He suggested a \$25,000 "sinking fund" to be solicited from the Lutheran laity of St. Louis. This fund would be used to erase all debts and leave a margin for necessary improvements. Such a resolution was unanimously adopted and he was appointed as chief solicitor. When well-to-do members of the Board of Trustees refused to contribute, Professor Leutheusser began to see the futility of the situation.⁴⁰

Professor Leutheusser went next to the local congregations. In 1910 there were twenty Missouri Synod Lutheran churches in St. Louis, all supporting parochial elementary schools. Because they knew the value of Christian education, the congregations, Leutheusser thought, would come to his rescue. When he approached the local clergy at a pastoral circuit meeting, he found no one willing to express an opinion, much less support the Walther College project.

³⁹ Suelflow, op. cit., pp. 126f.

⁴⁰ Leutheusser, op. cit., p. 4.

Leuchteusser gave as a reason for the situation the lack of interest on the part of the parents for the education of their children beyond the elementary school level. Parents were mainly interested that their sons engage in remunerative employment as soon as possible.⁴¹

Mindful of the dangerous financial condition threatening the existence of the school, four of the younger members of the faculty took it upon themselves to canvass the surrounding area in Missouri and Illinois for prospective students. They restricted their work to towns which had a Lutheran Church. This voluntary task was performed on Saturdays via train, bicycle, and occasionally, by "thumbing rides on trucks and farm wagons." The endeavor was well rewarded. Students were gained from many new sources so that the dormitories were completely occupied.⁴²

By 1915 the existence of the school became extremely precarious, and J. H. C. Fritz and E. Harms pleaded for increased support and the continuation of the school. Such a plea fell on deaf ears. No Western District recommendations were made, nor was any action taken.⁴³

On October 27, 1917, a "Notice of Dissolution" of the Walther College Association appeared in the "Lutheran Witness,"

⁴¹ibid., pp. 5f.

⁴²ibid., p. 8.

⁴³Suelflow, op. cit., p. 127.

the "Lutheraner," and the public press. The surplus from the sale of property was turned over to the treasurer of the Missouri Synod until the time when the high school project would be revived.⁴⁴ The notice is presented here in full as found in the November 13, 1917, issue of the "Lutheran Witness":⁴⁵

Notice of Dissolution

The Walther College Association of St. Louis, Mo., having resolved to liquidate its affairs, all debenture certificate-holders, or anyone having a claim against said Association, are hereby requested to present same to the undersigned for allowance within one year from date of this notice.

WALTHER COLLEGE ASSOCIATION

By Chas. J. Burde, Treas.,
301 Granite Building, St. Louis, Mo.

Thus ends Walther College. We must wait almost three decades until the question of a high school is once more revived. In the final chapter of this thesis there is presented a brief overview of that development.

⁴⁴The St. Louis Lutheran, I, 6.

⁴⁵The Lutheran Witness, XXXVI (November 13, 1917), 363.

CHAPTER VI

CONCLUSION

Even though a thorough treatment of the present Lutheran high school situation is not within the scope of this thesis, a few of the major developments will be presented in this final chapter. Definite action for a Lutheran high school in St. Louis is not taken until the 1944 Convention of the Missouri Synod. The Convention gave impetus to such a formation in view of the following recommendations of the Board for Higher Education which were adopted:¹

(1) That the synodical Board of Christian Education and the Board for Higher Education be definitely instructed to enter upon active support of a program of general education on the high school level. This support is to be thought of in the same general terms in which the Board of Christian Education was then supporting and guiding the work of Synod's elementary schools.

(2) That Synod declare it as its policy to encourage congregations and groups of congregations to establish independent Christian high schools.

(3) That the Boards be instructed to survey the most promising fields, to assist in organizing the congregations or individuals necessary for the support of an institution in a given locality, and to lend every possible aid to the establishment and maintenance of Lutheran high

¹Proceedings of the Thirty-Ninth Regular Convention of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States. St. Louis: Concordia Publishing House, 1944, pp. 433-4.

schools and, wherever feasible, also junior colleges in various sections of Synod, subject, however, to the limitation that Synod in no wise contribute from its treasury for the erection and maintenance of such high schools and junior colleges.

St. Louis did something about it. The preliminary meeting of representatives from forty congregations in St. Louis met on January 3, 1945, at St. Peter's Church, St. Louis, Missouri, to formulate plans for a new Lutheran High School Association. On January 29 the Association was formally organized and a constitution adopted. Elected to the Board of Trustees were the Rev. Paul Streufert, Dr. Paul M. Bretscher, the Rev. Clarence Peters, William Kramer, John Grundmann, L. J. Dierker, John A. Fleischli, Alvin A. Welp, Herbert Waltke, William C. Krato, R. Obermann, and J. J. Wasser.²

Another committee set out in an attempt to win the St. Louis congregations to their point of view. God's Word formed the basis of their argument. They were persuaded that only a lack of faith would make the attempt fail. The committee that guided this venture was the following:³ Alvin A. Welp, chairman, H. F. Sade, Dr. Paul M. Bretscher, L. J. Dierker, John A. Fleischli, John Grundmann, C. A. Kieffer, William A. Kramer, the Rev. Clarence Peters,

²August R. Suelflow, The Heart of Missouri (St. Louis: Concordia Publishing House, 1954), p. 127.

³Arthur L. Miller, Establishing a Lutheran High School (St. Louis: Board for Parish Education, 1943), p. 30.

Dr. Alfred M. Rehwinkel, the Rev. E. L. Roschke, Robert E. Steinmeyer, and the Rev. Paul Streufert.

The Board of Trustees purchased a group of buildings on Lake and Waterman Avenues at a cost of \$200,000 in June 1945. These buildings had at one time been occupied by Mary Institute. Since 1939, the buildings contained Washington University's Adult Education Department.⁴

The institution was dedicated on Sunday, August 25, 1946,⁵ at which time, Dr. O. P. Kretzmann, president of Valparaiso University, Valparaiso, Indiana, gave the dedicatory address. There were 250 freshmen and sophomores expected at the opening on September 3. The regular classes began on September 4. Tuition was announced at \$42.50 per semester for those students belonging to Synodical Conference churches.⁶ Actually, the first year's enrollment was 247.⁷

The Lutheran High School in St. Louis gained membership into the North Central Association in April 1949.⁸

The present institution has grown to approximately forty-five instructors and over 800 students, with the

⁴ Suelflow, op. cit., p. 127.

⁵ The Lutheran Witness, LXV (August 25, 1946), 293.

⁶ The St. Louis Lutheran, I (August 25, 1946), 1.

⁷ Lutheran Education, LXXXVIII (April, 1953), 384.

⁸ Ibid., LXXXVI (January, 1951), 243.

present plans calling for two additional separate schools.

This study, the writer believes, reveals the healthy attitude of the Lutherans in St. Louis, regarding the important matter of Christian secondary education. Although the State of Missouri opened its first public school in St. Louis in 1838,⁹ the Lutherans were not too far behind. Development was slow and encountered many pitfalls, but courageous leaders were always present to renew the attack.

The history of Lutheran high school development in St. Louis, furthermore, has impressed upon the Lutherans of this city, the benefit and the necessity for such an institution. The basic function of a Lutheran high school is to provide the youth of the church with a Christ-centered education at the secondary level. There are certain goals for which an institution of this sort must aim. A Lutheran high school must strengthen the student's faith, deepen his personal conviction, increase his love for the Savior, foster Christian service, develop citizenship, and honor God above all else.¹⁰ A tremendous task! But the Lutheran high school as a handmaiden of the church and the home must be designed

⁹ Arthur C. Repp, editor, 100 Years of Christian Education, Fourth Yearbook of the Lutheran Education Association (River Forest, Illinois: Lutheran Education Association, c.1947), p. 5.

¹⁰ Paul W. Lange, "Establishing and Maintaining Lutheran High Schools in Metropolitan Areas," Lutheran Education, LXXXIII (October, 1947), 96.

to assist them in carrying out their God-given responsibility of bringing up their children in the nurture and admonition of the Lord. However, the ultimate responsibility must rest with the home and the church. This cannot be shifted.

The writer evaluates the history of Lutheran high schools in St. Louis until the year 1946 in a four-fold fashion.

(1) Education has always cost money. Among Lutheran circles it was no different. Lutheran secondary education in St. Louis was sustained only by tuition costs for a great length of time. This very idea caused problems to arise through the years. Whenever difficulties arose concerning a certain institution, invariably financial support was a deciding factor. Financial problems and the type of people that were called Lutherans in this city were closely related. The German element was not plutocratic, but earned their money by hard work. As a result, the importance of Lutheran secondary education could not be impressed upon them unless they could see some financial remuneration. It can definitely be stated that one of the greatest obstacles for success of Lutheran secondary education was the matter of finances. A private school in competition with free public schools cannot be conducted and hope to survive on low tuition fees and occasional scanty donations.

(2) The original purpose of Lutheran secondary education in St. Louis was to give a broad education to the young

boys who did not desire to study for the ministry. By and large, the institutions all fulfilled this aim. In time further education was also made available to girls. The curriculum of all the schools was directed to aid the student to meet his obligations in the world. Therefore, foreign languages were not stressed, with the exception of Latin, for those boys who did not have the ministry in mind. The emphasis was in the direction of mathematics, history, and the sciences, but above all, the study of English. The study of English was a basic premise upon which Lutheran secondary education in St. Louis was founded. The English language was closely related to the obligations of the secular calling that the future generations had to meet.

(3) The instructors that served at the various institutions were without exception, as far as this writer could determine, outstanding and well-qualified teachers. For the most part, the instructors came to the schools from the pastoral ministry. An interesting side-light and one worthy of note is that the first instructors in these institutions were not from the regular "Missouri" circles. The early instructors came from other Lutheran bodies, but confessional fellowship was strictly maintained. Our forefathers, did not attempt to hinder such actions. The Lutheran people of St. Louis were fortunate to have such instructors that met the highest standards of scholarship.

(4) One trait of an outstanding school is the graduates

it produces. Student lists are not available for the earlier periods, but it can be assumed that these graduates took their places within the front ranks of the cultured life. Glancing at the student lists of Walther College we see that many of its graduates were successful in various occupations. Many were flourishing businessmen, esteemed executives, or prominent figures in their community.

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